

Phase ② My advice is...

Learning outcome

Children can write giving advice to the main character.

Success criteria

- I can write a paragraph giving advice to a main character of a story.
- I can suggest sensible solutions for the character's problems.
- I can give reasons for my advice.

Setting the context

The children will need to have carried out the previous activity on page 59. Invite children to imagine that they are in Mr Speed's class and that they have read the anonymous worry (from Holly) on the Worry Website. Ask them to write a paragraph or a sentence giving Holly some advice. Explain that they are responding to Holly's typed-in worry: *I think I am getting a stepmother. I wish she was wicked.* Share the success criteria with the class to use during the peer-evaluation.

Assessment opportunity

Hand out the photocopiable page 'Advice for Holly'. Suggest the children start with: 'If I were you, I would...' and follow this with reasons for their advice. Then ask the children to swap work with a partner to read and to evaluate each other's advice. Assess whether children can empathise with the main character and make a relevant response, offering sensible solutions to her problems. Can they elaborate on why they are suggesting certain actions? Is their viewpoint consistent with the issues in the text? The children can then assess their peer's work in response to the success criteria. Ensure that they give positive responses (two ticks) and make a constructive comment on how to improve the piece of work (a wish).

Assessment evidence

At levels 2-3, children will include some relevant ideas in the writing but without the inclusion of a great amount of detail. At levels 4-5, children will have developed their ideas appropriately. They will have established a viewpoint and put this across fairly coherently. This activity will provide evidence towards Writing AF1.

Next steps

Support: Provide children with suggestions for advice for Holly. They can then explain why each piece of advice is useful by using qualifying connectives in their statements, for example, 'If I were Holly I would...because...'

Extension: Encourage children to explain reasons for their given advice using more advanced connectives: '...in order to...' or '...so that...'

Key aspects of learning

Social skills: When working collaboratively, children will listen to and respect other people's ideas. They will take on different roles in a group.

Phase ③ My Worry Website plan

Learning outcome

Children can use a setting, characters and an issue/dilemma to plan a story.

Success criteria

- I can explore a problem/issue and develop it to create a structure for my story.
- I can plan my story using a story planner.

Setting the context

The children will need to have explored stories that contain issues/dilemmas. Read more of the stories from *The Worry Website*, including the prize-winning story 'Lisa's Worry' written by Lauren Roberts, aged 12. Break down the structure of each story - identify what happened in the opening, the dilemma, the build-up, the conflict, the resolution and the ending.