

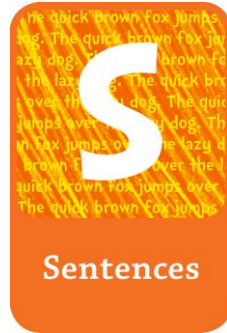
Purpose: To create a narrative based on an image



We are learning to:

write about what happens before, during and after the event in the image.

Criteria – what will we include in our writing?

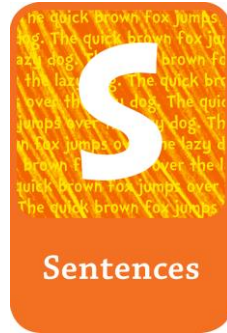


Note: See next slide for an example



Checklist

Criteria – what will we include in our writing?



Sample criteria for the lesson

Checklist

- Describe the characters and setting
- Add detail to our writing (detail icons PM23)
- Vary our sentence starters



Setting

Where are they?

What can you see?

What can't you see?

Describe it

Characters

Who are the characters?

What do they look like?

What are they doing and why?

Organising ideas for writing

What happened before, during and after this event?
Think about the detail icons (PM23).



During

After

Before



Organising ideas for writing – exemplar

What happened before, during and after this event?

Think about the detail icons.



During

Knocks on door of robot factory and waits
Huge iron door creaks open
Enormous robot with crab-like pincers; tentacle legs
Boy cowers and tries to speak
Flap opens and two eyes extend towards boy
Boy – stutters
Robot looks at boy

After

Robot asks what boy wants
Boy asks for work
Robot pauses – eyes scan boy inquisitively
Boy starts to panic – thinks about running away, but worries about the pincers grabbing him

Finally robot announces they have the perfect job and his eyes smile
Boy is relieved and follows robot into factory

Before

Early morning
Boy wakes up in his apartment
Looks outside his broken window
Sees: smog covered city; derelict buildings; robots on posters – date 2050
Feels hungry – looks in empty cupboards
Hopes to find work today
Gets dressed (baggy trousers; homemade brown backpack)
Leaves apartment down the flight of stairs – elevator hasn't worked for years
Walks down the street
Sees: humans bustling down the street; robots operating modern shops and buildings



Think, pair, share

Modelled and shared writing (script for teacher)

Think alouds

Think, pair, share (TPS): Which detail icons have I included so far?

TPS: Check my sentence starters – are they varied?

Slowly Herbert opened his drowsy eyes and focused on the view outside his broken window. From his apartment he could see the smog choking the city and the derelict buildings inhabited by the humans. Towering over the city, he could see the neon sign 'Robot City, 2050' and the glamorous photograph of the menacing robot president.

I might describe my setting from my character's point of view. I will tell you *how* he woke up and *what* he saw out the window.

I want you to know that the city has been taken over by robots and it is the future, so I might describe a sign above the city. I need to vary my sentence beginnings, so I could start a complex sentence with an '*ing*' verb – *towering*.

TPS: Now you compose the next sentence which includes the following points from our Y chart plan:

- the boy is hungry
- he has no food
- he needs a job.

Check sentence beginnings – refer to the Sentence starter menu (CD3)

Self-check



Read your writing in a quiet voice

Does it make sense?

Can I correct three mistakes?

Check

- Full stops and capitals
- Missing words
- Spelling mistakes

Partner-check

Show your partner the three mistakes you corrected.

Can you spot two more?

Read your writing to your partner.
Find examples of the detail icons
(record the icons)

Can you add one more detail
to your writing?



Lesson Wrap-up

Review a piece of writing as a class, and then students review their writing in pairs.

1. Respond as a reader

Tell the author what you like about their writing and why.

2. Find the successes

Have you described your character and setting?

Have you included details?

Have you varied your sentence starters?

3. Could you add another detail to your writing?

4. If necessary, vary some sentence starters
(refer to CD3 or CD9)

