

Lesson Focus	Lesson Outline
<p>Structure/Organisation <u>W.A.L.T</u> - Identify Key features of Narrative Writing</p>	<p>In groups of 2 brain storm what are the key features of narrative writing. TPS with another pair then each group of four share back to the class to come up with a class list of narrative writing features.</p> <p>Watch movie trailers on you tube – Can they identify</p> <ul style="list-style-type: none"> - What is the complication or problem? - How is this situation going to be resolved? - What is going to happen? - Where will the story take place? - When will the story take place-past, present, future? - Who or what are the main characters? - How would you describe the nature of the each character <p>*Students may need to only focus on only a few aspects each</p>
<p>Evaluation/Reflection: Students needed a lot of prompting and reminding of the features before they could work independently.</p>	
<p>Structure/Organisation <u>W.A.L.T</u> - Use descriptive language to show not tell</p>	<p>In pairs students choose a picture of a place. Discuss together what it looks like, sounds like, feels like, smells like. Can they identify a language tool to help them with their description e.g. metaphor, similie, alliteration. After discussing and planning each student individually writes a paragraph describing the setting. Once written share their picture and description with another class member. Give each other feedback and reflect on their own writing. (Use the Y chart)</p> <ul style="list-style-type: none"> • Teacher works with a small group to do together • Have language features resources for students to use
<p>Evaluation/Reflection: Students came up with great descriptive words but the teacher group found it difficult to then put them together as a paragraph. The independent students however managed to create some very effective descriptive paragraphs. Jay, Laurie and Justin were all surprise stars!</p>	
<p>Ideas <u>W.A.L.T</u> - Select key ideas and link them effectively together</p>	<p>Watch Alma. Can they retell it? How is the story conveyed with no words? What are the key points of the story? Can it be broken down into parts? In groups co construct the story by each person writing a different part. (Mixed ability groups to support each other). Share with each other and edit together. Reflect</p>

Evaluation/Reflection:

Students watched and then instead of working to construct in groups they pair shared and retold the story to each other. Roaming around the class all talk was on topic!! As a class we then constructed a bullet point list of key points to re tell. Students then added descriptive language to add detail and linking words to connect the ideas.

LanguageW.A.L.T

- Use language features to describe

Play 'Guess Who' as a class. Have 10 pictures up on the whiteboard. Each student selects a picture and describes the person. Can others guess which person it is? Can they find someone who has written about the same picture and work together to improve their description. Reflect. What language features have they used?

Follow up with writing sessions

Evaluation/Reflection:**Sentence**W.A.L.T

-Use different sentence structures and observe the effect it has

Students read through their writing so far. Select sentences they think could be improved, share with a buddy, do they agree? Try re writing each sentence in 3 different ways. Select which they like the best.

- Teacher to work with sentence group

Evaluation/Reflection:**Setting/Character**W.A.L.T

- Describe setting

Evaluation/Reflection: