

Date:	Class: Key Stage 2 Year 3/4 and 5/6	Subject: English	Topic: Christmas Story Competition
<p>Specific Learning:</p> <p>Year 3 and 4</p> <p>To know what an expanded noun phrase is. To be able to write an expanded noun phrase using appropriate adjectives. To understand how an expanded noun phrases can improve writing. [for example, the blue butterfly, plain flour, the man in the moon]. Reading - To be able predict based on what may happen based on the details stated and implied.</p> <p>Year 5 and 6</p> <p>To know how an author uses language to impact the reader. To understand how the use of language can create a specific effect on the reader. To know why the use of language makes a piece of writing effective. To be able to evaluate and edit their own writing.</p>			
<p>Knowledge, skills and understanding:</p> <p>Children will be able to use a story mountain to plan their own creative writing.</p>			
<p>Vocabulary: noun, expanded noun phrase, onomatopoeia, alliteration, opening, build up, problem, resolution and ending.</p>			
<p>Planned Learning Experience:</p>			
<p>Oral Starter (5 minutes)</p> <p>Show a picture of a roof with snow on the top. Read the the opening paragraph of The Sweet-Treat Spies by Sam Hay up to 'who had a pretty good idea who it might be'. Ask the children who they think it could be, write their prediction on their whiteboard.</p> <p>Continue reading..... was their prediction correct?</p>			
<p>Main Teaching (20 minutes)</p> <p>Discuss with the children who the main characters in the story are: Malcolmn, Malcolm's Dad, Mrs Christmas.</p> <p>Ask the children to think about the setting (mixed ability partners).</p> <p>Lower KS2: Give out a paragraph from the story (from 'it happened' ...to 'in your mouth. '), can the children find the expanded noun phrases? How do they improve the description of the bakery? Would it have the same effect if they weren't there?</p> <p>Tell the children that you have a picture in your head of the bakery. Ask the children to imagine what the bakery looks and smells like, show a picture of a bakery and record/model children's ideas. Emphasis the importance of extended noun phrases in stories. Model choosing appropriate words to extend the noun phrase, why wouldn't some ideas work?</p> <p>Children to sketch an illustration of a bakery (this can be provided) and record their ideas of extended noun phrases around the bakery image. Magpie good ideas and put on a class word bank to support children's ideas.</p> <p>Upper KS2: Explain in the story that the author has used onomatopoeia. Ask the children what onomatopia is; e.g. Thump, Thwack, Thud, crash. Explain that onomatopoeia are words that sound like</p>			

the objects they name. Clatter, clash, rattle, bang! The English language is full of wonderful words which can be used for different sounds, however, often found in poetry. Ask the children if they can identify other features of poetry in the text? (alliteration, repetition, what do they mean? Recap.) When you read the word 'buzz', you can hear the sound of the bee. 'Onomatopoeia' is the name for words which create these sound effects.

Ask the children as a table to think of different onomatopoeia words - make a list on a whiteboard. Independently draw an illustration of a sleigh (a picture can be provided if needed) and think of onomatopoeia to describe the sound that a sleigh would make as it flew through the air. e.g. swoosh, ching.

Challenge: Children to also include extended noun phrases. Take the children's ideas and write them on an interactive whiteboard around the picture of a sleigh.

All KS2: Recap the story using a story mountain: Beginning, build up, problem, resolution, ending. Ask the children to talk to their partner and tell them what they think happens next.

Children to spend 10 minutes planning a story about what happens next on their whiteboards. - Is it really Mrs Christmas? Where does Malcolm go on the sleigh?

Group Activities (25 minutes)

Explain to the children that Sam Hay has asked the children to write the 2nd chapter to this story. Children should follow their plan and continue the story for 25 minutes. Discuss with the children the success criteria.

LA - children to be given a prepared sheet (story board) and key words which include Christmas, sleigh, adventure and a list of conjunctions. Ensure the list of noun phrases is available.

Suggested success criteria:

Year 3 and 4

- 1) continue the story
- 2) include extended noun phrases
- 3) expressing time, place and cause using conjunctions
- 4) pretend to be Malcolm.

Year 5 and 6

- 1) description of Mrs Christmas using extended noun phrases
- 2) include onomatopoeia and alliteration.
- 3) include devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- 4) written in the 3rd person

Homework - Children can conclude their story at home ready to submit for the competition

Plenary (10 minutes)

Revisit success criteria. Self and then peer assess. Make any suggestions on post it notes (pink post-it notes - success marked against the success criteria; green post-it notes - what you/they could improve or 2 stars and a wish).

Next Steps:

Resources:

<p>Children to conclude writing their stories and look to use Sam Hay's story to write a poem using onomatopoeia.</p>	<p>The sweet-Treat Spies by Sam Hay (From Cool Christmas, stories, compiled by Elizabeth Holland. story Mountain, story board, key words</p>
<p>Cross-curricular links: Lower KS2 Art - children could use the sketch to paint a picture of the bakery. Upper KS2 give children a picture of sleigh and the children could extend the image.</p>	<p>Assessment: What are extended noun phrases? When would you use them? Why would they improve your writing? Can you identify any description in your writing? When would you use a fronted adverbial? When would you start a new paragraph? How does the reader know that the character is sad/happy/scared/terrified?</p>