

3-Phase Writing Plan

Year Group: 3/4	Term: Summer 1	Model Text
Text and Context:	The Firework-Maker's Daughter	<p>My name is Lila and I live with my father in a country east of the jungle and south of the mountains. At home, it has always been me and my father. He is a firework-maker and I spent many days toddling around the workshop when I was younger. My best friend is Chulak and he works for the king.</p> <p>I have always wanted to become a firework maker like my father. Whenever my father put on a firework show, I was amazed by the dazzling bursts of colour, the thunderous booms and the showers of sparkling light filling the night sky. I would watch in complete awe and wonder as each firework bloomed into existence. A fleeting moment of magic captured in the air. It wasn't just the fireworks themselves that captivated me but it was the entire process. I loved the preciseness, the delicate hand-crafting and the ingenuity of the elaborate designs. My father would spend countless hours meticulously moulding and packing each delicate firework. In my eyes, he wasn't just making fireworks. He was sculpting with fire and gunpowder.</p> <p>I am desperate to learn the sacred art myself. However, my father will not teach me. I have asked him many times yet he is still adamant the skills are too dangerous for a girl to attempt. As a young child, he promised me that he would teach me the wonderful art if I was responsible enough. I have definitely proved that I am. I used to be a curious child but now I am a responsible young woman who is dedicated and sensible. I have no doubt that I was born to do this job because I burn with passion for the art of firework making. This isn't just a whimsical pursuit for me. I sit in my room, dreaming of having my own workshop so I can make the most outstanding fireworks. It is my life's purpose to carry on the family tradition and wonderful craft!</p>
Writing Outcome:	Character perspective	
Purpose:	To inform	
Audience:		
Narrative Perspective:	1st Person	
Tense:	Present/past Tense	
Features & Techniques for Writing Toolkit:	<p>Fronted Adverbials</p> <p>Capital letters for names/places</p> <p>Subordinating conjunctions</p> <p>Coordinating conjunctions</p> <p>Contractions</p>	
Why this? Why now?		

Overview of Lessons

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phase 1 Study	LQ:	Can I generate vocabulary to describe a firework?	Can I read and understand a character perspective?	Can I use correct punctuation when writing simple sentences?	Can I use coordinating conjunctions?	Can I use subordinating conjunctions?
	Key Teaching Points:	<p>Explore the front cover and blurb etc. Discussion - predictions about the book.</p> <p>Read up to page 4 (about the fireworks).</p> <p>Model creating a firework art piece using pastels on black paper.</p> <p>Give the chn time to complete this (10 mins).</p> <p>Bring the children back together and model generating/upleveling vocabulary used to describe the firework. Encourage the use of expanded noun phrases.</p>	<p>Read model text to the children. Ask the children if there are words in the model text that they do not understand. Unpick these and discuss as necessary (this will be different for every class)</p> <p>Discuss the impression that they get of the character/text as a whole. Ensure the children are clear that she really wants to be a firework maker.</p> <p>Get the children to discuss{</p> <ul style="list-style-type: none"> - Why has the author used the vocabulary they have used? - How does it make you feel? <p>Write words that let the reader know she is desperate to be a firework maker on the board.</p> <p>Story map the character perspective. Children do this in pairs on A3 paper.</p> <p>If there is time... children could act out the character perspective as Lila.</p>	<p>Afl</p> <p>Ask the chn what a sentence must contain. Acknowledge that they must start with a capital letter and end in a full stop prior to think, pair, share.</p> <p>Explain to the children that a sentence must contain a subject (noun) and a verb. Simple sentence - subject (noun) and verb making a clause + object.</p> <p>Lila sat in the workshop.</p> <p>Highlight to the chn that this is a main clause as it makes sense on its own. It is a sentence because it has a noun and a verb.</p> <p>Show children a variety of 'sentences' on the board and children decide if they are a sentence or not.</p> <p>On the board, show some nouns children may use based off the text and some verbs. Think, pair, share some ideas. Model writing these.</p>	<p>Afl- Ask chn what they think a conjunction is and what its purpose is. Explain that Conjunctions are joining words that link together parts of a sentence.</p> <p>Ask the children what is meant by a coordinating conjunction. Play children the coordinating conjunction song from MC Grammar. Children tell their partner what they understand one is. Think, pair, share their ideas.</p> <p>Make it clear, they can be used to join together two main clauses in a sentence. Make it clear that the clauses need to make sense on their own. I had a terrible cold. I still want to watch my father make fireworks. I had a terrible cold but I still want to watch my father make fireworks.</p> <p>Keeping the fanboys poster on the IWB, children look through the model text and identify any coordinating conjunctions that they can see. Discuss these as a class and what the conjunction is joining.</p> <p>Generate some simple sentences. For example, I love helping my father make fireworks. I want to be a</p>	<p>Ensure children have a clear understanding of what a conjunction is. Ensure they are able to explain the purpose of a coordinating conjunction.</p> <p>Explain to the chn that today we are looking at a different type of conjunction and that is subordinating. Get the chn to think, pair, share what they remember about these.</p> <p>Explain to the children that A subordinating conjunction is a word that is used to connect a subordinate clause to an main clause. Make it clear that a subordinating clause does not make sense on its own. It will leave a reader waiting for more information.</p> <p>There will be some slides with subordinating clauses. Show them to the children.</p> <p>Although my father doesn't want me to be one. This starts with a subordinating conjunction and is a subordinating clause. It needs a main clause to make sense. I am determined to be a firework maker when I am older, although my father doesn't want me to be one.</p> <p>Show children the ISAWABUB and how this is just some subordinating conjunctions.</p> <p>Display the sentences on the IWB and children to identify the subordinating conjunctions</p>

					firework maker one day. Then as a class, pick a coordinating conjunction that could be used.	<p>Children will be read the model text and there are subordinating conjunctions within it. Children identify these in pairs. Once this has been done you can identify them as a whole class under the visualiser.</p> <p>Children add a subordinating conjunction into the sentence on the IWB. They then start task</p>
Outcome:	<p>Chn create a firework art piece to be stuck in their book. A flap will be needed to stop the book getting messy.</p> <p>Chn then list ambitious vocabulary under the picture that they will be able to use in their writing.</p>	Photo sheet.	Children write some simple sentences in their books - they may want to use these to help with their work on Thursday and Friday.	Children will write two simple sentences. Then underneath it write them joined together with a coordinating conjunction.	Children write sentences in their books, based on the book. They must contain subordinating conjunctions.	
Support/Scaffold/Challenge:	<p>Word banks for firework vocabulary.</p> <p>Model the finding appropriate words.</p> <p>Clear model of the outcome.</p>			Children to be provided with a fanboys sheet. There will be an example of each FANBOY being used.	Children will be provided with a sheet. There will be some examples that they could include in their writing .	

<p>Phase 2</p> <p>Twist</p>	<p>LQ:</p>	<p>Can I use fronted adverbials?</p>	<p>Can I generate vocabulary to change a characters' perspective?</p>	<p>Can I write a twist with a change of perspective?</p>	<p>Can I write a twist with a change of perspective?</p>	<p>Edit Lesson</p>				
	<p>Key Teaching Points:</p>	<p>AFL - Ask the children what they know about fronted adverbials. THINK, PAIR, SHARE</p> <p>Explain to the children that a fronted adverbial is a word or phrase that provides additional information about the action in a sentence. Highlight to them the link between adverb and adverbial.</p> <p>Make it clear to the children, there are different purposes for a fronted adverb.</p> <p>Children then look through the model text and identify fronted adverbials. As a class discussion, unpick these and decide what they are there for.</p> <p>Children in pairs, write a definition of a fronted adverbial. Use the children's ideas to write a class definition.</p>	<p>Explain to the children that we are going to be 'twisting' the writing and that means they will be changing an element of it. Tell them we are still giving the perspective of Lila but this time does not want to be a firework maker but her father wants her to be on.</p> <p>Prior to the lesson, ask the children about jobs they would definitely not want to do. Ask them what jobs they really want to do.</p> <p>How they would feel if their grown ups told them they had to do X jobs. Get the children to show their reactions.</p> <p>Once this has been done, write the reactions or any phrases children used on the board.</p> <p>Encourage the children to explain why they would feel this way.</p>	<p>Twist- Today children will be writing the 2nd paragraph of the twist. They don't need to write the first because that is Lila introducing herself.</p> <p>Start by recapping and ensuring the children understand that Lila does not want to be a firework maker.</p> <p>Start with a sentence and model to the children some sentences they could use. Give an example of everything taught. While modelling</p>	<p>Twist- Today children will be writing the 3rd paragraph of the twist. They don't need to write the first because that is Lila introducing herself.</p> <p>Start by recapping and ensuring the children understand that Lila does not want to be a firework maker. Children read what they write yesterday.</p> <p>Start with a sentence and model to the children some sentences they could use. Give an example of everything taught.</p>	<p>On the IWB, display the 'twist' with some common mistakes that children make. Also there are mistakes including what has been taught. Children look at it in pairs and then as a class, edit these.</p> <p>Once this has been done, children create a checklist of three things they are looking for in their writing. They should base this off mistakes they often make.</p>				
	<p>Outcome:</p>	<p>Children write sentences in their book that they could use in their twist. For example: Everyday, my father tells me I should be a firework maker.</p> <p>Children should be expected to write at least 5 sentences.</p>	<p>Children split the page in half. On one side they will write a feeling, ensuring the vocabulary is ambitious. On the other side, they write a sentence that supports that feeling.</p> <table border="1" data-bbox="994 1759 1439 1976"> <tr> <td>Feeling</td> <td>Sentence</td> </tr> <tr> <td>Anger</td> <td>I feel my blood boil everytime he mentions having my own silly, dangerous workshop!</td> </tr> </table>	Feeling	Sentence	Anger	I feel my blood boil everytime he mentions having my own silly, dangerous workshop!	<p>Children write the second paragraph explaining why they DO NOT want to be a firework maker.</p>	<p>Children write the third paragraph explaining that father is insisting she should be a firework maker and won't let her do the job she wants to do.</p>	<p>Children edit their work</p>
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Anger	I feel my blood boil everytime he mentions having my own silly, dangerous workshop!									

			<table border="1"> <tr> <td>Sadness</td> <td>I am crestfallen. My dad won't let me pursue my dream of being a doctor.</td> </tr> </table>	Sadness	I am crestfallen. My dad won't let me pursue my dream of being a doctor.			
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	Support/Scaffold/Challenge:	A word bank of fronted adverbials children could use in their writing will be provided for the children.	A word bank of 'negative feelings' will be provided for the children	By this time, children would have a number of resources provided over the lessons. Teachers keep these and all resources to be given to support the writing.	By this time, children would have a number of resources provided over the lessons. Teachers keep these and all resources to be given to support the writing.			
Phase 3	LQ:	Can I plan a character perspective?	Can I use a range of conjunctions accurately?	Can I write a character perspective?	Can I write a character perspective?	Can I edit my character perspective?		
Create	Key Teaching Points:	<p>Explain to the children that now they have learnt what to include and had a go at changing it slightly, they are going to write their own piece.</p> <p>Tell them they are writing as Lila's father.</p> <p>Display a picture of father on the board and children to think, pair, share thoughts he may have and how he feels towards Lila being a firework maker. (Leave this up whilst children are generating their ideas)</p> <p>Children will be provided with a planning sheet, sectioning off the different parts of the perspective</p> <p>P1 - Introducing who he is and background</p> <p>P2 - Why he likes fireworks and Lila's view on fireworks.</p> <p>P3 -Why he doesn't want her to be a firework maker.</p> <p>In each part, children write what they are going to include in each paragraph and some words from the word banks they may want to use.</p>	<p>Recap with the children, what a conjunction is. Ensure they know different types of conjunction. Ask them what the difference is between the two.</p> <p>Remind the children that they are writing as the father rather in their next piece of writing.</p> <p>Displaying some conjunctions on the board. Children to write some ideas on mini whiteboards.</p> <p>Share some ideas and model writing these.</p>	<p>Create - From the father's point of view. He doesn't want her to become a firework-maker.</p> <p>To follow the same structure as the model text.</p> <p>Create- Today children will be writing the 1st paragraph of the create and to start on the 2nd.</p> <p>Start by recapping and ensuring they understand they are writing as the father Lauchland and he does not want Lila to be a firework maker.</p> <p>Start with a sentence and model to the children some sentences they could use. Give an example of everything taught. Ensure to model some sentences used in the first paragraph as the children did not write this in the twist.</p>	<p>Create - From the father's point of view. He doesn't want her to become a firework-maker.</p> <p>To follow the same structure as the model text.</p> <p>Create- Today children will finish the 2nd paragraph and write the third.</p> <p>Start by recapping and ensuring they understand they are writing as the father Lauchland and he does not want Lila to be a firework maker.</p> <p>Start with a sentence and model to the children some sentences they could use. Give an example of everything taught. Ensure to model some sentences used in the first paragraph as the children did not write this in the twist.</p>	<p>On the IWB, display the 'create' with some common mistakes that children make. Also there are mistakes including what has been taught. Children look at it in pairs and then as a class, edit these. Teachers are free to edit this to make it relevant to mistakes their classes made.</p> <p>Once this has been done, children create a checklist of three things they are looking for in their writing. They should base this off mistakes they often make.</p>		

	Outcome:	Children create plans for their character perspective.	Photosheet.	Children start writing their perspective.	Children finish writing their character perspective	Children edit their work.
	Support/Scaffold/Challenge:	By this time, children would have a number of resources provided over the lessons. Teachers keep these and all resources to be given to support the writing.	By this time, children would have a number of resources provided over the lessons. Teachers keep these and all resources to be given to support the writing.	By this time, children would have a number of resources provided over the lessons. Teachers to keep these and all resources to be given to support the writing.	By this time, children would have a number of resources provided over the lessons. Teachers to keep these and all resources to be given to support the writing.	