

**Merlin, King Arthur and the Knights of the Round Table**

***A land of myth, a time of magic***

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| **Title of Scheme: Merlin** | | |
| **Year Group: 6** | | **Duration: 4 weeks** |
| **Purpose:**  This scheme of work focuses on developing students’ awareness of the need to craft and shape fictional narratives. It draws attention to the fact that plot alone does not make an effective story, and develops students’ understanding of narrative structure and of character development. Through the use of visual texts, it illustrates that information conveyed visually on screen or in graphic texts needs to be conveyed in words in writing. It sets out to highlight the shaping of sentences and sentence boundaries, as well as demonstrating some of the grammatical constructions which can support effective crafting of text. At the same time, it sets out to introduce children to the richness of Arthurian legend. | | |
| **Learning Objectives:**   * Make links between students’ reading and viewing of fiction and the choices they make as writers * Understand possible narrative structures and the idea of a narrative introduction, problem, crisis, and resolution * Understand how authors describe characters * Understand how writers vary sentences for a writerly purpose * Understand how punctuation marks sentence boundaries and signals nuances in meaning * Understand how to manage description and explanation to maintain the reader’s interest * Know how to shape, craft, edit and evaluate own fictional narrative writing | | |
| **National Curriculum Links:**  Pupils should be taught to:   * plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas * draft and write by: * composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) * in narratives, creating settings, characters and plot * evaluate and edit by: * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | |
| **Assessed Outcomes**:  Students write a new Arthurian legend, of **no more** than 500 words, which focuses on the development of character and effective shaping of plot. | **Assessment Focuses**:   * Write a lively and imaginative narrative * Organise and structure the narrative effectively. * Vary sentences for clarity, purpose and effect * Select appropriate and effective vocabulary * Punctuate sentences accurately | |
| **Grammar Focuses (English Appendix 2):**   * Consolidation of understanding of sentence boundaries and accurate use in writing * Consolidation of capitalisation of Proper Nouns for characters and places * How nouns and adjectives support visual descriptions of characters * How noun phrases, especially with post-modification, generate descriptive detail of characters * How verbs can establish character by showing what characters do * How subject verb inversion in sentences alters the emphasis in a sentence for plot effects * How varied sentence length creates textual rhythm of the narration of an episode in a plot * How short sentences can create emphasis or anticipation in developing a plotline | | |
| **Grammatical Terminology:**  Noun; noun phrase; verb; adjective; clause; non-finite clause; subject; prepositional phrase | | |

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| **TEACHING SEQUENCE: ACTIVITIES** | | |
| **Week** | **Teaching Activities** |
| **1** | **Story-building: Understanding narrative structures**   * the story mountain as a scaffold structure * the difference between seeing & writing a story * the concept of a plot summary |
| **2** | **Word-weaving: Creating character**   * creating physical descriptions of characters * describing characters through effective noun phrases * using post-modification of the noun to create description * how character descriptions can ‘show not tell’ |
| **3** | **Sentence-shaping: Enchanted objects and mythical beasts**   * the role of magic in Arthurian legend * revising text with a reader in mind * how written text differs from oral storytelling; * shaping sentences to support intended meaning |
| **4** | **Text-designing: Being an author**   * creating plot synopses and outlining charts * focused revision of first draft * preparation of final draft. |

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| **RESOURCES** | | |
| **Key Resources:**  Arthur, High King of Britain – Michael Morpurgo  BBC Merlin DVD: Series 1 Volume 1 Episode 9 *Excalibur* (on project website) | |
| **Week** | **Resources** |
| **1** | * 1. Story-Builders PPT   2. Merlin and Arthur Plot Summaries   3. Story Structure Cards   4. Small Story Structure Cards   5. The *Excalibur* Opening |
| **2** | 2.1 Word-Weavers PPT  2.2 Character Descriptions  2.3 Gawain and the Green Knight: Michael Morpurgo (*Arthur, High King of Britain*) |
| **3** | 3.1 Sentence-Shapers PPT  3.2 Enchanted Objects, Mythical Beasts sheet  3.3 The Lady of the Lake: Michael Morpurgo *(Arthur, High King of Britain*)  3.4 Sentence Fragment cards |
| **4** | 4.1 Writing Designers PPT  4.2 Story Mountain Outlining Sheet |

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| **LESSON PLANS: WEEK 1** | | |
| **LESSON 1** |  | |
| **Learning Objectives** | To understand and be able to identify the archetypal basic structure of a narrative | |
| **Introduction**  10 mins | **Whole class:** watch the opening minutes of *Excalibu*r, up to the point where the sarcophagus cracks and a hand comes up. Briefly discuss reactions, was it frightening, what might happen next, who watched the *Merlin* series; has anyone heard the story before or a similar one; does anyone know any other stories about Merlin and King Arthur. Aim to engage them imaginatively with the story.  **Teacher**: explain the focus of the SoW - to be able to transform stories we have seen, heard, or invented into written stories which will make readers want to read them (PPT Slide 3). | |
| **Development**  40 mins | **Teacher:** explain that many stories have the same basic story structure, though there are endless variations on it. Show the story mountain and explain that stories usually have: an opening; a problem; a climax; a resolution; and an ending (PPT Slides 4-6).  **Pairs:** read the plot summary of the *The Black Knight* story on PPT slide 7 and decide what you think is the opening, the problem and the climax of this story.  **Teacher:** together using PPT Slide 8, discuss the narrative structure of this summary, using questioning to secure student understanding, particularly of problem and climax.  **Pairs:** using the *Merlin Stories Plot Summaries* sheet (1.2) and coloured pens, underline the opening in blue, the problem in pink, the climax in red, the resolution in green, and the ending in brown, if there is one.  **Whole class**: share answers, using PPT Slides 9-12, as necessary, to illustrate, and discussing carefully any misunderstandings or disagreements. Use differentiated questioning to probe less confident children’s understanding of problem and resolution, and more able writers’ understanding of the full narrative structure, including climax. | |
| **Conclusion**  10 mins | **Groups of 5:** *Instant Plots:* using story structure cards (1.3), invite five children to come to the front of the class and give each one in order one of the story structure cards. The class and teacher help them to create a five-sentence plot summary using PPT Slide 13 as a story starter stimulus. Make this playful, encouraging imagination  **Teacher:** End with image of Camelot and the dragon (PPT Slide 14): if time, get them to look closely at the scene and imagine what happens next. Introduce children to key elements of Arthurian legend: use of magic; witches, wizards, dragons, potions, the court of King Arthur, knights | |
| **Assessment** | Use the highlighting task and feedback session to assess understanding of plot structure elements; if there are students who are struggling with the concepts, work with them in the plenary story structure game to draw them in. | |
| **Support**   * Ask students to identify just the problem and resolution in the *Black Knight* summary * Direct students to start with the *Death of Arthur* story in the Merlin Plot Summaries task, as this is more straightforward * Provide targeted 1:1 support during underlining task | | **Challenge**   * Ask students to identify all five components of story structure in the *Black Knight* summary * Direct students to the *Lady of the Lake* story summary, after they have done one story, as this is more complex. * Encourage able students to recognize that the story structure is not a formula, but a starting point |

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| **LESSON 2** |  | |
| **Learning Objectives** | To understand the concept of a plot summary in narrative;  To consolidate understanding of sentence boundaries and capitalisation of Proper Nouns. | |
| **Introduction** | **Whole class:** Teacher brings in an object of some kind (a stone, a ring, a tiny bottle) and tells the class it is magic and has special powers. Really invest in this to engage children’s imagination and curiosity. Invite children to suggest what its special powers might be (make the wearer invisible; develop green hair; develop blisters all over your body; give you great strength; allow you to read someone else’s thoughts…)  Teacher: show PPT Slide 16-17 explaining the kinds of things that happen in Merlin and Arthur stories, and the names of some of the Knights of the Round Table. [Remind that names are Proper Nouns and so need capital letters.] | |
| **Development** | **Whole class recap**: ask pairs to tell each other what they can remember about the story mountain and if they can remember the story structure: *Opening; Problem; Climax; Resolution; Ending* from previous lesson, drawing in especially any children identified in last lesson as not secure in their understanding previously. Invite children to ***explain in their own words*** *Problem* and *Resolution*, not just to name them.  **Teacher:** using PPT Slide 18 as a model, talk through your invented Arthurian story, which has a clear narrative structure (adapt the story on slide 18 to fit your own magic object). Note that this is a **plot summary**: the bare bones of a story. Show children a box containing possible magical objects.  **Individual: (MAGIC SILENCE)** Invent a new Arthurian story which involves one of the named Knights and a magical object of their own (PPT Slide 19). They might want to jot down ideas, thoughts, character names in their Magpie books first to gather ideas. Encourage free writing. Give this activity good time and encourage playfulness and imagination and messiness in gathering ideas  **Pairs:** Tell each other the ideas they have for a story.  **Individual:** Write a draft lot summary of this story in no more than 8 sentences, remembering the Story Mountain and following the story structure – opening, problem, climax, resolution, ending.  **[If time] Pairs:** swap the story summaries – each partner checks that it is in no more than 8 sentences and that no one has ‘cheated’ through incorrect punctuation of sentence ends. Also check that any proper nouns for names or places have a capital letter to start. | |
| **Conclusion** | **Whole class:** share one or two plot summaries from the class and discuss a) how it is typical of Arthurian legend and b) what the problem and resolution are. Reiterate that a plot summary is just the bare bones of a story (PPT20). | |
| **Assessment** | Use the story summaries to check that children have grasped the idea of a plot summary and that it is a barebones summary of the plotline with very little detail. | |
| **Support**   * Use recap episode to identify any children who are still not grasping the concept of narrative structure, and draw them out through questioning. Follow up these children in the tasks which follow, especially in the whole class discussion of one plot summary’s problem and resolution. | | **Challenge**   * Invite able students to articulate the difference between a plot summary and full written story. |

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| **LESSON 3** |  | |
| **Learning Objectives** | To develop understanding of the difference between visual and written storytelling | |
| **Introduction** | **Teacher:** Read aloud one student’s plot summary from previous lesson. Praise the writing of the plot summary but invite children to discuss if it is good story writing. Draw out that the ideas may be good but it is not yet written in a way that will excite the reader. What doesn’t it tell us? Can we visualise the characters, or the setting, or any of the events in the story?  Explain that plot summaries can be helpful for planning so we know where we are going but a good story needs a lot more work to make it a good read. We have to help our readers ‘see’ our story in their imagination. | |
| **Development** | **Whole class:** watch the opening sequence of *Excalibur* episode up to the point where the gloved hand appears, trying to remember it as closely as possible.  **Teacher**: invite children to recall as much detail from the extract as possible, teacher scribing the information onto the board. Discuss which of these details are about plot, about what happens and underline these in red. Encourage recollection of details that were not about plot: what did the lady look like? ; what did the crypt look like?; what was the hand wearing? Etc Note that these details are as important as the plot actions in story writing because they help us visualise the characters and the scenes.  **Whole class:** watch the episode again. In terms of the story mountain, this is the opening. How does this opening make us feel? Do we trust the lady? Do we think she is good or bad? What might the owner of the hand do next? Does this opening make us want to watch more?  **Teacher:** read aloud the written version of opening of the ‘Excalibur’episode (1.5). Check understanding of unusual vocabulary eg *crypt; gauntlet*, *casket, intense*. Briefly discuss some of the obvious differences between the plot summary and the written version of the opening. Which one is more like the DVD clip? Why? | |
| **Conclusion** | **Pairs**: re-read the written version and the plot summary. Underline all the words which help you to see the scene and visualise it, just as the DVD does.  **Teacher:** share some answers and draw out that visual images on video have to be painted in words in a written story so the reader can see what the writer sees. | |
| **Assessment** | Use the whole class discussion of the written version of the story to assess levels of understanding of the difference between visual and written versions, using questioning to differentiate. | |
| **Support**   * If necessary, in the paired underlining task, narrow the focus to how the writer describes the lady. * In the whole class discussion of the written opening, use questioning to develop understanding of how what is a visual image in the DVD becomes a verbal image. | | **Challenge**   * Extend discussion of opening to consider the inferences created by images such as ‘*cobwebs shivered*’ and ‘*the lady smiled’*. |

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| **LESSON PLANS: WEEK 1** | | |
| **LESSON 4** |  | |
| **Learning Objectives** | To be able to recognise how word choices create visual images | |
| **Introduction**  10 mins | **Whole class**: watch again the opening sequence of *Excalibur* and when it is finished, invite students to close their eyes and replay the scene in their heads. | |
| **Development**  40 mins | **Whole class:** using PPT Slide 22, and building on the learning from the previous lesson, discuss how the writer has created images for the reader when describing the crypt, drawing out the difference between the plot summary description of the crypt and the final written version. Firstly draw attention to words that help us see the scene; then discuss what mood and atmosphere the descriptions create. Why is this not a cheerful, happy scene? Really invite visualisation of the descriptions here.  **Pairs:** with just words ‘*the lady entered’* from the plot summary displayed (PPT 23) and using the underlined written summary (1.5) from yesterday’s lesson, list the descriptions which help us visualise the lady  **Teacher:** take feedback and reveal rest of PPT Slide 23, again drawing out how the words have to do the work our eyes do when we see the DVD  **Pairs**: do the same with the hand description (PPT Slide 24)  **Teacher:** take feedback.  **Individual:** **MAGIC SILENCE** In your Magpie books, take one incident from your plot summary of your invented Arthurian story and visualise that incident in your head. How can you develop your description to help your reader visualise it the way that you are. Jot down different possibilities for describing that incident, trying to capture it so that your reader can visualise it.  **Teacher:** PPT Slide 25: it is not just adjectives which describe but nouns too and well-chosen nouns can be more powerful than adjectives. [here you are trying to banish the idea that adjectives are describing words and showing them that in this case nouns are very descriptive). Discuss the mood which nouns such as *darkness, gloom, cobwebs, dust, moonlight* might create. Show PPT slide 26 and explain that writers don’t just tell us what happens, they help us see it and feel it by adding detail. | |
| **Conclusion**  10 mins | **Whole class:** Buzz session - what is the key thing you have learnt today about being a good writer of stories.  **Teacher:** consolidate learning for this week with **Key Learning** on PPT slide 27. | |
| **Assessment** | Look at the more elaborated descriptions in the Magpie books to check students have understood how to move from bare bones plot summary to more descriptive detail | |
| **Support**   * Exploit opportunities to develop vocabulary in this lesson, especially nouns. | | **Challenge**   * Throughout the lesson encourage students to recognize when words are adjectives or nouns |

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| **LESSON PLANS: WEEK 2** | | |
| **LESSON 1** |  | |
| **Learning Objectives** | To understand how to create strong physical descriptions of characters using well-chosen nouns and adjectives | |
| **Introduction** | **Teacher:** Tell the full story of the *Sword in the Stone* (but no more than 5 minutes). Make this a real experience of listening to a well-told story. You could use props, or images, or special voices… but be creative! Stir their imaginations!  **Groups**: how many names of Arthurian characters can each table remember from the story? Teacher gathers these onto the board, (reminding about capitalising Proper Nouns) | |
| **Development** | **Teacher:**  using PPT 2.1 *Word Weavers.*  **Whole class:** read aloud together the *Character Descriptions* 2.2 sheet. Emphasise that these descriptions are the **first time** the reader meets these characters. What impressions does the writer create of these characters? Can you picture them? Are they good characters or bad characters? Then explain that Nimue is a witch who hates Arthur and Merlin; Guinevere is the woman Arthur marries.  **Pairs:** complete the table on the Character Descriptions sheet. Choose the two words or phrases which you think are most effective at creating an image of the character.  **Teacher**: discuss the noun and adjective choices, using PPT Slide 3 and 4, noting how many of the nouns are for parts of the body to create physical description, and how the adjectives tell us more about their appearance. Discuss the images they liked best and invite them to justify their choices. Do the physical descriptions suggest anything about the kind of person they are? Invite students to think of other nouns that might create physical descriptions: *eyebrows; nose, nails*, *knees* etc  **Whole class:** showPPT Slide 5 and give time for each child to jot down possible names for a character in their own story. Teacher leads class through a visualisation task, where they each develop a detailed mental image of their character. Are they young or old? What colour hair? Eyes? What are they wearing? etc  **Individual: MAGIC SILENCE** Free-write in their Magpie books a description of this character, where you think carefully about how noun and adjective choices create a strong physical, visual description. Encourage children to visualise their character as they write – seeing him/her in their mind’s eye. Choose words that paint pictures and help your reader to see your character. | |
| **Conclusion** | **Whole Class:** read out one of the character descriptions and lead a discussion on what the descriptions suggests about the character. Invite the writer to explain why/he chose some of the descriptions, drawing out explicit discussion of nouns and adjectives. | |
| **Assessment** | Use the discussion about nouns and adjectives for physical description to determine levels of understanding of how nouns and adjectives build descriptions.  Check character descriptions to see if this understanding is demonstrated in writing. | |
| **Support**   * Try to secure understanding of the difference between nouns and adjectives during the PPT discussion. * Support vocabulary development during the writing task to match the visualization to the written description | | **Challenge**   * Encourage able writers to see how physical descriptions might also suggest personality. * Point out how adjectives can be created by putting a noun and adjective together with a hyphen (*wine-red; parchment-silver*) |

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| **LESSON 2** |  | |
| **Learning Objectives** | To consolidate understanding of how to create vivid visual descriptions of characters  To understand that adding information after the noun in a noun phrase can strengthen description. | |
| **Introduction** | **Teacher:** read out a couple of descriptions (written by the teacher) of two children in the class and ask the class to see if they can tell who they are. | |
| **Development** | **Throughout this lesson, always avoid the focus being on adding in more adjectives: keep the writers focused on building description which helps the reader visualise their character and throughout invite discussion of how choices create the visual in words.**  **Teacher**: using PPT Slides 7-9, explain how noun phrases can build description, Briefly explain pre-modification (adjectives before the noun), then explain some of the ways nouns can be post-modified. Discuss how these expanded noun phrases intensify the description of the characters. Focus here on securing understanding that description can come after the noun, rather than on the grammatical terminology.  **Pairs:** look at the image on the PPT Slide 10: talk together about what the character might be like and how you might describe him. Write some well-chosen noun phrases to describe what he looks like.  **Whole class**: teacher leads the **Joint Composition** of a three or four sentence description of the character, taking choices from the class discussing the choices and how well they capture visually. As you do this, discuss the choice of nouns, whether the adjectives add more information/precision, and include some noun phrases with post-modification. Orally rehearse noun phrases together. Be very focused on noun phrases which work to capture the image in words: avoid anything which encourages wow words.  **Individual: MAGIC SILENCE** Go back to the previous lesson’s freewriting character description in Magpie books. Read it aloud in your head and rewrite it as a paragraph of no more than 100 words describing the character: and see if you can improve the quality of the description, perhaps by extending some of the noun phrases with information which follows the noun. Think about your character and what s/he looks like and make sure your descriptions help the reader see your character. | |
| **Conclusion** | **Whole class: ‘The Voice’**: this is like the television programme to select pop stars of the future. You are going to select who can stay in the court of Camelot and who has to go. Bring six children to the front and sit them on chairs facing away from the class. Four children read their character description aloud and then the six at the front each decides if they stay or go, based on how strongly they can picture the character, by turning round to show who they want them to stay. | |
| **Assessment** | Move round the class during the writing task to assess student confidence in creating strong visual descriptions. Use this information to focus the discussion in the conclusion, matching questions to learners’ understanding. | |
| **Support**   * In the Joint Composition, invite some less able writers to devise a noun phrase, with two adjectives after the noun * For the individual writing task, give out the examples sheet (2.3) to any writers that are struggling with the grammatical concepts so they can use the patterns as models. | | **Challenge**   * In the Joint Composition, invite able writers to create a non-finite clause description * Encourage the use of greater post modification, perhaps using adjectives, a non-finite clause and prepositional phrases. |

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| **LESSON 3** |  | |
| **Learning Objectives** | To understand the idea of inference (or ‘show not tell’): how character descriptions can show us what a character is like rather than telling us  To consolidate understanding of noun phrases for visual description | |
| **Introduction** | **Whole class:** Watch the *Excalibur* clip, from the ending of the opening scene in the crypt up to the point where the Black Knight crashes through the window. Stop the clip to discuss how the images show us or suggest what the character is like from what they do:  **King Uther:** wears a crown; tall: *we infer that he is a king and he is powerful*  **Arthur**: dressed in chain mail; young; bows to his father: *we infer he can fight because he has chain mail, he respects his father because he bows to him*  **Gaius:** looks old and wise; he is watching attentively: *we might infer that he is a faithful servant?*  **Merlin and Guinevere** chatting: they smile a lot; they are on the sidelines: *we infer they are friends and we infer they are not as important in the court of Camelot as Uther and Arthur*  Try to draw out that what we see visually suggests what the characters are like: use the word ‘infer’ if it seems appropriate. | |
| **Development** | **Teacher:** read together the first two pages of Gawain and the Green Knight from *Arthur, High King of Britain*, (2.4). Share their reactions? What kind of man is he? What might happen next? Then recap on the Story Mountain: what was the introduction in this story? What is the problem?  **Pairs**: Show PPT Slide 12 and invite pairs, briefly, to discuss what the climax might be? How do you think it will be resolved? What about an ending?  **Teacher:** Use PPT slides 13-14 to explain how writers make readers infer about characters (show not tell), just as the video clip makes us infer from visual information.  **Pairs**: teacher reads the description of the arrival of the Green Knight on PPT 15 and invites pairs to answer the questions, reminding them that they are inferring  **Whole class**: take feedback, drawing out their inferential understanding of the text, not just what happens but what we learn about the characters. Invite students to identify a noun in the first sentence which describes the horse’s arrival. Help them see that it is the noise of the horse, the clatter, which is described and that the rest of the noun phrase provides more detail (PPT16). If Morpurgo had used the ‘rattle’, the ‘gentle drumming’ or the ‘beat’ instead of ‘clatter’, might we think differently?  **Pairs: (**PPT Slide 16) - write down the noun phrases which describe the man or his horse. | |
| **Conclusion** | **Teacher:** using PPT Slide 17, gather feedback on the noun phrases and discuss how each of the noun phrases shows us that the man is fearsome and dangerous. The PPT highlights the ‘head noun’ of the noun phrase in red to help make this clear. Use PPT 18 and 19 to discuss how Morpurgo uses the ‘show not tell’ technique, here with noun phrases.  If time, finish by playing the Noun Phrase Generator game (2.5) to consolidate understanding. | |
| **Assessment** | Use the discussion of the story structure of Gawain and the Green Knight to check that the learning of story structure has been retained since previous lessons. | |
| **Support**   * During the noun phrase paired task, support basic understanding of the noun phrase | | **Challenge**   * In the discussions about noun phrases, push for explicit understanding of the use of adjectives, prepositional phrases and clauses to extend noun phrases |

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| **LESSON PLANS: WEEK 2** | | |
| **LESSON 4** |  | |
| **Learning Objectives** | To develop understanding of the idea of ‘show not tell’: how verbs can show us what a character is like by showing us, or making us infer, what they do, rather than telling us | |
| **Introduction** | Play game of *Simon Says*, selecting verbs for the children to do which are strongly contrasting in action eg *slither down; leap up; creep forward; slide sideways; punch the air*; … | |
| **Development** | **Pairs**: Read again the extract showing the Green Knight’s arrival (PPT slide 21) but this time, gather the verbs in the extract and talk together about how what the man and the horse do suggests what they are like.  **Teacher:** using PPT Slide 22, gather feedback on the verbs and discuss how these choices show not tell what the character is like; what do they make us infer about the Green Knight?  **Individual: MAGIC SILENCE:** revisit the draft character description in the Magpie book**.** Does it do anything already which shows the reader about the character, rather than telling them? How good are the verbs at showing what the character is like through their actions?  **Whole class**: Consolidate learning about character description with **Key Learning** (final PPT slide).  **Individual:** **MAGIC SILENCE** Write a final version of your 100 word character description, making it is as effective as possible in creating visual pictures of your character and showing not telling what they are like. | |
| **Conclusion** | **Pairs:** read aloud your character description to your partner and explain how you have chosen noun phrases and verbs to ‘show not tell’  **Whole class:** teacher invites one or two students to read aloud their work and explain their choices: here really push for clear articulation of a choice made and how it paints a visual picture, provides detail, and/or makes the reader infer | |
| **Assessment** | Use the drafting of the character description to assess understanding of how verbs establish character and how they help to show not tell the reader about the character | |
| **Support**   * Use the two drafting periods to question students about their writing choices especially encouraging them to articulate why their chosen noun phrases or verbs do suggest the character | | **Challenge**   * Use the two drafting sessions to extend the repertoire that able writers are using, perhaps by encouraging more post-modification, and to question the effectiveness of their choices |

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| **LESSON PLANS: WEEK 3** | | |
| **LESSON 1** |  | |
| **Learning Objectives** | To understand the role of enchanted objects and mythical beasts in Arthurian legend  To know how to make appropriate descriptive language choices | |
| **Introduction** | **Whole class:** bring in the imaginary enchanted object from lesson 2 (and others if possible; make this as creative and imaginative as possible). Invite class to recall what its special powers were. | |
| **Development** | **Teacher:** explain the idea of enchanted objects in stories using PPT Slide 3; and mythical beasts using PPT Slide 4. Note that the objects are usually simple everyday things given special properties, and mythical beasts can be like animals we know but adapted (eg a unicorn) or completely invented.  **Individual:** using 3.2 *Enchanted Objects*, create at least one enchanted object and one mythical beast of your own and jot down in the table what their powers are etc.  **Whole class:** PPT 5 – look at the image of a dragon breathing fire over Excalibur: explain that the dragon’s breath gives Excalibur magical powers. Discuss the enchanted object, Excalibur, and what magical properties it might now have; then discuss the mythical beast, the dragon. Is this a good or a bad dragon and how do we know? What nouns might describe the dragon? (NB not adjectives. Give a start phrase such as ‘The dragon has…’ and it could lead to nouns like *strength; courage; wisdom*; Extend vocabulary through this task). What verbs might describe the action in this scene? (*blazes; roars; enchants; glows; illuminates; cowers; retreats; …)*  **Individual**: Choose either one of your enchanted objects or mythical beasts and draw a **quick** sketch of it in the box on sheet 3.2. Then annotate it with noun phrases which describe what it looks like. | |
| **Conclusion** | **Whole Class:** *Joint Revision*: teacher displays his/her sketch and annotated noun phrases; some are effective; some use too many adjectives or ordinary/ineffective nouns. Discuss the effectiveness of each noun phrase in describing the object/beast, pushing for justification of the choices made and taking better alternatives. | |
| **Assessment** | Use whole class discussion of the dragon/Excalibur image to assess conceptual understanding of nouns and verbs and making appropriate/effective choices for description.  Use the annotation task to determine level of understanding of noun phrases appropriately used for description. | |
| **Support**   * In the annotation task, support vocabulary development of a range of nouns to describe the object/beast. Also encourage the use of simple post-modification through adjectives and prepositional phrases | | **Challenge**   * In the annotation task, encourage able writers to post-modify the noun by adding prepositional phrases, adjectives, non-finite or relative clauses |

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| **LESSON 2** |  | |
| **Learning Objectives** | To consolidate understanding that we need to choose words carefully in writing to convey visual images or vocal expression | |
| **Introduction** | **Whole class:** Read the plot summary of the Lady of the Lake (PPT Slide 7).Quickly recap on story structure and invite students to complete the boxes on the Story Mountain (PPT Slide 8). Show structure on PPT Slide 9. | |
| **Development** | **Pairs:** Using *The Lady of the Lake* sheet (3.3), read aloud the description of Arthur seeing the Lady of the Lake and Excalibur for the first time. Experiment with reading it to make the story draw the listener in – what are the most exciting or mysterious moments? How can you read this story so that you make anybody hearing you want to listen?  **Whole class:** hear one or two children read the story aloud with expression. Discuss what they have done with their voices to make it expressive.  **Teacher:** Model reading the description very expressively. Then using PPT Slide 10, explain how what we can do through pictures and images on the screen, or through the voice in storytelling, can only be done in writing by the choices we make. Showing the Morpurgo extract about the Lady of the Lake, (PPT Slide 11), invite children to visualise the scene, and especially to try to visualise the enchanted sword rising from the lake. What words and phrases help them visualise?  **Individual: MAGIC SILENCE** using the Enchanted Objects worksheet (3.2) and your notes and sketches, write a short description in your Magpie book of your mythical beast, visualising your beast, and trying to write in words a description that your reader will be able to see. | |
| **Conclusion** | **Whole class:** play *Who/What am I?* Teacher reads aloud some of the descriptions of objects or beasts and asks the class to see if they can name the object/beast. Is the description helping them to visualise the object/beast? | |
| **Assessment** | Use the paired reading aloud to assess understanding of how punctuation can guide how a text is read. | |
| **Support**   * In the reading aloud task, check that readers observe the sentence boundaries in how they read. | | **Challenge**   * In the reading aloud task, encourage able readers to consider how the commas guide the ways they might read the text. |

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| **LESSON 3** |  | |
| **Learning Objectives** | To understand how subject verb inversion alters the emphasis in a sentence | |
| **Introduction** | **Whole class:** show the image of Merlin and Gaius at the table (PPT Slide 13) and ask them to look at it for 10 seconds. Then ask what they can remember from the picture, trying to draw out as much detail as possible. Then show PPT Slide 14, zooming in on different aspects of the image: elicit detail about each of the images. How can you describe scenes in writing to draw attention to different parts of the scene? | |
| **Development** | **Pairs:** Give out the Sentence Fragment cards, one set to each pair, and ask them to reconstruct a sentence from the parts.  **Teacher:** quickly share their answers, noting if there are differences, but also correcting if any are grammatically wrong.  **Pairs**: to create the shortest complete sentence they can from the fragments cards  **Teacher:** share the shortest sentences and check they are the shortest ones possible. Note that sentences are made up of chunks like this and as writers we can choose whether we need short sentences or ones with lots of chunks. Now show PPT 15-17 which illustrates how these sentence chunks build sentences; and which highlights the subject and the verb in the sentence. If any child offers a sentence where the subject is after the verb, note it but don’t discuss it and return to it later.  **Teacher**: Ask children what they know or remember about Excalibur, then read aloud expressively the Lady of the Lake scene read yesterday.(PPT Slide 18). Discuss the scene – how might Arthur feel at this moment? How would we feel if a sword rose magically out of the water? Then show slide 19 with the two sentences they have been playing with highlighted in green  **Pairs:** read these sentences aloud to each other using expression which would convey how Arthur might be seeing this scene  **Teacher:** Ask students to identify the subject and the verb in these two sentences {Talking Partners if necessary). Take answers and then show PPT Slide 20. Help them see that by changing where in the sentence the noun is placed alters when we see it. Discuss the effect of this subject-verb inversion. Highlight that the inversion draws attention to the subject because we have to wait for it - creates a sense of anticipation, by making the reader wait to find out what the sentence is about. | |
| **Conclusion** | **Individual:** Invite students to visualise each sentence – how would they film it – what would they see first and what else would come into the scene.  **Teacher:** Show PPT 21 to consolidate this understanding, focusing particularly on the video-zoom effect it creates here as the subject comes into focus. | |
| **Assessment** | During the discussion of the subject verb activity, determine level of conceptual understanding of the idea of a subject and their understanding of how the reversal influences meaning and effect. | |
| **Support**   * Give Sentence 1 Card Set to those who might struggle with the Subject Verb inversion idea. * In the reversed subject task, encourage writers to grasp the idea of the information at the end of the sentence being emphasized; focus less on the grammar of the subject. | | **Challenge**   * In the reversed subject task, try to secure understanding of the concept of the subject as well as the effect of the reversal. |

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| **LESSON 4** |  | |
| **Learning Objectives** | To understand the idea of text rhythm created by varying the length of sentences in writing  To understand the possible effects of a very short sentence | |
| **Introduction** | **Whole class:** show the Malorie Blackman clip (PPT Slide 24), asking class to listen out for the advice she gives to story writers. Gather feedback (Giving the reader clues; using short sentences for suspense; plotting out the ending before you start.) | |
| **Development** | **Pairs:** look again at your plot summary in your Magpie book and quickly retell your story to your partner.  **Individual: MAGIC SILENCE**choose one incident or event from your plot summary and visualise that event happening in your head. Draft a description of that incident thinking not just about the storyline but about how to tell it. How do you want to make your reader feel? What images do you want your reader to see? Does the sentence structure and punctuation help your reader understand what you are telling them? Can you create any emphasis or anticipation by putting the subject of a sentence last? Can you help your reader visualise the scene? (PPT Slide 25)  **Pairs:** Swap your episode descriptions. Read each other’s descriptions silently, then each person reads their partner’s description aloud so the other can hear what it sounds like. Talk about how effective this is as a piece of story writing? Is there anything that seems less successful? Decide as a pair on one thing that each writer might do to improve the quality of this description.  **Teacher:** together as a class read aloud the *Lady of the Lake* episode on PPT Slide 26 with sentences of a very similar length. Then read Morpurgo’s version on PPT Slide 27, inviting the class to listen for the rhythm of the sentences. Do they all sound the same? Draw out that one is more monotonous than the other, more dull: and it doesn’t help the reader feel the story.  **Whole class:** what are the 2 shortest sentences and two longest sentences in this episode?  **Teacher:** using PPT 28-29, look at the greater variety in length in Morpurgo’s version and the greater similarity in the other version. Reiterate the different text rhythm this creates (read them both aloud if necessary). Discuss why Morpurgo might have made the two shortest sentences so short? Draw out that the key event in this episode is the sword Excalibur so ‘*That is Excalibur’* emphasises this, draws attention to it. The long sentences contain a lot of description which help us visualise the plot episode. | |
| **Conclusion** | **Whole class:** Feedback and consolidate **Key Learning** about plot shaping (PPT Slide 30). | |
| **Assessment** | Assess the transfer of learning about sentence shaping into writing in the two revision episodes in this lesson.  Use questioning during the two main teacher input episodes to determine understanding of text rhythm and short sentences to emphasise. | |
| **Support**   * Reinforce learning about sentence boundaries in the first writing task and invite students to articulate aloud how they want the reader to feel | | **Challenge**   * Challenge able writers to explain the choices they have made in their writing and revisions and to justify their effectiveness. |

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| **LESSON PLANS: WEEK 4** | | |
| **LESSON 1** |  | |
| **Learning Objectives** | To understand how to use plot summaries and the story mountain to support narrative planning  To be able to express authorial intention and imagine the needs of a reader  Throughout the 3 writing lessons, students should have their Magpie books available, with the plot summary draft; their character description draft; their enchanted object/mythical beast description, and the narrative episode draft to remind them of learning covered and draw on them in their planning, drafting and editing. The focus this week is on drafting and revising. | |
| **Introduction** | **Individual:** using PPT 4.1 Writing Designers (Slide 3) reflect and jot down the key things you have learned about plot structure, character description and narrative event description in this scheme of work.  **Teacher:** use PPT Slides 4-6 to recap and consolidate key learning. Use careful questioning here to draw out learning, rather than teaching formulae for success. Ask for examples from what they have done. | |
| **Development** | **Groups:** with a large sheet of A3 and marker pens, each group collates onto the sheet all they know about characters, plot lines, places, and objects in Merlin and Arthur stories  **Teacher:** quick recap on typical features of Arthurian legend (PPT Slide 7), then explain the writing task (PPT Slide 8)  **Individual**:  2 minutes: re-read your plot summary from lesson 2  3 minutes: with eyes closed, think about your own story. What might happen? Who might be involved? What magic might there be? Try to visualise it. Do you want to change it?  5 minutes: revise your plot summary if you have changed your mind about an aspect of the story. If you are happy with your plot summary, check you are clear about your Opening, Problem, Climax, Resolution and Ending.  **Whole Class**: vocabulary development: create a word bank on the board or a flipchart of vocabulary that might be useful for an Arthurian legend. Focus especially on nouns and verbs.  **Individual:** Display PPT Slide 9 with Malorie Blackman’s quote on the need to outline. Using the Story Mountain Outlining Sheet (4.2), develop your initial ideas into an outline of the story using the boxes.  **Whole class:** if time, share some of the their outlines and discuss how they draw on story structure knowledge and how they could be improved. | |
| **Conclusion** | **Individual:** think about the effect you want your story to have on your reader; how do you want to make them feel or think? What do you want them to think about your characters? Write what you want to achieve on the bottom of the Story Mountain Outlining sheet.  **Whole class**: share some, drawing out their explicit awareness of the characterisation and key plot moments and how readers will see, think and feel. | |
| **Assessment** | Use the opening task to assess broad understanding of plot structure, character description and shaping sentences to describe events; follow this through in the questioning linked to the Key Learning Slides.  Look at plot summaries and Outlining sheets to determine if there is secure understanding of plot structure. | |
| **Support**   * Differentiate questioning on key learning to focus on: Problem and Resolution in story structure; noun phrases for description; varied sentence length for textual rhythm and short sentences to draw attention to key events. | | **Challenge**   * Differentiate questioning on key learning to focus on: Climax in story structure; noun phrases, verbs and ‘show not tell’; and subject verb inversion to describe events |

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| **LESSON 2** |  | |
| **Learning Objectives** | To understand how to draft a story with clear authorial intentions in mind  **Prioritise the concentrated time for writing in this lesson.** | |
| **Introduction** | **Whole class**: display PPT Slide 11 - Malorie Blackman’s advice on tension. Teacher reads her/his own 500 word Arthurian story as a model. Draw out the points of tension and how you have achieved it: eg a subject verb inversion; a short sentence; an ominous clue… | |
| **Development** | **Individual: MAGIC SILENCE** writing time to create first draft of story with goal of finishing first draft in this lesson with PPT Slide 12 *Drafting Reminders* displayed. Stress that a draft is a version which will need to be improved.  During writing time, teacher holds writing conversations with individuals if they want to discuss problems or have been identified as needing additional support.  **Pairs**: at mid-way point in this period, stop writers, and ask them to read aloud what they have written so far to their partner and explain what they have been trying to achieve.  **Individual:** continue writing time. | |
| **Conclusion** | **Individual:** re-read the complete piece of writing, using the *Writing Aloud* [reading silently but as though you were reading it to someone] strategy. Think about the writing so far. What works? What are you less happy with? How strong is the character development? Are you achieving your writing intentions? How will you make your reader feel? | |
| **Assessment** | Use the writing conversations to assess individuals’ understanding of the learning about plot structure, character and event description.  Observe whole class during writing to determine their confidence with drafting. | |
| **Support**   * Individual writing conversations with teacher | | **Challenge**   * Individual writing conversations with teacher |

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| **LESSON 3** |  | |
| **Learning Objectives** | To develop understanding of revision strategies which encourage attention to *what* is written and *how* it is written. | |
| **Introduction** | **Whole class**: listen again to the Malorie Blackman clip (PPT Slide 14) and how she draws out the need to revise and change things to improve the writing. | |
| **Development** | **Teacher:** display PPT Slide 15 *Revision Reminders*: *Narrative Choices* (what I’ve written) and stress that writers always spend time revising, sometimes as they write, and sometimes at the end: often both. Explain that effective revision involves thinking really hard about whether the writing is working and achieving what you want it to achieve.  **Individual:** **MAGIC SILENCE** time: revising time to look at the narrative development of the story, using the reminder prompts.  **Teacher:** display PPT Slide 16 *Revision Reminders: Language Choices* (how I’ve written it). Explain that writing is always about the marriage of two things – what you are writing about (ie the content) and how you write it (the language choices you make). Both are very important.  **Whole class:** Joint Revision: take one paragraph of one child’s writing and revise it together, drawing out the thinking behind the choices made.  **Individual:** revising time to look at the language choices in the story, using the reminder prompts. | |
| **Conclusion** | **Teacher:**  Display PPT Slide 17 *Revision Reminders: Proof-reading* (getting it right) and note that this is the final stage of revision before completion. Explain that in the next lesson, students will have the opportunity to write the final version of their story. | |
| **Assessment** | Observe the class during writing to determine how well they use the revision strategies and any problem areas. | |
| **Support**   * Use the Revision Reminders discussions to focus on key learning: Problem and Resolution in story structure; noun phrases for description; varied sentence length for textual rhythm and short sentences to draw attention to key events. | | **Challenge**   * Use the Revision Reminders discussions to focus on key learning: Climax in story structure; noun phrases, verbs and ‘show not tell’; and subject verb inversion to describe events |

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| **FINAL LESSON**  Brief recap on Key Learning and Revision Reminders.  Uninterrupted time to produce final version of the story; and if wished to create illustrations; story cover etc |