St. Lawrence Writing Plan: 30<sup>th</sup> November 2020 Term 2: Week 5

Narrative: A Star in the Jar – Week 3

	Teacher Input	Tasks
Monday	Experience Day 3 – Reward Posters	
Day 9	W.A.L.T: Design lost/reward posters for Sparkle the star, using key 'feelings' vocabulary.	Children to design missing/reward posters to be displayed around the school.
	Before this session, hide our class star on the Nun's Walk	The reward for finding the star could be a bag of Milky Way Magic Stars. Posters should include key 'feelings' vocabulary (e.g. devastated, distraught, inconsolable).
	At the start of the session, open a letter from the school cleaners which says:	
	Dear Miss Soper,	
	When I came in to check on your classroom last night, I noticed that the new member of your class Sparkle was not in its normal position.	
	I know the children have become attached to Sparkle and I was worried about how they might feel.	
	I know how sad it is to lose something that is important. I lost my marbles when I was younger and I'm not sure I'm over it. I hope you can find Sparkle soon.	
	Kind regards,	
	Nigel and Hazel	

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## Wednesday

Sentence Stacking Lesson 7 – Giving the Star Back.

Day 10

W.A.L.T: write effective sentences for our story, using adverbs, feelings and similes.



## **Learning Chunk 1: Adverbs**

Teacher to role play as Tom, sending the star back to the sky.

Children to generate adverbs that show HOW the teacher is doing this – e.g. gently, carefully, kindly, softly, tenderly, fondly, affectionately, respectfully.

#### Model:

Model how to write the sentence: Tom lifted his new best friend gently back to the sky.

## **Learning Chunk 2: Feelings**

Working in pairs, one child to act out Tom holding the empty jar; the second child to be narrator (then swap).

The narrator describes Tom's feelings –

- devastated
- destroyed
- desolate,
- heartbroken.

Discuss the word 'utterly' and gather a bank of similar words for emphasis:

- absolutely
- totally
- completely
- entirely
- overwhelmingly

#### Model:

#### Adverbs:

Children to include an adverb to show how Tom lifted the star. Children to share their sentences with the class.

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HA: Deepen the moment.

#### Feelings:

Children to describe Tom's feelings, using one of the emphasis words.

HA: Deepen the moment.

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	Model writing the sentence - He felt utterly heartbroken.	
Thursday Day 11	Learning Chunk 3: Similes  Show children four photographs (a tree, a rose, a lit candle and a book).  Discuss what each of these items could lose – e.g. roots, leaves, petals, scent, wax, flame, cover, ending, pages.  Children to build similes to describe Tom's desolation.  Model: Teacher model: He felt as devastated as a tree that had lost all its leaves.  Experience Day 4 – Act of Kindness  W.A.L.T: Explore acts of kindness and different ways of being kind.  Read/watch the animation of 'The Happy Prince' by Oscar Wilde and – through circle time – discuss acts of kindness in detail.  Explore different ways we can be kind, linked to British values.  Consider the difference between big and small actions.  Think about how we can consider people's feelings.  https://www.youtube.com/watch?v=IP7ESTU4Pxs&safe=active	Similes:  Build a simile that conveys Tom's sense of loss.  HA: Deepen the moment.  Acts of Kindness:  Give each child an envelope containing another child's name and ask them to write an anonymous kind note to them.
Friday Day 12	Sentence Stacking Lesson 8 – Message from the stars  W.A.L.T: write effective sentences for our story, using repetition, simile and dialogue.	

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Rocks, Relics and Rumbles

# Term 2: Week 5

## **Learning Chunk 1: Repetition**

Place two hula hoops on the floor, labelled 'time' and 'place'. Pupils to organise the following phrases into the correct hoops:

- high in the sky
- up in the clouds
- as dusk fell;
- · amongst the shadows
- up in the heavens; at
- the stroke of midnight; as the moon rose.

Gather a bank of 'twinkling' verbs -

- Sparkling
- Shimmering
- Glimmering
- glinting,
- shining
- glowing
- gleaming
- blazing
- dazzling.

Teacher model: Just then, high in the sky...Just then, high in the sky, twinkling brightly. Just then, high in the sky twinkling brightly were some wonderful words.

# Learning Chunk 2: Simile

Working in pairs, pupils to list as many mark-making objects as possible such as:

- pen
- pencil
- paintbrush
- felt tip
- crayon
- pastel
- chalk.

## Repetition:

Pupils to follow the modelled structure, adding a little more each time

HA: Deepen the moment.

### Similes:

Build a simile, comparing the star's movement to a mark-making object.

HA: Deepen the moment.

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Collect synonyms for 'writing' – painting, sketching, etching, drawing, doodling.

Explore vocabulary that emphasises the message was uniquely for Tom – e.g. individual, personal, special, exclusive, memorable, unique.

#### Model:

Teacher model: His special star moved like a night-time pen, drawing an individual message to him.

# Learning chunk 3: Dialogue

Children to create their own special message from the star.

Provide a bank of helpful vocabulary – e.g. forever, relationship, guide, watch, follow, reach, believe.

#### Model:

Model: It read, 'You will always be my friend.'

# Dialogue:

Include a kind message for Tom.

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HA: Deepen the moment.