



HOW DOES A WRITER MAKE YOU WANT TO READ?

Year 4 Lesson Plan 1

A writer's job is to write for an audience for a purpose. The purpose that we are focussing on is 'to entertain' as we are going to write a narrative. A narrative is a made up story. To do this, the writer needs to create a picture in the reader's head and encourage the reader to read.

There are several techniques we will be looking at today, showing how this can be done.

There's a disgusting creature in here...



Characterisation & Language

Here is an example of how you might describe that creature:
The creature's mouth is as saggy as an old carrier bag, left in a dark cupboard to rot for years. Its breath smells like my brother's dirty football socks have been left to fester for six months...



Ask the children to finish these sentences:

The creature's eyes are as... as a...

The creature smells like...

Example language: Vile, Repellent, Loathsome, Revolting, Putrid, Repulsive,
Stomach-Churning, Nauseating, Foul

This is an opportunity for the children to get really descriptive thinking of
the most revolting ways of describing the creature that they can.

Example: The monster's eyes look like sludgy, droppy old sacks of old, rancid meat.

Coordinating Conjunctions

Ask the children to finish these sentences:





Invite the children to draw their creatures based on their descriptions

Modelling the creature

Can your children come up with a really disgusting description of the creature and where it lives as a class?

Think about what they can:

- See
- Hear
- Smell
- Touch
- Taste



Ask the children to share what they have described for *Hear* and get the children to try and create the sounds as a group to bring to life the environments that the creatures inhabit.

If possible record the sounds on a device and play them back to the class.

Openings

Watch the first 2 minutes of
Le Petit Cordonnier - The Little Shoemaker on
Literacyshed

What questions have been left unanswered?

ie. Who is *Le Petit Cordonnier*?

Why does he make shoes?

Where does he come from?

- What do you want to find out?
 - Is this a good opening?

Now [watch the first 2 minutes of *The Clock Tower*](#)

Which was your favourite opening and why?

There are no right or wrong answers!

Here are the opening sentences of some stories. See whether the opening leaves you asking any questions. This is what makes a good opening!

- Outside, the sun was shining, with children and adults alike basking in its warm glow. For Caroline, she could only watch on with her nose pressed against the window.
- Sally looked around the spaceship, eyes widening with each step. She had never seen anything like it.
- "Will you keep it down!" Grandpa thudded from downstairs with his walking stick. But of course, it wasn't me making all the noise.



Look at this mysterious image of a person and a dog. It is an extract from a painting by LS Lowry called *Broughton Houses*.

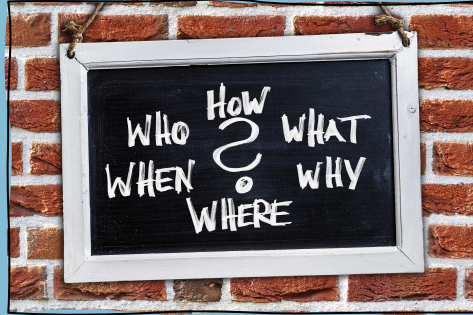


In pairs talk about what questions you want to ask?

Where are they going? Who are they? Etc.

All stories have 5 main elements (The 5 W's)

Who, What, When, Where, What (and how)



What questions do your class have using the 5Ws?

For example:

- Where have they come from?
- What did they do that day?
- Who are they?

