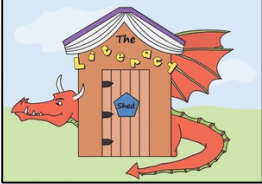
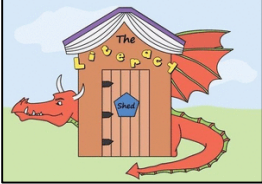
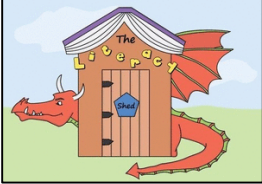
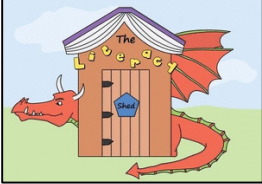
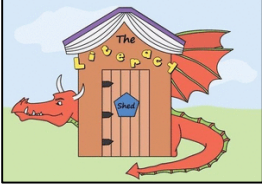


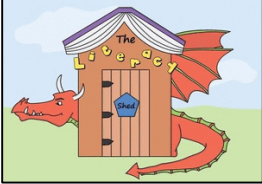
<p>Year: 3/4</p> <p>Resources: 1a</p>	<p>Lesson objective:</p> <p>I am learning to use extended sentences to describe a setting</p> <p>Lesson 1</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/marshmallows.html</p> <p>Marshmallows</p>			
<p>Hook into Session/ Opening Activities</p>	<p>Begin by showing the first 10 seconds of the clip and stopping. Ask the children to make predictions as to what is in the water, what will it do? Explain that the clip is called Marshmallows. Why do they think this is? Record some of the children's answers to refer back to. Play clip again but stop at 18s. What do they think now? Have they changed their minds? Play the rest of the clip and stop at 1m20s. What do they think the boy will do? Play to the end.</p>		
<p>Lesson Input</p>	<p>Tell the children that they are going to become 'Setting Sleuths' and using their sleuthing skills, they need to look for as many details about the setting as possible. On large sheets in the middle of the table, ask the children to record as much information about the setting as they can remember after the first watching. They will recall things like lake, tree, fire etc. and this is fine to begin with. Watch the clip for a second time and ask the children to pay attention only to the setting and not the characters or the action. How many other things do they notice, can they explain where they were? Freeze at 6s and write on the board- The moonlight was reflected on the ripples of the lake, there was a fire in the forest, there were thick trees by the edge of the water. Could they start with preposition phrases- In the distance, there were mountains. Around the fire, there were stones. Play to the end of the clip but stop at several points to allow the children to record what they can see. Next ask the children to go back to their sentences and begin to add detail- try not to teach the children to simply add two adjectives before every noun. Look at how appropriate an adjective is and whether they are simply using two synonyms. On the board use the sentence <i>There were thick trees by the edge of the water.</i> Look at how this could be extended. There were several thick trees, with huge trunks, standing by the edge of the water. There were thick trees, which made good hiding places, by the edge of the water. Look at how clauses and words have been added. Together use some of the children's examples to produce some shared extended sentences.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Use the sentences from the middle of their tables, and those from 1a, to extend using vocabulary. As an extension, challenge the children to add extra information. Supporting vocabulary may need to be provided for some children.</p>	<p>Expect</p> <p>Use the sentences from the middle of their tables, and those from 1a, to extend using vocabulary and additional information in the form of clauses. As an extension, can the children put the sentences into a paragraph.</p>	<p>Extend</p> <p>Use the sentences from the middle of their tables, and those from 1a, to create a paragraph. Extend using vocabulary and additional clauses. Adult support may be needed to look at how to link sentences together to maintain flow.</p>
<p>Plenary</p>	<p>Ask the children to challenge each other. Each table needs to submit a starter sentence for another table to improve and extend. If this is successful, repeat the challenge and ask the group to improve and extend in a different way.</p>		
<p>Further Teaching Points</p>	<p>Use guided reading as a time to look at how authors extend their sentences. What do they do? Begin a working wall of ways to extend sentences.</p>		

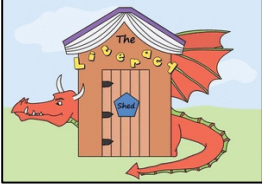
<p>Year: 3/4</p> <p>Resources: 2a, 2b, 2c, 2d, thesauruses.</p>		<p>Lesson objective:</p> <p>I am learning to create a setting as an opening for a narrative</p> <p>Lesson 2</p>		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/marshmallows.html</p> <p>Marshmallows</p>				
<p>Hook into Session/ Opening Activities</p>	<p>Talk to the children about the work they did yesterday. Explain that today we are going to create more of an opening setting description by adding in elements of the forest that we did not see in the clip. Hand out 2a and ask the children to brainstorm on large sheets of paper all the things they think they can see and those they think they might be able to hear. https://www.youtube.com/watch?v=Jb_4dE5VD_g Use the soundscape to help the children understand what they might hear. What else might they see or hear in a forest- an owl, a wolf howl, creaking of branches, fire flies? Watch the clip again.</p>			
<p>Lesson Input</p>	<p>Create a timeline on the board. Imagine the scene from the start of the clip. "Walk" the scene by asking the children to decide what they would describe and in what order. The lake, the moon, the mountains, the trees, the campsite, the fire, the tent? Perhaps a different order? Look at resource 2b together and pay particular attention to the flow of the piece and the sentence openings. Look at where the water is mentioned- in the 3rd, 4th, 5th and 6th lines. The water is used to help the flow of the text. Pay attention to how it is mentioned- boat bobbing on the lake, the water slapping, moonlight on the lake, mountains behind the lake, trees edging the water. Next use resource 2c together to sort the language. Talk to the children about what a preposition phrase is and remind them that the phrase must start with a preposition. It may be useful to work through 2b and highlight the preposition phrases before starting resource 2c. What sounds are mentioned in the text- crickets, water, owl, fire crackling. Explain that a good setting description weaves the details together. Distribute resource 2d to pairs. Ask them to create the next two lines using the word bank and phrases bank. Children should feedback. What worked well?</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>The group should use the starter sentence from resource 2d and their own two sentences to carry on the text. Allow children to use thesauruses to help and expect that the children should use the preposition phrases from 2d to support them.</p>	<p>Expect</p> <p>Children should write the setting opening of their narrative using the work from today and some of yesterday's ideas. Explain that you will be focusing on the use of the preposition phrases used. Remind them that this should not appear in every sentence.</p>	<p>Extend</p> <p>Children should write the setting opening of their narrative using the work from today and some of yesterday's ideas. Ensure the children are looking to extend their sentences and impress upon the group the importance of flow.</p>	
<p>Plenary</p>	<p>Show the children a range of words including some prepositions and some words which are not- choose directional words or words which the children might think are prepositions. Play stand up, sit down with the words- asking the children to stand up if they think the word is a preposition/sit down if not. Clarify misconceptions.</p>			
<p>Further Teaching Points</p>	<p>Give the children objects in the classroom to find and ask them to describe their position using preposition phrases.</p>			

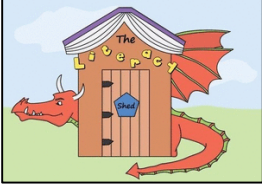
<p>Year: 3/4</p> <p>Resources: 3a, 3b Sugar paper, non-chronological reports about animals.</p>	<p>Lesson objective:</p> <p>I am learning to write a non-chronological report</p> <p>Lesson 3</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/marshmallows.html</p> <p>Marshmallows</p>			
<p>Hook into Session/ Opening Activities</p>	<p>Give out resource 3a and ask the children to watch the clip and fill in as much detail as they can. Ask them to be precise and to give full, detailed answers. E.g. The creature has two large round yellow eyes. Feedback and ensure the children record any missing details. The children need to remain as factual as possible.</p>		
<p>Lesson Input</p>	<p>Explain to the children that over the next few days they will be looking at the creature and creating their own creature to write about. They will then write a non-chronological report about the creature. Explain that they are going to write a paragraph today about the 'physical appearance' of their creature. To do this they need to sound like experts. Ask the children to look at resource 3b. They need to underline any 'technical language' as they read. What do they understand by this term? Next, deconstruct the text together looking for the features of a non-chron report. Discuss what the reader learns by reading the text and ensure the children understand that the tone of the piece is as though an 'expert' has written it. Explain that today they are going to become 'experts' on the creature in Marshmallow. As a group, begin a shared write with the opening line- <i>Mallodiles are nocturnal creatures which are often mistaken for dangerous predators</i>. What would come next? Perhaps something about the mallodiles teeth? Or its aggressive behaviour when hungry? Use whiteboards for the children to suggest what might come next or to offer good technical vocabulary. Before starting, provide the children with excerpts from non-chron reports about lizards, crocodiles and other similar creatures to help 'magpie' vocabulary.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>The children should continue the work started on the board. Ask the children to use their details from 3a and the information in 3b to help support them. The children should write in single sentences.</p> <p>With support.</p>	<p>Expect</p> <p>The children should continue the work started on the board. Ask the children to use their details from 3a and the information in 3b to help support them. The children should write sentences about the features of the mallodile's physical appearance.</p> <p>Use non-chron reports to help.</p>	<p>Extend</p> <p>With adult support</p> <p>Look at the second to last sentence in 3b. Discuss how the sentence is extended by the use of the word 'although'- Talk to the group about the use of conjunction openers to create multi clause sentences. Provide the children with some conjunctions to use and ask the children to create sentences about the creature in Marshmallow.</p>
<p>Plenary</p>	<p>Select 6 elements (teeth, eyes, skin etc.) of the physical appearance of the creature. Write one feature (e.g. teeth) on a sheet of 6 large pieces of sugar paper and put on 6 tables- adjust if necessary. Ask the children to get out of their seats and to record what they wrote about each feature as they get to that table. Keep to share tomorrow.</p>		
<p>Further Teaching Points</p>	<p>Allow the children time between Day 3 and Day 5 to design their own creature. They need to consider the same elements as are mentioned in resource 3a. Children need to draw and label their creature.</p>		

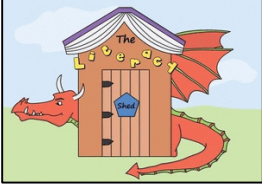
<p>Year: 3/4</p> <p>Resources: 3a, 4a</p>	<p>Lesson objective:</p> <p>I am learning to construct paragraphs about a theme</p> <p>Lesson 4</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/marshmallows.html</p> <p>Marshmallows</p>			
<p>Hook into Session/ Opening Activities</p>	<p>Ask the children to look at the large sheets from yesterday's plenary. There should be a collection of words and phrases about the mallodile's physical appearance. Give out each sheet to a different table (not the table that produced the work yesterday.) Children work together as a class to improve vocabulary on the sheet, change phrases and re-order in an editing process. Give out non-chron reports on crocodiles etc from yesterday's lesson so that the children can magpie words and phrases. Stick the sheets around the room so that the children can access them.</p>		
<p>Lesson Input</p>	<p>Share resource 4a. Look at the two paragraphs. What do the children suggest as subheadings for the paragraphs? Collect ideas. Agree that one is about what the donriphant eats and the other is about predators. Explain that today the children will think about the mallodile from the clip Marshmallow. They need to consider where it lives, what information would be important to the reader and what are its potential predators. Work on the carpet or a large space. Use masking tape to divide the area into two clear sections. Give out long strips of A3 paper cut horizontally. Ask the children to consider information which might go into the two paragraphs about the mallodile. Give the children time to come up with several suggestions. Together look at the ideas put forward by the children and select several strips which might go together to build one of the paragraph. Blu-tac the strips to the board and begin the editing process of considering openers, length, flow, expanding sentences etc. until you have one paragraph constructed.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Children in the group to work together with adult support to create a second paragraph in a similar method to that used on the carpet. Provide opportunities for the children to make their own vocabulary choices and encourage manipulation of clauses and sentences.</p>	<p>Expect</p> <p>Children should use the sentence strips from the carpet and their own ideas to begin to create their own paragraphs about the mallodile's diet and predator risks.</p>	<p>Extend</p> <p>Ask the children to consider the habitat and other points of interest about the mallodile- this might include its speed, information about its anatomy etc. As a group, complete the same process as carried out together on the carpet. Children should then begin to structure one of the paragraphs themselves using the information.</p>
<p>Plenary</p>	<p>Give out a new copy of resource 3a to the children (from yesterday) If the children have not yet planned their own creature, then the task could be used to consider elements before drawing it. Ask the children to begin to think about their own creature. They may use the mallodile or the donriphant as a support for ideas.</p>		
<p>Further Teaching Points</p>	<p>Allow the children time between Day 3 and Day 5 to design their own creature. They need to consider the same elements as are mentioned in resource 3a. Children need to draw and label their creature.</p>		

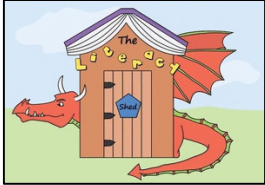
<p>Year: 3/4</p> <p>Resources: 5a, 5b, 5c</p>	<p>Lesson objective:</p> <p>I am learning to write a non-chronological report</p> <p>Lesson 5</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/marshmallows.html</p> <p>Marshmallows</p>			
<p>Hook into Session/ Opening Activities</p>	<p>Today the children will complete their non-chronological report about their own creature. Explain to the children that they need to write at least two paragraphs about their creature: one about its appearance and one other of their choice. Ask the children to have to hand their resource from yesterday's plenary and their image of their creature. Hand out resource 5a. Explain that these are sentence openers suggestions for a non-chronological report. Ask the children to select 3 and using a whiteboard, construct sentences which could appear in their writing.</p>		
<p>Lesson Input</p>	<p>Next, give out 5b. This is a word bank of vocabulary that the children might decide to use. Go through each word and check the children's understanding. Allow the children to make notes on the page so that they can remember the meanings of the words. The remainder of the lesson will be given to allowing the children to write their reports. Allow the children to have access to the resources from lessons 3 and 4 as they may wish to refer to these. Look at resource 5c with the children which will provide some support for those children that may need it. You may wish to be selective and only give the resource to some groups.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Expect that the children will produce two paragraphs about their creature, though there may not be equal weighing to the detail in both. Look for the children's use of a range of openers, some detail about their animal and an attempt to interest the reader.</p>	<p>Expect</p> <p>Expect that the children will write two paragraphs about their creature. Look for the children's grasp of the third person and present tense and an authoritative tone to the piece.</p>	<p>Extend</p> <p>Expect that the children will complete at least two detailed paragraphs, with some writing a third. Encourage the children to consider how they extend, open and allow sentences to flow. Ensure presentational features are used.</p>
<p>Plenary</p>	<p>Stop with around 5 minutes to spare. Ask for the children to work in pairs. Each child should read the work of the other person and find- their favourite piece of vocabulary, a great opener, a good extended sentence and an example of where the author sounds like an expert. Share these with the class.</p>		
<p>Further Teaching Points</p>	<p>Use the features covered over the last three days to create a non-chronological report memory aide for a working wall.</p>		

<p>Year: 3/4</p> <p>Resources: Pre-prepared questions, 6a, 6b.</p>	<p>Lesson objective:</p> <p>I am learning to identify the main ideas drawn from a narrative and to summarise these</p>  <p>Lesson 6</p>		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/marshmallows.html</p> <p>Marshmallows</p>			
<p>Hook into Session/ Opening Activities</p>	<p>Explain to the children that this week they will be working towards writing the story from the boy's point of view. Ask the children what they think the main points are? Can they remember the sequence of events? Explain that you want the children to remember as many small details as possible. Play the clip again and ask the children to tell their partner as many small details as they can remember. Then quiz the children on the fine detail. Ask a range of pre-prepared questions to check the children's observation skills e.g. what pops out of the water first? What colour is the boy's scarf? What hand does he hold the stick in?</p>		
<p>Lesson Input</p>	<p>Show the children the image of the story track- resource 6a. Ask the children to imagine that this is the timeline of the story. Reproduce the story track on the board so that the children can see it. What would they put first? The mallowdile emerging from the water? What happens next? Ensure the children take the story step-by-step and slowly. Plot around 4-5 points together- only on the version on the board. The plotting of the points may be as short written tags or as a mixture of words and symbols. It sometimes helps to watch the clip at the same time so that the children can see each step. Decide together what the 10 main points of the story are. These will be the points that the children will log in their own version. Look at resource 6b- enlarged to A3. The children will log the 10 main points on their own version. They need to expand upon these notes in resource 6b by noting what is happening in the foreground of the narrative and what is happening in the background. Complete the first one together so that the children understand the process. Watch the clip one more time.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Complete 6a and 6b together as a group. Each child should have their own copy but the children should work together (possibly in pairs) to decide upon the 10 key points and what information they will plot about each section.</p>	<p>Expect</p> <p>Complete 6a and 6b. Each child should log the 10 most important points then elaborate on each one.</p>	<p>Extend</p> <p>Children should complete 6a so that they have logged the story. They should then create a blurb/story synopsis for the story which includes the 10 points.</p>
<p>Plenary</p>	<p>Ask the children to look at 6a. Can they write down at different points what the boy was thinking and what the creature was thinking? Use a different colour for both characters. Log 2-3 thoughts each.</p>		
<p>Further Teaching Points</p>	<p>During guided reading sessions, use story tracking to check the children's understanding.</p>		

Year: 3/4 Resources: 7a, 7b		Lesson objective: I am learning to create action sequences Lesson 7	
Literacy Shed clip and link: http://www.literacyshed.com/marshmallows.html Marshmallows			
Hook into Session/ Opening Activities	Explain that today is all about action sequences. Watch the clip again and ask the children to come up with as many noun-verb pairs as they can which would describe different elements of the scene. E.g. Smoke rising, fire crackling. Share these together on the board so that all of the children can see the pairs. Correct any misconceptions with regard to word class. Explain to the children that today they will need to use these noun-verb pairs.		
Lesson Input	Today the children will write action sequences to include in their narrative at the end of the week. Tell the children that today they need to put themselves into the position of the character of the boy. Explain that to write a successful action sequence they need to create chains by linking several pieces of action into sequences. The children need to consider the outcome first, then re-wind to what happens before the final point. Point out that it is essential that the children select powerful verbs and use a variety of sentence lengths to increase the tension. Use resource 7a and ask the children to look at 7b . Can the children see how the steps are used? Can the children find the elements they have been asked to find? Record the answers together. Ask the children to make suggestion swaps. What else could the author have put instead of 'a twig snapped.' Finally introduce the idea of using figurative language to help enhance an action sequence. How could a simile or metaphor be used? Can the children suggest any to add to the narrative? Remind the children in action sequences we are more interested in the action than the description or any dialogue, so these should be kept to a minimum.		
Independent Activities	Simplify Ask the children to write an action sequence for sequence 2 from resource 7a . Explain that you are looking for- Noun-verb pairs Small linked actions Short snappy sentences The children need to focus upon explaining the actions in detail.	Expect Ask the children to write an action sequence for sequence 2 from resource 7a . Explain that you are looking for- Noun-verb pairs Small linked actions Short snappy sentences Use of prepositional/adverbial phrases as openers Powerful verb choices	Extend Ask the children to write an action sequence for both sequence 1 and 2 on resource 7a . Explain that the focus for this group is for the reader to feel the pace. Discuss with the children how this could be achieved. Can they include figurative language?
Plenary	Watch the clip from 1m35 seconds to the point where the boy is no longer seen 1m 46s. Draw a timeline on the board and, second by second, track the movements of the boy together. What EXACTLY does he do? Can the children suggest sentences which would match each second?		
Further Teaching Points	Children could produce noun-verb poetry about the scene. Use only nouns and verbs on each line to explain the story.		

<p>Year: 3/4</p> <p>Resources: 8a, 8b</p>		<p>Lesson objective:</p> <p>I am learning to use a range of sentence structures</p> <p>Lesson 8</p>		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/marshmallows.html</p> <p>Marshmallows</p>				
<p>Hook into Session/ Opening Activities</p>	<p>Explain to the children that today they will begin to write their narrative based upon the Marshmallows clip. This will be third person. Put a range of sentences on the board and ask the children to identify which are third person. Tell the children that the focus for the whole piece is to see an increasing range of sentence structures being used. Look at resource 8a. What do the children notice about the writing? Particularly look at the way the sentences are opened and structured. What would they advise the writer to do? Make a list of writer's advice on the board together.</p>			
<p>Lesson Input</p>	<p>Give out resource 8b. Ask the children to compare the two pieces. Does this help with the task from the start of the lesson? Can the children add anything else to the list they started? Give out large sheets of sugar paper and ask the children to work as a group to come up with different ways of opening sentences. Use DADWAVERS (www.literacyshed.co.uk) to help if necessary. Ask for the children to give example sentences which begin in this way. Go back to resource 8b- how are the sentences opened in this piece? Do they open in the same way? Talk to the children about the fact that, by the end of the lesson, you would like them to have done two things, set the scene and written their first action sequence. This should be a straightforward task as both of these things will have been covered in lessons 1,2 and 7. Look at resource 8b. Discuss how the creature is mentioned. Look at how the boy is mentioned- the boy, the young boy, the child, the young boy-scout. This is to avoid repetition. Explain that you are expecting the children to look back at their work from previous lessons to help them to write during today's lesson.</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>Children should attempt a short setting paragraph and a second paragraph containing an action sequence.</p> <p>Ask the children to focus on their use of adjectives and preposition phrases.</p>	<p>Expect</p> <p>Children should attempt a short setting paragraph and a second paragraph containing an action sequence.</p> <p>Ask the children to focus on their use of preposition phrases and a variety of sentence openers.</p>	<p>Extend</p> <p>Children should attempt a short setting paragraph and a second paragraph containing an action sequence.</p> <p>Ask the children to focus on their use of a variety of sentence openers and rich descriptive language.</p>	
<p>Plenary</p>	<p>Play the clip from 24s to 41s. Ask the children what the change was in the creature? How does it act differently? In pairs, ask the children to note down all of the changes that have occurred.</p>			
<p>Further Teaching Points</p>	<p>Look for different ways to open sentences. Look at DADWAVERS- www.literacyshed.com and encourage the children to vary their openers to maintain the readers interest.</p>			

<p>Year: 3/4</p> <p>Resources: 9a</p>	<p>Lesson objective:</p> <p>I am learning to organise paragraphs around a theme</p> <p>Lesson 9</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/marshmallows.html</p> <p>Marshmallows</p>			
<p>Hook into Session/ Opening Activities</p>	<p>Remind the children that today they will be completing their sections of narrative based upon Marshmallows. The children will stop their narratives at the point where the creature has eaten all of the marshmallows from the bag. Watch the clip from 23s to 1m07s. This is the part the children will write today. In yesterday's plenary, the children wrote about the changes to the animal and this is how their writing will begin today. Play the clip again from 23s and stop at 38s. Challenge the children to tell you 6 ways that the creature changes. Look at resource 9a. How many did they get?</p>		
<p>Lesson Input</p>	<p>Together begin to work through resource 9a (this could be done in any order) and ask the children to write down a sentence, clause or phrase to describe each change. Number 1 is completed. The task could be divided between groups of children for speed. Once the sentences are completed, look at how to build them together into a paragraph during a group shared write. Look at how to combine elements such as, <i>Suddenly, the creature began to pant (rather like a dog) and at the same time his tail began wagging in a friendly motion</i>. This should provide the children with stimulus for paragraph 3. The final paragraph will be about the creature eating the marshmallows. Watch from 38s to 1m07s. On a piece of paper make a note of how we know that the creature likes the marshmallows e.g. eating them quickly, doing tricks. This last paragraph needs to be written as an action sequence paragraph- remind the children of how to do this. The children will end the paragraph by leaving the reader wondering what happens when they reach the last marshmallow- this will be written in the plenary.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>The children will use the work completed in class to construct paragraph 3 (the change in the creature) and then paragraph 4 (the marshmallow eating). The children should construct as much of paragraph 4 as they can independently. Encourage the children to think about using the noun-verb pairs to help them.</p>	<p>Expect</p> <p>The children will use the work completed in class to construct paragraph 3 (the change in the creature) and then paragraph 4 (the marshmallow eating). The children should construct as much of paragraph 4 as they can independently.</p>	<p>Extend</p> <p>The children will use the work completed in class to construct paragraph 3 (the change in the creature) and then paragraph 4 (the marshmallow eating). The children should construct as much of paragraph 4 as they can independently.</p>
<p>Plenary</p>	<p>Ask the children how they could leave the reader guessing about what would happen. Ascertain there are different ways to do this, though in this circumstance the best options would be a rhetorical question, ellipses or internal thought. Show the children an example of each then ask the children to have a go at each of the three methods.</p>		
<p>Further Teaching Points</p>	<p>If there is a future opportunity, the children could continue with a different ending to the story.</p>		

<p>Year: 3/4</p> <p>Resources: Resources 10a, dictionaries, thesauruses, an example text to be edited (make sure there are mistakes)</p>	<p>Lesson objective:</p> <p>I am learning to assess the effectiveness of my own writing and suggest improvements</p> 		
<p>Literacy Shed clip and link: http://www.literacyshed.com/marshmallows.html</p> <p>Marshmallows</p>	<p>Lesson 10</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Give out the resource sheet 10a. This is the SURPRISES editing sheet- see www.literacyshedplus.com for more SURPRISES resources. Display an example text which needs editing on the board for all of the children to see and also distribute a copy to each child. Talk through the steps of the resource 10a. Ask the children to work with a partner and to have a go at editing the example text you have provided by using the SURPRISES sheet. Model the first few steps so that the children can see you using the process. Ask for feedback, what did they change, what did they improve.</p>		
<p>Lesson Input</p> <p><i>NOTE: It would be prudent to give the children a photocopied version of their own work to edit as some children find it hard to make changes to their original work.</i></p>	<p>Ask the children to look at their own work. Today they will use the SURPRISES method to edit their own writing. Together complete the first step. Ask all of the children to highlight things which they feel they know they will need to edit. What immediately stands out? Next look at the second step. In a mumble voice, the children should read their work to themselves. Have they got enough variation in sentence length? Ask them to look at their own work, where could they have made changes to the sentence lengths. Look at ways to do this. Ask some children to provide examples of their own work for the class to look at as a group.</p>		
<p>Independent</p>	<p>Simplify</p> <p>The children should use the rest of the surprises editing method to go through their work and make changes. Ensure that children have access to wordbanks, thesauruses and dictionaries to help with the process.</p> <p>Some children may need a lesser amount to edit.</p>	<p>Expect</p> <p>The children should use the rest of the surprises editing method to go through their work and make changes. Ensure that children have access to wordbanks, thesauruses and dictionaries to help with the process.</p>	<p>Extend</p> <p>The children should use the rest of the surprises editing method to go through their work and make changes. Ensure that children have access to wordbanks, thesauruses and dictionaries to help with the process.</p>
<p>Plenary</p>	<p>Demonstrate with your own piece, the process of discussing your authorial choices. Ask some children to share their work using a visualiser or similar. Ask the child to talk through their decisions. Do the other children agree? Can they comment on or improve? Can they think of better words etc? Give the children a little time to do this in pairs.</p>		
<p>Further Teaching Points</p>	<p>Children to re-draft work using the edits they have made.</p>		