

Writing

Y3 W5b. Beginning of narrative provides appropriate and interesting detail about setting or characters

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Teachers' Notes

- ❑ The PiXL therapies can be taught to a whole class or a target group. Each therapy is editable so that it can be adapted or extended.
- ❑ Each therapy begins with a LORIC activity to develop relevant character attributes.
- ❑ This is followed by a vocabulary task, which uses the PiXL 5-phase approach to teach key vocabulary. Further resources to develop vocabulary can be found in the Whole School area under the PiXL Unlock strategy.
- ❑ Each therapy adopts the 'Teach, model and apply' process with plenty of opportunities for pupils to demonstrate the taught skill.
- ❑ A range of question types is included to promote pupils' developing security by testing the same skill in different ways.

Progress across amber – the 4-stage model

The three therapy tests which accompany this resource can be used to revisit the taught skill to check that the pupil is able to perform it independently and consistently.

A

A child has successfully completed a therapy test independently, following a set of therapy sessions.

A

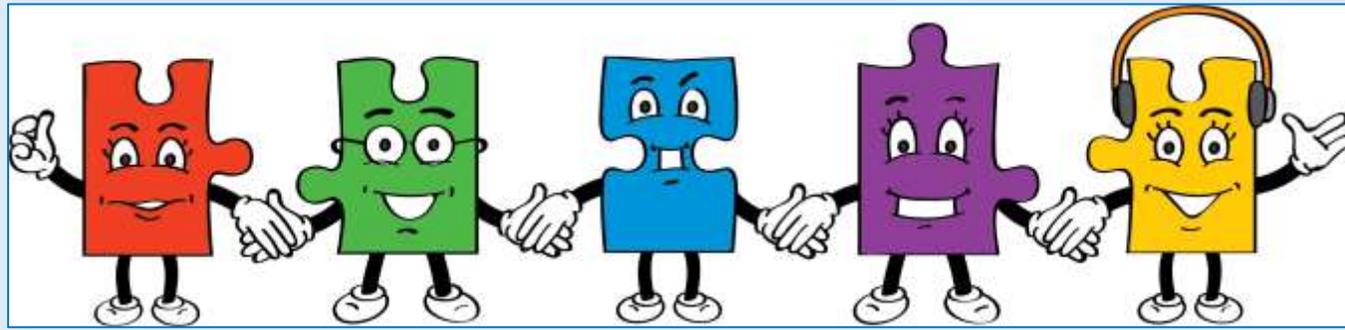
A child has successfully completed a therapy test independently, a period after the relevant therapy sessions – we would advise about 2 weeks.

DA

A child has successfully applied their knowledge or skill in an unfamiliar context. This may be application across the curriculum or in a problem.

G

A pupil has successfully re-visited the skills at a later point, and applies these in an unfamiliar context or problem, or across the curriculum.

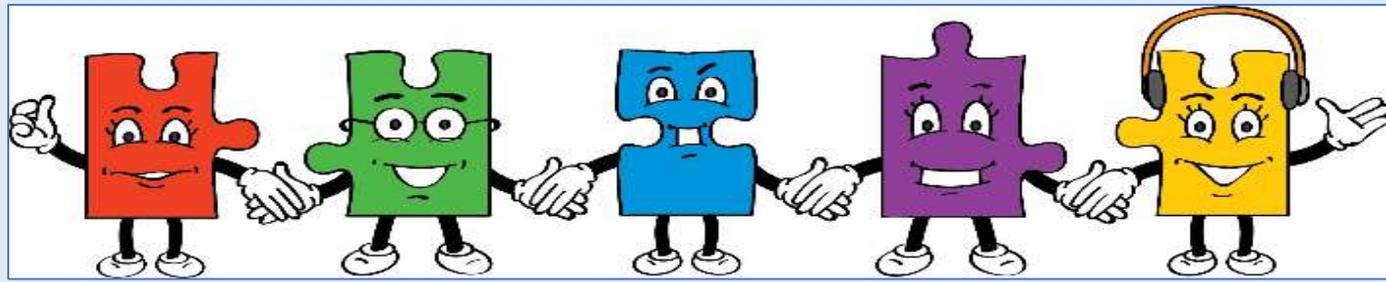


LORIC Task

Our Primary Edge attributes help us to become better learners and today is no exception. Before you start this activity, here are some ideas for how you will need your Charlie Communication skills today:

- Creating story ideas
- Describing your ideas
- Contributing to the discussion

Command Words:
Create Describe
Contribute



LORIC Task

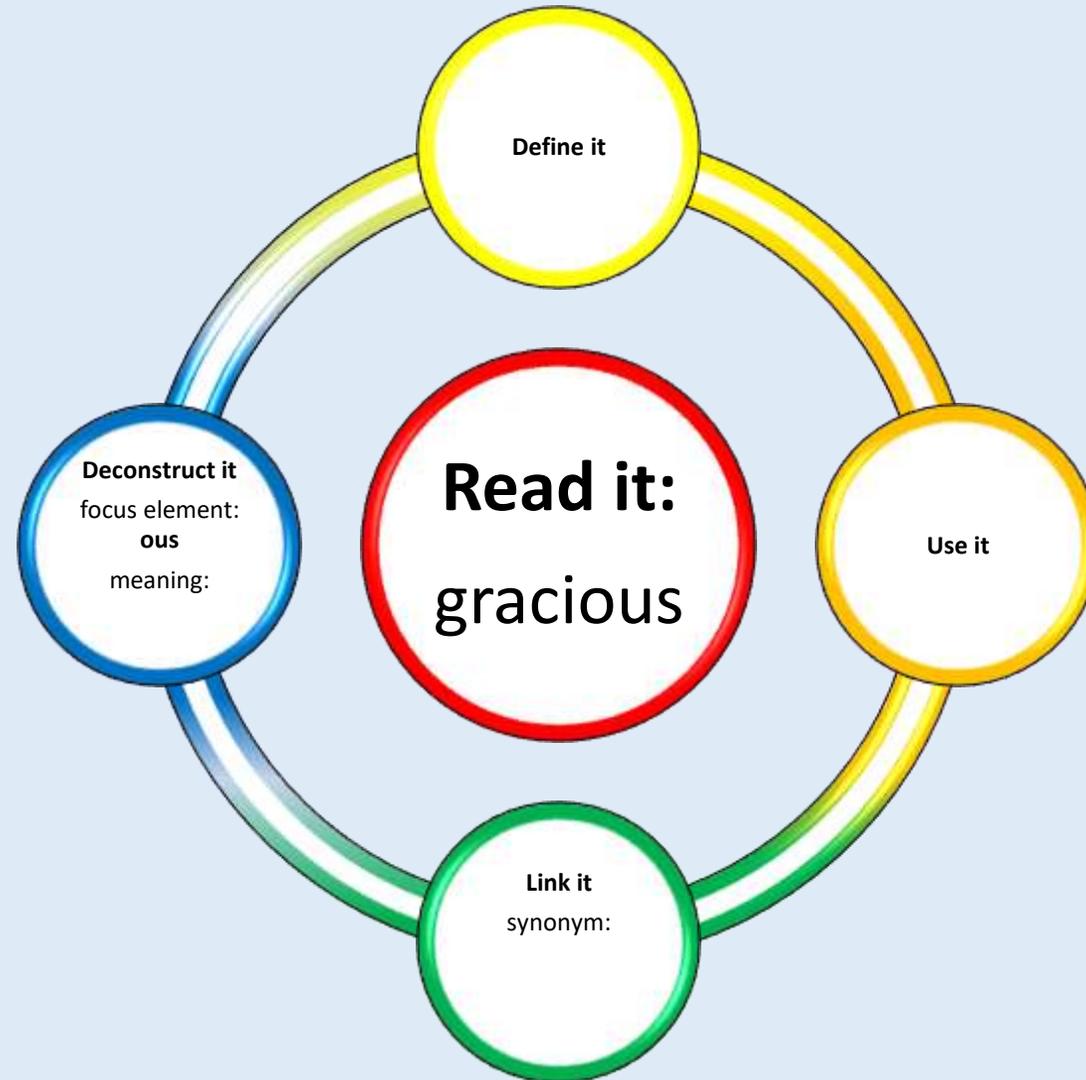
Imagine you are at a party.
Introduce yourself to the other
members of your group as if they
don't know you. Remember to
give some interesting details
about yourself.

How do you do?



Did you think you
made yourself sound
interesting?

Vocabulary activity



The right impression



There is a famous saying which claims, “You only get one chance to make a good impression.”

Discuss what you think that means.

The right impression

“You only get one chance to make a good impression,” means that you can only meet someone for the first time once. If you want them to think well of you, you have to give a good impression. The expression “first impressions last” has a similar meaning.

Discuss how you think that matters when writing a story.



The right impression

Often in life, when you pick up a book, there are other books you could be reading or other things you could be doing. That means the author has to grab and hold your attention straight away.

It also means that, when *you* are writing a story, you have to grab your reader's attention. You also have to hold it by introducing interesting characters and placing them in a setting that they can picture in their imagination.

Characters

Make your characters interesting by giving them lots of detail and, if possible, making them a little unusual. Which of the following characters is more interesting?

Delzan was a boy who had dark hair and brown eyes. He lived with his father in a house on the edge of town.

Strong and quick-witted, with a cunning glint in his dark brown eyes, Delzan was the best sling-shot in the town. Having been abandoned by his witch mother when he was a baby, he lived with his father in the poor part of town, where he was known as the best rat-catcher around.

Characters

detail makes his description more appealing

interesting
back story

Strong and quick-witted, with a cunning glint in his dark brown eyes, Delzan was the best slingshot in the town. Having been abandoned by his witch mother when he was a baby, he lived with his father in the poor part of town, where he was known as the best rat-catcher around.

special skill

deserves
sympathy

already has a positive reputation

Your turn

In pairs or as a group, create a more detailed character out of this basic outline.

an old woman who lives in a lighthouse



How did you do?

Which of the following did you include:

- a detailed description of her appearance
- a special skill or power
- an interesting past or back story
- a reason to sympathise with her
- a reputation in her community (positive or negative)?



Settings

Settings are a very important part of your story. They can even play a role in how the plot develops or what happens to the characters.

Just like with your main characters, the settings need to be described in detail. For example, a forest could be just a lot of trees or a dark, mysterious and possibly dangerous place, packed full of strange noises, odd smells, grasping branches and magical characters, both good and bad.



Settings

Make your settings feel real and important to the story by giving them lots of detail. Which of the following settings is more interesting?

They lived in a big town with lots of houses, offices and busy roads.

Everything about Murkton oozed dismay. Whatever the weather, the town seemed cold, grey and miserable. Between the huddled houses and drab concrete office blocks, yellow-eyed cars stalked the dirty streets and danger seemed to lurk down every dark alley.

Settings

powerful descriptions

adjectives
create an
unpleasant
atmosphere

Everything about Murkton oozed dismay. Whatever the weather, the town seemed cold, grey and miserable. Between the huddled houses and drab concrete office blocks, yellow-eyed cars stalked the dirty streets and danger seemed to lurk down every dark alley.

ordinary things made to seem threatening

hints of danger

Your turn

In pairs or as a group, create a more detailed setting out of this basic outline.

a deserted house



How did you do?

Which of the following did you include:

- a detailed description of the house's appearance
- powerful descriptive words
- an interesting past or back story
- a 'feel' or atmosphere
- a suggestion of it being more than it seemed?

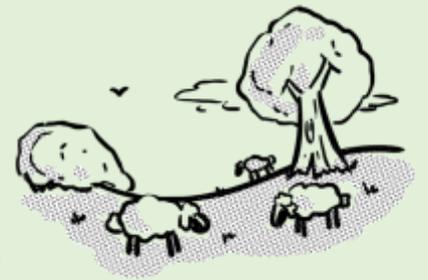


Putting it together

Remember, stories don't have separate sections for character descriptions and settings. You can weave them together when writing your own stories. For example:

Holding the foolish sheep firmly by its fleece, Nathaniel used his great strength to drag it out of the hedge in which it had become stuck. Surely he was made for more than this, he thought as he brushed his long, fair hair out of his eyes.

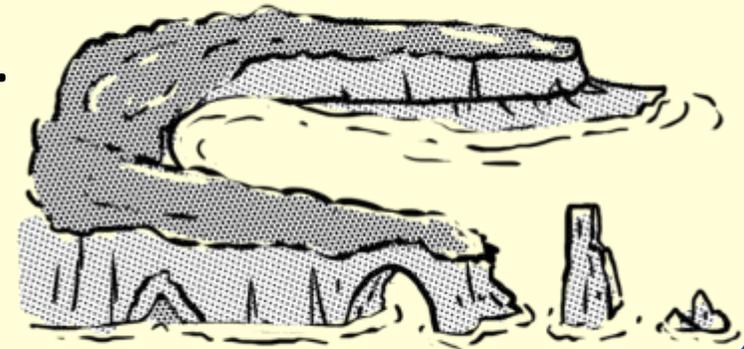
He gazed across the land. Beyond the gently rolling, lush, green fields on which he tended his flock, he could clearly see the gleaming white towers of the royal palace. "One day ..." he muttered to himself.



Your turn

In pairs or as a group, write the opening two paragraphs of a story about a girl who lives in poor fishing village by the sea.

Don't forget to include descriptions of both the **setting** and the **main character**.



How did you do?

Which of the following did you include:

- descriptions of both the character and the setting
- a hint at something special or unusual about the character
- a 'feel' or atmosphere for the setting
- a suggestion how the story might progress from here?



Review

- The beginning of a story is very important.
- You need to grab your reader's attention straight away.
- Make your characters seem real and interesting.
- Make your settings an important part of the story.
- Use powerful descriptions to bring your characters and settings to life.

