






STORMBREAKER - Narrative (3 weeks)

1.) Starting a story Alex Rider – Funeral Voices WOD - Lurked	2.) Action in Writing (Independent Writing) WOD - Malevolent	3.) Reading Chapter One – Funeral Voices	4.) Character description in action – The Hero WOD - Relentlessly	5.) Character description in action – The Villain WOD - Villainous
<p>SB Film, SB Graphic printout, Action example, IWB</p> <p>Action in Writing</p> <p>How do we start stories? How do we start action films? Let's watch and see... Stormbreaker film start</p> <p>Rewrite what we have seen following certain rules.</p> <p>Text analysis for verbs and adjectives - what do we notice?</p> <p>How does the use of verbs impact the pace? Difference between the guns shot / the guns cracked?</p> <p>Cold Task – IW. Three paragraphs on your own action scene. See model Where is the SVO? 3 _ed _ing, _ed</p>	<p>Tom Hunter</p> <p>SB Film, SB Graphic printout, IWB</p> <p>Continue Cold Task</p> <div data-bbox="517 547 869 783" style="border: 1px solid purple; border-radius: 15px; padding: 10px;"> <p style="text-align: center;">Mastery Challenge </p> <p>Circle the conjunctions above in purple pen. Explain what you notice.</p> <p>Read the text again carefully. Which word class is <i>misplaced</i> ?</p> </div> <p>Purple Pen - Share</p> <p>Ch. to find and highlight their own successes</p> <p>Close your eyes while it's being read - can you see what is happening?</p> <p>Is it as clear as the film?</p>	<p>Point questions Evidence and Explanation questions, IWB</p> <p>How much do we need to write to get the mark? Is the question worth 1m, 2m or even 3m? What does this mean for our answer?</p> <p>Vocabulary focus</p> <p>Comparison with film – analysis</p> <div data-bbox="931 799 1279 1082" style="border: 1px solid purple; border-radius: 15px; padding: 10px;"> <p style="text-align: center;">Mastery Challenge </p> <p>Alex is surprised to hear that his uncle is patriotic. He says: "Patriotic? That meant that he loved his country. But as far as Alex knew, Ian Rider had barely spent any time in it. Certainly he had never been one for waving the Union Jack." What is Anthony Horowitz hinting at with this clue about Ian Rider's character? Explain your answer.</p> </div>	<p>Pic of Alex, Model IWB</p> <p>Alex Rider description - spider ideas on the pic of Alex - Read through poor example and then model improved</p> <p style="text-align: center;">Character Description in Action</p> <div data-bbox="1339 608 1724 842">  </div> <p>Ch. to write their own description</p> <p>Ch. will need repeated focus on SVO</p> <p>PP and share Can we picture Alex properly? O(I) sentences – draft 3.</p> <p style="color: blue;">Description: detail.</p>	<p>Pic of Sayle, Model IWB Printed Model</p> <p>Mark model using marking key (h-, c:, ENP, d-, simile)</p> <p>Darius Sayle description - spider ideas on the pic - read through example Ch. to write their own</p> <p style="text-align: center;">Our villain - Darius Sayle</p> <div data-bbox="1742 671 2128 922">  </div> <p>What can we learn about Darius? Are we inferring he is unpleasant? Without telling!</p> <p>SVO again</p> <p style="color: blue;">Description: detail. Ad, same ad</p>

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<p>6.) Intense Action - Heaven for cars. Read chapter 2. WOD – Serrated</p>	<p>7.) Reading Heaven for cars PEE</p>	<p>8.) GPS - Sentence Formation / The Four Commas</p>	<p>9.) Setting Description – the mine WOD – Claustrophobic</p>	<p>10.) Setting Description - the lab WOD - Fluorescent</p>
<p>SB Novel, SB Graphic printout, SB Film</p> <p>Intense verbs + short sentences meets vivid description.</p> <p>Mastery - More Able Model to highlight and create success criteria for class</p> <p style="text-align: center;">Intense Crisis Description</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>With the barking and snarling of the dog just inches from his heels, Alex dived on the front seat and slammed the door of his uncle's car- he was safe.</p> <p>The sky caved in. Alex's world exploded. Steel screamed and broke around him. The roof twisted and buckled; the arm of the crane gripped like an iron giant, its power terrible and devastating.</p> <p>His stomach lurched. The warped windows were filled with clouds and blue sky; he was soaring into the air. Like a curious child with a toy, the great crane spun the car in a huge arc and stopped. It stopped over the crusher.</p> </div> <div style="width: 45%;"> <p>Stick in and highlight the model text. Use the key from yesterday lesson. Looking for a combination of short sentences, intense verbs for action and some vivid description.</p> <p>Film clip 15:00- 16:30</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> Personification <input type="checkbox"/> Short Sentences <input type="checkbox"/> Vivid Description <input type="checkbox"/> The Unknown </div> </div> </div> <p>Write Paragraph List, - q? sentences to be used The more, the more</p>	<p>Extracts, SB Novel PEE exercises Analysis of each text – highlight for verb, metaphor, personification, favourite</p> <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="text-align: center;"> Short Sentences </div> <div style="text-align: center;"> Personification </div> </div> <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="text-align: center;"> The Unknown </div> <div style="text-align: center;"> Vivid Description </div> </div> <p style="font-size: x-small; text-align: center;">Now, ch. swap and share. Each table to now have an 'expert' on each extract and to copy and share examples found.</p> <p>4 different extracts answering one question 'How does Horowitz create tension in this chapter?'</p> <p>Essay style answer looking for;</p> <p>P _____ E _____ E _____</p> <p style="text-align: center;">Using Point Evidence Explanation</p> <p>P Anthony Horowitz creates tension in 'Heaven for Cars' by using _____.</p> <p>Ev For example, he writes, " _____" _____</p> <p>Ex This creates tension because the reader feels _____ _____</p>	<p>Action all the way (need these for final paragraph of Independent Write) Sentence mastery Highlight pronouns on model and identify methods of separation</p> <div style="text-align: center; margin: 10px 0;"> <p style="color: red;">Subject noun</p> <p style="color: green;">Object noun</p> <p>Alex crawled into the mine.</p> <p style="color: blue;">Verb (past)</p> </div> <p style="color: purple; text-align: center;">Label Subject, Verb, Object</p> <ul style="list-style-type: none"> Opener List Embedded Clause Speech Demarcation <p>Alex crawled into the mine. He pushed through a small gap. The air was cold.</p> <ol style="list-style-type: none"> Add an adverbial opener. Add an ENP Add a simile Add a new personification 	<p>Pic of mine</p> <p>-spider / bullet point ideas Draft Paragraph</p> <p>Success Criteria – printout, stuck in, self-assessed</p> <div style="margin: 10px 0;"> <p style="font-size: x-small; text-align: center;">Setting Description - The Mine</p> </div> <p>Mastery - Personify Darkness</p> <p>Support Ch. to receive graphic novel and to annotate feelings and ideas on the sections covered by blank labels. These can be used as openers to improve basic SVO which can be generated with support of LSA/ CT if necessary</p>	<p>Pic of lab</p> <p>-spider / bullet point ideas Draft Paragraph</p> <p>Success Criteria – printout, stuck in, self-assessed</p> <div style="margin: 10px 0;"> <p style="font-size: x-small; text-align: center;">Setting Description - the mine and lab</p> </div> <p style="text-align: right;">fluorescent</p> <ul style="list-style-type: none"> -ceiling fans whirred - metallic grills -shafts of clinical light -hazmat suits -chrome machines buzzing -a mysterious green liquid <p>Mastery Ch. - You must use the passive voice</p> <p>Colour code where the model is a setting description and where it is character based. Focus on blending</p> <p style="font-size: x-small; text-align: center;">Setting Description - the mine and lab Description in Action - Alex Rider</p> <p style="font-size: x-small;">The sound of his black trainers on the ancient ladder resounded around him. He descended further and further into the darkness. Finally he reached the floor of the mine and he shook the dust from his hands. He looked about him, his cold blue eyes aglow in the dim light reflecting off the pools of stagnant water around him. The mine certainly smelled abandoned and Alex held the cuff of his jacket to his handsome face to block some of the rancid smell. Carefully, he followed the caved wall. Alex was brave, so brave he refused to turn back. He pushed himself through tight gaps. His thin but powerful frame caught on the sharp rocks of the mine. He pushed the his blonde hair from his determined face. He raised the hood of his dark jacket and crawled closer to his target. The thin beam of his torch flicked anxiously around the dusty, dark mine. But he could tell he was getting closer. It was certainly getting lighter.</p>

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11.) Reading Gregorovitch / Dozmary Mine	12.) Integrating Dialogue WOD - Malicious	13.) Slow Motion Writing WOD - Ominous	14.) Independent Write	15.) Independent Write
<p>Gregorovitch pic in book - 5ws / discussion</p> <p>Comic strip questioning - purple pen pals share.</p>  <p>Can we create five questions you could ask about the comic strip?</p> <p>You don't need to know the answers but you should think carefully about what you might answer.</p> <p><i>One between two on comic strips. Generate questions as a whole group. Answer in own book.</i></p> <p>Generate questions together as class - who is the man in the suit? etc</p> <p>Dozmary Mine - Reading Comprehension</p>	<p>Rules of Speech, IWB, Pic of Gregorovitch</p> <p>Example of speech to annotate with rules as an exemplar</p> <p>Draft paragraph Rules of speech Description in action Verbs for said</p> <p>Mastery Ch. - Have to use said only but create the same quality of description and imagery</p>	<p>Slow Motion Writing Watch film clip, IWB</p> <ul style="list-style-type: none"> • Describe Alex, • Gregorovitch, • Guard / Scientist, • Time itself <p>Put d-, h- c: and sc; on top of the page and tick once achieved</p> <p>If time, handwriting exercise for action all the way. This will act as a model for IW paragraph 5 and also raise standard for IW.</p>	<p>Stormbreaker film- 9. "Kill Him!" Model Write Use planning and drafts, show structure. Read model.</p> <p><i>Foci</i> - Sentence formation Colon and Semi-colon Commas for clarity Vocabulary selected for effect, inc. verbs for said, verbs for action ENP, Simile openers Dialogue "IC"</p>	<p>Peer Assess</p> <p>Success Criteria grid</p> <p>Finish</p> <p><i>Foci</i> - Sentence formation Colon and Semi-colon Commas for clarity Vocabulary selected for effect, inc. verbs for said, verbs for action ENP, Simile openers Dialogue "IC"</p>

Outcomes and Notes

The three week unit is designed to take children through the process of building a full narrative. It includes a range of GPS activities focusing heavily on sentence formation but also variety and using the sentence models typical in KS2. To build a full narrative, children are shown how to develop characters, build settings, write with pace / tense control and to embed speech to develop the narrative. The use of multi-media (film, book, graphic novel) helps children to recreate the stylistics and tone of Anthony Horowitz and scaffolds their understanding. The unit also has a reading focus with particular emphasis on developing vocabulary and allowing children to make appropriate word choices. Mastery challenges are designed with vocabulary choices being the particular focus too. Although it uses three weeks, children will be expected to have two Independent pieces: a baseline attempt known as Tom Hunter (not on the unit plan above as expected to be part of first assessments) and a final extended narrative, Alex Rider: The Great Escape. Assessment and feedback should be specifically targeting sentence format and sense making. Differentiation starts quite slowly by design - the unit is intended for the first months of Year 6 and all children should have the same expectations, opportunities to succeed and level of challenge. Differentiation comes from marking and raising expectation.

Special note - a short four lesson week on the children's own creative hero story will test the application of the skills learnt above. This will follow the basic spine of the lessons above. The five parts to plan, draft and write: 1.Action description of Hero. 2. Action description of Villain. 3.Quest Spark. 4.Main Climax. 5.Resolution.