

Learning objective

PNS: Text structure and organisation

- Group related material into paragraphs.

Resources

'Build your own' file; a copy of photocopiable page 43 'Story planning in paragraphs' for each child; individual whiteboards and pens; individual exercise books. Prepare a scene on the board taken from Red Riding Hood using images from the English folder in the 'Build your own' file (under My Content in the Gallery). Start with the background road scene and add images, resizing as necessary.

Links to other subjects**Speaking and listening**

Objective 29: To choose and present poems or stories for performance, identifying appropriate tone, volume and use of voices and other sounds.

- Groups of three make an audio recording of one of their completed stories. Suggest that they use a different voice for each paragraph to emphasise a change in the story.

ICT

QCA Unit 3A 'Combining text and graphics'

- Children use computers for a final version of a story, combining text with complementary graphics.

Whiteboard tools

Use the Shapes tool to make boxes. Clone text and images by pressing on them and then selecting Clone from the dropdown menu. Then drag onto the relevant page in the Page Sorter.



Pen tray



Gallery



Select tool



Highlighter pen



Shapes tool



Blank Page button

Story planning in paragraphs

Starter

Open the 'Build your own' file, which contains a blank Notebook page and a selection of Gallery resources located in the My Content folder . Display a piece of text that incorporates at least three paragraphs. Highlight where each paragraph begins. Explain that a paragraph is a group of sentences that fit well together. Discuss the benefits of paragraphs to the reader and writer. Read through the example on the board.

Whole-class shared work

- Show the prepared picture of Little Red Riding Hood (see Resources). Write single words about the setting and characters.
- Explain that you want to write a shortened version of the story in three planned paragraphs.
- Move to a blank page and create three rectangles , one under the other. Number them 1, 2 and 3. Type a short planning sentence in the first box. For example: *Red Riding Hood made a journey.*
- On individual whiteboards, ask the children to write short planning sentences for the other two paragraphs (for the next stages in the story).
- Compare results. Finalise your three planning sentences and type them in the boxes.
- Stress that this is the plan, not the story. Ask: *What does the plan tell you?* (To write three paragraphs; what to write about in each paragraph.)
- Choose a title for the story. Model writing paragraph one. Use an opening phrase and write approximately three sentences. Clone the title and the first paragraph and drag to a new page (see Whiteboard tools, below).
- Ask the children, with partners, to write part of the second paragraph on individual whiteboards. Assign the first, second and third sentences to different groups of children.
- Listen to the children's ideas and type in sentences for paragraph two. Clone the paragraph plan and put it in place on the second page. Emphasise that the new paragraph begins on the next line, its first word indented.
- Repeat the process for paragraph three. Stress that the planning numbers for the paragraphs are left out on the second page; this is the proper story.
- Read the story aloud. Ask questions such as: *Does it sound right? Is a finishing phrase needed? Are there linking words at the start of paragraphs two and three?*
- After any necessary changes, incorporate additional images from the Gallery and print the page.

Independent work

- Invite the children to plan a story for a Year 2 group. Share ideas for uncomplicated stories with familiar settings.
- Give each child a copy of photocopiable page 43 and invite them to complete the *Ideas* section and the three planning sentences.
- Support less confident learners by providing three pictures from the Gallery.
- Encourage more confident learners to begin to write the stories.

Plenary

- Ask some children to demonstrate their planning on the whiteboard. Refer back to the Red Riding Hood story and discuss how helpful it was to plan the story in paragraphs.