

Get writing

SECTION

6

Captain's log

Objective: To draw on knowledge and experience of texts in deciding and planning what and how to write.

What you need: Copies of *Whatever Next!*, writing materials.

Cross-curricular link: History.

What to do

- Talk to the children about what they know about diaries, why we write them and who might read them. Explain that a log is a public form of a diary: a record of events kept by the captain of a ship during the ship's voyage. Ask them to imagine that Baby Bear had kept a log for his journey and written it at different times.
- Organise the children to work in groups of three. Ask each group to think of three points at which Baby Bear might have taken time to record events (for example, while flying, while on the moon, once he's home) and then to organise

themselves to write one of the log entries each. Encourage them to think about how he would have been feeling at the point they are writing. Talk about how Baby Bear's feelings might change over time – excited at the beginning, but perhaps nervous; disappointed about the moon; miserable when it rains, and so on.

- Ensure that the children have access to copies of *Whatever Next!* and suggest that they look at the expressions on Baby Bear's face for inspiration.
- Once the logs are finished, display each group's as a triptych.

Differentiation

For older/more confident learners: Challenge the children to write a second log and to capture the formal style of a captain's log.

For younger/less confident learners: Ask the children to focus on writing one sentence only for their log.

Pretending to be

Objective: To use planning to establish clear sections for writing.

What you need: Photocopiable page 29, enlarged to A3, writing materials.

Cross-curricular links: Art and design, design and technology.

What to do

- Talk about the characters that the children like to pretend to be: pirates, fairies, princesses, and so on.
- Hand out photocopiable page 29 and ask the children to use the sheet to develop their thoughts about a character they might like to be for an adventure.
- The photocopiable sheet is written in a report format to help the children focus on the character type they have chosen. The children will enjoy writing labels for the kit they might be wearing (cutlass, fairy wings) and this will, hopefully, give them items to bring into their story.

● Once the children have had fun putting details onto their photocopiable sheet, tell them it's time to start planning a story that includes the elements from their planner. When will they use their cutlass or fairy dust?

- Provide the children with a simple structure to follow so that they can concentrate on their character: their character sets out on an adventure (think about what the adventure is and what they have with them); they meet someone/something along the way (remembering what they like and don't like); they come back (how?).

Differentiation

For older/more confident learners: Encourage the children to create additional character attributes, such as smell, favourite saying. Can they create a villain on another page? Give them time to complete their planner and write up their story.

For younger/less confident learners: The children can complete fewer boxes on the planner.

PAGE
26