

Year Six: Story Genres: Writing an adventure story		
Focus Investigate stories for one genre		Texts Kensuke's Kingdom, Michael Morpurgo
Speaking and Listening	Reading	Writing
<p>Group discussion and interaction</p> <ul style="list-style-type: none"> Understand and use a variety of ways to criticise constructively and respond to criticism 	<p>Understanding and interpreting texts</p> <ul style="list-style-type: none"> Understand how writers use different structures to create coherence and impact <p>Engaging with and responding to texts</p> <ul style="list-style-type: none"> Compare how writers from different times and places present experiences and use language 	<p>Word structure and spelling</p> <ul style="list-style-type: none"> Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words <p>Text structure and organisation</p> <ul style="list-style-type: none"> Use varied structures to shape and organise text coherently
ICT Activities		Curriculum Links
Word processing – creating posters to show spelling rules for adding suffixes		Geography – describing locations around the world and using maps to follow a route

Year Six: Story Genres: Writing an adventure story				
	Starter Activity	Introductory Activity	Independent and Group Tasks	Plenary
Monday	<p>Discuss with the children if their family has ever talked about going on a life changing trip. Get the children to explain why their family wanted to make the trip and any problems that they encountered.</p> <p>Tell the children that this week they are going to be reading a story about a family that sail around the world. Get the children to suggest some problems that their family might face on their journey.</p> <p>Read the first chapter of the book to the children. Ask the children to think about how the different characters are portrayed in the opening. Do you warm to the characters? Are you interested in them? What has the author done to the story to make it appealing?</p> <p>Get the children to discuss the importance of an introduction to a story.</p> <p>a) Helps to set the scene b) Introduce the main characters c) Set the tone and mood for the whole of the book</p> <p>Get the children to discuss how the book would have sounded if it had been written in the third person.</p>	<p>Choose a complex sentence from the opening of the book and write it onto the board. Get some children to come to the board and to highlight the different phrases and clauses using colours.</p> <p>Work with the children to rearrange the clauses and phrases to change the meaning of the sentence. Get the children to discuss how this changes the impact of the sentence.</p> <p>Repeat using other complex sentences from the opening of the book. Provide the children with a mini-whiteboard and get them to practise rearranging the clauses and phrases in each sentence.</p>	<p>Support (activity 1a) Provide the children with some simple sentences about school. Get the children to add simple phrases onto the beginning of each sentence to make it more interesting.</p> <p>Core Provide the children with a copy of the opening to the book. Ask the children to find simple sentences in the book and to add extra phrases onto the beginning and end of each sentence to make them more interesting.</p> <p>Extension Provide the children with a copy of the opening to the book. Ask the children to find complex sentences in the book and to practise rearranging the clauses and phrases in each sentence to change the meaning.</p>	<p>Read the second chapter of the book to the children. Discuss with the class their reactions to the different characters.</p>