

Year/Class: Key Stage: 3/4 Teacher:	Term: No of weeks: 7	No: in Group: SEN: EAL:
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Aims: Concepts Students will read a selection of story books written for infants. She/he will discuss the features which characterise children's books. She/he will then plan, write and produce a book for infants and write a commentary on how the book was created and its linguistic features. Critical, contextual and historical Links to : ICT, and Art and Design Productive <ul style="list-style-type: none"> • Drawing of characters and other illustrations in book. • Designing front cover that would appeal to a young reader. Behavioural & Social An awareness of what appeals to a younger target audience.	Links to NC Criteria / Adult literacy / Functional English S and L – Level 4/5 Entry level 3 – Level 1 Reading – Level 4/5 Entry level 3 – Level 1 Writing – Level 4/5/6 Entry level 3 – Level 1 ICT Entry level 3 – Level 1
	Key Concepts & Terms: Design, illustrate, plot, characters, setting.
	Criteria for Assessment & Achievement: <ul style="list-style-type: none"> • End of unit assessments. • Tracking sheets. Cross-Curricular Issues (Social, moral, environmental, cultural, spiritual) Understanding cultural differences, perceptions and acceptances.
Functional Skills notes: English writing – covers planning , drafting, paragraphing and proof reading English reading – covers purpose of text, research (reading strategies), etc. English SL&C – discussion in each class and group evaluation/discussion in Lesson 7. ICT – using ICT, search engines, formatting text, embedding graphics, etc.	

Title of Scheme: English (Writing a children's book)

Scheme Structure:			
Wk	Objective / Topic Students will be able to:	Student Activity	Resources & Materials
1	Introduction to topic Read through a collection of books aimed at children and identify important features related to these books.	<ul style="list-style-type: none"> Read through a range of different books for children. Create spider diagram with group to identify important features related to children's books. 	Children's books, large white paper, whiteboard.
2	Plan story Create a basic plan for a children's story. Students will develop A plot and identify the setting of their story. Students will also Create brief profiles of each of the main characters within their Stories.	<ul style="list-style-type: none"> Discuss ideas with group. Create a plan for a story including setting and a basic plot. Create character profiles for each of the main characters that are going to be involved in the story. 	English workbooks, dictionaries, stationery.
3	Design front cover of book Students will produce an illustrated front cover that will appeal to a young audience.	<ul style="list-style-type: none"> Design a front page for a children's book. Plan basic layout of front page. Use computers to find images of characters that would be suitable for the story or draw characters using imagination. 	Workbooks, stationery, colours, computers.
4	Create rough copy of story Students to produce a rough copy of a children's story using appropriate grammar and punctuation. Students to write in a style that best suits the target age range of young people for whom the book is written.	<ul style="list-style-type: none"> Write a rough copy of children's story using language, sentences and punctuation suitable for target age range. 	A4 lined paper, stationery, and children's books as visual aid.
5/6	Type up story Students to type up story in best and stick completed sections Onto story book.	<ul style="list-style-type: none"> Use computers and Microsoft word to produce the appropriate text for the story. Students to choose appropriate style, size and font of text in order to make for easier reading for the target age range. 	Computers, workbooks.
7	Complete illustrations / Evaluate project Students to finish illustrations on each page. Students will also write a commentary on how the book was made.	<ul style="list-style-type: none"> Complete illustrations for each page of the children's story. Conduct an evaluation in the form of written commentary on how the book was made. 	Computers, A4 lined paper.

Lesson plans: English (Writing a children's book)

Lesson 1

Learning aims & objectives

1. Students introduced to the concept of using senses to describe a setting
2. Students to become familiar with the planning of a creative story
3. Students to produce a plan of a story including setting, characters and plot

KEY WORDS

Adjectives, senses, plot, setting, characters

Materials & resources

Workbooks / plans / stationery

STARTER

Introduction to topic, tell students of importance of using adjectives when describing something, write examples on board

Explain how senses are used in regard to describing a scenario

Explain and show an example of a creative story plan place emphasis on using descriptive words. Students to follow this format:

Setting/characters/basic plot/ describe them in detail

TASKS

Write up a rough plan of a creative story

Use sense to describe setting

Use a great number of adjectives to give info on character

Devise a basic plot starting a beginning middle and end

PLENARY / links to next lesson

Students to start writing story next lesson

Further notes / differentiation

Targeted Q & A to achieve LOs

Lesson plans: English (Writing a children's book)

Lesson 2

Learning aims & objectives

1. Write up rough draft of a creative story using plan as guide
2. Write introduction to story using plan to form creative sentences

KEY WORDS

Adjectives, plan, description

Materials & resources

Workbooks / plans / stationery

STARTER

Engagement activity

TASKS

Recap on previous learning (discussion)

Write an introduction to creative story using plan as guide to form descriptive sentences.

PLENARY / links to next lesson

Students to start writing story next lesson

Further notes / differentiation

Targeted Q & A to achieve LOs

Lesson plans: English (Writing a children's book)

Lesson 3

Learning aims & objectives

1. To be able to produce a front cover for their children's story
2. To understand what makes a good children's cover
3. What makes children pick up a book?

KEY WORDS

Front cover, imaginative, eye catching

Materials & resources

Workbooks / plans / stationery

STARTER

Q & A: Pupils will discuss about what books they have read and why did they read them? What made them pick up the book? Was it the front cover that enticed them?

TASKS

Students will discuss what makes a child pick up a book (pictures, title, etc.)

Students will then look at some books provided and evaluate them according to the front cover using the worksheet provided

Students will plan their front covers and think of a good title and picture that will entice children to pick up their book

PLENARY / links to next lesson

Students will re-cap on the lesson and make sure that their title page relates to their plan

Further notes / differentiation

Targeted Q & A to achieve LOs, use of computer to find images/draw

Lesson plans: English (Writing a children's book)

Lesson 4

Learning aims & objectives

1. To be able to write a rough draft of their story
2. To understand how to punctuate properly
3. To be able to check their own spellings

KEY WORDS

Punctuate, spelling, draft

Materials & resources

Workbooks / plans / stationery

STARTER

Q & A: Pupils will discuss their story ideas with another pupil and get feedback
Students to document feedback on a worksheet

TASKS

Students will look at their feedback and make any adjustments/changes to their story if they see fit

Students will use storyboard provided to make a draft of their story with ideas for illustrations.

PLENARY / links to next lesson

Students will read through their draft story with teacher / tutor and check their spellings with a dictionary

Further notes / differentiation

Targeted Q & A to achieve LOs, use of computer to find ideas

Lesson plans: English (Writing a children's book)

Lesson 5-6

Learning aims & objectives

1. To be able to create a book on the computer
2. To understand how put their rough plans into a neat version
3. To be able to check their own spellings

KEY WORDS

Word, Publisher, spelling, draft

Materials & resources

Workbooks / plans / stationery / computers

STARTER

Demonstration: The teacher will show students the different ways of setting their story out using programs on the computer (Word/Publisher)

TASKS

Pupils should choose what style of text and size they will use to make it easy reading for the children

Pupils will choose a method shown to them by the teacher and begin to write up their neat versions of their story using the storyboard

PLENARY / links to next lesson

Pupils will read through their story so far to make sure there are no mistakes and that the text is appropriate

Further notes/ differentiation

Targeted Q & A to achieve LOs, use of computer to find ideas

Lesson plans: English (Writing a children's book)

Lesson 7

Learning aims & objectives

1. To know what pictures/illustrations to put in a children's story
2. To understand how and where to get the pictures from
3. To have a finished book

KEYWORDS

Word, Publisher, clipart, internet

Materials & resources

Workbooks / plans / stationery / computers

STARTER

Q&A Students will have a discussion on what kind of pictures are common in children's stories

TASKS

Pupils will either print off their story to illustrate by hand or use the computer to find images to paste into their story

Pupils will read through another students work and give them feedback (2 good points and 1 bad point) on their stories

PLENARY / links to next lesson

Pupils do an evaluation on their stories and how they think they have worked

Further notes/ differentiation

Targeted Q & A to achieve LO's, use of computer to find ideas