

Title of Scheme: Narrative Openings	WEEK 3
<p>Key Learning: Students integrate the learning of the past weeks by designing an opening to a piece of dystopian fiction. The piece should be crafted with both an awareness of the genre and also with explicit use of relevant grammatical constructions drawn from recent learning</p>	
<p>LESSON 1-2 - The Final Piece</p>	
<p>Learning Objectives: To design a narrative opening that controls the reader's experience through deliberate use of sentence-level grammatical constructions</p>	<p>Learning Outcomes: A strong and individual written piece, annotated demonstrating how grammatical decisions were made to create specific effects</p>
<p>Introduction: Recap: Show the first sequence on the datashow exploring all the grammar points covered in this project - have the students collectively offer definitions and examples of these as they show. Focus on effect: <i>"Relative clauses join simple sentences to offer more detail about people and places"</i> Whole class: Hand out printed copies of the stimuli from the learning programme - both the author model passages and the image stimuli. Hold a quick brainstorm of the key features of a dystopia and encourage individual interpretation. Reaffirm the importance of avoiding a plot-focus in this piece of writing. (Show this information on the datashow also) Pairs: Students share with a partner their idea of the dystopian world that their opening will describe with a strong focus on the mood or atmosphere they wish to create.</p>	
<p>Development: Individuals: Allow an extended period of time for silent contemplation and drafting. Make yourself available for advice and discussion. Provide the summary handout with helpful content like short definitions of each grammar point and lists of (for example) subordinating conjunctions. Pairs: Read and comment on each other's writing - with a particular emphasis on use of interesting grammar constructions. Whole Class Reading samples of the students' work, expand on the different effects that are being achieved and encourage debate over the relative usages appearing. Encourage the students to exercise taste as well as analytical examination</p>	
<p>Conclusion: Submission of work for evaluation and publication - leading to next period's "draw a dystopia" reprise of the first session's activity involving the visualisation of the opening created by each of their peers</p>	
<p>Support: individual coaching of students in their writing design process.</p>	<p>Challenge: Annotate own writing to highlight how grammatical structures have been used, and to what deliberate effect?</p>