

**Title of Scheme: Dystopian Openings****Duration: 3-4 weeks (about 12 lessons)****Opportunities to:**

Learn a variety of techniques to slow down narratives, develop a mood and atmosphere and avoid them being overloaded with action

Link reading and writing by analysing published writers' techniques and imitating them

Use peer review to test out effectiveness of writing

Publish own writing for a wider audience

**Assessed Outcomes:**

Write an opening to a narrative which establishes the setting, introduces the central character(s), and starts the plot. Can you hook your reader in so they want to read more?

Annotate writing to show language features used and their intended effects.

Use theme of dystopian or futuristic view of the city.

**Assessment Foci:**

AF5 and AF6: sentence variety and punctuation

**Level 5:**

a variety of sentence lengths, structures and subjects provides clarity and emphasis

some features of sentence structure used to build up detail or convey shades of meaning, e.g. *variation in word order, expansions in verb phrases*

full range of punctuation used accurately to demarcate sentences, including speech punctuation

syntax and punctuation within the sentence generally accurate including commas to mark clauses

**Level 6**

confident use of a range of sentence features to clarify or emphasise meaning, e.g. *fronted adverbials ('Reluctantly, he...', 'five days later, it...')*, complex noun or prepositional phrases  
*some use of semi-colons, not always accurate*

**Teaching Sequence: Activities and Resources****Week 1**

Focus on how writers establish settings, mood and atmosphere

Introduce third person omniscient narrative

Learn how to use prepositional phrases to add precise detail about settings

Show the work that nouns and noun phrases do in establishing settings

Learn how to use adverbial words and phrases to show more about the action/what's happening

**Week 2**

Focus on how writers vary sentence length and types to control pace of writing

Using embedded relative clauses (starting with who, which, that) to add descriptive detail about characters and places

Learning different ways of forming subordinate clauses and varying their position within the sentence for clarity and emphasis

**Week 3**

Focus on using punctuation accurately and effectively; use of semi-colon to link clauses

Making clear the success criteria for own narrative opening, including guidance about length and content (e.g. a short first 'chapter' which describes a setting, introduces a main character and starts the plot)

Drafting and polishing own writing based on an image

**Week 4**

Reading narrative aloud

Annotating language features and effects

Publishing writing on class public blog

**Resources**

Images of dystopian city

Opening to *Nineteen Eighty Four*

Opening to *The Day of The Triffids*

Opening to *Pattern Recognition*

Opening to *Neuromancer*

*The Quicktime data presentation associated with each lesson*

**Grammar for Writing**

<b>Text</b>	Use of third person, past tense omniscient narrator to make writing more detailed and objective
<b>Sentence</b>	Varying sentence types and lengths to alter pace of writing <ol style="list-style-type: none"><li>1. Relative clauses – look at how to use these to describe people and places. Teach the punctuation of embedded clauses</li><li>2. Subordinating conjunctions to start a sub clause – while, when, as, whenever etc. – and different positions of subclauses within the sentence</li><li>3. Starting a sentence with a non-finite subordinate clause (-ing; -ed)</li></ol>
<b>Word</b>	Use of nouns and noun phrases to create precise detail about settings