

Title of Scheme: Narrative Openings	WEEK 1
<p>Key Learning: Students learn how to write effective descriptions of settings, creating mood and atmosphere at the start of a story.</p>	
<p>LESSON 1</p>	
<p>Learning Objectives: To know how to use prepositional phrases at the start of sentences for precise description of settings</p>	<p>Learning Outcomes: Create a short opening paragraph using prepositional phrases to vary the start of sentences</p>
<p>Introduction: Teacher: Provide list of prepositions suitable for writing fiction, e.g. projected on whiteboard or as cut up cards: Behind In front of Beneath Above Below Around Beyond Between Across Through/ throughout Inside Outside Within At On Pairs: Use prepositions in a short sequence to show relationships and juxtapositions between objects in a setting e.g. describing where 3 different objects in the room are placed or describing main landmarks on their walk to school.</p>	
<p>Development: Teacher: Outline topic for scheme of work and explain the writing outcome: a narrative opening that strongly establishes a setting, introduces a character and starts the plot. Show 'bad' beginning to story e.g. description of scene where sentences all start the same way and each sentence has a different subject with nothing developed in detail. Clarify what doesn't work well. Explain aim of this writing scheme is to be able to write more precisely and interestingly and to 'slow down' the writing to develop ideas. Display dystopian image from presentation. Gather immediate responses, focusing on description of setting and record some examples so that they have a vocabulary store to use in paired activity. Explain that prepositions – words that indicate where things are placed – are really useful for starting sentences to vary the way that sentences are constructed (rather than always starting with the subject, followed by a verb e.g. It... /He...).</p> <p>Whole class: Using the ideas and vocabulary transposed on the image, model some examples of sentences starting with a preposition to describe the setting in the picture, to help create mood and atmosphere e.g. <i>Beneath the water, strange creatures lurked. Above the buildings, dark clouds gathered.</i> Note use of comma to mark off the prepositional phrase. Stress how using prepositions in writing to be precise about where things are placed helps us to visualise the setting and begin to create a distinctive mood and atmosphere.</p> <p>Individuals: Show another image (or use same one). Students write three sentences each starting with a preposition from list used at start of lesson.</p>	
<p>Conclusion: Share work with partner. Have you used prepositions to make your description of place precise and clear? What is suggested about the mood and atmosphere of the story? Is this an effective opening – what more do you want to find out? Experiment with moving the prepositional phrase to the end of the sentence e.g. <i>Strange creatures lurked beneath the water.</i> Note that a comma isn't needed when the prepositional phrase is second in the sentence.</p>	
<p>Support: Limit the choices of prepositions and provide more examples as models.</p>	<p>Challenge: The examples are all short sentences with one finite verb. What happens if you combine them into one or two sentences using and/but/while. Experiment on own examples.</p>