

Title of Scheme: Narrative Openings	WEEK 2
<p>Key Learning: Students learn how to vary sentence lengths and types to control the pace of narrative writing. They learn how to use different kinds of subordinate clauses in complex sentences to add descriptive detail and to vary the way that sentences start.</p>	
LESSON 1 - Relative Clauses	
<p>Learning Objectives: To know how to use relative clauses to add descriptive detail about people and places.</p>	<p>Learning Outcomes: Sentence combining exercises Using relative clauses in own writing in response to an image.</p>
<p>Introduction: Review: With a new verb, explore a range of adverbials that can add to its meaning Whole class: Show datashow image of the man on the street. Read aloud all the sentences about the street, followed by all the sentences about the man. Point out the problem with this writing: it's repetitive because all the sentences follow the same pattern of subject + verb and they are all quite short. Explain point of lesson: to know ways of varying sentence lengths and types when writing about people and places. Show slide 2. Introduce one way of varying sentences: using a clause that starts with a relative pronoun: <i>which</i> or <i>that</i> (to add detail 'relating to' places) and <i>who</i> or <i>whose</i> (to add detail 'relating to' people). Pairs: Students experiment with different ways of combining the sentences displayed, using different relative pronouns. They can do this orally or in writing. Whole class: Hear some examples. return to the datashow and clarify use of commas to mark off the embedded relative clause.</p>	
<p>Development: Teacher: Show Slide 7 and analyse two short examples of fiction texts that use relative pronouns. What details do they add? Point out that, like any technique, relative clauses can be overdone, but when used sparingly can be an effective way of adding information succinctly and precisely. Show Slide 8 and set challenge for lesson: can students go back to their existing writing and modify it using two relative clauses, one relating to the place (starting with <i>which</i>), and one relating to a person/people (starting with <i>who</i>). Whole class: Following the pattern of examples on slide 5, together invent and display four simple sentences about the place and the people and four relative clauses. Orally, practise combining the main and relative clauses in different combinations. Remind of use of commas to separate the clauses. Individuals: Using their chosen image as stimulus and their own prior writing as a starting point, write an extended paragraph. Vary sentence type and length but include two complex sentences using a <i>who</i> and a <i>which/that</i> relative clause.</p>	
<p>Conclusion: Share examples and discuss effectiveness. Pairs: Explain to another pair how to form a relative clause and how they can be used in fiction writing.</p>	

Support:

Compose the paragraph as a whole class, discussing students' suggestions and choosing best.

Challenge:

Annotate own writing to highlight how relative clauses have been used.