

Unit 4 Stories which raise issues/dilemmas



Assessment opportunity

Explain that you would now like the children to imagine that they are in Mr Speed's class and they are sitting down to type their worry into the Worry Website. Provide the class with a list of characters and worries from the photocopiable page 'Mr Speed's class'. Alternatively they can make up their own worry and write it at the bottom of the sheet. Then give all the children the photocopiable page 'Story planner' and ask them to plan their Worry story. As the children are planning their stories, assess whether they are organising their ideas logically, indicating a clear story opening and ending, for example.

Assessment evidence

At levels 2-3, children's story plans will usually indicate ideas for an introduction and an ending to the story. At levels 4-5, children's story plans will be more organised and will include an appropriate introduction and ending. This activity will provide evidence towards Writing AF3.

Next steps

Support: For children who are struggling to consolidate their ideas into a plan provide them with the checklist from the photocopiable page 'Are you ready to write?'.

Extension: Stories about issues focus on the main character's feelings. These feelings change through the story. Encourage more confident learners to incorporate detail of their main character's feelings into their story plan by using the photocopiable page 'My character's feelings and actions'.

Key aspects of learning

Communication: They will communicate outcomes orally, in writing and through use of ICT if appropriate.



Phase 3 My Worry Website story

Learning outcome

Children can write a longer story in paragraphs.

Success criteria

- I can write a story about a dilemma using paragraphs for each stage of the story.
- I can show how the main character feels by describing his or her actions.
- I can use dialogue in my story to develop the plot.

Setting the context

This activity assumes the children have carried out the previous activity above. Ensure the children have completed the planning stage and are comfortable with the content and structure of their Worry Website stories. Reinforce the fact that they are writing in role as a character in Mr Speed's class and so will be writing in the first person, using 'my', 'me', 'I' and so on. Display the main success criteria: to write a story...using paragraphs for each stage - do not overload the class with too many other aspects. Provide plenty of time for extended writing.

Assessment opportunity

Ask the children to develop their story from their original plan and assess how well they achieve this. Is each stage of the story presented in separate paragraphs? How are the paragraphs being linked?

Assessment evidence

At levels 2-3, children will mostly link the sections of their stories by the use of pronouns. At levels 4-5, children will use paragraphs to organise the material in their stories and each paragraph will usually be linked, for example, by the use of time connectives. This activity will provide evidence towards Writing AF4.

Next steps

Support: Suggest children write each paragraph in a separate box, in a supported

