



To write a story opening.

Focus 1: I can use phrases that show where the story is set/I can use my story plan to write a story opening

Why?

Children should be able to plan writing and then refer back to what they have planned, using their ideas to write stories – in parts initially, then all in one go as their writing resilience develops.

How?

Look again at the ideas you thought of on Monday. Where is your story going to be set?

Use these ideas to start your story writing off and write the beginning. You could use the chameleon and the chick, or even add other animals or minibeasts if you want to be creative.

Thinking back to how the original story began, '*Where the lilies meet the land...*' start your story the same way:

Where..... making sure you add lots of action.

Key Questions to Check Understanding

Q What is the same/different about these new characters?

Q What could they do that would change the story?

Q How will they interact with other characters?

Q Does the setting now change too and if so, how?

Independent Task:

Plan a new story, featuring the chameleon and the chick.

★ Look at these two sentences:

Where the desert meets the sea, a chameleon met a chick. They stared into each other's eyes and fell in love.

Change the sentences so they have your characters in them and think of a new place, other than the sea, that the story could be set in. Can you write another sentence too? How did they show their love for example? What could they do for each other?

★★ Using yesterday's story map/plan write the beginning of your new story. Remember to include detailed sentences that have lots of description in them and are joined with conjunctions (when, so, because, as). Your introduction should be about a third of a page long (or longer if there is lots of detail and action).

★★★ Use your plans to write a detailed introduction to your new story. Keep your reader in your mind so you remember to make your sentences start with exciting words like suffixes (**suddenly/unbelievably/astonishment**), include adverbial phrases (see table) and that have a super setting that could either be very lovely or a little scary!

Adverbs and Adverbial Phrases

Movement	Feelings	Sound
energetically	cautiously	loudly
gracefully	viciously	silently
rapidly	kindly	quietly
quickly	nastily	noisily
slowly	carelessly	musically
slithinely	willfully	discordantly
jerkily	sorrowfully	softly

Note to Parents:

All children should be able to complete the  task.

Most children should be able to complete the  task.

Some children should be able to complete the  task.

Please judge how your child is doing with each task progressively. Support children to work through as far as they can while remaining successful but each task does get progressively more difficult

End of lesson:

Create some new sentences beginning with *when* to tell the reader when something happened, e.g. *When the moon lit the sky*, *When the sun began to rise* etc. and try them in the story.

Do they make your story start even better?