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| T:\Staff Only\Plantation Gardens project\Logo etc\Plantation Garden Project footer banner2.jpg**Objectives**  **Generating Vocabulary**  Looking at examples and stimuli to create vocabulary and phrases to help create a atmosphere (in this case, a threatening /spooky one)  Look at how to build up tension in a piece of writing. | **Example / discussion**  Look at the extract from **Wind in the Willows** together.  Discuss use of personification and how the danger / atmosphere is slowly built up over the writing.  **Snow White** video clip. Watch the clip and discuss again how things build up and ideas for personification – tree branches / twigs, logs in the water. Note down. | **Writing a setting**  **Images of a spooky forest**  Children have access in pairs to a selection of pictures of a spooky forest. From the pictures they get, choose which they think is most scary / spooky.  Stick chosen picture in middle of A3 sheet, then write down details, adjectives and phrases to show why they chose that one.  e.g: LA: Misty forest, Twisted branches, dark woods etc.  HA: Tendrils of mist which swirled around him as he walked, clutching at his feet and legs.  Share a few if time, otherwise share tomorrow.  **Use ‘Touchy feely’ tubs**  Tell children to be careful – some thorns!  Tubs of twigs, bark, moss, lichen etc as a stimulus for writing details. Use interesting shapes and textures – vines, thorns, skeletons of leaves (holly bushes are good for this if you know someone who has one) As a table record on post-it notes and stick to table’s sheet. | **TA Support**  Support to generate and record ideas for each activity.  If have a child who uses Clicker 6, ask TA to record the ideas on Clicker 6 so they can be saved. Copy and paste text across to create a Clicker Set (Word Bank) which will help with their writing next lesson. | **Outcomes**  Children will have produced a set of words and phrases which can be used to support writing next lesson.  LR – suitable adjectives.  MR – adjectives. More detail – thinking of verb choices where appropriate. Some metaphors / similes. Using ‘which’ as a conjunction.  HR – adjectival phrases. Using effective personification. |

Following lesson – see examples of creating atmosphere on whiteboard file. Example sentences written by children to look at, examples of using range of sentence openers and use of commas.

After generating ideas and work on grammar and punctuation, children write extract focussing on all of the relevant details to achieve the intended atmosphere and effect (magical / enchanted, peaceful / tranquil, Spooky / threatening, calm / tranquil etc.) 