

Learning objectives linked to national curriculum.
To sequence sentences to form short narratives.
To compose a sentence orally before writing it.
To re-read writing to check that it makes sense.
To use the personal pronoun 'I'.

Session 1: Monday 8th February

Learning Objective – I can plan the beginning, middle and end of a story.

Our writing this week will be based on 'The Rainbow Bear'.

Divide a piece of paper into three sections. Each of these will be a different part of the story, the beginning, middle and end.

Create a story map by **drawing** pictures in each section to show what happened during that part of the story. **Label** the drawings using verbs and adjectives to describe what is happening in the each of the pictures.

E.g. In the beginning section you might draw:

a polar bear chasing hares, seals, foxes, walruses, and narwhales.

the polar bear diving in the sea

a polar bear seeing the rainbow.

a polar bear chasing the rainbow.

In the middle section you might draw:

a polar bear meeting the Shaman.

a bear becoming the rainbow bear.

a bear being chased and captured by the men from the great boat.

In the end section you might draw:

a rainbow bear captured in a cage.

a rainbow bear being freed by the boy.

a polar bear back in his white wilderness.

Keep your story map safe, it will help with the writing activities this week.

To get into the Rainbow bear character, make a hat that looks like a rainbow bear and wear it when you are writing. (Start sticking together a strip of paper that will fit around your head. Colour it in or paint it with the colours of the rainbow. Add on some ears.)

Session 2: Tuesday 9th February

Learning Objective – BIG WRITE

L.O. I can rewrite the story using the personal pronoun 'I'.

RT: use capital letters and full stops.

RT: use adjectives and conjunctions.

Challenge: add emotion words.

This is the beginning of our big write and we will be rewriting the story from the bear's perspective. It will be in the style of a diary, using the personal pronoun 'I' and written in past tense (found, saw, swam, walked etc).

Verbally recap the beginning of 'The Rainbow Bear' story and **use your story map to help you.**

Discuss the features that must be included in your writing:

E.g. capital letters, full stops, conjunctions, and adjectives.

Discuss the important aspects of presentation in writing:

E.g. keeping letters on the lines, forming letters correctly, keeping tall letters tall, short letters short and sounding out words carefully when writing.

Write the beginning of your story. Stop writing just before the bear meets the Shaman as that is where the middle section will start.

Here is an example of what the beginning might look like:

One sunny morning I woke up from my warm cave and felt hungry, so I decided to chase some slippery seals. I swam in the icy water and searched for them. Next I stalked some hopping hares but they were too fast. I saw beautiful colours in the sky. A wonderful rainbow! I felt excited and happy. I wanted to catch rainbow because I wanted to be colourful. I pounced on the rainbow, but I missed.

Session 3: Wednesday 10th February

Learning Objective - BIG WRITE

L.O. I can rewrite the story using the personal pronoun 'I'.

RT: use capital letters and full stops.

RT: use adjectives and conjunctions.

Challenge: add emotion words.

Today we will write the middle part of the story from the bear's perspective. It will be in the style of a diary, using the personal pronoun 'I' and written in past tense (found, saw, swam, walked etc).

Verbally recap the middle of 'The Rainbow Bear' story and **use your story map to help you.**

Discuss the features that must be included in your writing:

E.g. capital letters, full stops, conjunctions, and adjectives.

Discuss the important aspects of presentation in writing:

E.g. keeping letters on the lines, forming letters correctly, keeping tall letters tall, short letters short and sounding out words carefully when writing.

Write the middle of your story. Stop writing after the bear is captured by the people on the boat, this is where the end section will start.

Here is an example of what the middle might look like:

On a snowy morning I went hunting again. I saw a man on the ice and I wanted to eat him. He was skin and bone but he was a wise shaman. He told me how to catch a rainbow so I didn't eat him. The

next moment, I saw the rainbow in the sky. I waited and waited, wished and wished and became a rainbow bear. I was the most wonderful bear in the world and I felt happy. But then a ship came with some unkind people and they caught me. They took me away and locked me up in a cage.

Session 4: Thursday 11th February

Learning Objective - BIG WRITE

L.O. I can rewrite the story using the personal pronoun 'I'.

RT: use capital letters and full stops.

RT: use adjectives and conjunctions.

Challenge: add emotion words.

Today we will write the end part of the story from the bear's perspective. It will be in the style of a diary, using the personal pronoun 'I' and written in past tense (found, saw, swam, walked etc).

Verbally recap the end of 'The Rainbow Bear' story and **use your story map to help you.**

Discuss the features that must be included in your writing:

E.g. capital letters, full stops, conjunctions, and adjectives.

Discuss the important aspects of presentation in writing:

E.g. keeping letters on the lines, forming letters correctly, keeping tall letters tall, short letters short and sounding out words carefully when writing.

Write the end of your story.

Here is an example of what the end might look like:

I was trapped in a cold cramped cage. I was very sad. People looked at me and laughed at me, but I felt lonely. I wished to be free because I missed my home. A little boy arrived and he told me how to turn back to a white bear again. A rainbow appeared and I wished to become a polar bear again. It worked! I got back home and I was very happy.

Session 5: Friday 12th February

Today you will have to re-read and edit your own writing. Don't forget to give yourself a panda point for working really hard this week.

Check with an adult to see if you have used capital letters, full stops adjectives and conjunctions.

If you need to make any changes, choose a different colour pencil, or pen to do this.

If there are any words you found tricky, **practice** writing them again.

Check that have you spelt the tricky words correctly and make sure you used -ed ending.

Tricky words you should know: have, like, saw, they, with, looked, asked, are, out, was, there.