

Lesson Topic : Planning our Barty Stories.	
Year Group : 3/4	
Learning Outcome	• We are learning about sequencing events • We are learning to plan before we write.
Links with the New Zealand Curriculum 	English Level 2: Speaking, writing, and presenting Processes and strategies Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. -shows some understanding of the connections between oral, written, and visual language when creating texts. -creates texts by using meaning, structure, visual and grapho-phonetic sources of information, and processing strategies with growing confidence. -seeks feedback and makes changes to texts to improve clarity and meaning. Language features Use language features appropriately, showing some understanding of their effects. -uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to create meaning -spells most high-frequency words correctly and shows growing knowledge of common spelling patterns -uses a range of strategies to self-monitor and self-correct spelling
Key Competencies 	• Thinking - Children will be thinking carefully about the words they use and the modelled text and how they can be descriptive in their writing. • Using language, symbols and texts- Children will think about word choice and use topic specific language. • Managing self- Children will manage their time and make sure they complete detailed plans. • Relating to others-Children talk to each other about their ideas. • Participating and contributing- Everyone will add ideas and discuss the shared text.

Prior knowledge 	This lesson follows on from our previous lesson building knowledge about Barty. See previous lesson for more information.						
Lesson Sequence 	<table border="1"> <tr> <td colspan="2" data-bbox="343 481 917 645"> Session Outline This session focuses on planning. The children will write and voice record ideas they might use in their stories. The teacher will model and discuss the end goals of this project and picture book about Barty's day at school. </td></tr> <tr> <th data-bbox="343 645 917 712">Learner Activity</th><th data-bbox="917 645 1492 712">Teacher Activity</th></tr> <tr> <td data-bbox="343 712 917 1796"> Learn: - Engage in discussion and share ideas. They add detail to the model. - They take pictures for their plan. - They talk to their peers about their ideas. </td><td data-bbox="917 712 1492 1796"> Before lesson: - Take picture - Have Explain Everything ready. - Bring subject for writing (dog) (This could be anything and we only used my dog as it was a great starting point as the children were already excited about him) During lesson: - Set out what we are hoping to achieve. - Create Explain everything - Model writing shared story - Use children's ideas and language suggestions. - Read and record stories. - Discuss elements of the plan. - This is fiction, discussing what this means and how Barty does not actually have to be able to do what they write. Questions for plan: - How would you describe him? - What does he like to do? - What might he say? </td></tr> </table>	Session Outline This session focuses on planning. The children will write and voice record ideas they might use in their stories. The teacher will model and discuss the end goals of this project and picture book about Barty's day at school.		Learner Activity	Teacher Activity	Learn: - Engage in discussion and share ideas. They add detail to the model. - They take pictures for their plan. - They talk to their peers about their ideas.	Before lesson: - Take picture - Have Explain Everything ready. - Bring subject for writing (dog) (This could be anything and we only used my dog as it was a great starting point as the children were already excited about him) During lesson: - Set out what we are hoping to achieve. - Create Explain everything - Model writing shared story - Use children's ideas and language suggestions. - Read and record stories. - Discuss elements of the plan. - This is fiction, discussing what this means and how Barty does not actually have to be able to do what they write. Questions for plan: - How would you describe him? - What does he like to do? - What might he say?
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Reflection and Analysis					
	Lesson Content - The children just loved having Barty in our class. It was like Christmas had come and they were that excited. They liked discussing his features and had loads of ideas after asking questions. Lesson Pacing - The pace was good. We took some time creating the model and children were eager to To discuss the ideas as we added them to the story. They very much enjoyed taking the photos of Barty and this was done rather quickly which was fantastic. The children needed some time to complete the individual plans and perhaps this was a bit rushed and could have been extended over a longer period. Lesson Delivery - Overall I am pleased with the delivery of this lesson. The children were engaged and it was more of a discussion with children speaking up and adding ideas as they had them. This made it feel more like a group of creative writers working together. Student Understanding- The children began to understand the importance of a plan and how they could use these ideas in their stories.				