

Composition Framework – Historical Narrative (War Horse)

Phase 1 (Read/Review Analyse)

- Give children A5 paper/They have been tasked with illustrating the cover for a book/The title: **War Horse**/Allow 10 mins to design a cover/Extension: write a strapline to promote the book. (give no clues)/Compare with actual front covers for the book.
- **LO: To ask questions, express ideas, contribute to discussion**
Read The Author's Note
 - 1) Complete **Exploring a Text**
 - 2) **Vocab**: highlight the Tier 2 words and discuss definitions (Slide 4)
- **LO: To summarise a longer passage/To use commas to clarify meaning.**
 - 1) Read Ch 1 aloud.
 - 2) Allow 10mins in pairs to note down the 10 main events from Ch1 in chronological order: Slide 5 to assist with spelling.
 - 3) Allow 10 mins to note down the different emotions experienced by the diff characters.
 - 4) Compare with Slide 6.
 - 5) Discuss diff uses of comma and apostrophes. Add commas to sentences on Slide 7 and correct sentences on Slide 8.
 - 6) Write Summary of Ch 1 using instructions on Slide 9. Compare with summary on Slide 10.
- **LO: To answer RIC questions.** Read aloud Chapters 2 and 3. Answer RIC questions on both chapters. Use Slide 12 as an Extension/ Challenge task.
- Read Chapters 4 to 6
 - 1) **LO To use appropriate vocab choices.** Start Glossary of World War 1 terms.
 - 2) **LO: To answer RIC questions.** Children read Ch 6 independently and answer questions. Use Slide 15 as an Extension/Challenge task.
- Read Chapter 7
Starter Activity
LO: To recognise correct use of commas
Annotate Par 1 of Ch 7 to show diff uses of comma
 - 1) **LO: To recognise how characters are integrated within the narrative.** Study a WAGOLL (Mrs Pratchett) and WABOLL (Tophorn). Annotate.
- Read Chapters 8 to 10
Starter Activity
LO: To use relative clauses to add information. Complete task on Slide 18.
 - 1) **To write a character description.**
Complete a character table for one of the characters met so far. (See Slide 20 for example)
 - 2) Write a paragraph to describe your character. (Slide 22)
Focus on correct use of commas/apostrophes/range of sentence types and relative clauses.

Key Focus

- Writing:** Precise longer passage to convey key information
- Writing:** Recognise appropriate **vocab choices**
- Writing:** Recognise range of **sentence types**
- Writing:** Recognise how setting/character and plot are integrated within the narrative
- Grammar:** Use **commas/apostrophes** to clarify meaning
- Grammar:** Recognise **relative clauses** for extra information
- Reading:** Justify inference with evidence from the text
- Reading:** Identify and comment on writer's use of language for effect
- Reading:** Summarise a passage.
- Oracy:** Develop vocabulary
- Oracy:** Make contributions to discussions/explain and justify opinions.

Phase 1 Outcome

- **Exploring a Text** grid for **Author's Note**
- Definitions for Tier 2 words from **Author's Note**
- Notes for summary (events/emotions)
- Use of commas exercise
- Summary of Chapter 1
- **RIC** on Chapters 2 and 3.
- Glossary of World War 1 terms.
- Character notes on Joey/ Captain Nicholls.
- **RIC** on Chapter 6
- Annotated WABOLL and WAGOLL character descriptions
- Character table for one of main characters
- Character description.

Phase 2 (Practise/Plan)

N.B Try to read to end of book in this phase

- Optional task – RIC on Chapter 11 (Slide 24)
- **Spelling:** devote session to discussing and exploring words with – ough letter string (see resources)
- **LO: To integrate description of setting into a narrative.**
Starter Activity – correct errors on Slide 23
 - 1) Look at the WAGOLL (Slide 25) together and discuss
 - 2) Carry out My Bedroom Quiz and read the Example
 - 3) Write your own bedroom description. Focus on commas/apostrophes/relative clauses/range of sentences/relative clauses.
- **LO: To integrate description of setting, character and plot in a narrative.**
Starter Activity – recap on rules for dialogue punctuation
 - 1) Look at Slides 30 & 31 re story planning
 - 2) Look at Slide 33 and then find own examples from book.
- Choose a character from the pictures for your story and using the notes on Slide 35, write a character description.
- Watch the powerpoint of the trenches and then work through the questions on Slide 36
- Place your character in the trenches.
- Read *One Boy's War* and complete RIC questions.
- Discuss comparison between the two books – which is more powerful?
- Read *White Lies* as an eg of a short historical narrative.
- Discuss possible narrative plots (Slide 37) and produce a short plan of the main events in own narrative.

Key Focus

- Writing:** Use appropriate **vocab choices**
- Writing:** Use range of **sentence types**
- Writing:** Integrate description of character, setting and plot within a narrative
- Grammar:** Use **commas/apostrophes** to clarify meaning
- Grammar:** Use **relative clauses** to add extra information
- Grammar:** Use correct punctuation for dialogue
- Spelling:** Words containing letter string - ough
- Reading:** Justify inference with evidence from the text
- Reading:** Identify and comment on writer's use of language for effect
- Reading:** Compare and contrast different author's writing of the same subject.
- Oracy:** Develop vocabulary
- Oracy:** Make contributions to discussions/explain and justify opinions.

Phase 2 Outcome

- **RIC** Chapter 11 (Optional)
- Table of words with letter string -ough
- Detailed description of own bedroom
- List of examples of effective description of character/setting/plot from Chapters 15 and 16
- Character description for main character
- Setting description of the trenches.
- **RIC:** One Boy's War
- A set of sentences to use in narrative placing the character in the trenches.
- Short plan of the main events.

Phase 3 (Write/Review/Edit)

- Write first draft of historical narrative. Focus:
 - 1) Appropriate vocab choices
 - 2) Integration of plot/character and setting
 - 3) Range of sentence types, including relative clauses in complex sentences.
 - 4) Correct use of commas and apostrophes.
- Edit the narrative
- Write final version
- **S and L** Class debate on whether *One Boy's War* or *War Horse* should win the book prize.

Key Focus

- Writing:** Use appropriate **vocab choices**
- Writing:** Use range of **sentence types**
- Writing:** Integrate description of character /setting/plot within a narrative.
- Grammar:** Use **commas/apostrophes** to clarify meaning
- Grammar:** Use **relative clauses** to add extra information.
- Oracy:** Talk confidently and fluently
- Oracy:** Listen to and evaluate different viewpoints.
- Oracy:** Sustain and argue a point of view in a debate.

Phase 3 Outcome

- First draft of historical narrative
- Evidence of self-editing
- **Assessed Write:** Final version.
- Class debate

Additional tasks:

Vocab work: exercises from "Bringing words to Life"/Book review of War Horse or One Boy's War