

Great Fire of London Writing Narratives – story writing

Aims of the topic:

Literacy: Writing – composition

Develop positive attitudes towards and stamina by writing narratives about personal experiences and those of others (real and fictional).

Consider ideas, vocabulary and what they want to say.

Make additions, revisions and corrections. Perform and evaluate their own work and give appropriate feedback to others.

*****These lessons should be taught after lessons 2 and 3 from the history lesson sequence as children will then understand the sequence of events and will have gathered vocabulary to describe the fire*****

<u>Learning Objectives and Success Criteria</u>	<u>Teaching Sequence</u>	<u>Vocabulary and Resources</u>
<p>Lesson 1</p> <p><u>We are learning</u> to think about character.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I can decide how my character will behave • I can use drama to show what they think and what they will do • I can share ideas 	<p><u>Guiding Questions:</u> How would different people/characters behave during the fire? What are their priorities? [safety, saving houses, making a record, making decisions]</p> <p><u>Introduction/Minds on:</u> Read Vlad and the Great Fire of London</p> <p>Who did Vlad meet during his escape from the Great Fire of London? Which of these characters were real and who was fictional?</p> <p><u>Activities:</u> Explain that the children are going to write the story from a different perspective, as Thomas Farriner, a firefighter or Samuel Pepys. Note: this writing will benefit from lesson 3 in the history plan which generates vocabulary to describe fire.</p> <p>In pairs children take roles: Thomas Farriner and one of his children 2 firefighters Samuel Pepys and Mrs Pepys</p>	<p><u>Vocabulary:</u></p> <p>Fact Fiction Characters</p> <p>Problem Solution Resolution</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Story plan

Explain that an interesting story needs a problem to solve. The Great Fire of London is happening all around them but what was the main problem each pair is trying to solve? Ensure children are considering the differences (the baker wants to escape/not get blamed, the firefighters want to co-ordinate putting out the fire, Samuel Pepys wants to go and look what was happening but his wife wants to escape).

The children are going to act out conversations between the pairs at midday during the fire. Ensure the children understand to talk as if they are the character speaking at the time (not discussing what a firefighter might do or say).

Eg “the fire is heading for St Paul’s Cathedral, we must get buckets quickly? How many people do we need to help us?”

At 5 minute intervals give the children these cues to move the discussions forward in the action:

- **2nd September** - the fire is taking hold but isn’t too dangerous, is it?
- **3rd September** - the fire is spreading uncontrollably across London; will it head east towards the Tower of London?
- **4th September** - buildings are being blown up to stop the fire, is it working?
- **5th September** - most fires are out but so much has been destroyed and it is so hot new fires are sometimes starting and being put out again.

Listen to children speaking to one another and at each new cue ask some couples to share their character’s discussion to build ideas.

Consolidation:

Make notes on the Story Plan (attached)

Ensure children understand that it is okay to write phrases rather than full sentences and that this is a planning tool rather than a final piece of work.

Lesson 2

We are learning to
structure a story.

What I'm looking for:

- I can use a story plan to structure my story
- I can write notes and describe my ideas verbally

Guiding Questions:

What happens in this story – what is the problem/crisis in this story?
How will it be solved or end?

Introduction/Minds on:

What was happening in the story in the last lesson?
Share ideas and think about if you would change your story to make it exciting.

Activities:

Children revisit the story that they acted out in the previous lesson.

Children write down one sentence for each part of the discussion as a reminder for their writing in the next lesson. Ensure they are writing a summary in each section and are not trying to write all of one section.

Structure the story by showing the problem on day 1, fighting the problem on day 2, showing the resolution of the problem on day 3.

(see planning format at end of lesson plan)

Re-enact the story

What worked well?

How would you make it different?

Make notes about the story and do not be afraid to alter previous notes.

Consolidation:

Share alterations and solutions. Encourage children to ask questions about the story and how it will be resolved.

Vocabulary:

Problem/crisis
Solution

Resources:

<p>Lesson 3</p> <p><u>We are learning</u> to use my plans to develop my ideas and write a story.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I can use my plans to write sentences • I can expand my ideas to develop a story 	<p><u>Guiding Questions:</u> Does the story make sense?</p> <p><u>Introduction/Minds on:</u> What resources can we use to do our best writing? Review the resources and ensure children understand the vocabulary [wordmat, words generated in observation lesson in history topic, books in class and read together]</p> <p><u>Activities:</u> Look at their plans from previous lesson.</p> <p>Ensure children are clear that they are telling the story from the perspective of their character (Thomas Farriner, a firefighter or Samuel Pepys).</p> <p>Add notes to the story plan of something that their character might see at each stage of the narrative/story.</p> <p>Encourage the children to use whiteboards or scrap paper to practise sentences and to say sentences aloud. If they have a sentence or phrase they like check they have written it on their plan to use in the final work.</p> <p>Once they have practised sentences children can use all their notes and resources to write out their story.</p> <p><u>Consolidation:</u> Children take turns to read their work to a partner. Note any corrections or comments they notice when reading aloud.</p>	<p><u>Vocabulary:</u></p> <hr/> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • wordmat
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<p>Lesson 4</p> <p><u>We are learning to</u> improve my writing with revisions and corrections.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> I can use grammatical knowledge and proof-read for sense and errors in spelling and punctuation. 	<p><u>Guiding Questions:</u> Are mistakes a problem? Do the stories excite the reader?</p> <p><u>Introduction/Minds on:</u> Why do we write stories? Are they for us or for the person reading them?</p> <p><u>Activities:</u> Re-read, edit and add descriptive words. Check their story for sense, full stops, capital letters. Read stories out and give each other feedback.</p> <p><u>Consolidation:</u> Ask children to share parts of their work that they are proud of. Encourage positive feedback.</p>	<p><u>Vocabulary:</u></p> <p>Edit Feedback</p> <hr/> <p><u>Resources:</u></p>
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Story Plan

**2nd September
setting the scene**

**3rd September
the problem**

**4th September
working to solve the
problem**

**5th September
resolving the problem**