

COLD TASK – Watch <https://www.youtube.com/watch?v=O4dwwHnP4UY> The Prince and The Pauper (approx. 2 mins) The Prince and The Pauper change clothes and identities.

**Imitate Phase**

|  |  |  |  |
| --- | --- | --- | --- |
| Day 1 | Day 2 | Day 3 | Day 4 |
| Hook: Dressing Up  Introduce the story: tell the text and get started on the map. Have it prepared, spend time learning actions to go with it. Students then draw their own map. | Language features activity  Pronouns Page 39 and 181 (Pronouns and Coherence) Jumpstart Book  Spend time telling the text using the map and actions.  Short burst writing: Similes – Roger Page 40 Jumpstart Literacy ‘Doing it with Style’ | Language features activity  Understanding Apostrophes  Page 166 Jumpstart Book  Spend time telling the text using the map and actions.  Short burst writing:  Adjectives | Language features activity  Sentence beginnings Page 118  Louisa’s connectives game  Spend time telling the text using the map and actions.  Short burst writing:  Speech / Dialogue Lesson |
| Day 5 | Day 6 and 7 if needed |  |  |
| Reading as a reader.  Questioning  Would the Emperor really not realise there were no clothes?  Comprehension activity | Reading as a Writer  Voice: Persuasive “These clothes are magnificent”  Comprehension activity  Box Up Story Map. Discuss and summarise structure.  Magpie words, phrases. |  |  |



**Innovate Phase**

|  |  |  |
| --- | --- | --- |
| Day 1 | Day 2 | Day 3,4,5,&6 |
| Plan your innovation with the whole class:  **Substitution.**  Discuss and list alternative **– Our plan is a model on the runway is wearing shoes designed for them but they are invisible. They are wearing stunning jewellery and beautiful**  Build class plan together. Use post-it’s to cover the original story map.  Children plan own, using A3 copy of story map with parts blanked out.  Share story with a partner. | Have your modelled writing planned ahead of time, so you will know what aspects from tool kits to focus on.  Model opening (can include children’s ideas as you go along).  Use part of tool kits developed during earlier phases.  Use two colours with your pens so that the explicit teaching points stand out  Take photos using ipad as children are working. Use them as an editing session in the last few minutes by showing on IWB – what have children used that works, what doesn’t work.  Mark students’ work before the next session – code in margin. | First five minutes, students respond to your marking, polish.  Process begins again with the next chunk of the story.  Build up – Day 3  Problem – Day 4  Resolution – Day 5  Ending Day 6. |



**Invent Phase**

|  |  |  |
| --- | --- | --- |
| Day 1 and maybe Day 2 | Day 3 and Day 4 | Day 5,6, 7 (as needed) |
| Oral tasks, using prompt cards. | Return to the original text. What is the general pattern?  What could our new story be about?  List possible topics  Plan one together, on boxing up format.  Children to plan their own, also on boxing up format.  Tell to a partner  With weak students, give them 2 choices for each section to scaffold for them. | Students write their own story. Students write one chunk at a time. Each section to be marked and feedback given. Children go back and polish/edit. |

**HOT TASK**

After a few days:

Repeat the cold task but don’t do this like it was done in the innovate phase. Give them 2 sessions to do it eg. Half an hour a day. ***Leave all your washing line posters, tool kits, story maps on display.***