

Created by BAY3 student Jenny Whelan

Title: The Building Boy

Author/ illustrator: Ross Montgomery & David Litchfield

Publisher/Year: 2016

L/KS2 - Year 4

Genre:

This is a fiction picturebook.
Fantasy with a hint of realism.

Structure:

This picturebook is in chronological order. The amount of time that elapses over the course of the story is unclear but seasons and a variety of weather systems pass during the story. The story ends with a final illustration looking into the future.

Narration:

Third person narration with some first person dialogue.
The narration of the story uses the past tense, with the dialogue taking on the present tense.

Layout:

The text does not remain in the same place on each page. However, the text overlays the illustrations; there are no text boxes present.

All of the illustrations span over the gutter of the page; resulting in no frames or single-page spreads used. However, on pg. 5 – 6 the thought-bubble contains an illustration of a house, the leaves from the trees surrounding the house, then break the frame and flow to the right on to pg. 6 whilst increasing in size. This flow continues on pg. 7 -8. On pg. 7, there remains a single leaf from the previous page. This symbolises the loss of Grandma. On pg. 8 blossoms from a Cherry Blossom is taken by the wind to the right-hand side of the page. This urges the reader to continue in the adventure of the Boy, drawing their eye towards the next page.

Two sizes of font present both speech and narration. The larger font aims to highlight and draw attention to poignant points in the story. E.g. "Grandma wake up!", "Where are you taking...?" and "Then he saw it." The font style remains consistent throughout.

The narration is sometimes set out in small paragraphs and sometimes with one sentence in isolation.



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Illustrations:

The illustrations in the book is consistently spread over two-pages, incorporating the gutter of the pages. The colours used by David Litchfield are realistic yet rich. The colours perfectly reflect the emotions portrayed in the story whilst maintaining the fast pace of the adventure through a variety of environments (marine, industrial & countryside). At the beginning of the story, the illustrations use lighter tones and fades. These help to portray with characters warm relationship and happy emotions. Yellows, greens and oranges give an autumnal and cosy feel. As the story progresses, the illustrations take on much darker shades of blues, greens and purples. The darker shades portray the darker emotions that are being dealt with by the Boy, highlighting is possibility vulnerability.

There is a theme of movement, adventure and flying through the book. At the beginning of the story

Setting:

The story begins in Grandma's house, in the living room filled with photos and an open fire. It then continues outside, where all varying weather systems are experienced. The main body of the story takes place in 'the air' spanning across fields, seas, towns and a hill.

Characterization:

The story involves two characters: the boy and his Grandma.

Personification takes place at the middle of the story when the Boy's 'building/ masterpiece' come to life and embodies his Grandma.

There is a clear trusting bond between the Boy and his Grandma at the beginning of the story. They have their routines and rituals set in place and enjoy sharing experiences and tales with one another. The illustrations and narration both portray the Grandma as a very warm and forgiving character, possibility hiding the truth from the Boy to save him from unnecessary heartbreak and equip him with the mind-set and skills to deal with the forthcoming events. The beginning of the story shows the Boy to be naturally inquisitive, very found of his Grandma but also naïve. The unbreakable bond between the Boy and his Grandma seems to grow stronger throughout the story even though the Grandma's presence diminishes. As the Boy grows in character and understanding of himself and the world around him, the reader soon realises the reasons behind his Grandma's early actions.

Themes:

This book explores and teaches a range of themes in a sensible yet accessible format: Loss, imagination, determination, journeys, family, achievement, growing, perspective, loyalty, adventure, relationships, are all themes covered throughout the story

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Imagery:

“A forest of streetlamps and skyscrapers flew beneath them”

Similes:

“Starfish caked her metal ribs like the hull of a sunken ship”

Metaphors:

“It stretched out before them, still as a sheet”



Other books to use/ explore:

- **Cloth Lullaby** by Amy Novesky & Isabelle Arsenault – creativity, memories (Art & D.T links) – This book would be good to use when exploring textures and materials in D.T and art. It is written in the format of autobiography so this could act as a good introduction to a new style of writing.
- **Iggy Peck, Architect** by Andrea Beaty – creativity, architects (Art & D.T links) This book would work as more inspiration for the children's art and D.T work, exploring different structures and imaginary creation using a range of materials.
- **Too Tall Houses** by Gianna Marino – morals, environment (science links) This book explores the range and diversity of different structures,
- **House Held Up By Trees** by Ted Kooser – loss, changes in nature (science links) This book not only links with the science NC, it also deals with the them of loss, providing another literary route to deal with this complex issue.

The position of the 'Grandma construction' remains central in each section/ frame. This portrays a sense of power and significance (Doonan, 1993). As the scene and building progresses, the Boy is also positioned at a higher point in the image, showing his growing importance and confidence.

As time passes and the reader reads from left to right, the boy continues to build his masterpiece. This results in the 'Grandma construction' growing and developing as the weather seasons around the Boy change. Not only does the Boy's construction continue to grow but there are other subtle developments in the illustrations. The ladder and surrounding trees grow in conjunction with the Boy's progress. The change in the three scenes gives the reader a sense of how quickly or slowly time is passing.

The rainbow shows 'completion' because all of the colours present in Grandma are colours in the rainbow.



The position of the sun is significant. It changes with each section, increasing in height. In each section, it is acting as a spotlight shining onto the Boy's creation. In the final, right-hand section, the sun shines in from the top right-hand side of the page instead of shining from the left. This gives a sense of importance and primes the reader as to the subject of the next adventure.

The limited text on the double-page spread makes sure to give full appreciation to the illustrations, which do not need very detailed descriptions instead, the limited description shows the reader that the Boy is solely focused on one thing and nothing going on around him.

The words remain in the same position over the double-page, this consistency shows the reader that the Boy remains working on his creation, not stopping regardless of the weather around him.

The size of the words on the page slowly increase, this is in conjunction with the gradual building of the Boy's construction, giving the reader a sense of progression in the story.

The background scene and its position on the page remains the same and this emphasises the subtle 'seasonal' changes that occur in each section. The colours used are very soft and easy on the eye. There is some consistency in the colours in each section (the water and the Grandma construction) but there are also some dramatic changes in colour to emphasize the change in weather to pair with the descriptions.

Repetition of 'and' highlights the time passing and works in conjunction with the illustrations help to build the reader's anticipation.

Pg. 11 - 12

The zoomed perspective is a change from the other illustrations in the book. The face is central to the page with the nose running down the gutter. This grabs the reader's attention, as they have to travel along the bridge of the glasses over to the right-hand page.

The image bleeds beyond the boundaries of the page, highlighting the scale of the Boy's creation and intriguing the reader to find out if the creation will be shown in full on the next page.



Speech located at the bottom right-hand corner in a larger font. The boy says "Grandma, wake up." The position and larger font size supports the Boy's potential for adventure and creativity further on in the story.

The use of light is very effective, the glow from the moon, which is not visible, is shining down from the top left hand corner and is acting as a spotlight from behind the Boy's creation. This is a repeating theme as seen when the boy was building his 'masterpiece' earlier in the book.

The text positioned inside the glasses frame leads on to the separate speech below. The text positioned inside the Grandma's glasses appears as if the Boy is able to see it too or if the glasses are reflecting his actions.

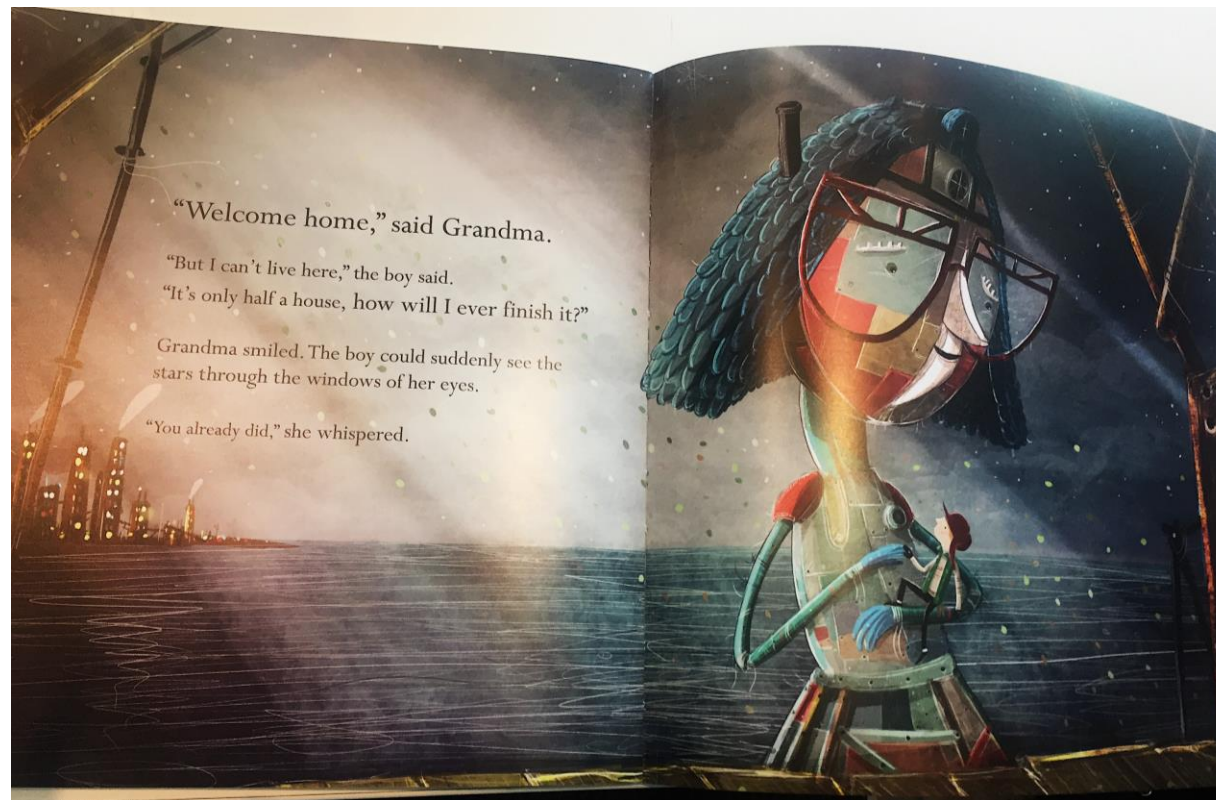
The position of the text on the right-hand page near the lower corner draws the reader to turn the page and fuels their curiosity.

The Boy is located in the foreground of the double-page spread. Positioned on the left-hand side of the gutter indicates uncertainty. When the reader first reads the page, it is very easy to look past the boy. This shows that what is in the background is of much more significance and the background draws the reader's eye back.

Pg. 27 – 28

The text is only on the left hand side of this double page spread.

There is a mixture of text sizes in the narration and dialogue, this highlights the poignant aspects e.g. ‘Welcome home,’ said Grandma.’ and ‘how will I ever finish it?’ These pieces of speech are larger than the rest.



The main figure in the illustration is on the right hand page. This shows that the Boy’s creation (his building) is the most significant, baring more power than the Boy himself.

An object within the image frames this two-page spread. This gives the impression that the reader is sitting within the building, looking out to the sea. This differing perspective makes the reader feel more involved in the story; it is like there are there with the characters, allowing them to empathise with them.

There is a graduation of colours in this double page spread, the left hand page sees oranges, yellows and browns used and this changes into deeper blues and greens on the right hand side. This highlights a change in emotions from earlier in the story (Doonan, 1993), when they were both flying over the city.

The darker colours also give a sense of calm and isolation for the pair. The fire-like colours on the left hand page convey a temperamental and industrial environment but the darker colours used on the right hand page illustrate a slower moving, clearer environment. This could possibly convey the emotions felt by the Boy, he now feel safe and accomplished instead of frustrated and stressed.

Drama Opportunities:

Improvising in pairs	Freeze frames	Conscience alley	Devise a scene	Role on the wall
<p>(These activities should be carried out before further pages are read)</p> <p>Grandma has just passed away, what will happen next? <u>Pg. 7</u></p> <p>The Boy's 'Grandma creation' has just come to life, what will happen next? <u>Pg. 13</u></p> <p>Think of an alternate ending to the story.</p> <p>This will improve children's predicting/ inference skills. In pairs, give time to discuss possible options then children must create a short (10 secs) improvisation with dialogue to perform to the class. After each performance the audience will try and explain what occurred in the performance.</p>	<p>Show the Boy's reaction when he first sees his 'Grandma creation' come to life on <u>Pg. 13-14.</u></p> <p>Show the relationship between the Boy and his Grandma at the beginning of the story <u>Pg. 1- 4.</u></p> <p>The Boy and the 'Grandma creation' have just arrived at the half-finished house, what are their reactions/ emotions on <u>Pg. 27- 28.</u></p> <p>First, carry out freeze frames as a whole class (to increase confidence). Then in pairs, children will take on the role of either the Boy or Grandma. Perform as a carousel to the class then give peer feedback and questions.</p>	<p>(These activities should be carried out before further pages are read)</p> <p>How does the Boy feel when his Grandma has gone on <u>Pg.7?</u></p> <p>What should the Boy do when his Grandma passes away on <u>Pg. 7?</u></p> <p>How does the Boy feel when his 'Grandma creation' comes to life on <u>Pg.13-14?</u></p> <p>Split the class in half and ask the children to form an alley along the room. Ask the questions (above) giving children time to think about what they are going to say when the 'Boy' walks past them. After, use talk partners to explore children's different viewpoints and reasons.</p>	<p>In groups, devise a news report on a poignant event in the story.</p> <p>The children will adopt the role of local news-reporters. As a class, discussion will be had about <u>Pg 21-22:</u></p> <p>'How would you feel if you saw the Boy and the 'Grandma creation' flying over your city? 'How would you describe the unusual sighting to you friend?</p> <p>In groups of 3-4, children will devise a short news report (2x reporters, 1 or 2 interviewees) They will have to think about how different people would react to the sightings etc.</p>	<p>Create a Role on the Wall for the Boy's 'Grandma creation'</p> <p>1. As a class, children will start creating the Role on the Wall when '<u>up to pg. 14</u>' has been read. Children will discuss with talk partners to establish and write down on sticky-notes 'what they already know about the Boy's 'creation' <i>E.g – It is made out of metal and wood</i> <i>'She is very tall'</i> <i>'She is wearing glasses'</i></p> <p>2. Then the rest of the book is read and children can add to the Role on the Wall. What have we uncovered about the emotions of the 'new Grandma'? Have you opinions change from before? These emotions go on the inside of the Role on the Wall and remain available for children to add to and edit.</p>

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Cross Curricular statements:

Opportunities/ projects:

Maths-

Measurement

- **Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.**

Children will work in groups to find out the perimeter of different shapes visible on the Grandma construction. Children can also work to construct their own building using multi-link cubs and then work out the perimeter of the rectilinear shapes they have created.

- **Find the area of rectilinear shapes by counting squares**

After achieving mastery of finding the perimeter of shapes on the Grandma construction, children will work to find the area of these shapes. In groups or individually children will use squared-paper to draw out their own construction using familiar rectilinear shapes. They will then have to find the area of each of the shapes visible in their constructions, by counting the squares that each shape covers. The children can also experiment with using nets of 3-D shapes and calculate the area of these.

- **Convert between different units of measure [for example, kilometre to metre; hour to minute]**

Children can solve word problems relating to the distances that Grandma and the boy travelled to, whilst focusing on the units of measurements that they use e.g. metres or kilometres. They can also look at timings, how long did it take them both to travel or how long did the Boy spend building each day? The children's answers will relate to hours and minutes but also days- months.

Geometry

- **□ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes**

After creating their own or group Grandma constructions on the squared paper, children will go round and compare the similarities and differences between the shapes used. Children will then peer mark each other's work by also working out the perimeters of the shapes used. Using triangles the children will have to try to construct their own tower, experimenting with different types of triangles and becoming familiar with their properties.

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- **Identify lines of symmetry in 2-D shapes presented in different orientations** The children have to help to repair Grandma's broken skirt. They have to use their knowledge of symmetry to help them, as only half of the shapes are visible. As children grow in confidence, they can begin to create their own puzzles to test out on their peers.

Science-

Living things and their habitats

- **Recognise that living things can be grouped in a variety of ways** Using the illustrations to fuel discussion, explore which groups of animals live in different habitats. Animals could be grouped by size, shape, diet e.g. In groups children could focus on one habitat/ environment mentioned in the story and group the living things in different ways.
- **Recognise that environments can change and that this can sometimes pose dangers to living things.** Using the different environments covered in the book (sea, fields and towns) investigate and explore how these change during the Earth's seasons. Focus on pg. 9- 10 and discuss, 'how long do seasons last?' "How can we tell if the seasons change?'. Once these different areas have been explored, the children must think how these changes in the environment might affect the animals and wildlife that live there E.g. hares in a field habitat or birds in a town. 'What can we do to minimise the dangers for wildlife by looking at illustrations on pg. 9- 10?'

Art & Design-

- **Know about great artists, architects and designers in history.** After exploring, researching and clarifying what an architect is children will create a fact-file and short class presentation about 'ZAHA HADID' who was the first woman to ever receive the 'Royal Gold Medal' for recognition for a lifetimes work in architecture. The children will be able to explore Hadid's work, which is located in different countries of the world, and create a mini portfolio of her work.

Design & Technology- Design:

- **Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups**

After researching the work and designs of ZAHA HADID, the children must use their knowledge to plan and design their own structure. They must decide on a purpose for their structure and carefully consider if their structure will be functional if they were to build this structure for a customer.

Now that they are informed architects, how could they improve the Boy's structure in the story? What have they now learnt that informs their decisions?

- **Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design**

After planning and experimenting with different ideas for their structure, children will pair up, discuss, and explain their plans to each other. The children will have to use their knowledge of shapes when creating their diagrams and cross-sections and their knowledge of ZAHA HADID's designs.

Children will work together to combine their two structures, keeping in mind the purpose of their structure/building and its functionality.

Make:

- **Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties/ aesthetics**

When the planning and designing process has finished children will embark on building their structures. They will be able to bring in materials from home to add to their structures whilst using different resources and materials from school.

(Weather permitting) a whole class structure, outside on the playground or in the class garden could be constructed. Junk modelling could inspire the structure.

** SCIENCE LINK** the children/ class could create an outside structure that would minimise the dangers of 'winter for a bird?' e.g. a bird house/bird feeder.

Evaluate:

- **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work**

When the construction process is complete, the structures will have photos taken with their 'architects' and then placed on a class Wall Of Fame. A class 'exhibition' will be set up (parents can visit) and children will have the opportunity to view each other's work in a controlled environment. Whilst rotating around the class exhibition children will be able to write anonymous feedback (positive and constructive) and put it in the child's individual 'feedback jar'. After the session, each child will read their anonymous feedback and compile a 'How-to' list of the ways in which they could meet their feedback, evaluating their initial structure against the suggested improvements.

Technical knowledge:

- **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures**

During the designing stages and making stages children will have to use their knowledge of suitable materials in order to create a structure that fits its desired purpose. Children will have to understand the difference in the materials used indoors and outdoors.

A class discussion can be had about the materials that the Boy used to build his structure and why? Why did the boy not make Grandma's legs out of cardboard or wire?

Geography –

Human and physical geography:

- **Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water**

Discussion can stem from pg. 21- 22. Why do people live in cities? What are the pros and cons of living in cities? What do the buildings look like in cities? How do they differ from buildings in other places?

Children can research different types of settlements/ places to live – Why did Grandma build the house AWAY from the city.

After researching different settlements, children can compare the distribution of resources in these different locations and create a presentation or mind-map about the pros and cons of different settlements and the differences between city and rural life.

Physical Education-

- **Perform dances using a range of movement patterns**
- **Compare their performances with previous ones and demonstrate improvement to achieve their personal best**

Referring to the book's illustrations and narrative, children will draw inspiration from the way in which Grandma moves. Children will have to imagine that they are now a larger mechanical structure. They will work individually at first, travelling around the room in a variety of ways. Then in pairs or groups, they will choreograph a dance or sequence of movements, mimicking Grandma's journey/ adventure to the house that she built for the Boy. How would Grandma move through the sea compared to the field?

After rehearsing and improving their dances over a series of lessons the children can start to peer review each other's dances. As in the D.T 'exhibition' there will be a class 'showcase' of everyone's dances taking on a carousel format so that all children can see everyone's dances. After the carousel has finished, each group will receive 3 stars and a wish from other class members. From this, each group can take the feedback and improve their dances further.

Music-

- **Improvise and compose music for a range of purposes using the inter-related dimensions of music**

Building on their dance routines, children will compose a set of rhythms to accompany their choreography. They will draw inspiration from the materials and environments in the book. Children can bring in tins, paint-pots, plastic bottles and tubing in order to create a piece of music that will reflect their movements in their dance. Children will consider how different environments could be reflected in music e.g. the crashing of waves or birds calling.

Receptive Context:

In the centre of the room, create a half finished structure (similar to that in the 2nd section on pg. 9- 10) surround it with 'UNDER CONSTRUCTION' tape and related building site signs. The teacher could be wearing a hard hat and a high visibility jacket. As the children enter the room, they have to put on a jacket and/or a hat in order to get a close look at the structure.

Before:

Ask the questions: Who has designed this structure? What does it remind you of? Have you seen a scene like this before? What could the purpose of this structure be?

During

During the story, the children can discuss suggestions for the incomplete structure. What materials should the structure contain? What shapes should be included? Where should the structure be built and why?
Buy a roll of 'brick pattern' wallpaper and mount it onto the board. Provide children with sticky-notes to jot down their suggestions at any point during the day.
The children can then begin to explore architects and their role in building construction. 'If you were an architect, what would be the first thing you would build and why?'
Ask the children to research at home, their favourite building (famous or not famous) from any country and bring it in, then the children will share their findings on their tables whilst giving reasons for why they like it (Shapes, colours, size etc.)

Organise a "Misss' Building Class' Showcase where the partner class and parents will be invited. Children will be able to present their group dances and musical accompaniment to a bigger audience as well as exhibit their own buildings.

After:

As well as a showcase of the unit's work, the children will work together to decide on how to finish the initial 'unfinished' class structure.
'Will they personify the building? Whom will they use for inspiration? Where will the structure go when it is finished?

Questions to develop comprehension:

- Pg. 1- 2: Why are there so many photos on the wall? What do you think the sketches are in aid of on the floor? What do you think the trophies are for? What do you know about Grandma already?
- Pg. 3- 4: What is an architect? What do the sketches and drawings behind them represent? Why would Grandma build a house for a boy? How do you think Grandma felt when she won Architect of the Year?
- Pg. 5- 6: Why would Grandma build the house on top of a hill? How do you think the Boy is feeling at the thought of the house? What words would you use to describe the house? How would this house make you feel?
- Pg. 7- 8: What do you think the leaf represents? How do you feel when you look at the image? What do you think the Boy's plans are? Why is it that the Blossom tree is still alive when the other surrounding trees are not?
- Pg. 9- 10: How would you react when seeing the finished construction? Why do you think he has built this? Why do you think the Sun is always shining/ do you think it represents anything? How do you think the boy is feeling during the building process?
- Pg. 11- 12: (Cover text) What is this? What materials do you think were used to make it? How do you think the Boy is feeling? What do you think is going to happen next?
- Pg. 13- 14: What is Grandma going to do with the Boy? Why has the blossom come back? Why would the Boy think that the "stars had leapt closer"? How do is Grandma alive?
- Pg. 15- 16: Where do you think Grandma is taking him? How can Grandma fly? How do you think the Boy is feeling? Why has Grandma not answered the Boy, do you think she can talk? What have you noticed about the Moon, is this significant?
- Pg. 17- 18: Why do you think they have stopped flying? What do you think will happen next? What does the author mean by 'flew at a sprint'? Why do you think Grandma is taking him somewhere unknown? What do you notice about the structure of Grandma?
- Pg. 19- 20: Why has Grandma chosen to walk through the sea? Why/ how is there smoke coming out of the top of Grandma? If you were on the ship how would you react seeing Grandma? Why is Grandma attracting the fish, why are they not swimming away?

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- Pg. 21- 22: How does a city rise out of the water? What does it mean by 'a forest of streetlamps'? What do the shapes of the buildings remind you of? What words would you use to describe the city?
- Pg. 23- 24: What do you think the Boy's first reactions were? Have you noticed any repeating themes throughout the illustrations? What words would you use to describe the house and its surroundings? What do you think the Boy will do next?
- Pg. 25- 26: Why can we not see Grandma anymore? With what could the boy fill the hole? Can you notice any similarities between Grandma and the house that she has built? Why did Grandma leave the house unfinished? How do you think Grandma felt showing the Boy the house?
- Pg. 27- 28: What does Grandma mean by 'You already did'? Where is Grandma going to go now? How would you feel if you were living in this house? Would you be able to take on this type of challenge? How is Grandma feeling, how can you tell? Why was the house built so far away from everything?
- Pg.29: What is happening in this picture? What is the moral of this story? What do you notice about the building, describe it now it has been finished? What do you think the Boy wants to be when he grows up?

English-

Reading – Comprehension:

1. Discussing words and phrases that capture the reader's interest and imagination
2. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
3. Predicting what might happen from details stated and implied

1. After reading Pg. 17 – 22 (Grandma flying)

As a class, children will create a word wall listing all of the words and phrases that grabbed their attention on Pgs. 17-22. Using talk partners, they will think of synonyms for these 'Wow words'.

Using the same sentence structures from the story, the children will experiment by using their new synonyms in the place of the originals.

This awareness and knowledge of words that capture the audience's attention will inform the children's work further on in the unit (Predicting/ no.3)

2. Link with drama activities (freeze frames & conscious alley)

An input task for the drama activities will involve the children discussing in groups:

- How the Boy may be feeling after the loss of his Grandma, why?
- Why do you think the Boy has decided to build something?
- Have the Boy's emotions changed during the story, why/how?

They will have to use their knowledge of the story so far to provide evidence for their inferences.

Link with NC writing composition:

After discussing, children will write a thought/speech bubble from the viewpoint of the Boy. They will then read their work aloud to their peers.

3. Input prior to drama activity (Improvisations)

Read up to Pg. 7 (Grandma's passing), in groups children will discuss and predict what they think will happen next in the story.

* This discussion could lead on to a group/ pair improvisation.

Continue reading up to Pg. 13 (Creation coming to life)

Repeat the same discussion process.

After finishing the story, have a whole class discussion, creating a mind-map for possible endings for the story. Children will have to use their understanding of the story and the characters.

Writing – Vocabulary, grammar and punctuation

1. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
2. Indicate grammatical and other features by: using and punctuating direct speech

1. Using the narration in the story as a model, children can work to spot the use of conjunctions.

E.g. “But Grandma ran on, until the sounds of the city were lost behind them and there was nothing but the wind on the hills.”

Children can also find simple sentences in the story and use their knowledge and experiment adding conjunctions, creating more complex and compound sentences.

E.g., “Soon, a city rose out of the water.” → “Soon, a city rose out of the water although the water remained still as if it were frozen”

E.g. “Grandma had been an architect: → “Grandma had been an architect when she was younger because she loved being creative.”

2. Using the areas of speech in the story as model, children can create their own speech to go with the illustrations and use speech marks correctly.

Focusing on Pg. 1- 2 the children can try to create some dialogue between the Boy and his Grandma to compliment the illustrations.

E.g. “Now are you sitting comfortably?” whispered Grandma “Yes, yes, can I see the photographs now? Pretty please!” exclaimed the Boy.

1. Linking with the 'creating a scene' drama activity, children will begin planning their own newspaper report. First, they will watch some short news reports from the internet so that they become familiar with the format of a report. The children will then be able to explore real-life newspaper reports. The teacher will then provide the children with a model newspaper report. As a class, the children will explore the structure, grammar and vocabulary used by reading through and analysing the model. After the children have become familiar with the composition of a newspaper report, the class will do some shared writing. The children will be able to suggest improvements and develop their own ideas.

2. Thinking back to their drama scene the children will discuss in their groups about their initial idea. 'Are they going to keep it or revise/change it?' 'Will the story grab the reader attention?' 'Is it engaging?' 'What would the tag line be?'

A spokesperson from each group will visit another group and share their 'gripping' news story about when Grandma and the Boy flew over the city; this will increase the children's vocabulary and comprehension of the story.

The children will then have to split their news story into separate paragraphs (in the knowledge that newspaper reports are formatted chronologically) What event happened first? What was the final thing to happen? Is there anything that may happen in the future?

Children will be able to refer to the model newspaper report whilst drafting their own individual piece.

3. After the writing process is complete, children will begin to edit their own and assess others' work.

4. With their final edits, the children will re-group into their news report groups. In their groups, children will read their newspaper reports aloud to each other. Children will be able to see how writers can interpret the same story differently. As a class project, the children can create a class newspaper containing all of their reports.

** Computing link – children can use word processor/publisher to create their final newspaper report, complete with photographs.

Writing - Composition:

1. Plan their writing by:
 - a. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
2. Draft and write by:
 - a. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - b. Organising paragraphs around a theme
3. Evaluate and edit by:
 - a. Assessing the effectiveness of their own and others' writing and suggesting improvements
4. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Created by BAY3 student Jenny Whelan

References:

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Department for Education (2013) *The National Curriculum in England: Key Stages 1 and 2 framework document*.

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