

Year 3 NLS Unit: Stories with familiar settings: focus on settings

Resources	Story Shorts 2, TV and DVD player; writing equipment; individual whiteboards; interactive whiteboard
Context	Write a setting description
Prior knowledge	Children will have discussed a range of story settings in film and written texts and made comparisons between them

Learning strands

Understanding and interpreting texts:

- identify and make notes of the main features of one flat (eg use of colour)
- talk about content and structure of short film sequences (Ref: Becoming Cineliterate Stage 1 *Look Again* page 46)

Creating and shaping texts:

- select and use a range of technical and descriptive vocabulary

Text structure and organisation:

- group related material into paragraphs

Sentence structure and punctuation

- write in complete sentences with accurate punctuation

Word structure and spelling

- generate synonyms for high frequency words eg big, little, good, nice, nasty

Success criteria

Have you:

- used the details of the flat you saw in the film to help your reader imagine the setting?
- tried to use interesting words which you have never used before?

Learning outcome

Children will recognise the role of detail and descriptive language in introducing the location and contents of interior settings which engage an audience.

Introduction: Whole class

- Using the jigsaw speaking and listening group activity, divide the class into four groups. Each group watches the film focussing on the events in one flat. Record words and phrases to describe the flat.
- Feedback ideas to the rest of the class. Where is it set? How is the setting suitable for the story? Is this a setting you are familiar with? Why is there a picture of a pot in each room?
- Model writing a descriptive paragraph of one of the flats using the children's key words and phrases.

Development activities

- Children to choose one of the other flats to write their own descriptive paragraph.
- Extension: Use their setting in a narrative. Introduce a fifth flat in the block. Who would live in the flat? What would their flat look like?

Plenary

- Choose some children to read out their description and the other children have to guess which flat they are referring to.