

Colourful Semantics Session Plan – Key Stage 2

This is a seven-session lesson plan based on the following KS2 Reading Comprehension and Writing Composition objectives:

Reading Comprehension Y3/4/5/6

Asking questions to improve their understanding of a text

- *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *predicting what might happen from details stated and implied*

Writing composition Y3/4

Draft and write by

- *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)*
- *organising paragraphs around a theme*
- *in narratives, creating settings, characters and plot*

evaluate and edit by:

- *assessing the effectiveness of their own and others' writing and suggesting improvements*

Writing composition Y5/6

Draft and write by:

- *in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action*


evaluate and edit by:

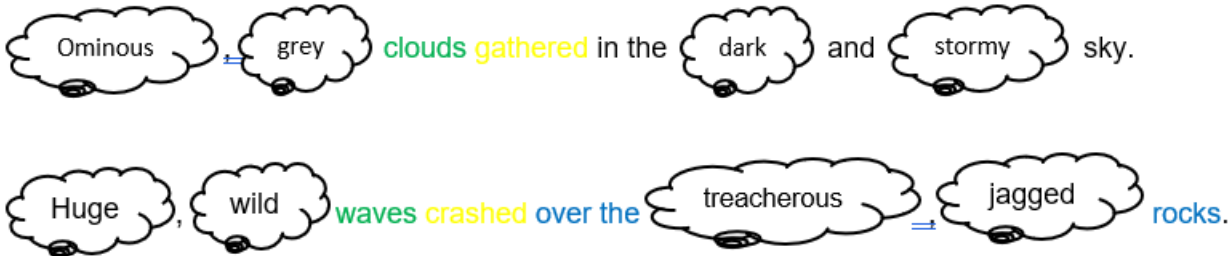
- *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*

For these sessions, you need to use the short film, '*Lighthouse*' from the **Literacy Shed** website.











This lesson plan is for pupils who are already familiar with Colourful Semantics coding and possibly have some experience of the Shape Coding elements, although this is not essential.

Colourful Semantics Session Plan – KS2 (Reading/ Writing) 8-10 years


Lesson Objective	Aims	Activity	Resources
<p>Session 1</p> <p>We are learning to include adjectives/ cloud words to make descriptive sentences.</p>	<p>I can use a word bank to select the most exciting and appropriate adjectives.</p> <p>I can say, sequence and write narrative phrases using these adjectives.</p>	<p>Explain that, later this week, we will be watching a short film that tells a story, but first, we are going to be detectives and look for clues about the film by studying its setting. Show a still of the setting of the lighthouse on the cliff from the opening scene. Discuss what they can see together.</p> <p>Model collecting nouns/ what words and recording on green post-its or in green pen on white paper. Stick these onto an enlarged copy of the setting image (mounted on larger card to give border). Pupils continue this in pairs or small groups, with shared A4 copies of the image. Feedback ideas to rest of pairs/groups.</p> <p>If we were there, what would it be like? What would we hear/ smell/ taste/ feel? How could we describe the nouns that we have found?</p> <p>Model generating and recording adjectives/ cloud words to describe the nouns, on cloud outlines, to blue tack to relevant section of image. Pairs/ groups continue with own copy.</p> <p>Discuss it and together generate vocabulary that the pupils will be expected to use when discussing it, eg rocks – not just ‘pointy’, but ‘jagged’ or ‘treacherous’.</p> <p>Repeat activity with appropriate verbs/ doing words (in past tense) related to identified nouns in image, eg ‘crashed’, ‘shone’, ‘gathered’.</p> <p></p> <p>Feedback: select noun phrases, verbs and where words and combine to compose descriptive sentences, eg</p>	<p>Still from film, showing lighthouse on cliff, with waves crashing on rocks beneath: large one on whiteboard, A4 copies for pupils to share.</p> <p>Green and yellow post-its</p> <p>Green/ yellow pens</p> <p>Cloud-shaped post-its/ labels</p> <p>Blue-tack</p> <p>Colourful Semantics colour-</p>

		 <p>Ominous grey clouds gathered in the dark and stormy sky.</p> <p>Huge wild waves crashed over the treacherous jagged rocks.</p> <p>Use the phrases composed to write a setting description for the story.</p>	coded frames:
Lesson evaluation and next steps			

Colourful Semantics Session Plan – KS2 (Reading/ Writing) 8-10 years

Lesson Objective	Aims	Activity	Resources
<p>Session 2</p> <p>We are learning to ask and write questions.</p> <p><i>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</i></p>	<p>I can write my ideas in detailed sentences.</p> <p>I can ask questions to find information.</p>	<p>Explain that today we are looking for even more clues about the story by studying the main character.</p> <p>Give each child a still from the film, showing the main character – what clues can we pick up about him?</p> <p>Record pupils' observations using CS coding, eg He  working.</p> <p>Extend sentences through questioning, eg Where is he working? What is he using? How do you think he feels? What is it like?</p> <p>He  is sitting at the table in a  dark room, and he  is writing on a piece of paper.</p> <p>He  is looking at something  scary in the room.</p> <p>A candle  is on the table.</p> <p>Refer to colour-coded sentence structure frames to support varied sentence structure.</p> <p>Read sentences to the group. Evaluate by identifying 2 positives and 1 suggestion for improvement. Adult can model using own example sentences first, if necessary.</p>	<p>Writing stimulus image of still from film.</p> <p>Coloured felt/ whiteboard pens.</p> <p>Colour coded question word prompt cards.</p> <p>Colour coded sentence structure frames.</p> <p></p> <p></p> <p></p> <p>Cloud outlines</p>
Lesson evaluation and next steps			


Colourful Semantics Session Plan – KS2 (Reading/ Writing) 8-10 years

Lesson Objective	Aims	Activity	Resources
<p>Session 3 To compose questions.</p> <p><i>Asking questions to improve their understanding of a text</i></p> <p><i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <p><i>predicting what might happen from details stated and implied</i></p>	<p>I can use questions to find more information and understand better.</p> <p>I can compose questions.</p> <p>I can use my understanding to make predictions.</p>	<p>Today, we will write some of the questions we have been asking about the picture of the main character. When we watch the film, we will try to find the answers to these questions.</p> <p>What else would we like to know, that we cannot find out through looking at the picture?</p> <p>We are going to find out what happens when we see the film, so we are going to prepare some more questions, of our own, about this character that we want to find the answers to.</p> <p>Together, identify and colour/ shape code the prepared question words. The adult can model the questioning initially.</p> <p>'What is he looking at?'/ 'What is his job?'/ 'Where is he?'/ 'Why is he using a candle?'/ 'What is he  ?'</p> <p>Record some of pupils' questions together, using colour coded question word prompts. Then pupils record own, referring to colour coded question words. Each read own questions to rest of class – can anyone suggest possible answers?</p> <p>Watch the film – pause at intervals:</p> <ul style="list-style-type: none"> - to give opportunities for predictions, eg after the Lighthouse Keeper slams the window shut, after the light breaks, after he opens the door. - To identify answers to questions asked/composed. 	<p>Still of main character.</p> <p>Colour/ Shape coded question words.</p> <p>Short film 'Lighthouse' from Literacy Shed website.</p>
Lesson evaluation and next steps			

Colourful Semantics Session Plan – KS2 (Reading/ Writing) 8-10 years

Lesson Objective	Aims	Activity	Resources
<p>Session 4</p> <p>We are learning to structure explanations.</p> <p><i>Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.</i></p>	<p>I can give reasons for my opinions.</p>	<p>Watch the film again and discuss. What did they like/ dislike about the story? Was there anything they saw on their second viewing that they missed on the first?</p> <p>Make comments about the action and give reasons – P.E.E. – make your Point, Explain it and give Evidence.</p> <p>Model how to structure explanatory sentences, using the purple arrow, using purple whiteboard pen or large purple arrow to blue tack under explanation. Provide beginnings of sentences, for pupils to record the explanation above the purple arrow. You do not need to code the explanation part of the sentence using who/ doing/ what/ where etc. The purple arrow is the coding for this part of the sentence.</p> <p>'I think the Lighthouse Keeper was happy at the end because the villagers came to help him.'</p> <p>'I think the candle went out because</p> <p>Differentiation: give choices of explanation to select from or vary amount of inference required to understand reasons for events.</p> <p>Share and compare explanations.</p>	<p>Short film 'Lighthouse' from Literacy Shed website.</p> <p>Prepared sentence openers for children to complete by writing explanation above purple arrow.</p> <p>Large purple arrow/ purple whiteboard pen.</p>
Lesson evaluation and next steps			

Colourful Semantics Session Plan – KS2 (Reading/ Writing) 8-10 years

Lesson Objective	Aims	Activity	Resources
<p>Session 5 To include dialogue in a narrative.</p> <p><i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i></p>	<p>I can write dialogue for a story.</p>	<p>Dialogue</p> <p>Watch the film again, pausing at intervals to discuss what the Lighthouse Keeper or the villagers may be saying or thinking at that time, eg pub scenes near start and when light goes out, scenes with Lighthouse Keeper where he is writing/ the light goes out/ he drops the light/ the villagers come to help, the sailors when they nearly hit the rocks.</p> <p>Ask pupils to act out the story in small groups (LHKeeper/ villagers/ sailors) – Can they introduce appropriate dialogue, which helps to move the action along, as the role play progresses?</p> <p>Groups feedback to each other. Adult models recording dialogue using green speech bubbles initially. Then transfer this dialogue into a sentence, using inverted commas. The speech/ dialogue and any punctuation, eg full stops/ exclamation or question marks, will be inside the inverted commas and coded green.</p> <p>“Oh no! I can hear a boat coming!” exclaimed the  lighthouse keeper.</p> <p>Revise range of alternatives to ‘said’ to make sentences more interesting.</p> <p>Pupils record dialogue used in role play in speech bubbles initially, then transfer into sentences, in preparation for writing narrative next session.</p>	<p>Short film ‘Lighthouse’ from Literacy Shed website.</p> <p>Green whiteboard pen.</p> <p>Green speech bubbles for recording dialogue, prior to transferring to sentence and using inverted commas.</p>
Lesson evaluation and next steps			

Colourful Semantics Session Plan – KS2 (Reading/ Writing) 8-10 years

Lesson Objective	Aims	Activity	Resources
<p>Session 6 We are learning to sequence sentences in paragraphs, to form a narrative.</p> <p><i>organising paragraphs around a theme</i></p> <p><i>in narratives, creating settings, characters and plot</i></p> <p><i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i></p>	<p>I can sequence sentences to write a story.</p> <p>I can write descriptive sentences.</p> <p>I can include dialogue.</p>	<p>Write the 'Lighthouse' story. Provide sets of 10 stills from the film for pupils to discuss and order in pairs. Feed back to class, taking turns to verbalise a paragraph/ the action for a particular still. Remind pupils to:</p> <ul style="list-style-type: none"> - use their learning from previous sessions to produce high quality sentences/ paragraphs. - use past tense – you may need to collect a range of past tense versions of verbs needed or provide past tense word bank. <p>Adult model or shared write the paragraph for the second image.</p> <p>Pupils write the story, referring to sequenced images vocabulary collected, dialogue practised, and insights gained into character personality and motivation. Write own sentences to accompany the sequenced stills, beginning a new paragraph for each still/ image. Stick first image on the left-hand side of the page and write setting description next to it. Continue by sticking next image on left-hand side after completing the previous paragraph.</p>	<p>Each child's own setting description, colour-coded sentences, dialogue and explanations from previous sessions.</p> <p>Lined writing sheet with stills images in sequence at the top of the page.</p>
Lesson evaluation and next steps			

Colourful Semantics Session Plan – KS2 (Reading/ Writing) 8-10 years

Lesson Objective	Aims	Activity	Resources
<p>Session 7 We are learning to edit and improve sentences in short narratives.</p> <p><i>assessing the effectiveness of their own and others' writing and suggesting improvements</i></p> <p><i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i></p>	<p>I can proof read my sentences.</p> <p>I can edit and improve my sentences.</p>	<p>Editing Adult to model process first with example paragraph for one of the stills/ images. Take each sentence and check for:</p> <p>Use of descriptive language:</p> <ul style="list-style-type: none"> - How many cloud words? - Are they the most effective choice? - Consider other available cloud words. (Provide Colourful Semantics coded adjective word bank.) <p>Use of dialogue:</p> <ul style="list-style-type: none"> - Does it help to move the action along/ create atmosphere or tension? - Are there other places in the narrative that would benefit from use of dialogue? <p>Differentiation: if able, can also check for most effective use of punctuation, particularly to communicate tension/ suspense.</p> <p>Read edited stories, with expression. Evaluate.</p>	<p>Narrative sentences written at previous session to edit.</p> <p>New writing sheet to write amended story on.</p> <p>Adjective/ cloud words word bank.</p>
Lesson evaluation and next steps			

Other possible ideas to supplement this lesson plan:

Write a newspaper article based on the event – use CS coding to organise info required for the report, eg **When** did it happen? **Where** did it happen? **Who** was involved? What **happened**? **What did the eyewitnesses say?** **What did the lighthouse keeper say?**

Hot seating with lighthouse keeper. Pupils ask questions of the adult role-playing the Lighthouse Keeper. Compose questions together using Colourful Semantics colour coded question word prompts.

Collect any adjectives/ cloud words, from a range of given adjectives, classify according to ‘zone of relevance’ – ie which most suitable for story/ to describe the character or setting and which is not appropriate.

Longshots, mid-shots and close-ups – look at the film – when did the director use each type of shot? Why?

How does that help us with our writing?

Match sentences to different types of shot. Remember tension; how can punctuation help to reflect tension?