**Writing outline**

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| **Year 3** | **Science focus:** recognising that shadows are formed when the light from a light source is blocked by a solid objectFinding patterns in the way that the size of shadows change.**Writing outcome**: A shadow poem and excerpts from a narrative to set the scene. |
| **Audience** | Children of a similar age |
| **Purpose** | To bring settings and actions to life for the reader |
| **Key Texts** | Shadow by Marcia Brown; Varjak Paw by S F Said, My Shadow by Robert Louis Stevenson; Peter Pan by J M Barrie |
| **Big questions and other AfL opportunities to activate knowledge** | * Peter Pan had trouble with one shadow. I had three shadows the other night. Is that possible?
* Can the night have shadows?
* Can shadows flicker?
* Text C. What suggests that Varjak maybe being drawn to something sinister?
* In threes one shine the torch, one perform a dramatic pose, the third draw around the shadow on paper. Is there anything the person could be carrying that would not create a shadow?
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| **Science Teaching** | Concepts cartoons are great for assessing starting points and unpicking misconceptions as many children think that we can still see when there is no light. Another common misconception is reflective materials/ objects such as cat’s eyes give out light. Asking children to draw how they think they see something is also a useful starting point activity. Investigations: What material is most reflective? What materials let light pass through?Which material makes the best shadow to make a shadow puppet (HfL PSP assessment task)? How do shadows change throughout the day? How can I make my shadow puppet bigger?  |
| **Read** | * refers back to the text for evidence when explaining
* infers characters’ feelings, motives, behaviour and relationships based on descriptions and their actions in the story
* identifies how settings are used to create atmosphere
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| **Plan** | Poem – follows the model but can be ordered in any way that the child feels is appropriateSetting: Considers the feeling you want to give the reader through the setting, colours of light, movement |
| **Write** | * expresses time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]
* uses some detail in the description of setting or characters’ feelings or motives
* begins to use figurative language including similes
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| **Edit for accuracy and enhancement** | * shows awareness of the reader in own proof reading and editing
* apostrophes for contractions and/or possession
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| **Publish** | Illustrated poemSettings alongside the pictures that inspired the poem |

**Create a character**

In threes, one holding torch, one posing as a character and one drawing around the shadow projected, children draw a character posing.

What happens to that silhouette if you add a hat? Cloak? Large hooked nose? Could it be carrying an object you can’t see? Are there many objects the character could be carrying that wouldn’t produce a shadow/ What about adding an object like a suitcase?

**Write an excerpt of a story to set the scene:**

* there is somebody/ something in the shadows
* as the sun is setting on a summer’s day and the long shadows stretch
* strange / dangerous shadows in the street / park / house

**Shadow poems inspired by ‘Shadow’ by Marcia Brown**

Where does the shadow live? In the city, desert, quiet pavement, church, bedroom?

Where does it go and what does it do? It goes forth in the night; it likes to mingle with dancers; It doesn’t sleep, it likes to dance by the fire

How does it move: it creeps and crawls, wriggles and squirms, stretches and slides, curls up and sits.

Which lights create it? The pale yellow light of the lamp post. The orange glow of the setting sun.

What happens to it? It gets trodden on, bumped into; ridden over, slid on; boats glide across it and people walk to pray through it. People sit on it and stand on one leg beside it.

Where does it hid at night?

**Useful sentences, words and phrases for writing a narrative excerpt based on ideas from Descriptosaurus**

**Sentences:**

The night was full of dangerous, flitting shadows.

The beam from the light cast a thin flickering light before him.

The inky fingers of darkness clutched at his heels.

Wispy clouds dotted the sky.

Icy mountains of cloud glided like mist over the ground.

The moon sometimes gave a bright light and sometimes an eerie gloom

**Verb phrases**

Bathed with a gentle light

Sparkled in the sky

Darkness falling like a curtain

Steeped in a dark gloom

Casting strange shadows on the ground

**Nouns and adjectives**

the sun’s last rays

soft, fading light

gloomy grey mist

bright silver light of the full moon

darkness of either side of the torch was like a wall

chilly darkness

waivering shadows