

Hoverbike – Y4 Imagined worlds

Prior Knowledge - Check that children can already:

Identify a range of settings used by authors when discussing stories they have read. Use simple connectives to connect ideas in simple or compound sentences.

Experience - Listen to the start of film without visuals – stop at about **2 minutes**. As the children are listening to the soundtrack they fill in the grid – colours, sounds, time, place. Allow time for the children to draw and colour the setting they think they will see in the film. Compare sketch with others on the table, explaining choices.

Watch the film. Stop at **1min 10 seconds** – discussion round the table – how is the scene they see similar or different from what they imagined? What do we know about the character now? What will happen next? – encourage children to think about what they have heard in the intro, so they are making links and basing ideas on what has happened previously. This will support their understanding of sequencing and how stories fit together.

Following these initial discussions, allow children to watch the film again without interruptions.

Quickly children record initial responses to the film– puzzles, patterns, likes, dislikes. This can be done individually, in a group with someone acting as a scribe, or as a whole class. This grid can be added to as the film is watched again, and answers can be developed as the children become more familiar with the storyline and characters.

Watch again. Stop at **1 minute 23 seconds** – how does the sound track add to the story? What is it telling the watcher? Is this like anything you have seen before? Stop at **2 minutes 22 seconds** – How is character feeling? How can we tell? Why is he feeling like this? What do you think will happen next? Stop at **3 minutes** – how did the film build up to the problem – character reactions and sound (moments of silence, character body language – relief, shock, anger, surprise ...)

Stop at **3 minutes 34 seconds** (light shining) how does this link back to the start of the film (light shining from the box when the bike emerges ... light shining in character's eyes). How is the effect different? What has changed?

Watching the whole film again, this time giving children a Cs and Ss focus – Colour, Camera, Character, Setting, Sound or Story (see questions in resources). Use Jigsawing technique, split class into groups with a C or S focus. Once responses have been discussed in expert groups, share response back in home groups.

Phase outcomes: Children can explain how images and sounds can create atmosphere. Children can identify characterisation in films, identifying the strategies used.

Orally retelling the story will help children to internalize the story structure and develop language patterns which will support the writing process. Use 'Boxing up' or story mapping to sequence key events in the story, where possible using screen captures. Using this visual prompt, give opportunities to retell the story to one another a number of times, improving and adding vocabulary until the story can be told fluently.

Use drama strategy – Thinking, Saying Feeling to record what Dhobert is thinking, feeling or saying at key moments in the story.

Ensure children include some of these details in their oral re-telling.

Now discuss how the story might change if one thing in the story were to change. In groups, improvise the story in a different setting through role play e.g Imagine the setting was a bust street with neighbours. How would this change the story? Or a cold planet? Or one covered with tree-like plants?

Using digital photo software, allow children to create their own imagined setting. Now retell the story in their setting. Again, give time to retell the story to one another a number of times, improving and adding vocabulary until the story can be told fluently. Use audio software such as Audacity to record stories and allow children to listen back to phrases/sections to edit and improve.

If desired, the plot could be altered in further ways: Imagine he had a friend/wife. Imagine there was a different item in the box etc.

Go through a similar process of improvisation and oral rehearsal.

Phase outcome: Children can retell a known story in sequence. Children can tell a new version of the story to effectively entertain an audience.

Use Shared writing to demonstrate how to turn the oral story into a written story. Model using the 'boxed up' story to identify the sequence of the story and organise it into paragraphs. Use teacher modelling in shared writing to demonstrate how to create cohesive paragraphs – using linking phrases, to signal time (*later that day, once*); to move the setting (*meanwhile back at the cave, on the other side of the forest*); or to surprise or create suspense (*suddenly, without warning*).

Use teacher scribing to develop ideas children had from their own oral story telling and supported composition to assess children's readiness to write. Emphasise the setting descriptions and character reactions to enable the reader to fully understand the story.

Refer back to Cs and Ss – how can we show camera angles, sounds and colours in a written text – model experimenting with different sentence structures to get the desired effect e.g close up on details, use of short sentences to speed up the action, or longer sentences to slow things down.

When children begin independent story writing, encourage them to draw on the orally rehearsed content, sentence structures and vocabulary used in the oral rehearsal. Using a working wall, display materials and phrases created in previous sessions and, where possible the audio recordings for them to access during the writing sessions.

Model the way that you edit the text to improve its quality and effectiveness for the reader. Working in pairs with their writing partner, children edit their writing to improve it, with an emphasis on entertaining the reader.

Use Guided writing to address particular areas of development/targets.

Phase outcomes: Children can describe settings and characters to engage readers' interest. Children can use language to create humour, atmosphere or suspense. Children can write stories in sequenced, cohesive paragraphs.

You may wish to extend this unit by giving children the opportunity to choose another form of writing inspired by the film – instructions, diary entries, explanations, letters of complaint ...the list is endless!