

Something Fishy

Year 3/4 Writing Sequence

HIAS English Team
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Final version

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Using the Home Learning Materials

The materials

- Each writing booklet contains a sequence of 5 lessons.
- You should set aside time to complete each of the lessons in order.
- Each lesson will take no more than 30 mins to complete.

How to use

- Read the instructions carefully before you start a task.
- Each lesson has a simple explanation and examples to get you started.

How can parents, carers and siblings help?

- Read the extracts aloud with your child
- Collect interesting words and phrases on paper / post-its as they read
- Talk to your children about their ideas before they write
- Adapt any of the resources and materials as you feel necessary to support your child's needs

5 day writing sequence

This sequence is developed around short video: 'Something Fishy.'

<https://vimeo.com/24962214>

Children will write their own short story to accompany the film.

Teaching sequence:



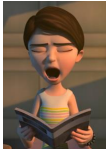

- 1) Responding to the text
- 2) Write sentences using conjunctions
- 3) Build descriptive vocabulary
- 4) Logically order a short story
- 5) Writing challenge

Something Fishy <https://vimeo.com/24962214>



Lesson 1 – Responding to the text

This sequence of learning will work best if you do not watch the video clip all the way through to begin with, but rather pause at certain points as indicated on each slide.

Key moment	What do you notice?	What might this tell us?
(14 secs) 	It has the word 'fishy' in the title	This might be a story about fish
(6 secs) 	The character is reading a book	She likes the book!
(12 secs) 	The character is yawning...	
(15 secs) 		

Use the above grid (also printable on page 10) to explore different points in the story. Keep going to the end.

Lesson 2

Write sentences using conjunctions

Conjunctions are joining words that link together parts of a sentence
e.g. and, but , or, and because

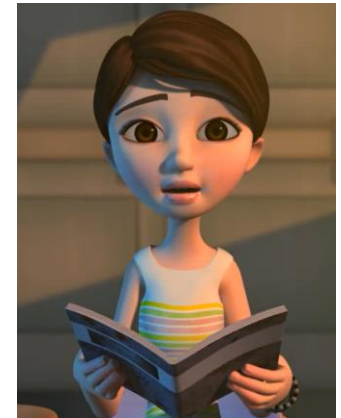
Watch the video up until 14 seconds and pause (the last picture on yesterday’s grid).

How was the character feeling up until this point?

Stop to discuss why they think the character’s expression has changed.

Carry on watching up until 45 seconds. Discuss what you think the main character is thinking. Complete the worksheet, writing four words or phrases that you think she is thinking (page 11)

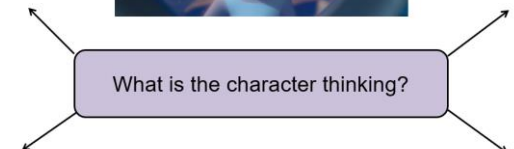
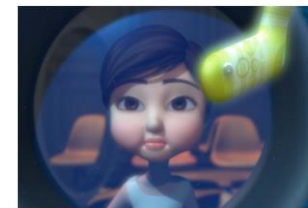
Write these at the end of each arrow.



Write sentences using conjunctions to explain ideas:

e.g. *I think the character is surprised but also intrigued.*

Extension: extend the sentences using *because* to show the children’s thinking.

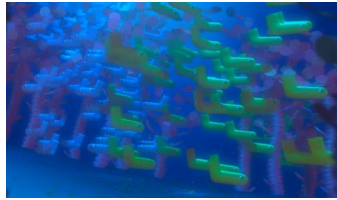


Lesson 3 – Build descriptive vocabulary

Watch the film up until 1.15. Use the below table (printable on page 12) to build a ‘brick wall’ of descriptive words.

Then write sentences to describe the world inside the washing machine using the words written in the table

eg *Fishy socks zoom under the water as colourful turtles swim gracefully by.*



fishy socks!		
		colourful turtles
turquoise waters		

Lesson 4 – Logically order a short story

For this lesson, print and cut up the pictures on page 13 in advance.

Watch the whole film at least twice. Enjoy and discuss, taking note of changes in mood and music. Feel free to pause and make new predictions and discuss how the character's feelings change.

Next, re-order the pre-cut pictures. Discuss the choices and verbally retell the story several times, remembering to use the description from lesson three.

Finally, annotate each picture with key vocabulary as highlighted below.

glowing sock fish



shock and fear!

Lesson 5 – Writing challenge


Re-watch the film and retell the story using the pictures which were ordered yesterday.

Using the pictures as a guide, write a short story to accompany the film. Remember to include the following:

- A clear opening and closing
- Conjunctions (lesson 2) to link ideas and extend sentences
- Descriptive vocabulary (lesson 3)
- Logical order (lesson 4)
- Accurately punctuated sentences

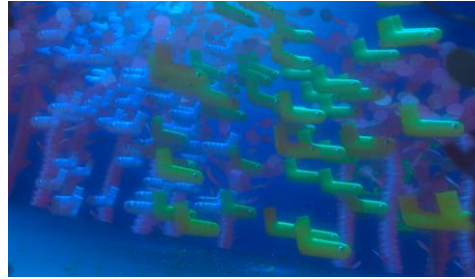
Challenge:

Explain the girl's reaction when the trouser 'shark' appears.

Key moment	What do you notice?	What might this tell us?
		
		
		
		



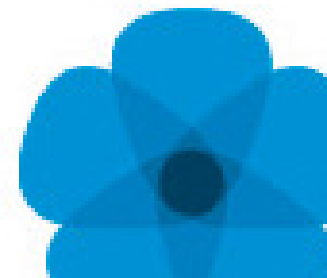
What is the character thinking?

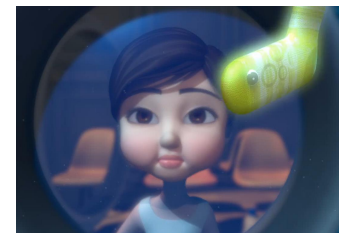
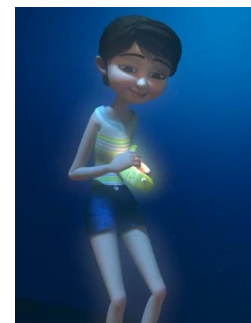
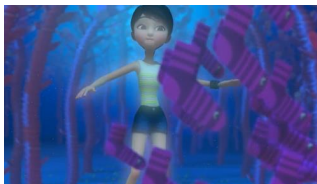
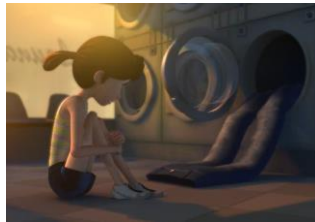
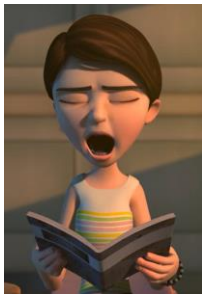


fishy socks!

colourful turtles

turquoise waters





HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

During the current school closures, we are still offering school support in a variety of ways such as video conferencing, phone calls and bespoke creation of resources remotely. Coming soon will be teacher training via virtual classrooms. We would be happy to discuss your needs.

For further details referring to English, please contact:
Emma Tarrant : emma.tarrant@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk

