

## AFRICAN ADVENTURE: SESSION 1

**Outcome:**  
Writing a comic

**Writing Target**

- Target word: 'lions'
- Revision words: 'wanted', 'there'
- Sentences: four simple sentences

**You will need:**

- Writing Logs page 1
- Whiteboards and pens
- Card for covering spellings



Ensure children realise that the 'i' is making the long vowel phoneme.

**Warm Up**

**Phonics: 'lions'**

2 minutes

- Robot-speak the word 'lions' then ask the children to blend the phonemes to make the word.
- Listen as they robot-speak 'lions' and then blend the whole word.
- As they robot-speak the word again, write the letters on the board.
- Wipe your board clean then ask the children to write 'lions' on their whiteboards and add phoneme buttons.
- Tell the children to wipe their boards clean and to write the word in the phoneme frame in the Phonics box, cover it and write it twice underneath.

**Spelling Revision: 'wanted'**

1 minute

- Remind the children that they practised the word 'wanted' in an earlier session. Write it on your board, saying the letter names as you write it. Point at each letter and ask the children to say the letter names as you do so.
- Tell the children to study the word for 5 seconds, then wipe your board clean and ask them to write the word in the Have a go box.

**Spelling Revision: 'there'**

1 minute

- Remind the children that they practised the word 'there' in an earlier session. Write it on your board, saying the letter names as you write it. Point at each letter and ask the children to say the letter names as you do so.
- Tell the children to study the word for 5 seconds, then wipe your board clean and ask them to write the word in the Have a go box.

**Guiding the Writing**

**Talk for Writing**

3 minutes

- Read the text of the picture that introduces the story, and talk about it with the group. It says: 'Jack has gone to Africa to see fierce animals.'
- Look at the picture. What is Jack walking on? (hippos) Can he see them? (no) Why not? (His head is in the map.) Do you think that is funny? So this is going to be a funny story about Jack wanting to see animals but not noticing that they are right beside him.
- First we are going to write a sentence to go under the picture which will follow on from the sentence above the picture. It is going to explain to the reader why Jack went to Africa. Start your sentence: 'Jack wanted ...'
- Share the children's ideas.

### Talk for Writing

Plenty of opportunities for group discussion and partner work help children to share ideas. Reading back with expression plays a vital role in helping children to hear and refine their writing too.

**Demonstration Writing**

3 minutes

- I am going to write: Jack wanted to see some hippos.
- As I write the sentence I want you to write 'some' in your Have a go box
- Read the sentence together.
- Now we need to write what Jack is saying. We will put it in the first speech bubble in your books. Remember, Jack can't see the hippos because he is too busy looking at his map. So I am going to write: There are no hippos here.
- As I write the sentence I want you to write 'are' and 'here' in the Have a go box.

**Independent Writing**

3 minutes

- Allow the children 20 seconds to study your sentences then wipe your board clean, leaving the words 'Jack' and 'hippos' for the children to copy.
- Ask the children to turn to a partner and repeat the sentences.
- Tell them to cover their practised words and then to write the sentence below the first picture and Jack's words in the first speech bubble.
- Check the children's work.

Remind the children that they practised the words 'you' and 'help' earlier in the session.

**Talk for Writing**

3 minutes

- Look at the next picture. What do you think Jack wanted to see this time? (lions) Can he see a lion? (No, because he is leaning on one, as he looks through his binoculars.)
- We will write a caption below the picture and write the speech in the speech bubble. Turn to a partner and think of a sentence that could go below the second picture. Start your sentence: 'He wanted ...' Next, think of a sentence that could go in the second speech bubble. Start that sentence: 'There are ...'
- Share the children's ideas.

**Demonstration Writing**

3 minutes

- I am going to write: He wanted to see some lions.
- As I write the sentence, I want you to practise the word 'see' in the Have a go box.
- Read the sentence together.
- Now we need to write what Jack says about the lions. Can you remember what he said about the hippos? ('There are no hippos here.') So what will he say about the lions?
- In the speech bubble I am going to write: There are no lions here.

**Independent Writing**

3 minutes

- Allow the children 20 seconds to study your sentences then wipe your board clean.
- Ask the children to turn to a partner and repeat the sentences.
- Tell them to cover their practised words and then to write the sentence below the picture and Jack's words in the speech bubble.
- Check the children's work.

**Rounding Off**

4 minutes

- Ask the children to work with a partner and read out what they've written with expression. One should be the narrator and one should be Jack. Then ask them to swap roles.
- Ask the children what they think about Jack. Is he a bit foolish?
- Look at the second picture. What do they think the lion is thinking? Do they think Jack will get out of Africa alive?

**Review**

3 minutes

- Challenge the children to write the word 'there' on their whiteboards. Can they find three words inside 'there'? ('here', 'her', 'he', 'the')
- Why did they not need to write 'said Jack'? (We do not need to 'tag' speech in a speech bubble.)
- How well do the children think they did? Ask them to colour in one of the thumbs.
- Share the joke!

### Review

An opportunity for children to reflect on their own writing and evaluate their performance.

### Warm Up

Short, fun activities get children 'tuned in' to the idea of writing, and provide an opportunity to practise the letters and spellings needed in the rest of the session.

### Guiding the Writing

The main part of the session includes plenty of speaking and listening; demonstration writing; and short, supported independent writing tasks.