# Imaginative writing: Extended In Parliament

## Curriculum Links

### Learning Outcomes
- Write an imaginative story.
- Use appropriate organisation, vocabulary and literary conventions.
- Talk to others in groups or pairs, ask and answer questions relevantly by commenting respectfully and thoughtfully on the ideas of others.

### Success Criteria

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<th>Group</th>
<th>Class</th>
<th>Pairs</th>
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## Learning and Teaching Activities/Possible Organisation

### Introduction:
- Look at one photo at a time and discuss what shapes, lines, curves, shadows, etc. they can see. Teacher creates word/phrase bank from their ideas.
- Ask key questions to stimulate their ‘mind’s eye’, e.g. where is this building? What does it look like from outside? Does it have a garden? (WS 1)

*Ask the children if they know what real building it actually is. If they don’t know tell them that it is the Scottish Parliament. Have a class discussion about the Scottish Parliament, where it is, when it was built etc. Discuss and thought-shower who works there.*

### Scene setting
- Ask children to draw the exterior of this place – remember this does not have to be a building as they envision it!
- Write adjectives to describe this place. Think about all the ideas discussed in the introduction.

### Characterisation
- Discuss who or what you might find in this place. What would they be doing? Why would they be there?
  - Draw character onto character profile sheet.
  - Think, pair, share to discuss character’s attributes.
  - Now complete character profile. (WS 2)

### Main Event
- What is going to happen in this story? Discuss ‘turning points’.
- Pupils think of one event that happens to their character in the setting.
- This may involve introduce one or two secondary characters. (WS 3)

### Plot
- Children use writing frame to plan out their story using notes made previously. (WS 4)

### Assessment Strategies

- A – oral report
- B – observation
- C – questioning
- D – discussion
- E – short answer, written text
- F – written text, longer piece
- G – written report
- H – practical activity
- I – picture/model
- J – audio/video
- K – practical investigation
- L – other

### Resources

- See Teacher’s Notes
- E.g. Think, pair, share
- Worksheets 1 to 6

### Assessment

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<td>★ = individual</td>
<td>Storyboard 4-8 scenes or develop into 8 page book. (WS 5 and 6)</td>
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<td>Further Activities Invite an MSP or parliament worker to come and discuss ‘a day in the parliament building’.</td>
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