



LOWER KS2

ENGLISH (PRE-VISIT)



BRANSBY HORSES
— Rescue and Welfare —

National Curriculum (2013) Programmes of Study

Year 3 and 4 Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices (for example, headings and sub-headings)
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Notes and guidance (non-statutory)

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Learning Objectives (children will be taught to):


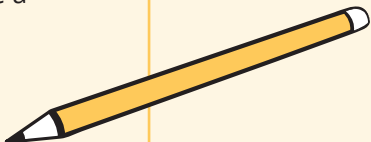

- consider the story of *Black Beauty*, focusing on Ginger's story
- identify the ways in which horses were treated badly in the story
- write/create a narrative re-telling Ginger's story

Learning Outcomes (children will be able to):

- describe a variety of ways in which the horses were mistreated in the story
- sequence the events of Ginger's story
- re-tell Ginger's story as a newspaper report

BLACK BEAUTY
'GINGER'S STORY'



Lesson Plan	
Activity	Resources
<p>Starter</p> <ul style="list-style-type: none"> Read or listen to chapter 1 of <i>Black Beauty</i> (Usborne Young Reading) to introduce the characters in the story and set the scene. Ask the children to use talk partners to discuss what they can remember from the story so far. Ask the children to put their hands up and share something that their partner could remember from the story. <i>What have they liked so far about the story? Which characters have they been introduced to? How do they think they would have felt if they were Black Beauty when he was told he was going to be sold?</i> 	<p>Usborne Young Reading <i>Black Beauty</i> ISBN 978-0-7460-9348-1</p>
<p>Teaching</p> <ul style="list-style-type: none"> Explain to the children that for the next part of the lesson they are going to hear a sad story: the story of Ginger, who Black Beauty has just met at the end of chapter 1. The children will be asked to be in role as newspaper reporters. What do newspaper reporters do? Discuss with the children how they will need to gather information from the story in order to be able to write a report for their newspaper. Give the children special note paper (resource 1) for them to use whilst listening to chapter 2. Ask individuals to share the notes they have made with the class – this will allow any children to fill gaps that they have missed. You may want to pair some children up with a more able writer or use a TA to support those children who struggle to make notes. <p>Key points from chapter 2 for teacher’s reference:</p> <ol style="list-style-type: none"> (pg 15) So I was paired up with Ginger.... My first memory is a stone being thrown at me.... (pg 16) Poor you!.... blood poured from my flanks.... (pg 17–18)and then he cut off my tail.... “Horrible!” I snorted.... (pg 18–19) That’s not all.... Kindness wins us, not painful whips.... (pg 20) But we’re lucky here.... because everyone is so kind.... <ul style="list-style-type: none"> Show the children one of the Bransby Horses newspaper articles (Resource 3 or 4) – discuss some of the key features of this form of writing using the PowerPoint about features of a newspaper article (English Lower KS2 - Resource 2): <ul style="list-style-type: none"> Headline: make your headline short and snappy. Use exciting words, alliteration or rhymes to catch the reader’s attention. Your headline needs to tell the reader what kind of story it’s going to be. Lead sentence(s): the first sentence or two underneath the headline should be a brief sharp statement of the story’s essential facts (use the Ws). 	<p>Resource 1,2,3 & 4 Scissors, glue, writing and colouring equipment</p>   

- Paragraphs: next, split your newspaper report up into paragraphs, each focusing on a different section, to help the reader clearly understand the story. Subheadings can be used in longer articles (a very short title that tells the reader a little about what the paragraph is about).
- Past tense: your newspaper story needs to be written in the past tense because you are reporting on something that has already happened.
- Third person: write your newspaper reports in the 'third person' because you are writing about somebody else. This means using the names of the people involved in the story or using 'he' or 'she', (not 'I' or 'me'). This makes you similar to a narrator, re-telling events without being involved in the story.
- Facts and opinions: fill your newspaper report with both facts and opinions. Facts give the reader all of the information they need by using the 5Ws. Opinions give the point of view of the writer or of people involved in the story. With all this information, the reader can then make up their own point of view.
- Quotations: adding quotations will make your report more interesting for the reader because it tells the story from the point of view of the people involved. Don't forget to use speech marks!
- Photos and captions: use a photo/picture with a caption to give the reader more information about the story you are writing.
- Summing up: your final paragraph should sum up the story – maybe add in a direct question to get your readers thinking.

Class Activity

- Together as a class, using their 'reporters' notes' and the key features of newspaper report writing, create a newspaper article based on Ginger's story. Come up with a headline for the article together – voting for the children's favourite choice.
- Using individual whiteboards ask different pairs of children to come up with sentences for the different sections from the story – reminding them about the features of this text type (third person, past tense, facts and opinions). Use these ideas to form a class article.
- What quotes could be used in the article?

Resource 2

Powerpoint slide with examples of newspaper articles

Plenary

- Read their finished article through together – what do they like? What could they improve? Save and print.
- Ask the children when they think this story happened. Discuss that although the story happened many years ago in the time of horses and carriages, some horses and donkeys are still very badly treated today. Explain to the children that they will be meeting some of these horses and hearing some of their stories on their visit to Bransby. Upon their return from their trip the children will be asked to create a newspaper report, using all the correct features, telling the story of a real horse or donkey that they met.



Bransby Horses, Bransby, Lincoln, LN1 2PH | www.bransbyhorses.co.uk | mail@bransbyhorses.co.uk | 01427 788464

Bransby Horses - Rescue and Welfare @BransbyHorses BransbyHorses