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TUTORING BLOCK PLAN

NAME: [REDACTED]

NUMBER OF SESSIONS: 2

AIMS OF TUTORING:

- To re-ignite [REDACTED]'s passion for writing.
- To learn how to plan longer pieces of writing.
- To understand the features of narrative with a focus on plot.
- [REDACTED] likes to write fantasy stories. We will use his current story, 'Luna', as a vehicle for writing.

CONSULTATION NOTES

- [REDACTED] is very able and passionate about writing, but enthusiasm has dropped off since beginning Year 3. He reads voraciously and enjoys fantasy and adventure.
- He enjoyed working on the Epic of Gilgamesh, but recent school writing pieces on instructions and persuasive letters have been fairly dry and uninspiring. He has been enjoying Enid Blyton's 'Adventure' series lately and loves Kiki the parrot. He doesn't enjoy occult stories (Coraline, for example, might not suit). He has read 'The Lord of the Rings' with dad and retained a lot of detail.
- [REDACTED] writes a lot! He likes to write long epics, but he says he struggles with middles (the bane of the professional writer!). He doesn't like to plan, but has his whole story in his head. When he wants to figure out his story problems, [REDACTED] engages in deep imaginative play.
- He says he enjoys activities where he gets to think about a picture or other stimuli, and discuss ideas with partners. I asked him to send me his best piece of writing and he began to tell me about his longest piece. I said that I actually asked for his best piece and that this may not be his longest. He sent me a story called 'Luna' and a comic book.

SUGGESTED SESSIONS

Each session to have a warm-up creative element to begin, e.g. story wheel, Hollow Woods, story cubes etc. Time to discuss his reading, where possible, will also be useful. He needs to start practising making notes to plan, rather than writing the whole story out. I hope to encourage this through the use of a 'story journal'.

Session one:

- What is a story?
- Establish features of all stories: character, setting, plot.
- Identify features of fantasy genre and evaluate both known stories and own writing.

Homework: using agreed criteria, evaluate own writing and begin using story notebook to record ideas.

Session two:

- Focus on plot. What is plot?
- Examine known plot structures, e.g. story mountain.
- Introduce a modified version of Joseph Campbell's hero's journey.
- Evaluate known stories using adapted hero's journey framework.
- Homework: use hero's journey to plot Luna. Include features of fantasy that [REDACTED] is keen to include: allies, enemies, dark lord etc.





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TUTORING SESSION PLAN

NAME: [REDACTED]

SESSION: 1/2

DATE: 7.3.21

AIMS OF TUTORING:

- To re-ignite [REDACTED]'s passion for writing.
- To learn how to plan longer pieces of writing.
- To read like a writer by evaluating good writing and borrowing some techniques.
- [REDACTED] likes to write fantasy stories. We will evaluate the features of good fantasy stories.

NOTES

[REDACTED] enjoys tasks which offer him opportunities for creative thinking, such as working out a story from a given picture or deciding what might happen next. He doesn't enjoy planning stories because he says he has it all in his head, but admits that he finds it difficult to figure out how to get from the start to the end - the eternal writer's struggle! He was interested in finding out some other story structures for planning. He is working on a story called Luna, which he sent me. [REDACTED]'s grasp of GPS is excellent for his age. His story is full of ambitious vocabulary, specific adverbs and adjectives, He has also attempted some very sophisticated devices, such as flash back. His composition is very ambitious, so he struggles to maintain continuity, but this is understandable given the amount of characters and events he has introduced.

SESSION OBJECTIVES

- Ensure [REDACTED] can use relevant apps and software.
- Identify and agree narrative features of stories: characters, setting, plot being essential.
- Identify and agree genre features of fantasy.
- Evaluate own story using agreed criteria (homework).

SESSION OUTLINE

- Warm up. Story wheel using various sentence starters <https://wheelofnames.com/ecc-zr4>
- What makes something a story? What do all stories have in common?
- Jam board: agree story features of characters, setting, plot (problems/exciting events). Agree that we will be learning more about plot and working on some ideas to help with plotting.
- Jam board: now that we know what all stories have in common, what makes a fantasy story different from other types of stories? (magic, magical creatures, setting is a big part, magical objects, quests).
- Homework: Think about favourite fantasy stories and fill out grid with agreed features. Think about Luna. Which features does it have and which are missing? Due 11.3.21.
- Using story notebook: share my notebooks. Encourage [REDACTED] to use his notebook to think about the features of Luna and to write notes for himself of the things he has included or wants to include.





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TUTORING SESSION PLAN

NAME: [REDACTED]

SESSION: 2/2

DATE: 13.3.21

AIMS OF TUTORING

- To re-ignite [REDACTED]'s passion for writing.
- To learn how to plan longer pieces of writing.
- To read like a writer by evaluating good writing and borrowing some techniques.
- [REDACTED] likes to write fantasy stories. We will evaluate the features of good fantasy stories.

LAST SESSION/HOMEWORK NOTES

Last session: [REDACTED] worked really hard in our last session and concentrated well for the whole hour. It was very intense for him, so I will be gauging his energy levels carefully this week and ensuring there are interactive elements. We established that the three main features of all stories are characters, setting and plot. [REDACTED] wasn't sure what plot was to begin with, but we established that it is essentially the things that happen - the problems and events of the story - and how these are structured. We also established the main features of fantasy stories that make them different from other stories including: magic, quests, imaginary worlds, magical creatures. We began to look at known stories, but he was beginning to find concentrating difficult, so we ended by discussing his 'Writing Lab' notebook (great choice of name!). I shared mine to show him that it is a place to make mistakes and try things out. His homework was to use the story wheel and write some short stories in his Writing Lab. He was keen to make his own story wheel too.

SESSION OBJECTIVES

- Understand that stories have a structure.
- Evaluate adapted hero's journey structure.
- Begin to use the hero's journey structure to plan own story (homework).

SESSION OUTLINE

- Warm up. Story wheel using various sentence starters <https://wheelofnames.com/ecc-zr4> - use [REDACTED]'s if he has made one. (10 mins)
- Homework review. Discuss [REDACTED]'s homework. Share more examples of how to use his writing journal, including use of pictures, diagrams, drawings etc. (10 - 15 mins)
- Recap agreed story features: character, setting, plot. Today we will be looking at the hardest one of all - plot! What is a plot? The things that happen - all of the events. It is the story itself. (5 mins)
- What shape is a story? Discuss traditional story mountain. Look at other shapes and think how story structure might fit in them. (5- 10 mins)
- Introduce hero's journey (adapted). Evaluate a known story against the hero's journey. (15- 20 mins)
- Homework: try using the hero's journey to plan your own story in your Writing Lab.

