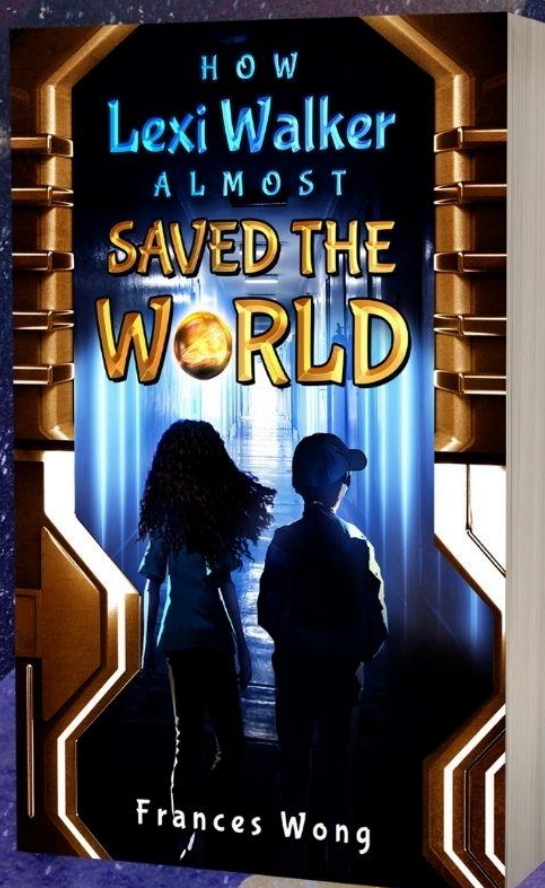


Read. Write.

CREATE





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### Author

Frances Wong, a wordsmith hailing from the rolling hills of West Midlands, has been imparting knowledge to eager minds for well over a decade. Her fervent passion for kindling the fires of reading and writing in younglings has proven to be the force driving her illustrious career, leaving a trail of inspired children in her wake.

Throughout her years of teaching, she has always been drawn to planning creative English lessons and helping her students develop their language skills. This passion led her to embark on the exciting

journey of creating lesson plans for her very own book.

However, her mission doesn't stop there, with a want to share her expertise with other teachers, helping them to inspire and motivate their own students.

### Key



Children write



Partner talk



Read



Class discussion



Table talk

Download all the resources here:



# Hook



“A good hook does more than merely arouse interest, though. It could introduce a concept in such a way that your students will remember it long after you taught it, so it will also function as a memory trigger for knowledge recall.”

The hook can take many forms and you should be really creative here with your resources.”

- Dr Nicola Brown

- **Generating interest in the text, genre and subject**
- **Familiarisation with the example text**
- **Deep delve into the book**
- **Explore the text structures**
- **Exposure to features of language**
- **Igniting imaginations**

**Disclaimer:** While there are 6 sessions provided through these pages, they are not sequential so can be used individually, totally or elements removed or added to suit your setting.

## 1. Hook Session

### Success Criteria

WALT: predict what might happen next in a text based upon what I have found out or think when reading. Genre: narrative Context: retelling				Teacher Assessment
I can make predictions based on the clues				
I can make predictions based on the text				
I can write questions using correct punctuation				
Vocabulary				
quizzically	dull	particularly	darted	

### Book Hook

Around the classroom place the following QR codes.

	1	Binoculars
	2	Skateboard tricks
	3	Backpack
	4	Mysterious orb
	5	Glasses

If you don't have access to iPads, you could gather props or use images of the items instead.



Children circulate the classroom with iPads in pairs or threes. (QR codes on pages 39 - 43 in appendix) Leave two pieces of sugar paper with each QR code and two questions:

- Who would use this item?
- What does this item tell you about the characters in this book?

Read the following extract to the children:

Lexi gave her skateboard a strong kick and dodged a group of tourists. She watched them quizzically as they all snapped a photo of a lamppost. It was a particularly dull lamppost in Lexi's opinion. It wasn't even one of the new ones with the fancy LED lights. Lexi had no idea why anyone would want a photo of a lamppost.

Guided Reading:



Read the extract a number of times, making use of echo and choral reading, and reading to a partner.

Identify unknown words: quizzically, dull, particularly, darted

Encourage children to annotate the text. (Use resource on page 44)

Questions to ask children:


- What predictions can you make?
- Where and when does this part of the story take place?
- How old is Lexi?
- What does the way Lexi is moving suggest about how she's feeling?

### Talk for Writing:



Children write a list of questions to which they don't know the answers. What do you want to know about this story? Reference the props or QR codes from earlier in the lesson.

Open a padlet to record the children's answers.

Use sugar paper to record the children's questions and  pin to the working wall.



## 2. Hook Session

### Success Criteria

WALT: build a sentence using a main clause Genre: narrative Context: retelling				Teacher Assessment
I can identify the verbs in a sentence				
I can create a noun phrase				
I can write a descriptive sentence				
Vocabulary				
beige	perched	embark	wits	

### Book Hook



Place character pictures of Lexi, Tim, Ms Boiko, Officer Eltran and Yeren around the room.

Encourage children to step inside the image and speak to the characters. What would they say? How would they say it? Encourage children to make connections between the images and the QR codes/props from previous activity.



Lexi Walker

Provide children with character descriptions. Can the children match the description to the character?

Encourage children to link names to descriptions and images. Resources on page 49 - 55



Tim Chen

a strange sight on her old fashioned skateboard: jean shorts, curly hair, backpack and pink trainers.

■■■■ wonderfully curly, brown hair bounced on her shoulders as she skilfully swept round a corner lamppost and onto the next street.



Ms Boiko

■■■■ would never wear bright colours like Lexi. His green trainers were usually hidden under baggy jeans and the rest of him under long TV show T-shirts. He had straight, black hair that he liked to keep short and almost always wore a hat. He pushed his glasses up his nose.



Officer Eltran

She was short and podgy and very old, judging by her pure, white hair neatly tied up in a thick bun. She was usually dressed all in beige, reminding Lexi of a jungle explorer, except that on her feet she wore bright, pink trainers. Lexi didn't know of any old people who wore bright, pink trainers, except for ■■■■. Her wise, brown eyes sparkled behind little, silver spectacles which she wore perched on the end of her nose. She was watching Lexi very carefully, as if she knew something secret and Lexi was getting closer to finding out what it was.



Yeren

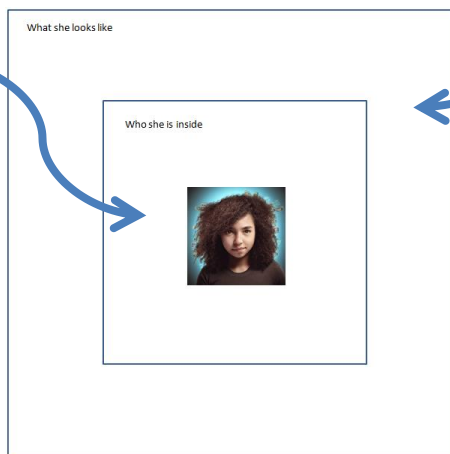
 Add the descriptions to your working wall.

### Build a Bank:

Examine the characters. Focusing on the adjectives and areas that are described, discuss their appearance and possible personality.

Using the resource on page 52, children will use their prior learning to write adjectives and personality traits to describe their characters.

Children write about the character's personality.



Children write about what the character looks like.

Encourage thesaurus use for children to widen their vocabularies

### Sentence building:

Build a sentence with the children using the resource on page 53. Share sentences on the board with the children and encourage them to identify the subject, verb, noun phrase, adverb and location in the sample sentences.

Tim's spiky hair stood up piercingly on top of his head.

Lexi wore ripped jeans that hung casually from her hips.

Lexi's colourful, old skateboard flew through the city in a flash.



Echo read the sample sentences.




Work with the children through the board and the children's whiteboards and then encourage independent writing on the scaffold.

<b>Subject</b>	Her
<b>Noun Phrase</b>	curly hair
<b>Verb</b>	bounced
<b>Add an adverb</b>	dramatically
<b>Where?</b>	on her shoulders


**Her curly hair bounced dramatically on her shoulders.**

**Write:**

 Children will write descriptive sentences of the characters, using the sentence structure they've practiced. Ensure children speak their sentences before they write them down.


 Show the front cover of the text:

Discuss the image using what we already know from our immersion into the text. Who is on the front cover? What could they be doing?


 Children share their ideas with the class, record ideas on the working wall.

Read the blurb to the children:

Join twelve-year-old Lexi Walker on an epic mission to capture a mysterious Orb and uncover the secrets of her small town! Along with her best friend Tim, Lexi embarks on a thrilling adventure and discovers an incredible alien world hidden beneath the town library. With action-packed chases, heart-pumping thrills, and impossible choices, will Lexi be able to keep her newfound powers a secret, or risk everything to protect the Orb?

 Ask the children the following questions:

- How does this blurb link to our predictions?
- Have they been right so far?
- Has your opinion changed since you heard the blurb for this book?

 Read Chapter 1 of *How Lexi Walker Almost Saved the World* (Approx. 10 minutes) While reading, encourage the children to jot down words they don't know on their word banks.

- Discuss the term 'adult supervision'.
- How does Lexi feel about her uncle?
- Discuss the meaning of unknown words.

### 3. Hook Session

#### Success Criteria

WALT: use possessive apostrophes in a sentence Genre: narrative Context: retelling				Teacher Assessment
I understand how to use possessive apostrophes				
I can use similes in a sentence				
I can use metaphors in a sentence				
Vocabulary				
skidding	ploughed	glint	ducking	

#### Lesson focus: Possessive Apostrophes

Read the paragraph where Lexi rides on her skateboard.

Lexi didn't know how to describe it. A ball of light? Maybe? She needed a closer look. She needed to catch it. She chased it through the Rosewell town centre, ducking around shoppers, skidding along corners. She ploughed along the pavements, pushing faster with her foot. A smile crept on her lips and a glint shone in her eye. She'd gone halfway through the town centre, chasing this thing. She couldn't lose sight of it. Not now. Not when she was so close!



Discuss what else Lexi might own. Reference the props/QR codes from previous hook lesson.



Children work in pairs to create a list of the things that Lexi could own.

Model how to use possessive apostrophes using the nouns that the children have provided.

Lexi's hair      Lexi's backpack      Lexi's binoculars



Provide children with the resource on page 56 and go through the answers with them. Correct any misconceptions.

#### Read and Respond



Read chapter 2 of *How Lexi Walker Almost Saved the World* to the children. (approx. 3 minutes). Discuss Lexi's character. Discuss Tim's personality.

- Are they similar characters?
- Why did the author choose these character types?


Review the pictures of Lexi and Tim. Model descriptions using similes.

Tim's hair was styled in short, spiky tufts like the quills of a porcupine and his glasses sat on the bridge of his nose like wise old owls perched on a branch.


Lexi's curly, brown locks cascade down her back like silk. Dressed in jeans and T-shirts that were as lively as her spirit, she was bursting with energy.



Tim's lips were pale and thin, as if drained of all the colour, and he spoke in a soft hesitant voice that barely rose above a whisper.

 Children write one sentence description of one character.


### Convert


 Discuss the difference between a metaphor and a simile. Ask children to suggest metaphors that they have seen in text before.

Model metaphor descriptions to the children.

Tim's porcupine hair stood on end.

Lexi's fluffy cloud hair sat on her shoulders.

 What effect does it have changing the simile to a metaphor? Add metaphors to the working wall.

 Children write one descriptive sentence using a metaphor.

## 4. Hook Session

### Success Criteria

WALT: use speech with inverted commas Genre: narrative Context: retelling				Teacher Assessment
I understand where to place inverted commas in the dialogue				
I can use other words than said				
I can write dialogue using inverted commas correctly				
Vocabulary				
quizzically	dull	particularly	darted	



Read chapter 3. (approx. 10 minutes)

Use the resource on page 58. The chapter is cut into 5 pieces. Place the children into groups and distribute the sections of the chapter. Assign one part to each group. Children will act out that section of the chapter in their pair, three or group. Bring the scenes to life.



Discuss the writing prompt on the board.

I know this is all a shock to you, but you must retell everything that has happened so far. Your memory wipes have failed, it is important that we full understand what has happened. It is imperative you include as much detail as possible to explain what happened from the very start. Tim, Lexi, the orb is precious but immensely dangerous. To protect the earth, I must know everything.

Yours sincerely, Ms Boiko



Discuss the expectation from Ms Boiko. What does she want you to do? What does it mean when she asks for lots of detail? How can we add extra detail?

Share the writing purpose with the children.

**Writing Purpose:** to inform

**Writing Outcome:** retell the story of Lexi and Tim capturing the Orb and meeting aliens




Read and explore the sample text. Discuss with the children that we will be writing in the first person and using metaphors and similes. Read, echo read, coral read and ask children to read.

Ask children to add words they want to magpie into their word banks.



Children write one sentence using the new vocabulary they've found in the example text.

Recap


 Revise speech marks with the children and demonstrate how to use speech marks.

What is that? Tim cried.

Work together with the children to place the speech marks in the correct place. Highlight the speech punctuation rules:

- Starts on a new line
- Begins with inverted commas
- Starts with a capital letter
- Ends in a comma, question mark or exclamation mark
- Use another word for said
- Full stop after the reporting clause


 Model common misconceptions with the children and ask the children to help support correcting the misconceptions.


 Use the resource on page 63 to reinforce understanding of using speech marks.


Add inverted commas to the dialogue

What do you think it is? Tim asked.  
I know what we need to do, Lexi told him, We have to catch it.  
Let's go! Tim cried.


Acting 5 Minutes

 Children act out conversations, imagining that they're Lexi, Tim, Captain Blast or Officer Eltran.

 Read chapter 4. Discuss Lexi and Tim's conversation. (On page 64) Model writing the conversation on the board. Point out to the children that the dialogue is interspersed with description and action, and isn't a wall of dialogue.

 Use the resource on page 63 for children to create their own speech using reported clauses.

Direct Speech	Reported Clause	Additional Information
Where are you going?	Tim asked	as Lexi walked away.

 Children write a paragraph from Chapter 3 where Officer Eltran and Captain Blast talk to the children. Remind children to write in first person. Ask children to edit their writing, adding in expanded noun phrases where needed.

## 5. Hook Session

### Success Criteria

WALT: describe a setting using metaphors and similes Genre: narrative Context: retelling				Teacher Assessment
I can predict what will happen next in the story				
I can create a bank of metaphors and similes				
I can create a description of a setting				
Vocabulary				
monolithic	etched	otherworldly	pulsate	



Share the outcome and purpose of the writing cycle.



Read chapter 5. (approx. 7 minutes)



Discuss what will happen next.

- What are they going to see?
- What will they find?



Ask children to find and highlight the descriptions of Lexi and Tim in the example text.



### Drama

In groups, draw around a child and choose for that person to be Lexi or Tim. Inside the outline, write how Lexi and Tim feel on the playing fields after they catch the Orb. Outside the outline, use previous work to write character descriptions.



### Hot Seating



Children pretend to be Lexi or Tim. Use the resource on page 66. Model hot seating with another adult, if possible, if children are unfamiliar with hot seating. Encourage the children to ask the following questions:

- How did you feel about finding the Orb?
- What do you plan to do with it now you've caught it?
- Will you go with Lexi/Do you think Tim will stick with you?

### Read and Respond



Re-read chapter 5 from 'With anger roaring up inside her' to the end.



Ask the children the following questions:


- Why was Lexi angry in that moment?




- Does Lexi have a reason for built up anger?
- What will Lexi and Tim find on the other side of the waterfall?

Encourage children to use evidence from the text to support their answers.


 Children to predict what they think Lexi and Tim will find on the other side of the waterfall.

 Discuss all the children's different ideas they came up. Can they use examples from the text to back up their predictions? Refer back to the blurb in a previous lesson, can children use the blurb as a reason for their predictions.

 Children create a list of metaphors and similes that they could use to describe what is behind the waterfall.

#### Suggested Ideas

- The walls towered over me like monolithic giants.
- The jagged edges of the walls resembled teeth ready to clamp down on any unsuspecting intruder.
- The floor beneath my feet felt slick and slimy, like walking on a freshly caught fish.
- The silence was deafening, broken only by the soft sound of my own footsteps echoing off the walls like a timid mouse scurrying for cover.
- The air was thick and heavy, like a wet blanket wrapped around my face, making it difficult to breathe.
- Strange symbols etched into the walls seemed to glow with an eerie blue light, casting long shadows that stretched out like the tentacles of some unknown creature.
- Every step I took felt like a leap into the unknown, as if I were exploring an alien planet where danger lurked around every corner.
- The corridor was like a maze, with twists and turns that seemed to lead nowhere.
- The atmosphere was charged with an otherworldly energy, like standing in the eye of a cosmic storm.
- The walls seemed to pulsate with a strange, otherworldly glow, like they were alive and watching my every move.

 Children to use metaphors, similes and expanded noun phrases to describe what they think will be on the other side of the waterfall. Share the WAGOLL on the board. Share excellent examples of children's work on the working wall.

#### WAGOLL (What a good one looks like)

As I cautiously stepped into the unfamiliar corridor, the walls towered over me like monolithic giants, their jagged edges resembling teeth ready to clamp down on any unsuspecting intruder. The floor beneath my feet felt slick and slimy, like walking on a freshly caught fish.

As I moved forward, the silence was deafening, broken only by the soft sound of my own footsteps echoing off the walls like a timid mouse scurrying for cover. The air was thick and heavy, like a wet blanket wrapped around my face, making it difficult to breathe.

As I looked around, strange symbols etched into the walls seemed to glow with an eerie blue light, casting long shadows that stretched out like the tentacles of some unknown creature.

Every step I took felt like a leap into the unknown, as if I were exploring an alien planet where danger lurked around every corner. I felt like a tiny ant wandering through a vast, unknown world, where even the smallest misstep could lead to my demise.

Despite the fear that gripped me, I couldn't help but feel a sense of wonder and awe at the strange and mysterious world I found myself in. Each step brought me closer to discovering the secrets of this strange, alien corridor, and I couldn't wait to uncover what lay ahead.

## 6. Hook Session

### Success Criteria

WALT: describe a setting using metaphors and similes Genre: narrative Context: retelling				Teacher Assessment
I understand the difference between a metaphor and a simile				
I can create a bank of metaphors and similes				
I can create a description of a setting				
Vocabulary				
searing	portal	gazelle	vast	



Read chapter 6 of How Lexi Walker Almost Saved the World. (approx. 8 minutes)



Discuss the phrase 'going too far' and Lexi's love of danger. Will she stay this reckless all the way through the book? What trouble could she cause? What do you think her character arc will be? Will she stay the same or change through the story?

Show the children an expanded noun phrase. What is this? What are the key elements (adjective comma adjective noun)?

Provide children with the resource on page 78. Ask children to highlight the expanded noun phrases and correct any mistakes they find in the text.

Highlight the expanded noun phrase in this text and correct the mistakes.

The warm, magical light emanating from the orb bathed everything in its path with a soft, enchanting glow that seemed to breathe life into the cold dark world around it. It was as if the very air itself was charged with a vibrant, otherworldly energy that permeated every fiber of my being.

The orb seemed to pulsate with a gentle, soothing rhythm, like the beating heart of the universe itself. It was a symbol of hope and inspiration, a bright warm beacon of light in the deep, swallowing darkness that reminded us all of the enchanting mysterious magic and wonder that existed in the world.



Working in partners: explore the example text and highlight the expanded noun phrases in the text.



Re-read chapter 5, the description of the door.

It was a door, except it was enormous. It was big enough for a whole double decker bus to go through it with room all around. It reminded Lexi of a warehouse door.

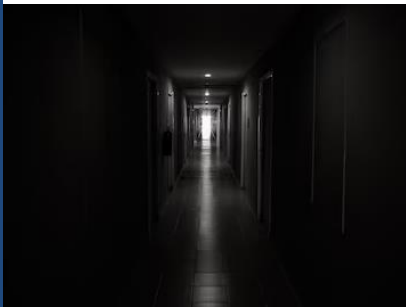


Using the resource on page 68, ask children to generate expanded noun phrases in the space around the paragraph.



**Teach**

What is a metaphor? Show examples from the text. Compare differences between a metaphor and a simile. Share the example.

metaphors		Similes
heart thundered heart in my mouth swallowed by shadows thick air dense shadows shadows danced		as dark as night seemed to pulse like ghostly fingers



Repeat for the great glass elevator.

#### Chapter 6 – The Great Glass Elevator

All Tim and Lexi could see in front of them was a tall, glass door and behind it, an enormous glass box, as big as a room except it had no way in and no way out. As Lexi crept closer for a better look, lights exploded into the room. Lexi leapt back to safety, heart thundering. She shielded her eyes and blinked through the sudden bright, white light.

metaphors		Similes
light burst heart thundered searing brightness		<ul style="list-style-type: none"> <li>• like a portal into a world of mystery and wonder</li> <li>• vast as an entire room</li> <li>• like a startled gazelle</li> </ul>



Children will use the metaphors and similes they have built into a word bank to describe what they find under the library. Children will use expanded noun phrases, similes and metaphors. Children can change the story so that they can find anything they choose behind the waterfall.

! Challenge: Children use personification.


shadows danced

bins stood

gentle water drops

whispering breeze

# Explore

	<p>“Analysing texts is crucial for students to learn so that they are able to understand the text that they are reading.</p> <p>If students are not able to understand the texts that they are reading, they will not be able to interpret the texts for themselves and make the texts relevant.</p> <p><b>-21st Century English Education</b></p>	<ul style="list-style-type: none"><li>• <b>Teach text structures</b></li><li>• <b>Teach language features</b></li><li>• <b>Identify elements from learning in the example text</b></li><li>• <b>Provide knowledge for the writer</b></li></ul>
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**Disclaimer:** While there are 3 sessions provided through these pages, they are not sequential so can be used individually, totally or elements removed or added to suit your setting.





## 1. Explore Session

### Success Criteria

WALT: describe a setting using metaphors and similes Genre: narrative Context: retelling				Teacher Assessment
I understand the difference between a metaphor and a simile				
I can create a bank of metaphors and similes				
I can create a description of a setting				
Vocabulary				
perplexed	fleeting	elusive	bewildered	


 Share the outcome and purpose of the writing cycle.

 Read chapter 7. (approx. 7 minutes)

 On the board, show children an enlarged copy of the example text and highlight the features of the text that you wish children to emulate. Children can imitate the highlighting and annotating on their own copies of the example text. Children to contribute their own spots too.

This could be:

- Use of first person
- Expanded noun phrases
- Fronted adverbials
- Subordinate conjunctions at the start and in the middle of sentences
- Interesting alternate verbs
- Evidence that Lexi is annoyed
- Words demonstrating how Lexi is feeling
- Questions for the reader
- Use of speech and inverted commas (recap the speech rules)
- Use of paragraphs

 Children fill in their knowledge bank using what they have identified in the example text. (Use resource on page 71)

Identifying the elements in the text and then bringing forth their own ideas activates children's imagination, makes links to their prior learning and encourages retrieval practice. In this section, you could also use thesauruses to enable children to find similar, but different words. Ensure the words they find they can tell you the meaning and use it correctly in the context.

Elements of Lexi's Writing	Examples in the Text	My Own Example
Expanded noun phrases		
Fronted adverbials		
Subordinate conjunctions		
Interesting verbs		
Questions for the reader		
Speech		

## 2. Explore Session

### Success Criteria

WALT: identify elements of the text Genre: narrative Context: retelling				Teacher Assessment
I can find fronted adverbials in a text				
I can identify the expanded noun phrases in a text				
I can find the post modifiers in a text				
Vocabulary				
chimed	unravel	cursing	genuine	



Share the outcome and purpose of the writing cycle.



Read chapter 8. (approx. 6 minutes)



Read the sample text once more with the children. Play a spotting game:

Who can find:

- A fronted adverbial
- An expanded noun phrase
- A subordinating conjunction starting a sentence
- A subordinating conjunction in the middle of a sentence
- An interesting or unusual verb
- An interesting or unusual adjective
- A question
- Emotional language
- An example of speech

Encourage children to play some or part of this game in pairs or 3's of mixed ability groups.



Provide children with the resource on page 73 where they have parts of the example text with elements of grammar or emotive language removed and children can add in their own ideas based on what they've read in the text.

You could provide children with thesauruses at this point to widen their vocabulary. Sometimes children will select a word that sounds good but they don't know the meaning of so remind children to use words correctly in context.



Remind the children what a metaphor and simile are. Can children spot either of these in the text?

Fill in the gaps using the suggested language types.

<b>Expanded noun phrase</b>
I gazed upwards, trying to understand the _____, _____ hovering sightlessly above me.
<b>Fronted adverbial</b>
_____, I kicked off my skateboard and bolted out the alley.
<b>Postmodifier</b>
The alarm chimed on my phone which was _____.
<b>Simile</b>
It zoomed off like a _____.



Discuss with the children

- Why do you think the author chose these words for the example text?
- How does Lexi feel at the beginning of the story?
- What is Lexi worried about?
- Who is she going to meet?
- What does Tim ask about when Lexi arrives at the Mystery Hunters meeting?
- How many Mystery Hunter meetings have there been?
- Where did Lexi and Tim go to find the orb?



Provide children with the resource on page 73

and encourage children to ‘magpie’ from the text phrases and words they would like to use in their own writing.

Words I'd like to use in my own writing	Phrases I'd like to use in my own writing

### 3. Explore Session

#### Success Criteria

WALT: identify elements of the text Genre: narrative Context: retelling				Teacher Assessment
I understand that the characters feelings can be conveyed through how they				
I can identify language that explains how the character is feeling				
I can select vocabulary from the text and rewrite that text in my own words				
Vocabulary				
marvelled	fascinated	mundane	scold	



Share the outcome and purpose of the writing cycle.



Read chapter 9. (approx. 6 minutes)



What is going to happen to Lexi and Tim? Why has the floor disappeared beneath their feet? They don't have much luck with doors, do they? Who was whispering in the shadows?



Read the example text around the class, each child taking turns to read aloud, and ask children to identify different elements of the text. When they do, they can clap or make a silly sound. Assign a different sound to each element of the text you wish to find. This can get quite noisy but it's lots of fun!



Discuss with children the purpose of the example text. We want to provide children with an example of what they'd produce by the end of the piece. They read ambitious vocabulary in context and absorb that vocabulary into their own.

Can children identify language that demonstrates how Lexi is feeling in different parts of the story?

Can you see when she's angry? How about when she's excited? What about confused?



In table groups, children discuss what has happened in the story so far, bullet pointing each plot point on a large piece of sugar paper.



Using their words from the previous session, and ideas from the example text, children annotate different parts of the bullet points with their target language such as fronted adverbials, expanded noun phrases, post modifiers, etc.

Encourage children to also annotate how Lexi is feeling in each part of the story, ask them to show how she feels by her actions.

This will probably look very messy but it should generate a lot of ideas as children use the work they created individually in a group discussion.

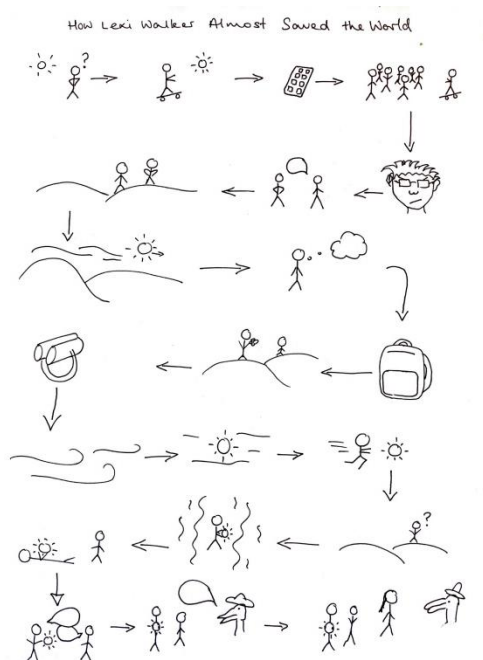




Children share their ideas and annotations with the class in a story recount presentation, using target language.




Model the story map on page 75. Discuss the purpose of a story map, to explore ideas, plot points and target language from the example text.



Children create their own story map for the story they've heard so far (up to chapter 9) and annotate each part with notes they'd like to use in their own story.

# Plan

	<p>“Planning for writing is thought to be a key component in the process of text production. Plans can support both idea generation and the organization of the text.</p> <p>“Explicit, systematic instruction to enable children to use planning strategies independently and in a consistent way across writing topics or genres can enhance writing performance even in young writers or children who struggle with writing.”</p> <p>- Anna Llaurado and Julie E. Dockrell</p>	<ul style="list-style-type: none"><li>• Consolidate prior learning</li><li>• Collect vocabulary</li><li>• Generate ideas</li><li>• Deepen understanding of the target language</li><li>• Create mastery of language</li></ul>
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Disclaimer: While there is only 3 sessions provided on the following pages, it can be edited, changed or extended to suit your setting.

## 1. Plan Session 1

### Success Criteria

WALT: plan descriptions of contrasting characters				Teacher Assessment
Genre: narrative				
Context: retelling				
I can use contrasting language to describe two characters				
I can think of other words for pronouns				
I can write two character descriptions				
Vocabulary				
terrifying	rough	friendly	kind	



Share the outcome and purpose of the writing cycle.



Read chapter 10. (approx. 7 minutes)

### Avoid Repetition of Pronouns

To avoid repetition of pronouns, encourage the children to think of different words they can use when writing about Tim or Captain Blast. Using the resource on page 77, ask children to write the alternate pronouns for the characters.

Tim
my best friend
he
him
Captain Blast
the alien
he
him



Reread chapter 3 of How Lexi Walker Almost Saved the World and recap how Captain Blast is described.



Does Captain Blast sound like a good person? What are the clues? How does Lexi feel about Captain Blast?

"I'll take it!"  
Lexi spun around, edging away from the voice. It belonged to a tall man dressed in a long, dark coat. Tim hurried behind Lexi, gaping back at the man over Lexi's shoulder.  
The man, or whatever it was, looked more like a crocodile standing up on two legs wearing clothes. He had a long face with sharp teeth poking out his elongated snout. One of his eyes was covered with a silver eye patch and on top of his bald head, he wore a pirate hat pulled down at a jaunty angle. Immediately, Lexi didn't trust him. She definitely didn't like him. She glared at the man over the orb.  
On his hands he wore thick, tarnished silver gloves that reminded Lexi of safety gloves the blacksmith had worn on a field trip to the museum one day. The gloves went half way up his arm over his coat.  
Lexi couldn't see where he'd come from and they hadn't seen him walking towards them. One minute he wasn't there, and now he was. He was eying the orb in a hungry sort of way. Lexi clutched it tightly to her chest, determined not to let the crocodile pirate man take it.

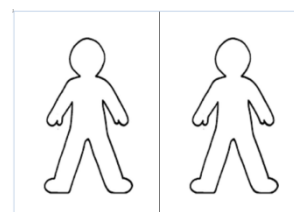
### Contrasting Characters

Today we are going to focus on Tim and Captain Blast. Tim and Captain Blast are two very different characters, one good and one bad. How do we know that Tim is good and Captain Blast is bad? What clues are there in the text?

Using the resource on page 77, ask children to write contrasting descriptions of Tim and Captain Blast.

Talk about other good and bad characters the children might be familiar with:

- Darth Vader and Luke Skywalker
- Ironman and the Mandarin
- Simba and Scar
- Anna and Hans
- Shrek and Lord Farquaad
- Jake and Captin Hook





With a partner, children will fill in the descriptions of Tim and Captain Blast, writing their visual appearance outside the outline and their personality on the inside. Allow children access to thesauruses to up-level their language.

## 2. Plan Session 2

### Success Criteria

WALT: plan a description of contrasting settings Genre: narrative Context: retelling				Teacher Assessment
I can use interesting adjectives to describe a setting				
I can use similes in my descriptions				
I can select vocabulary from the text and rewrite that text in my own words				
Vocabulary				
gawping	swarmed	particle circuit	expertly	



Share the outcome and purpose of the writing cycle.



Read chapter 11. (approx. 7 minutes)



Re-examine the description of the playing fields and the description of the Hub. (Resource on page 82) Ask the following questions:

- How does the author describe the playing fields?
- How does the author describe the Hub? (That one might take a while.)
- Why is the description of the Hub longer than the description of the playing fields?

Discuss the purpose of a description in a novel. Has anyone in the class played in a field? Could they describe it? If this a similar experience for the other children? Explain that the author didn't need to use a long description for the playing fields because we all know what they look like. However, the description for the Hub is much longer because no one has been to an alien Hub before (most likely) and therefore, the author expects no one to know what it looks like. This means, there will be more description.



Play a game with the children to emphasise the importance of accurate descriptions. On their whiteboards or a piece of paper, children draw a line down the middle. On one side, children can draw a picture of their choosing but also advise the children to keep it simple. They could draw a collection of shapes, or a simple stick person.

Children describe their picture to their partner for their partner to draw. Emphasise the importance of accurate description. The children with the most matching pictures could have a house point or sticker.



Provide children with the resource on page 80. On one rectangle, they can draw how they envision the playing fields and on the other, they draw what they found beneath the library. Children can draw the Hub, or if they'd like to twist the story, they can draw something else.

Draw and describe

--	--



Provide children with copies of the example

descriptions that they can annotate. Ask children to highlight interesting descriptions, phrases that the children could magpie to use in their own writing.



Discuss with the children that these are contrasting descriptions. One will be brief, because it is something that we're going to be already familiar with, while the second description will be much longer because it will be something we've never seen before.

Explain that this is what happens in novels as well. Books set in present times or in familiar locations tend to have brief descriptions but in fantasy or science fiction novels, the descriptions tend to be longer and this is why fantasy and science fiction novels are usually longer than novels set in present times.



Children will write two contrasting descriptions of the playing fields and the place they find under the library. They will use the different elements of description they've found in the example texts. The playing fields description should be brief and the Hub description should be detailed.



### 3. Plan Session 3

#### Success Criteria

WALT: plan a the main parts of my plot Genre: narrative Context: retelling				Teacher Assessment
I can select interesting verbs to use in my story				
I can plan the beginning, middle and end of my narrative				
I can identify useful speech to include in my story and punctuate it correctly				
Vocabulary				
marvelled	fascinated	mundane	scold	



Share the outcome and purpose of the writing cycle.



Read chapter 12. (approx. 7 minutes)



Discuss the purpose of a story plan. This is a location for children to store ideas and plans for their story so that while they're writing, they don't have to think of ideas and can spend their time writing. Children will need to have their plans in front of them during the writing part of the cycle.

Encourage children to gather all the writing they have done already, review their story map, review the text annotations and gather ideas that they can use for their plan.

Show children the finished plan and explain that this is what we're going to do. Provide children with different coloured pens (not felt tips) so that they can emphasise different parts of their plan for ease of use.



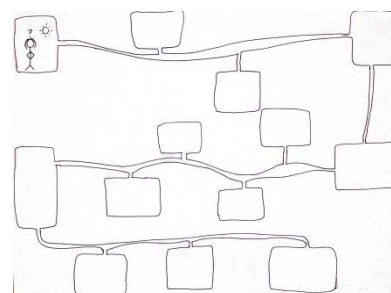
Children discuss all the good elements of language that they have discovered in this cycle and what they'd like to use in their story. Do Mingle Mingle Mingle with the children, encourage them to speak to as many people as possible.




Use the resource on page 82, children will create a story map bank. Children begin by drawing out the elements of the story as far as they want to write. Children could naturally stop at finding the Hub under the library, or they could continue the story as they see fit. Aim for everyone to get to finding the Hub.



Once the main plot points have been drawn out, children annotate their pictures with all the elements of storytelling that we have been learning about: metaphors, similes, speech, expanded noun phrases, post modifiers, a question, interesting verbs. Provide children with the plan checklist on page 88.



# Write

	<p>“A longer piece of writing will give children further opportunities to apply a skill or set of skills recently learnt, but this time with a chance to practice and build stamina by writing for slightly longer than usual - on any day of the week!.</p> <p>“Children might plan or discuss key vocabulary and ideas, but formal planning isn’t usually necessary.”</p> <p>- The Literacy Tree</p>	<ul style="list-style-type: none"><li>• <b>Demonstrate understanding of the learning in the previous sessions</b></li><li>• <b>Unleash creativity</b></li><li>• <b>Encourage self-expression</b></li><li>• <b>Use language techniques from previous sessions</b></li><li>• <b>Demonstrate understanding of taught punctuation</b></li></ul>
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**Disclaimer:** While there is only 4 sessions provided on the following pages, it can be edited, changed or extended to suit your setting.

## 1. Write Session 1 – Shared Writing

### Success Criteria

WALT: use shared writing to create the beginning of the story Genre: narrative Context: retelling				Teacher Assessment
I can work with the group to select language to include in my writing				
I can edit my writing using CUPS				
I can edit my writing using ARMS				
Vocabulary				
perplexed	fascinated	possibilities	astounded	



Share the outcome and purpose of the writing cycle.



Read chapter 13. (approx. 8 minutes)



Discuss with the children the purpose of writing in Year 4. Children must write, read their writing, make revisions and edits and proof read what they've written to check it makes sense. It is important for children to make daily evaluations of their writing with a teacher and to talk about their own and others' writing. Encourage children to make changes to their writing, improvements and edits, reflecting on the CUPS and ARMS approach.

**Recap:** the writing prompt, the message from Ms Boiko asking the children to tell her what happened and what they remember. Remind children that we are writing our own story based on How Lexi Walker Almost Saved the World, but they can twist the story if they wish.



Recap the prior learning. Remind children what we've covered so far asking them to draw on previous sessions and draw out interesting phrases or words that they can use in their own writing. Ask children to work with a partner to identify the language elements they wish to transfer to their writing.

### About Shared Writing

Shared writing is a collaborative writing activity in which the teacher and students work together to co-create a piece of writing. The purpose of shared writing is to provide students with an opportunity to develop their writing skills in a supportive and interactive environment. It helps students to build their confidence and improve their ability to express themselves in writing. By working together, students can learn new writing techniques and strategies, as well as develop their understanding of language and grammar. Shared writing also allows the teacher to model effective writing practices, which can help students to improve their writing abilities. Overall, shared writing is a valuable tool for students to develop their writing skills, build their confidence, and improve their ability to communicate effectively in writing.



Using the plan, write the first two boxes with the children. Discuss with the children how we should start our recount. Reflect on the example text and the actual novel.

Show the children a variety of different openers for the story and ask them to choose the best one for their story. In a shared write, we all write the same thing so we must agree.

© Frances Wong. Free to use in your school or setting.

- Once upon a time,
- It was a dark and stormy night,
- In an old house in Paris covered with vines lived 12 little girls, in two straight lines.
- First, let me get something straight: this is a journal, not a diary.
- Mr. and Mrs. Dursley, of number four Privet Drive, were proud to say that they were perfectly normal, thank you very much.
- Today was one of the strangest days of my life.
- With a tilt of my head and hands on my hips, I peered up, frowning, trying to figure out what on Earth I was looking at.



Build upon the first line, creating a story. Provide children with the checklist on page 88 and encourage them to suggest something from every part of the list.

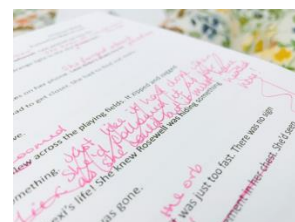


Children will transcribe the shared write into their book as the first part of their story.

Element to use	Have you used it?
First person	
Expanded noun phrases	
Fronted adverbials	
Subordinate conjunctions in the middle of a sentence	
Subordinate conjunctions at the start of a sentence	
Interesting alternative verbs	
Emotion words, or showing emotions through description	
Questions for the reader	
Speech and inverted commas	
Use of paragraphs	

## Editing

Talk to the children about the purpose of editing. Show the picture of the author's editing, discuss how the edits are crossed out, words are added, words are crossed out and extra parts are added in. Adults have to edit their work, so we can too.



We will follow the ARMS and CUPS ideas.

A	Add
R	Remove
M	Move
S	Substitute

C	Capital letters
U	Understanding (does it make sense)
P	Punctuation
S	Spelling

Begin with the CUPS. Ask children to check through to focus on their capitalisation, understanding, punctuation and spellings and improve those in their writing. Be aware, children may not spot incorrect spellings. They can work with a partner on this or with the teacher. Use a different colour pen to edit so that it's easy to spot.



Model the use of ARMS, how to add, remove, move and substitute in the example. Encourage children to work independently or in pairs to edit their work.

Children can use post it notes to add extra sentences or paragraphs to their writing, asterix-ing where the edits would appear in the text.

## 2. Write Session 2 – Paired Writing

### Success Criteria

WALT: write part of a story with a partner Genre: narrative Context: retelling				Teacher Assessment
I can work with a partner to create a story using similes and speech				
I can edit using CUPS				
I can edit using ARMS				
Vocabulary				
otherworldly	esoteric	discombobulating	surreal	



Share the outcome and purpose of the writing cycle.



Read chapter 14. (approx. 6 minutes)



Explain the purpose of paired writing and that you and your partner will write the same paragraph together. Evidence suggests that paired writing is most effective when children are paired with someone of a similar attainment.

### About Paired Writing

Paired writing is a teaching strategy that is often used in year 4 to help students develop their writing skills. This strategy involves pairing students up to work together on writing tasks, with each student taking turns to write a sentence or a paragraph. The purpose of paired writing is to promote collaboration and peer learning, as students work together to brainstorm ideas, share their writing expertise, and provide feedback to one another. This strategy also helps to build students' confidence in their writing abilities, as they receive support and encouragement from their peers. Additionally, paired writing provides an opportunity for students to practice their communication and social skills, as they learn to work cooperatively with others. Overall, paired writing is an effective way to engage students in the writing process, develop their writing skills, and promote a positive classroom culture of collaboration and support.

Recap the target language from the previous sessions. Ask children to contribute ideas that they have found in previous lessons to add to the working wall.



Children will work in their pairs to write the next part of their story. Encourage children to use the checklist from the previous session to help them include all the different elements of language in their writing.

During the lesson, allow at least two 'pit stops' to allow children to take part in editing with their partner. Encourage children to read and reread their own writing with their partner and check it makes sense. Encourage edits if it doesn't make sense, or the use of post it notes to completely rewrite a sentence or section of their story.

A	Add
R	Remove
M	Move
S	Substitute

C	Capital letters
U	Understanding (does it make sense)
P	Punctuation
S	Spelling

Refer to the previous sessions for how to edit their writing using CUPS and ARMS.

### 3. Write Session 3 – Independent Writing

#### Success Criteria

WALT: write for an extended length of time Genre: narrative Context: retelling				Teacher Assessment
I can use the checklist to ensure that my story contains all the elements of learning				
I can edit my writing using CUPS				
I can edit my writing using ARMS				
Vocabulary				
enigmatic	transcendent	evoke	analysis	



Share the outcome and purpose of the writing cycle.



Read chapter 15. (approx. 8 minutes)



Encourage children to reread what they have written so far. Check that their writing makes sense. Encourage children to respond to any feedback.



Ask children to read their partners work, looking for CUPS to edit. This is a supportive process where children encourage each other to be even better.



Referring to their plans, encourage children to write their stories independently. Drawing on the prior sessions, referring to the shared write and paired write, ask children to use everything (or some parts) on the checklist to enhance their writing. Refer to the example text.

During the lesson, plan for at least two 'pit stops' to allow children to take part in editing with their partner. Encourage children to read and reread their own writing with their partner and check it makes sense. Encourage edits if it doesn't make sense, or the use of post it notes to completely rewrite a sentence or section of their story.

A	Add
R	Remove
M	More
S	Substitute

C	Capital letters
U	Understanding (does it make sense)
P	Punctuation
S	Spelling

Refer to the previous sessions for how to edit their writing using CUPS and ARMS.

#### 4. Write Session 4 – Independent Writing Review

This is an optional lesson where children write up their story 'in best'. Adding in their editing that is on post it notes, or any additional phrases or sentences/words.

Writing their text up neatly allows for extra editing, ease of checking their sentences make sense and for promoting high expectations of presentation.

##### Success Criteria

WALT: add edits and improvements to my text Genre: narrative Context: retelling				Teacher Assessment
I can copy the edits into my 'best copy' of my text				
I can keep my work neat and use high levels of presentation				
I can use CUPS and ARMS to complete a final edit of my work				
Vocabulary				
phantasmagorical	ethereal	hypnotic	mind-bending	



Share the outcome and purpose of the writing cycle.



Read chapter 16. (approx. 8 minutes)



Explain to the children that this session is for writing up their work in their best handwriting. Provide children with interesting paper for their writing and possibly allow everyone to use a handwriting pen.

Share their final pieces of writing to celebrate their learning.

Ask children to provide positive reviews of their peers' work, what they liked and what they found interesting.



Appendix 1 – Hook Session 1

## Mystery QR Code



1

## Mystery QR Code



2

## Mystery QR Code



3

## Mystery QR Code



4

## Mystery QR Code



5

Lexi gave her skateboard a strong kick and dodged a group of tourists. She watched them quizzically as they all snapped a photo of a lamppost. It was a particularly dull lamppost in Lexi's opinion. It wasn't even one of the new ones with the fancy LED lights. Lexi had no idea why anyone would want a photo of a lamppost.



## Appendix 2 – Hook Session 2













## Character Descriptions:

a strange sight on her old fashioned skateboard: jean shorts, curly hair, backpack and pink trainers.

■■■■ wonderfully curly, brown hair bounced on her shoulders as she skilfully swept round a corner lamppost and onto the next street.

■■■■ would never wear bright colours like Lexi. His green trainers were usually hidden under baggy jeans and the rest of him under long TV show T-shirts. He had straight, black hair that he liked to keep short and almost always wore a hat. He pushed his glasses up his nose.

She was short and podgy and very old, judging by her pure, white hair neatly tied up in a thick bun. She was usually dressed all in beige, reminding Lexi of a jungle explorer, except that on her feet she wore bright, pink trainers. Lexi didn't know of any old people who wore bright, pink trainers, except for ■■■■. Her wise, brown eyes sparkled behind little, silver spectacles which she wore perched on the end of her nose. She was watching Lexi very carefully, as if she knew something secret and Lexi was getting closer to finding out what it was.

The lady wore a resplendent red coat that danced dramatically in the breeze. It matched her dark, red uniform beneath. Her head was rather small, her eyes were completely black and large. Her jet, black hair was pulled off her face in a tight plait. She reminded Lexi of a cross between a warrior space princess and a Time Lord. Her gloves caught Lexi's eye. She wore the same, thick protective gloves that Captain Blast was wearing over her coat all the way up to her elbows.



She looked up, and further up to see the voice belonged to the tallest person Lexi had ever seen in her life. He was completely covered in long, shaggy hair, like a bear who needed a haircut, and he wore a scruffy yellow jacket with tools bulging out of it.

What she looks like

Who she is inside



What he looks like

Who he is inside



Subject	
Noun Phrase	
Verb	
Add an adverb	
Where?	
Write your sentence here.	

Book blurb:

Join twelve-year-old Lexi Walker on an epic mission to capture a mysterious Orb and uncover the secrets of her small town! Along with her best friend Tim, Lexi embarks on a thrilling adventure and discovers an incredible alien world hidden beneath the town library. With action-packed chases, heart-pumping thrills, and impossible choices, will Lexi be able to keep her newfound powers a secret, or risk everything to protect the Orb?

Word Bank		

## Appendix 3 – Hook Session 3

## Fill in the apostrophes

Lexis skateboard glided smoothly over the pavement as she and Tim raced through the town, the wind whipping through her hair.

Tim's legs pumped furiously as he struggled to keep up with Lexis skateboard, determined to catch the mysterious orb.

The sound of Lexis skateboard wheels clicking against the pavement echoed through the empty streets as they raced towards their goal.

With each passing moment, the mysterious orb seemed to be slipping further out of Lexi and Tims reach, fuelling their determination to catch it.

As they neared the edge of town, Lexis grip tightened on the skateboard, knowing that they were getting closer to uncovering the secrets of the orb.

## Mark my work

<p>Tims' sneakers pounded against the pavement as he kept pace with Lexis' skateboard, his eyes never leaving the orb that glowed brightly in the distance.</p>	
<p>Lexi's heart raced with excitement and a touch of fear as she and Tim raced through the town, wondering what they would discover when they finally caught the orb.</p>	
<p>As they turned a sharp corner, Lexis' skateboard narrowly avoided a parked car', and Tim stumbled slightly, but they both recovered' quickly and kept moving forward.</p>	

## Appendix 4 – Hook Session 4

**Chapter 3 Part 1**

Everything ached. The cast on her broken arm cracked. Lexi's hands were tingling. Her head pounded. She couldn't move. Lexi lay still, on her back in the mud, wishing all the pains would go away.

She heard Tim's footsteps racing towards her.

"Lexi! You're okay!" he cried. "When I couldn't see you, I thought ... Oh!" he stopped suddenly, eying Lexi's hands. His smile faded.

Lexi heaved herself up to sitting. "What?" she asked, "What is it- Oh."

Clutched between Lexi's hands, glowing warmly, was the orb. She'd caught it. She stared at the orb as if she couldn't believe it was actually there. She gripped it so hard that she could see the whites of her knuckles. It wasn't heavy. It felt as light as a basketball.

As Lexi dragged herself to her feet, Tim almost flinched away from her but stopped himself before she noticed.

"I caught it," she announced, not knowing what else to say. She was stunned. Lexi felt as if her stuttering brain was full of cotton wool. Maybe it was the rush of air when she'd grabbed the orb or maybe it was the fall but she didn't feel like herself at all. Her hands were tingling.

Tim pointed an accusatory finger at the orb. "What is it?"

"Quick. Take a selfie. Just in case it flies away."

Tim tugged Lexi's phone out of her pocket (long ago, it had been her mum's phone) and quickly snapped a photo.

**Chapter 3 Part 2**

"I'll take it."

Lexi span around, edging away from the voice. It belonged to a tall man dressed in a long, dark coat. Tim scurried behind Lexi and gaped back at the man over Lexi's shoulder.

The man, or whatever it was, looked more like a crocodile standing up on two legs wearing clothes. He had a long face with sharp teeth poking out from his elongated snout. A silver eye patch covered one of his eyes and on top of his bald head, perched a pirate hat pulled down at a jaunty angle.

Immediately, Lexi didn't trust this creature. She definitely didn't like him. She glared at the man over the orb.

On his hands he wore thick, tarnished silver gloves that reminded Lexi of safety gloves the blacksmith had worn on a field trip to the museum one day. The gloves went half way up his arm over his coat.

Lexi hadn't seen where he'd come from. One minute he wasn't there, and now he was. He was eying the orb in a hungry sort of way. Lexi clutched it tightly to her chest, determined not to let the crocodile pirate man take it.

"Wh... who are you?" she called over to him, trying to sound brave. Thankfully, the man kept his distance. Lexi tried to stand taller and puff out her chest hoping it made her look older and - most importantly - tougher.

With a flourish that made Tim flinch, the crocodile man bowed and introduced himself, "Blast, Captain Blast, at your service." He placed his hat back on his head. "And now, for your own safety, I'll be leaving with the Orb."

**Chapter 3 Part 3**

"I caught it," Lexi declared, not feeling as brave as she sounded. The man looked like a crocodile and he had literally appeared from nowhere. Lexi felt she had somewhat of a right to feel scared and a little defiant. She could feel Tim quivering behind her. "It's mine. I chased it, I caught it. You can't have it."

"Look here, you little..." Captain Blast snapped, then stopped himself. "You have no idea how dangerous the Orb is. I don't know how you can hold it like that, or how you're still alive."

"What do you mean?" Lexi demanded.

He shook his head, clearly irritated. "Look I don't have time for this, and you don't either." He wagged his silver gloves at Lexi. "See? Safety gloves. Touching that Orb will kill you; I'm not sure why it hasn't already." He shrugged. "Maybe it's delayed in humans, who knows. Sorry, kid, your days are numbered."

"You're lying," Lexi growled. "You're lying to get me to give you the orb!" Even so, doubt edged her voice.

"Maybe. Do you want to risk it?" He stepped forward, deliberately, "You need to give it up. It's for your own good."

Lexi gazed at the orb glowing peacefully in her hands. It didn't seem dangerous. Captain Blast, if that was his real name, was lying and Lexi didn't trust him one bit.

"If you can't catch it yourself," Lexi called over, feeling unusually brave, "Then you can't have it!"

"Lexi, just give it to him," Tim hissed in her ear.

"No way," Lexi hissed back. "Look at him. He's scared of it. He doesn't want it for any good reason."

"I don't want to hurt you, kid," Captain Blast warned, reaching for some kind of weapon clipped to his belt.

Lexi started to doubt herself. Maybe Tim was right. Maybe she should just give the crocodile man the orb. Nothing was worth getting hurt over.

**Chapter 3 Part 4**

Lexi was about to give the man the orb, when suddenly, with a swoop and a whoosh, a lady dropped from the sky, landing with a magnificent flourish between Lexi clutching the orb and Captain Blast. She was followed by a cat, except that the cat was human sized, walked on two legs and wore a snazzy, blue jumpsuit.

What was going on?

The lady wore a resplendent red coat that danced dramatically in the breeze. It matched her dark, red uniform beneath. Her head was rather small; her large eyes were completely black. Her jet, black hair was pulled off her face in a tight plait. She reminded Lexi of a cross between a warrior space princess and a Time Lord. Her gloves caught Lexi's eye. She wore the same, thick protective gloves that Captain Blast was wearing over her coat all the way up to her elbows. Was she planning to take the orb too?

"Lexi," Tim whispered in her ear, his voice shaking. "They're aliens."

Aliens. It all made sense now! A crocodile man, a cat man, the lady with the really small head and enormous eyes. They were aliens! Real aliens and they were standing here on the playing fields behind Lexi's house. They were so close, she could reach out and touch them. This was incredible!

"That's enough, Blast," the woman in the red coat ordered. "Back away from the Orb, before I make you back away."

"I want that Orb, Eltran."

What had Lexi and Tim stumbled onto? What were they in the middle of? Lexi couldn't wait to find out.

The lady, Eltran stood firm between Lexi and Blast. "That is not going to happen. It's under my protection."

Blast smiled his crocodile grin at Eltran. "The human is holding the Orb in her hands. Her bare hands. And she's not dust."

Forgetting all about Captain Blast, Eltran and the cat man span on the spot, staring wide-eyed at Lexi, which was quite unnerving because Eltran's eyes were already wide. Eltran's gaze moved from Lexi's face to the orb, as if she couldn't believe what she was seeing. Lexi thought that was strange as she was the alien, after all. She must have seen a thousand strange things more interesting than Lexi's hands.



### Chapter 3 Part 5

Lexi gasped. “He’s getting away!” she cried, pointing as Captain Blast chose that exact moment to disappear.

“He won’t go far,” the cat man dismissed.

“Morz, get the cage,” said Eltran, her voice firm. Lexi didn’t like the sound of that. To Lexi, Eltran said, “I’ll take that now, thank you. Carefully, if you please.”

Lexi hesitated, not knowing what to do. She didn’t want to give Eltran the orb. But at the same time, Eltran seemed to be a sort of intergalactic police officer. She was wearing a uniform, and she had a badge. Lexi’s parents had always taught her to respect police officers. Lexi felt torn. She didn’t want to break space law but she had caught the orb all by herself. It was hers... and Tim’s of course.

When Lexi hesitated, Eltran yelled, “Can you hear me? Is my translator broken again?” She tapped the shiny badge on her chest. “Give. Me. The. Orb.” She shook her head in irritation. “Where is Morz with that cage?”

“You can’t put us in a cage.” Lexi was indignant as she finally found her voice.

“The cage isn’t for you,” said Eltran, moving aside as the cat alien, the one she’d called Morz, returned with a metal box that floated in the air beside him. It was just big enough for the orb. Streaks of blue light zapped across the surface. “Place the orb inside the box.”

Lexi took a step back. “No, it’s mine,” she said for the second time that day. She couldn’t give the orb away, not now. Not when she was so close to finding out what was going on. She needed to know what that spinning blue smoke had all been about, and why it had said her name.

“Now.”

Lexi screwed her lips up tight and took another, deliberate step away from the box with the blue flickers of light flashing like lightning up the sides.

Eltran glowered. “The Orb is the property of the Galactic Union,” she told them in an officious tone. “I am Officer Eltran, a Ranger for the Galactic Union.” She showed Lexi her badge. It glowed blue and a small hologram of Officer Eltran rotated on it, looking so real Lexi would have really believed it was a real life mini-Officer Eltran. “You will do as I say or face serious consequences.”

When Lexi didn’t move, Morz bellowed, “This isn’t a game, kid! The Orb of Erudite is dangerous, it’s deadly and it is not intended for little human children who have no idea what they getting involved in.” Unfortunately, Morz was completely wrong but he didn’t know that yet.

“That’s enough, Morz,” Officer Eltran said firmly. “Look, human, in a few days, every orb hunter in the galaxy will be here and they won’t be anywhere near as nice as I am. Put the Orb of Erudite in the box before you hurt yourself, or anyone else.”

Stunned and a little frightened, Lexi froze. Officer Eltran’s expression was exactly the same as Lexi’s mother when she’d been in a temper. Lexi’s feelings twisted all up inside her. In that instant, Officer Eltran snatched the orb from Lexi’s hands and dropped it smartly into the box. There was nothing Lexi could do! Morz snapped the lid shut.

The orb was gone.

Lexi tried to shout, to say something, to make them give the orb back but the words stuck in her throat. Lexi’s thoughts began to tangle. Officer Eltran thought Lexi could hurt someone with the orb? Lexi would never hurt anyone! What could Officer Eltran mean? Lexi was almost scared to find out.

The officer reached inside her magnificent coat. “Now, to erase both of your memories,” she muttered.

“No, wait,” Lexi pleaded. “What is the orb? Why is it here? Why does it keep coming back? What did it want with me?” She felt as if she couldn’t ask all the questions she wanted to before she ran out of time.

Officer Eltran didn’t look as if she was going to answer. Instead, she pulled a small, white disc from her inside pocket. “Ah, here it is.” She held it in front of Tim’s face. Tim looked at Lexi, his eyes filled with terror.

“No, please don’t,” Lexi begged. “We don’t want to forget.”

“It’s for your own good.”

The last thing Lexi saw was a flash of white light before everything went black.

### Sample Text

#### How Lexi Walker Almost Saved the World

With a perplexed frown and a hand on my hip, I gazed upward, trying to understand the enigmatic thing hovering sightlessly above me. The hair on the back of my neck prickled with anticipation, but I refused to look away. My mind raced with possibilities, each thought a fleeting shadow, as I pondered how to capture this elusive light. It was magical, otherworldly, and I was determined to catch it.

With a swift flick, I kicked off my skateboard and bolted out of the alley, dodging past groups of tourists as I pursued the mysterious light, my heart racing with excitement. Was it a ball of light? Or something else entirely? I had to catch it, to unravel its secrets. I darted through the bustling streets of Rosewell, sliding around corners, pushing harder and faster, a glimmer of excitement in my eye. I was halfway there, and I couldn't afford to lose sight of it.

An alarm chimed on my phone, and I glanced away, just for a moment. But that was all it took. When I looked back up, the light had vanished, leaving me standing there, bewildered and annoyed. I kicked my skateboard into a nearby bin, cursing under my breath as I checked my phone, realising I was late - again.

But this time, I had a good reason. For once, the Mystery Hunters had a genuine mystery to solve, and I was bursting to share my discovery with my best friend and fellow detective, Tim. I hopped back on my skateboard and raced through the streets, determined to make up for lost time.

Dodging past crowds of tourists and bewildered locals alike, I marvelled at the oddities of Rosewell and its strange visitors. Why did they all seem so fascinated with mundane objects like lamp posts and street signs? I pondered this as I raced past them, determined to reach Tim before he could scold me for being late - again. As I skidded to a stop outside our usual meeting spot, I grinned with anticipation. This was going to be the best Mystery Hunters meeting yet.

As I skated into Tim's garden, his grumbling voice filled my ears. He was like a shadow, always dressed in dark colours, hiding behind his long TV show t-shirts and baggy jeans. His green trainers were a rare pop of colour that I admired. He pushed up his glasses and shuffled his feet, a picture of discomfort.

Tim tried to sound casual as he asked, "Where does your uncle think you are?"

I rolled my eyes, "Like he cares where I am. Anyway -"

Tim hesitated before saying, "You don't talk about your parents much anymore." His discomfort was palpable, and I knew his mums had insisted he talk to me about this. But I couldn't bring myself to talk about the painful memories of the car crash and the nightmares. So, I pushed down my emotions and smiled instead.

Taking a deep breath, I redirected the conversation, "Right, Tim, I've been investigating and -"

Without missing a beat, Tim declared, "I declare the seventeenth meeting of the Mystery Hunters open," and opened his notebook. I felt relieved that I didn't have to talk about my parents. It was just the two of us in the shed, and that was exactly how I liked it.

Quickly seconding his declaration, I exclaimed, "Listen, Tim! I literally just spotted this thing in the sky. An orb, or something. You know, like those lights you get on photographs sometimes? But... this time, it was in real life." I leaned back, pleased to see the excitement in Tim's eyes.

"That's odd," Tim said, furrowing his brow.

"I know," I agreed, "and -"

"No, I mean, it really is weird," Tim insisted, "because my cousin saw the same thing. By the playing fields, yesterday."

"Did he indeed?" I said, feeling a thrill of excitement. "This is it, Tim. Our chance to uncover Rosewell's secrets!"

Tim rolled his eyes. "Here we go again with the destiny stuff."

Ignoring his scepticism, I grabbed Tim's wrist and pulled him out of the clubhouse. "We can't discover the truth by sitting in a shed all day. Let's go find it!"

As we arrived at the playing fields, I scanned the sky eagerly, searching for any signs of the mysterious light. The air was filled with joyful screams, but no orbs could be seen.

Tim and I settled onto a hill and gazed up at the sky, occasionally checking the time and recording our observations. Suddenly, a deep grumbling sound filled the air, growing louder and louder.

The breeze turned into a gust, and a thunderous roar echoed across the field. Looking up, I saw two suns shining against the blue sky - the strange light we had been searching for!

Vocabulary Quick Quiz

perplexed	follow or chase (someone or something).
decipher	difficult to find, catch, or achieve
elusive	succeed in understanding, interpreting, or identifying (something)
pursued	completely baffled; very puzzled.

Add inverted commas to the dialogue

What do you think it is? 'Tim asked.  
I know what we need to do, Lexi told him, We have to catch it.  
Let's go! 'Tim cried.

Direct Speech	Reported Clause	Additional Information
Where are you going?	Tim asked	as Lexi walked away.

Extract from Chapter 4 – Highlighting Dialogue

“Tim,” Lexi hissed, glancing over his shoulder into the house to check no one else was listening. “Tell me you remember what happened yesterday?”

That was a weird question. “Well, the bus was late and Mrs Western moaned at us for getting to her English lesson late...”

“Tim, that was Friday.”

He nodded. “Yeah, yesterday. Today is Saturday.” However, the look on Lexi’s face made him doubt himself.

Lexi waved a hand in front of Tim’s face, staring at him. He didn’t like the way she was peering at him, like he was a bizarre experiment.

“What did they do to you?” she asked, amazed.

Tim did not like the sound of this one bit. “What did *who* do to me? And where is your plaster cast?”

“You don’t remember yesterday *at all*?”

Tim’s heart began to race. The backpack in the hallway, Lexi’s arm, things were not adding up and now, Lexi was acting strange. Stranger than normal, anyway. A sinking feeling swamped Tim and his legs felt like jelly.

“Lexi, what is going on?” he asked in a wibbly, nervous voice.

“Tim, they’ve made you forget that Saturday even happened.” She gave him a quick rundown of the day, then when Tim started to shake his head in disbelief, she held up her phone with a photo on the screen. Tim saw a photo he didn’t remember taking of himself and Lexi standing on the playing fields and there, in Lexi’s hands, was a mysterious, glowing orb.

Tim stared, dumbfounded, at the selfie on Lexi’s phone. He couldn’t remember any of it. Everything Lexi had told him seemed to have happened to someone else.

Tim started to feel anger growing like a tiny fire inside him. Why did aliens think it was okay to change him like that? To steal his memories. They were *his* memories.

“They said it was for our own good.”

Tim handed Lexi back her phone. “But, you remember everything.”

“Yeah,” Lexi agreed. “But, there’s also *this*.”

Lexi held out her hands, palms up, and Tim gasped. Lexi’s hands glittered. They sparkled and twinkled as if they were covered in thousands of tiny diamonds. He’d never seen anything like it.

“Your hands,” Tim began. “I... you... what...? Is that why your arm isn’t broken?”

“I have no idea! But it doesn’t hurt at all. Look.” Lexi waggled her arm to prove it. “I’ve washed my hands fifty times, but I can’t get the glitter off.” She rubbed her hands absentmindedly on her jeans. “I think it’s from the orb.”

Appendix 5 – Hook Session 5



#### Simile and Metaphor Word Bank

- The walls towered over me like monolithic giants.
- The jagged edges of the walls resembled teeth ready to clamp down on any unsuspecting intruder.
- The floor beneath my feet felt slick and slimy, like walking on a freshly caught fish.
- The silence was deafening, broken only by the soft sound of my own footsteps echoing off the walls like a timid mouse scurrying for cover.
- The air was thick and heavy, like a wet blanket wrapped around my face, making it difficult to breathe.
- Strange symbols etched into the walls seemed to glow with an eerie blue light, casting long shadows that stretched out like the tentacles of some unknown creature.
- Every step I took felt like a leap into the unknown, as if I were exploring an alien planet where danger lurked around every corner.
- The corridor was like a maze, with twists and turns that seemed to lead nowhere.
- The atmosphere was charged with an otherworldly energy, like standing in the eye of a cosmic storm.
- The walls seemed to pulsate with a strange, otherworldly glow, like they were alive and watching my every move.

#### WAGOLL (What a good one looks like)

As I cautiously stepped into the unfamiliar corridor, the walls towered over me like monolithic giants, their jagged edges resembling teeth ready to clamp down on any unsuspecting intruder. The floor beneath my feet felt slick and slimy, like walking on a freshly caught fish.

As I moved forward, the silence was deafening, broken only by the soft sound of my own footsteps echoing off the walls like a timid mouse scurrying for cover. The air was thick and heavy, like a wet blanket wrapped around my face, making it difficult to breathe.

As I looked around, strange symbols etched into the walls seemed to glow with an eerie blue light, casting long shadows that stretched out like the tentacles of some unknown creature.

Every step I took felt like a leap into the unknown, as if I were exploring an alien planet where danger lurked around every corner. I felt like a tiny ant wandering through a vast, unknown world, where even the smallest misstep could lead to my demise.

Despite the fear that gripped me, I couldn't help but feel a sense of wonder and awe at the strange and mysterious world I found myself in. Each step brought me closer to discovering the secrets of this strange, alien corridor, and I couldn't wait to uncover what lay ahead.

Appendix 6 – Hook Session 6



Highlight the expanded noun phrase in this text and correct the mistakes.

The warm, magical light emanating from the orb bathed everything in its path with a soft, enchanting glow that seemed to breathe life into the cold dark world around it. It was as if the very air itself was charged with a vibrant, otherworldly energy that permeated every fiber of my being.

The orb seemed to pulsate with a gentle, soothing rhythm, like the beating heart of the universe itself. It was a symbol of hope and inspiration, a bright warm beacon of light in the deep, swallowing darkness that reminded us all of the enchanting mysterious magic and wonder that existed in the world.

It was a door, except it was enormous. It was big enough for a whole double decker bus to go through it with room all around. It reminded Lexi of a warehouse door.

metaphors		Similes
		

metaphors		Similes
		

## Appendix 7 – Explore Session 1

*Find and Write*

Elements Of Story Telling	Examples In The Text	My Own Example
Expanded noun phrases		
Fronted adverbials		
Subordinate conjunctions		
Interesting verbs		
Questions for the reader		
Speech		

## Appendix 8 – Explore Session 2

Fill in the gaps using the suggested language types.

Expanded noun phrase
I gazed upwards, trying to understand the _____, _____ hovering sightlessly above me.
Fronted adverbial
_____, I kicked off my skateboard and bolted out the alley.
Post modifier
The alarm chimed on my phone which was _____.
Simile
It zoomed off like a _____.

Words I'd like to use in my own writing	Phrases I'd like to use in my own writing

## Appendix 9 – Explore Session 3





## Appendix 10 – Plan Session 1

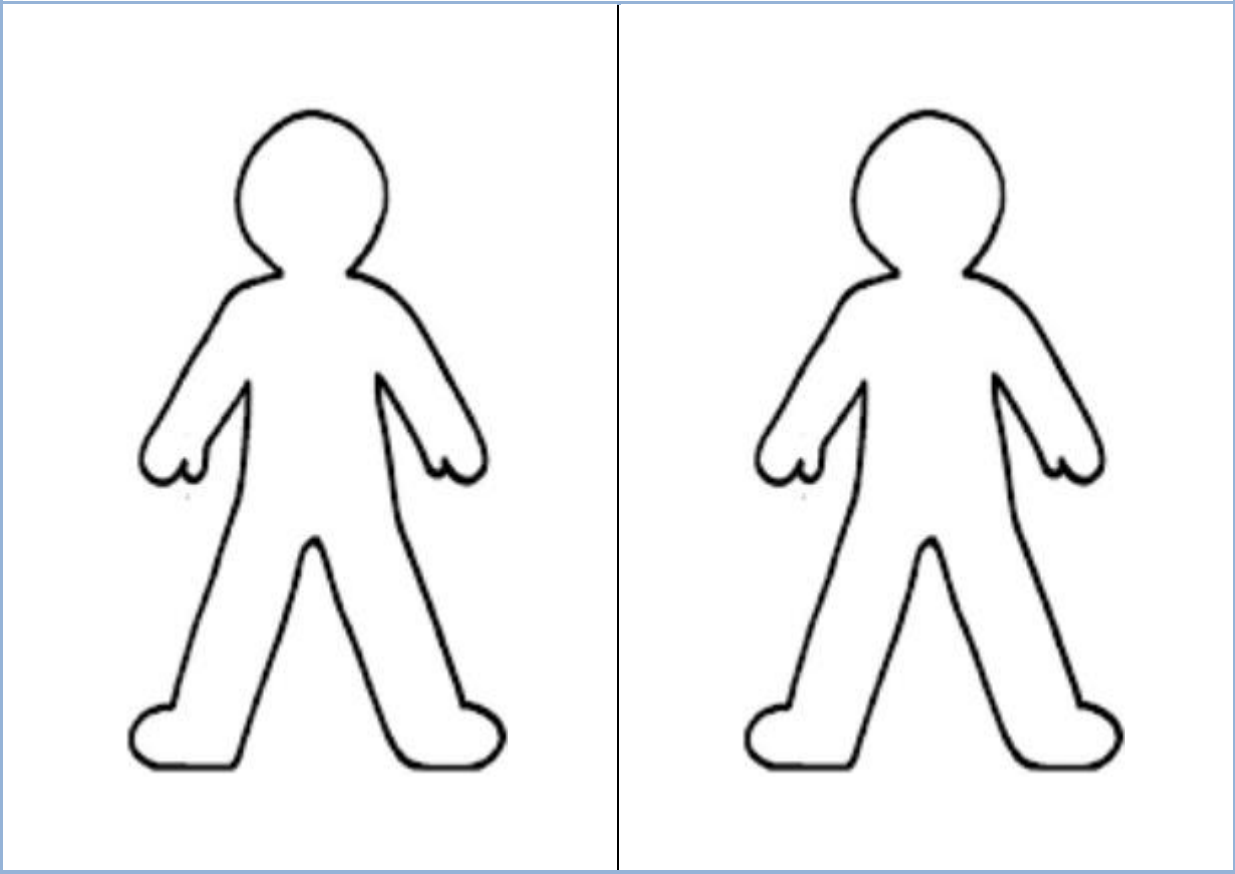
Tim
Captain Blast

Lexi span around, edging away from the voice. It belonged to a tall man dressed in a long, dark coat. Tim scurried behind Lexi and gaped back at the man over Lexi’s shoulder.

The man, or whatever it was, looked more like a crocodile standing up on two legs wearing clothes. He had a long face with sharp teeth poking out from his elongated snout. A silver eye patch covered one of his eyes and on top of his bald head, perched a pirate hat pulled down at a jaunty angle.

Immediately, Lexi didn’t trust this creature. She definitely didn’t like him. She glared at the man over the orb.

On his hands he wore thick, tarnished silver gloves that reminded Lexi of safety gloves the blacksmith had worn on a field trip to the museum one day. The gloves went half way up his arm over his coat.



Appendix 11 – Plan Session 2

### Description of the playing fields:

When they arrived at the playing fields, they found it packed full of people enjoying the last moments of the warm, summer sun. Playful screams filled the air but Lexi spotted no sign of a mysterious orb.

### Description of the Hub:

Lexi wished she could look everywhere at once, taking in the wondrous sight that lay before her. With each step she saw something more wondrous and completely impossible. Each step was a new discovery of the impossible.

The entire place was filled with aliens. There had to be hundreds, or maybe even thousands of them. Every alien was a different size, a different shape, a kaleidoscope of colours wearing all sorts of different clothes, some incredibly elaborate or, in some cases, no clothes at all. Lexi looked away, grinning.

Tim bumped into the back of her, gawping at the incredible sight.

Lexi breathed a sigh of relief. He'd come with her.

The Hub was a symphony of movement. Absolutely everywhere was busy and bustling. Everything was moving: the people, their luggage, signs on the walls showing adverts, all of it.

A light shone from the ceiling like sunlight but Lexi knew that was impossible. They were underground. Everything in the Hub was bright and light and clean. Lexi gazed in all directions at once, trying to decide where to go first.

She saw shops everywhere of every kind, a wonderland of gadgets and gizmos, and walking between them, people – aliens – doing their shopping. An alien with tentacles poking out of her clothes scuttled past angrily muttering to her friend.

"Fifteen credits for an antimatter chemostapler. They're half that back home. I'm not paying tourist prices! Honestly, I ask you."

"Look up there!" Tim gasped.

The air above them swarmed with tiny robots zipping about. Lexi wondered how all those robots could fly so fast without hitting anyone or anything, or each other. They flicked about in the air like enormous humming birds, carrying packages, or strange, blue rectangles and hovered next to people as if passing a message or delivering a parcel with incredible speed and precision.

Then, as if in a dream, they were approached by a metal man.

"Excuse me," he said. He was eerily human except completely made of metal. Lexi had to fight the urge to touch the robot. "Could you point me towards someone who could fix my particle circuit?" the robot asked.

Lexi grinned the most enormous grin she'd ever grinned while Tim stared on in silent awe. A robot was talking to them! Lexi eyed Tim, knowing about his love for all things robotic, and he was just as star struck as she felt.

"Are your translators malfunctioning?" the robot asked, politely. "Do. You. Understand. Me?"

Lexi pointed. "It's that way," she lied, reluctantly, then grabbed Tim and sped off in the opposite direction.

"Wow! Did you see that robot?" Tim gasped. "And a particle circuit. That's the thing that, well, I mean, I've only read about it on the internet. Lexi, things that are still just ideas on Earth are *real* in the alien world." He shook his head as if he could hardly believe it himself. "It's like science fiction but it's real. This is real life and robots are walking around just like you and me!" Tim couldn't take his eyes off them.

Lexi gazed into every window and peeped through each open doorway. The nearest shop boasted *HyperCoil Mainframes – All Speeds and Configurations – Free Fitting!* on a sign above the window.

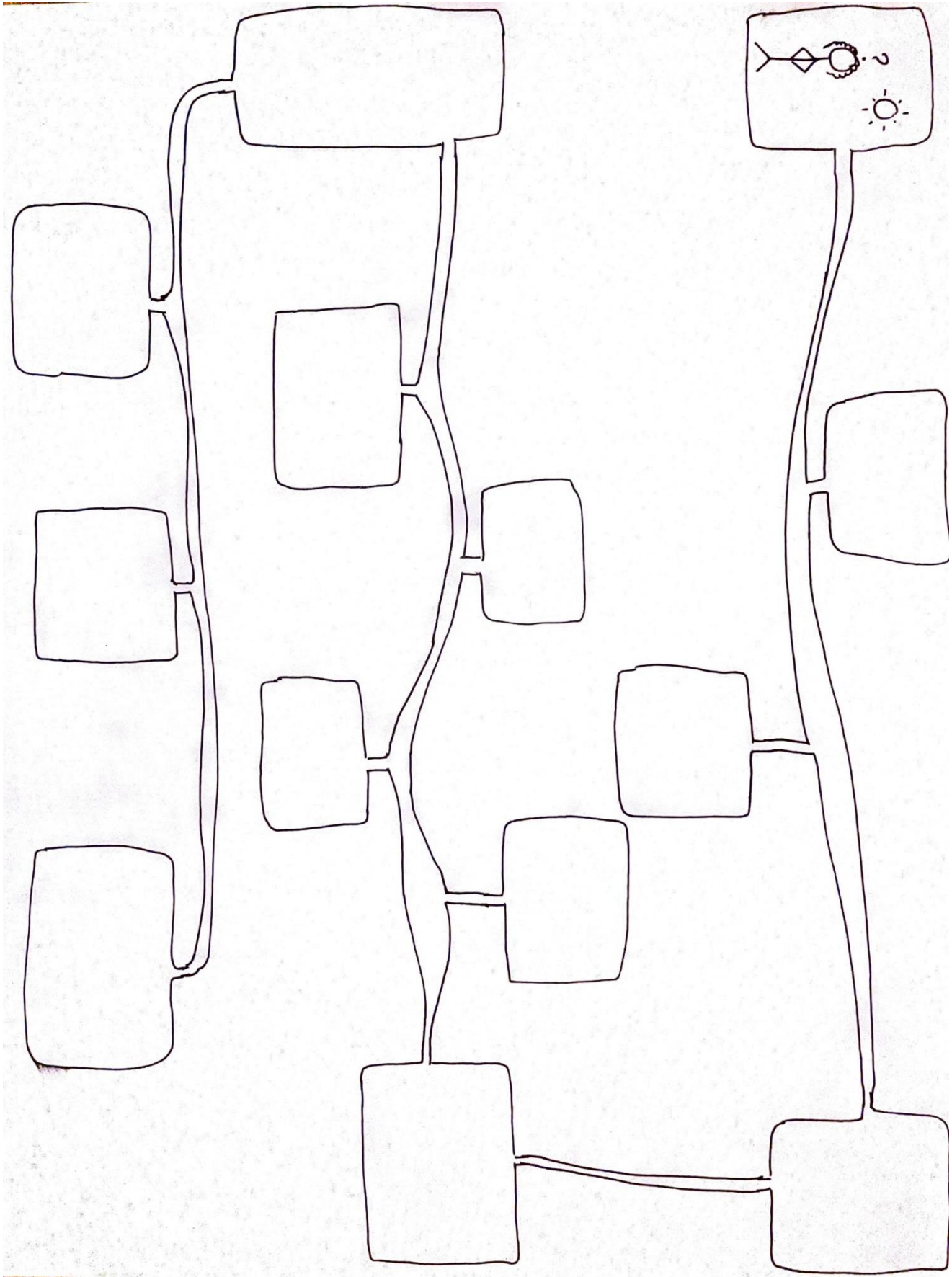
A tall alien scurried past them grinning. "They had dry paw cream here. On Earth! No, I can't believe it either!" she told a shining blue rectangle she held out in front of her face like she was on a video call.

Tim had to duck and dodge as aliens atop blue-edge hoverboards sailed expertly overhead. He dodged around other aliens tugging cuboid suitcases floating above them like helium balloons. An alien beside Lexi stood on a disc of light and floated to an upper floor as if it was a personal elevator. Tentacles dangled down from the higher levels, flicks of light floated in the air. Lines of suitcases, packages, strapped up cargo floated up to spot lights in the ceiling as if they were being abducted by aliens. Tim felt as if he was walking through a science fiction film. None of this felt real, but it was. It was there, right in front of them.

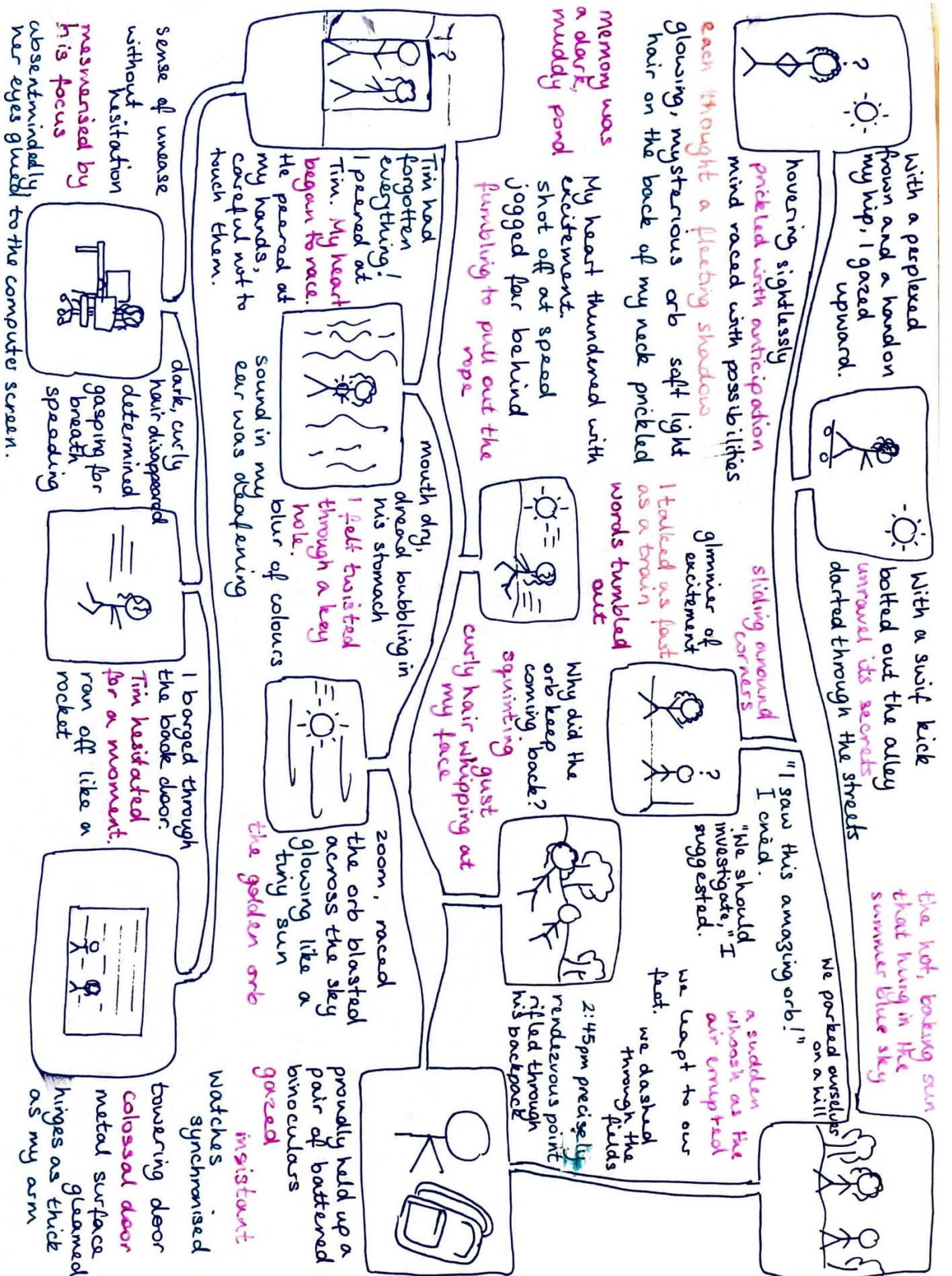
Draw and describe



## Appendix 12 – Plan Session 3









## Appendix 13 – Write Session 1

Writing checklist

Element to use	Have you used it?
First person	
Expanded noun phrases	
Fronted adverbials	
Subordinate conjunctions in the middle of a sentence	
Subordinate conjunctions at the start of a sentence	
Interesting alternative verbs	
Emotion words, or showing emotions through description	
Questions for the reader	
Speech and inverted commas	
Use of paragraphs	

