

**Wednesday 23<sup>rd</sup> June 2021   POR**

**Session 18-20: Planning and Bookmaking**

- Look back over the mini adventures in *Traction Man is Here* and re-cap with the children how these are structured.
- Explain to the children that in planning their books lots of author/illustrators will work using a 'storyboard' on a single sheet of paper, representing the whole book in small thumbnail sized squares.
- Within the squares, they can plan the basic design of each page, plan how the story unfolds over the pages, see how the words and illustrations work together, and consider how the illustrations work together.
- Show the children how to work with the spread diagram to develop one of the adventures they have improvised with the scissor shark onto a model storyboard.
- Look at how to swiftly mark out the rough illustrations like in this example by Mini Grey, which can be found at: <http://blog.picturebookmakers.com/post/120513251181/mini-grey>
- Model and demonstrate carefully how to transform the story ideas onto the spreads, talking through each step of the thinking involved such as what the pictures will look like on the page, what words will accompany the pictures and where the best place for the words will be.
- Give children a large frame and plenty of time for having a go at planning out their story based on their improvisations and using the photographs you have taken.
- Ask them to give careful consideration to the reader, for example asking *at each moment what do they want the focus to be on? How will they show what characters are feeling? How will they show when something happens over time? How will they show when something is important or when events and settings change?*

At this point the drawings only need to be rough sketches, but the children should think carefully about the words they will use, how they will be written and where they will appear on the page.

- Encourage the children to practise reading their text out loud; *if they are including a voiceover narrative does it sound right?* Refer back to the voiceover narrative in the original text and demonstrate the use of short statement based sentences.
- Re-read the story again, this time focusing on the ways in which pictures, graphics and text combine to tell the story. Re-cap the use of speech bubbles and captions and consider font and the shape and size of the frames. *How do these elements impact on meaning?*
- Through shared writing, demonstrate how to use speech and thought bubbles to add to a mini-adventure drafted so far.
- Allow the children to create speech and thought bubbles for their narrative using post-its and add this to their images.