



# Summer Writing Challenge

COMICS RULE!

LESSON PLAN  
DAY 4

YEAH!

YEP!

BOOM

National  
Literacy  
Trust

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## Session 1 – Comic Creation Continues

In this session pupils continue to work on their comic. They will work from their script to produce roughs, before moving on to work on their final composition. They can create stick person comics, use the character they developed, a REY Paper character like Albert the Duck, a Beano character or be as creative and original as they like!

### Learning Outcomes:

- I can use image and text together, showing an awareness of my audience
- I can use the feature of a comic book
- I can work from my script, adapting as I see fit



### NC UKS2 Writing Links

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.

Integrate dialogue into narratives to convey character and advance the action.

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative).

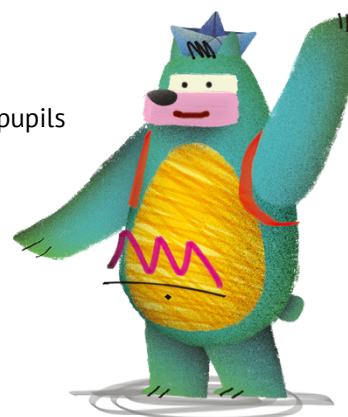
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

### Preparation and Resources

- Pupils will need access to their previous work including the comic and comic script worked on yesterday
- A selection of the printable comic frames with different outlines to allow pupils to cut, stick and combine as they wish
- Those wishing to be more adventurous with their frame shape and size may also find squared or dotted paper provides a useful guide (this can be used underneath to trace frame outlines)

### Lesson Overview

- This session is largely unstructured as it is important to allow pupils plenty of time to create their comics
- There are some reminders of slides from earlier in the unit for those wanting to refresh their memories



## Session 2 – Comic Creation Continues - Focus on Cover Pages

In this session pupils continue to work on their comic. As a starter task they are encouraged to think about the cover of their comic and reflect on the purpose and key features of the front page.

### Learning Outcomes:

- I can use image and text together, showing an awareness of my audience
- I can use the features of a comic book
- I can work from my script, adapting as I see fit



### NC UKS2 Writing Links

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Integrate dialogue in narratives to convey character and advance the action.

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative).

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.



### Preparation and Resources

- Teaching PowerPoint
- Pupils will need access to their previous work including the comic and comic script worked on previously
- Before starting work on covers, decide whether you will present individual comics or a collection of stories under a single title – this will help shape the direction of the brief you give the class

### Lesson Guide

- Follow the Teaching PowerPoint to build a discussion around the features, purpose and impact of cover pages.
- Give pupils time to work on their own cover and to finish the comic narrative that they started yesterday.
- Circulate the class as they work on their projects – challenge them to put themselves in the position of a reader and reflect on whether they are using language, structure and presentation to maximum effect. It is important that they feel ownership over their finished product so we recommend an emphasis on prompting reflection rather than giving instruction during the writing process.

**Top Tip:** As the comic is the priority, you may wish to introduce the cover focus of this session part way through, once the class begin to finish the work on the main element of the comic.

## Session 3 – Refine and Share Our Work

This session provides an opportunity for pupils to reflect on the work they have created and consider any refinements they wish to make before sharing with a wider audience.

### Learning Outcomes:

- I can evaluate my work
- I consider the reader experience and make appropriate changes
- I can celebrate the successes of my work



### NC UKS2 Writing Links

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.

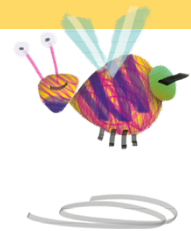
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Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

### Preparation and Resources

- Teaching PowerPoint
- Work generated so far in the unit
- Creating a booklet step by step guide
- The session ends with an opportunity to share their work with a wider audience, there is a menu of ideas for this at the end of the session – some of these require a preparation, for example inviting people to a reading session, which will require some plan.



### Lesson Guide

- Start the session by allowing time for pupils to finish their comics and cover pages. Finishers may also wish to look at the 'Making a Mini-Book Step by Step guide' – by folding A2 paper they will be able to create A4 booklets.
- The main focus of the session is refining and finishing their comics.
- Look at the editing 'Bingo' sheet on the teaching slides and go through each of the squares, explaining their meaning.
- Students now have an opportunity to reflect on what they've done and make improvements.
- The teaching PowerPoint reminds pupils how to use a simple patching process to make amendments neatly.

**Top tip:** Sometimes it can be difficult to see a way to improve our own work. Placing pupils with an editing partner can be a great way to open up discussion about how work could be developed.

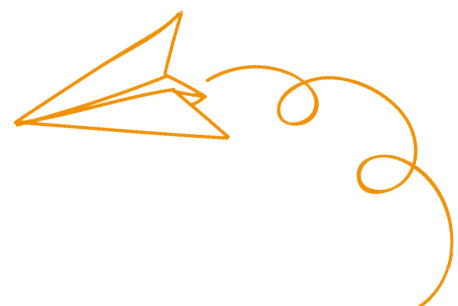
- At the end of the session give pupils an opportunity to share what they have learnt during the summer school, their highlights and what they would like to do next when it comes to creating comics.
- Following this reflection, move into the sharing element of the session. Select one of the options below, or share in another way that suits your setting.

We'd love to see your comics – share them with us at [@literacy\\_trust](#) [#summerwritingchallenge](#).

## Publish and Share

It's time to celebrate and share the creations from the week. Have a look at the menu of ideas below and choose one, or more that best suit your setting's circumstances.

<p><b>Friends and family</b></p> <p>Invite parents in to see the comics on the last day of summer school.</p>	<p><b>Bind the comics as a collection in the school library</b></p> <p>This would be a great transition piece for incoming Y7.</p>	<p><b>Share the comics online</b></p> <p>Use your school social media platforms or website to share the comics.</p>
<p><b>Show off</b></p> <p>Make a display somewhere prominent so that incoming Y7 can see their work when they arrive in September.</p>	<p><b>Share with staff</b></p> <p>Invite key staff members to come and enjoy the comics with the pupils. This is a great way for them to get to know the wider team too.</p>	<p><b>Comics café</b></p> <p>This could take place in September. Hold an open library event for pupils and staff to come and explore comics in a relaxed atmosphere (including those created in summer school).</p>
<p><b>Comics club</b></p> <p>Share your comics with the school comics club. Don't have one? Now's a great time to start!</p>	<p><b>Tweet</b></p> <p>Which comic creators were pupils most inspired by? Why not tweet them with some pictures of your pupils' work?</p> <p>Don't forget to use <a href="#">#summerwritingchallenge</a></p>	<p><b>Send them home</b></p> <p>Parents and families would love to share in what pupils have created this week – if you aren't able to easily invite them in, then consider sending a copy home with them.</p>







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**National Literacy Trust**  
68 South Lambeth Road, London, SW8 1RL

020 7587 1842 / [contact@literacytrust.org.uk](mailto:contact@literacytrust.org.uk)

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