



Unit Aim:

Weekly targets:

Identifying different prepositions.

Selecting the best prepositions to use in sentences describing where something is in relation to something else.

Identifying and using coordinating conjunctions.

Writing accurate compound sentences.

Identifying and using commands, questions and statements.

Accurate use of !

Using modal verbs to give suggestions or advice.

Weekly targets:

Identifying apostrophes and naming them.

Identifying contractions and making the full form from them (and vice versa).

Using possessive apostrophes to show ownership and a relationship.

Identifying adverbs by their -ly ending.

Knowing not all adverbs end in -ly.

Using adverbs either directly next to the verb for maximum impact, or elsewhere in the sentence.

Recognising importance of time connectives.

Using time connectives to order instructions.

Recognising difference between connectives and conjunctions.

Use adverbial phrases of time in writing.

Weekly targets:

Recognising expanded noun phrases and their component parts (adjectives and nouns).

Using (original) expanded noun phrases in writing.

Using shorthand to write a plan.

Planning build-up, problem, resolution and ending to a story.

Recognising simple past tense verbs and irregular past tense verbs.

Using inverted commas accurately to demarcate direct speech.

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Using (original) expanded noun phrases in writing.

Using shorthand to write a plan.

Planning build-up, problem, resolution and ending to a story.

Recognising simple past tense verbs and irregular past tense verbs.
Using inverted commas accurately to demarcate direct speech.

Prior Learning:

Children have used inference skills in literacy before. I will introduce cover of book. Begin to explore initial responses to the cover image. Model inference process as answers emerge: *What do you notice about the cover? What might the story be about? What might it not be about? What sort of story will it be?*

The incorporation of real-life purposes will bring the learning to life

Build on the ability to explore vocabulary

Review current knowledge of apostrophes for omission (in contractions). Match contractions with their full forms

Recap instructions

Story mountain

Quick recap of verbs- their purpose, how we recognise them and common past tense ending (-ed).

Quick AfL assessment of who knows what about direct speech.

Persuasive writing- letter to the zoo

Future Learning:

The children will be able to use their inference skills in reading comprehensions

The children will be able to apply new vocabulary to their writing

The children will become more confident in their use of punctuation, including apostrophes for omission

The children will be able to write clear instructions- using imperative verbs.

The children will understand the structure of a story

The use of tense will be more accurate

Unit Expectations:

All: Will successfully meet one success criteria per lesson

Some: will meet more than one success criteria per lesson (2)

A Few: Will meet almost all success criteria per lesson (3 or more)

Links with other subjects: Art and craft, PSHE- friendships, relationships and bullying, environment, mindfulness, maths

Pupil Asset Milestones to be achieved:

Writing: Uses subordination (using when, if, that, because) uses co-ordination (using or and but)

Join words and clauses using 'and'

Uses subordination (using when, if, that, because) uses co-ordination (using or and but)

Correct choice and consistent use of present tense and past tense throughout writing

In narratives creates setting, character and plot, with some attempt to elaborate, on basic information or events

Assesses the effectiveness of their own and others' writing and suggest improvements.

Expresses time, place and causes using conjunctions (eg when, before, after, while, during, in, because of)

Uses expanded noun phrases, by adding modifying adjectives, nouns, and preposition

Uses paragraphs to organise paragraphs around a theme

Uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

Uses a range of linking ideas across paragraphs: adverbial of time (eg. later) . secondly place (eg. nearby) and number (eg. secondly) or tense choices (eg. he had seen her before)

Reading: begin to link what they read or hear read to their own experiences

Draws on what they already know or on background information and vocabulary provided by the teacher

Makes inferences on the basis of what is being said and done

Predicts what might happen on the basis of what is being read so far

Participates in discussion about book that are read to them and those that they have read themselves

Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives and (with support) justify inferences with evidence

Makes basic predictions about what might happen based on details stated or implied

Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Ask relevant questions to improve and develop their understanding of a text

Maintains positive attitudes to reading and understanding of what they read

Check that the book make sense to them by discussing their understanding and exploring the meaning of words in context

<p>Speaking and listening: Take turns to listen to what others say</p> <p>Ask questions to improve their understanding and explore ideas</p>

Week	Monday	Tuesday	Wednesday	Thursday
1	<p>Lesson Objective Activities</p> <p><u>Monday period 3 and 4- LO: prepositions</u></p> <p><u>Success Criteria (SC):</u> I know prepositions tell us where something is in relation to something else (e.g. <i>The bed is beside the door.</i>)</p>	<p>Lesson Objective Activities</p> <p><u>Tuesday - LO: Coordinating conjunctions</u> SC: I know conjunctions join parts of a sentence. I know coordinating conjunctions are FANBOYS (for, and, nor, but, or, yet, so).</p> <p>Starter activity: Talk partners (TP) Can you tell me what has happened in less than 15 words?</p>	<p>Lesson Objective Activities</p> <p><u>Wednesday- LO: Coordinating conjunctions</u></p> <p>SC: I know conjunctions join parts of a sentence. I know coordinating conjunctions are FANBOYS (For, and, nor, but, or, yet)</p> <p>Model: take suggestion from children for a like and dislike and create</p>	<p>Lesson Objective Activities</p> <p><u>Thursday - LO: sentence types (two part lesson- continue next week Monday).</u></p> <p>SC: I know sentence types include questions, statements and commands.</p> <p>I know questions often begin with question words (who, what,</p>

<p>I can use simple prepositions in my writing (on, in , beside, behind, under)</p> <p>I know that some prepositions are made of more than one word (in front, on top, next to).</p> <p>Starter activity: vocabulary game Kim's game in pairs with words we will encounter in the text.</p> <p>Review of previous learning: Introduce cover of book. Explore responses to cover image- what do you notice about the cover? What might the story be about? What sort of story might it be?</p> <p>Read from the text: Have range of image on table. Discuss what extra information you now have about the story. How does it change what you first thought? Have you changed your ideas about what the story is about?</p> <p>Model example: Introduce LO: what do you know about prepositions? Display example sentence with image from page 8- using prepositions,</p>	<p>Real life purpose: we have been contacted by a library who are thinking about buying this book. They need some advice about what the book is like first, and want your opinions.</p> <p>Creative task: complete tell me grid together- discussing what you like, dislike, what puzzles you and what connections you can make with this story and others.</p>	<p>compound sentence by using the conjunction 'but'.</p> <p>Main task: write opinion so far. Compound sentence using coordinating conjunctions (FANBOYS).</p> <p>Differentiation: word bank. SEN picture based tell me grid- draw what they like and what they don't like.</p> <p>Plenary: Proof read writing. Check for proper punctuations, spellings, grammar.</p> <p>Closing task: read up to page 14.</p> <p><u>- LO: Reading</u></p> <p>SC: To know that a fairy tale is a short story that usually features magic and fantasy characters</p> <p>To know the typical structure of a fairy tale</p> <p>SPAG- The children will complete a differentiated SPAG revision sheet.</p>	<p>how, why, will, is) and ends with a question mark.</p> <p>I know commands begin with imperative (bossy) verbs (make, take, stand).</p> <p>Starter activity: Read page 15-21- exploring vocabulary on p18,- triumphantly, impatiently and frustration. - TPs how would you feel if your window had been smashed by someone?</p> <p>Creative activity: Role on the wall for Elvis highlighting parts in the book you have already read to get evidence about him.</p> <p>Continue from slide-Model: What is a question, statement, command? Match these sentence types with the correct sentences. -call the neighbourhood watch immediately if you use this boy. -has your window been smashed recently? -A known troublemaker is sleepwalking late at night, causing damage to Lizard Street.</p>
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describe... There is a shiny ball in **front of** a family of people. What words are telling you where the ball is?

Mini task:

Looking at the same images, what else can you tell about the story now? what room is the event taking place? What time of the day may it be? (On flip chart complete sentences... I already know.../ I can see...)

Writing task:

Description of 3 pictures using prepositions, using sentence starters as necessary.

WAGOLL (what a good one looks like)

Some kind of shiny ball crashed on the family breakfast table and smashed the plated to smithereens. (page 8 image)

A squeezed-out tube of toothpaste is beside the tap. (page 2 image)

Differentiation:

Word bank, labelled images, memory game.

Plenary:

Next, model taking ideas from the role on the wall from lesson to make sentences.

Plenary: can we spot the sentence types? How do you know if it's a command, statement or question?

	<p>Underline your prepositions.</p> <p>Closing task: read 1st chapter to bottom of page 9</p>			
2	<p>Learning Objective Activities</p> <p><u>Monday - LO: sentence types</u></p> <p>Sc: I know sentence types include questions, statements and commands.</p> <p>I know questions often begin with question words (who, what, how, why, will, is) and ends with a question mark.</p> <p>I know commands begin with imperative (bossy) verbs (make, take, stand).</p> <p>Starter activity: Review sentence types using role on the wall activity from last week. Can chn identify the different sentence types and give examples of each? TPs</p> <p>Main task:</p>	<p>Learning Objective Activities</p> <p><u>Tuesday - LO: modal verbs</u></p> <p>SC: I know should, would and could are modal verbs.</p> <p>I know can is a modal verb.</p> <p>I can use modal verbs in my writing.</p> <p>I know modal verbs give suggestions and advice.</p> <p>Starter activity: Read aloud to page 27 Creative activity: Conscious Alley as Ruskin. What would you do? Elvis is clearly not nice to you and your family and because of his family you are covered in ash.</p> <p>Model an example: Go through success criteria, introducing modal verbs. Explain that</p>	<p>Learning Objective Activities</p> <p><u>Wednesday - LO: modal verbs Continued</u></p> <p>SC: I know should, would and could are modal verbs.</p> <p>I know can is a modal verb.</p> <p>I can use modal verbs in my writing.</p> <p>I know modal verbs give suggestions and advice.</p> <p>Starter activity: Review yesterdays learning. What is a modal verb? Why are they used? Examples?</p> <p>Main task: Chn to write a letter to Ruskin with suggestions about what he should do.</p> <p>Differentiation: Word banks. Sentence starters for lower ability.</p>	<p>Learning Objective Activities</p> <p><u>Thursday- LO: Possessive apostrophes.</u> (two part lesson)</p> <p>SC: I know apostrophes are used in contractions (e.g. can't)</p> <p>I know possessive apostrophes are used to show ownership. (E.g. Taylor's pen).</p> <p>Read: p 27-33- as we read we'll consider a few quick questions. Describe how Elvis treats Mrs Walnut. What do you make of Mrs Walnut? Compare the appearance of Mrs Walnut with Mr Flick.</p> <p>Creative activity. We will be writing instructions, letting the reader know how to take care of a creature- the creature on the front of this</p>

	<p>Children will create a wanted poster for Elvis using commands, statements and questions (rhetorical- how would you like it if your window was smashed?)</p> <p>Differentiation: word banks</p> <p>WAGOLL Wanted! In recent weeks, there has been terrible vandalism across Lizard Street. Have you seen anything? Were you there on the evening of 15/10/2020? Help catch this boy! What would you do if this happened on your street?</p> <p>Plenary: peer marking - coloured pencils to code questions, statements and commands.</p>	<p>we use them to give suggestions and advice.</p> <p>Activity- can you spot the words that introduce the piece of advice? eg <i>To make it stop, you should stand up to the bully.</i> Is this good advice? Why or why not?</p> <p>Next example- <i>You should make it clear that you don't care what he does.</i></p>	<p>WAGOLL Dear Ruskin, I heard about your situation. Poor you! I sympathise. Perhaps you could tell someone at school who you trust about what is going on. (complete wagoll on slide).</p> <p>Plenary: check your writing against targets.</p> <p>(key vocabulary: possessive apostrophes, omission, contraction, adverb, detail, description, phrase, adverbial phrase)</p> <p>LO Reading</p> <p>SC: to identify well known phrases like, once upon a time and happily ever after</p> <p>To identify the language of fairy tales</p> <p>to identify the use of repetitive language</p>	<p>book. Let's imagine you have bought it from a rare creatures' shop.</p> <p>Main activity: Draw your creature. Annotate your image- what might the creature need to eat? How/ where may he sleep? What changes may you need to make to your home?</p> <p>Plenary: share with class.</p>
3	<p>Learning Objective Activities</p> <p>Monday :LO: Possessive apostrophes. <u>(two part lesson)</u></p>	<p>Learning Objective Activities</p> <p>Tuesday: TRIP</p> <p>Today we will be going on a trip to a local zoo to visit and see if we can spot Krindlekrax.</p>	<p>Learning Objective Activities</p> <p>Wednesday - LO: Adverbs: One of two lessons SC: I know adverbs often \ (but not always) ends in -ly.</p>	<p>Learning Objective Activities</p> <p>Thursday - LO: Adverbs: (Second lesson) SC: I know adverbs often \ (but not always) ends in -ly.</p>

<p>SC: I know apostrophes are used in contractions (e.g. can't)</p> <p>I know possessive apostrophes are used to show ownership. (E.g. Taylor's pen).</p> <p>Starer activity: I say, you say... 'possessive apostrophe'</p> <p>We use possessive apostrophes to show that something belongs to someone- this can include something you cant really touch, smell or feel too!</p> <p>e.g. <i>Ruskin's bedroom window is smashed.</i> <i>With the shopkeeper's help, the children fed the strange creature.</i></p> <p>We also use them to show a relationship between two people: e.g. <i>Mrs Walnut's son is called Sparkey.</i> The apostrophe is normally followed by an 's'</p> <p>Mini task: can you complete these sentences... The creature's tongue... The creature's tail...</p>	<p>While there we will be looking at similarities and differences between a crocodile in the zoo and the Krindlekrax in our book.</p>	<p>I know adverbs 'add to the verb' giving more detail.</p> <p>I know adverbs tell us when, where, how and how long actions take.</p> <p>Starter activity Recap instructions. What features does a list of instructions often have? Decide with your partner which of these we always, sometimes or never need in a list of instructions. Why? Numbered steps Imperative verbs Long sentences with loads of detail and description. Possessive apostrophes. Imperative verbs at the start of a sentence.</p> <p>What's wrong with this instruction? You should build a house for your creature. Also, you can make it comfortable by putting down some straw. Explain imperative verbs need to have impact, so we don't use superfluous words like 'you should' or 'you can'.</p> <p>Creative activity: Charades. Give volunteer an action card (brushing teeth, washing car, making cup of tea) and an adverb card (slowly, frantically, grumpily). Change action but keep adverb the same. Also</p>	<p>I know adverbs 'add to the verb' giving more detail.</p> <p>I know adverbs tell us when, where, how and how long actions take.</p> <p>Model: Introduce LO/SC then run through input. <u>Purpose of adverbs</u> Adverbs tell us more about verbs (actions)- they give us more description and detail about the verb. They tell us <u>when, where, how</u> and <u>for how long</u> something happens. They often end -ly, but not always! Today we'll focus on <u>how</u> an action take place. With your friend's help, build a small house for your creature to live in. With your friend's help, carefully build a small house for your creature to live in. What do you notice about the position of the adverb? Will this always be the case? What kind of word is next to? TPs, can you think of another adverb we might use here?</p> <p>Main Task:</p>
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With your friend's help...

Main task:

Write a list of instructions on how to care for your creature (pet).

Differentiation: word banks, word cards, apostrophe cards to make simple sentences.

WAGOLL:

Congratulations on bringing home your new pet! Here's how to take care of your creature.

- 1) Make sure the creature's tail is tied up, so its doesn't break anything when it swings.
- 2) The creatures' tongue needs to be brushed daily.

Plenary: share writing

change adverb but keep the action the same.

Let's play a game of charades! Guess the action and tell me how they are doing it. Quickly? Carefully? Etc.

- LO: Reading

SC: to understand that myths are stories about gods and goddesses.

To understand that many have a religious message

To identify the structure of myths

Redraft your instructions from yesterday to include adverbs. Think carefully about where to put them! Can you add some detail too?

WAGOLL

Congratulations on bringing home a new pet! Here's how to take care of your wonderful, energetic creature.

1. Definitely make sure your creature's tail is tied up, so it doesn't clumsily swing and smash anything in the house.
2. Your creature's teeth need to be cleaned every day. Quickly buy an extra-large toothbrush and washing up liquid for this when you leave the shop.
3. With your friend's help, build a small house carefully for your creature to live in.

How does it change the impact of the adverb 'carefully' if it is not next to the verb? Does it make it seem like a stronger instruction or not?

				<p>Plenary: peer marking</p> <p>Closing task: Read 33-38 Summarise chapter 12. Describe Corky and Ruskin's relationship. Are they close? How can you tell?</p>
4	<p>Lesson Objective Activities</p> <p>Monday - LO: <u>Connectives</u></p> <p>SC: I know conjunctions are used to join bits of sentences together and are often found in the middle of sentences.</p> <p>I know connectives are used to join sentences together and are always found at the start of sentences.</p> <p>I can use time connectives to order my instructions.</p> <p>Read from text: Start with reading today, in order to reveal to chn that the creature in the story (Krinklekrax) is indeed a crocodile. Bet you didn't see that one coming! Read 38 - 46 Move briskly with straightforward prediction /recall questions to</p>	<p>Learning Objective Activities</p> <p>Tuesday - LO: : <u>Connectives</u></p> <p>SC: I know conjunctions are used to join bits of sentences together and are often found in the middle of sentences.</p> <p>I know connectives are used to join sentences together and are always found at the start of sentences.</p> <p>I can use time connectives to order my instructions.</p> <p>Main Task: Group work, creating their list of instructions with time connectives. Next editing their work to include time connectives (using blue pencils to add to yesterday's work). Photo evidence of following instructions to go in books too.</p>	<p>Learning Objective Activities</p> <p>Wednesday - LO: : <u>Connectives</u></p> <p>SC: I know conjunctions are used to join bits of sentences together and are often found in the middle of sentences.</p> <p>I know connectives are used to join sentences together and are always found at the start of sentences.</p> <p>I can use time connectives to order my instructions.</p> <p>Read from text / recap: Read 46-52 again with brief recall questioning. What does Corky mean 'I'm as safe as house'? What had happened when Elvis had smashed Ruskin's window that morning? Is there a pattern with how Wendy speak</p>	<p>Lesson Objective Activities</p> <p>Thursday - LO: <u>Adverbial phrases for time.</u></p> <p>SC: I know a phrase is more than one word.</p> <p>I know adverbs 'add to the verb', giving more detail!</p> <p>I know adverbs OR adverbial phrases tell us when, where, how and for how long actions take place.</p> <p>Model: Run through LO/SC. Introduce adverbial phrases of time together with adverbs: <u>Using an adverb</u></p>

punctuate reading and keep children engaged where necessary, to save enough time for writing + discussion at end of lesson.

Creative activity/input: Follow instructions to create a craft crocodile. What order do the instructions need to be in? Can you add the time connectives to the start of the instructions? In your groups, assemble the instructions in the right order and add the connectives.

<http://rachelbarnett.com.au/just-for-fun/crocodile-craft/>

Cut out crocodile head.

Cut out crocodile tail.

Fold card.

Stick lollypop stick to card.

Stick crocodile parts to card.

Colour in crocodile.

First, Secondly, Thirdly, Next, Then, Finally



Feedback once children have got instructions together as input, carefully discussing why time connectives are important in instructions.

Would it make a difference if you did it in a different order? Why is

- LO: Reading

SC: I can identify that legends have many of the themes that are used in traditional stories (eg, Good vs Evil, Rags to Riches)

SPAG- The children will complete a differentiated SPAG revision sheet.

to Ruskin in the mornings and evenings?

Recap previous learning with another passage that is out of order and missing some elements. What could we add to make this even better? What order should the instructions be in?

Giving your crocodile a bath

First of all, Next, Finally, Then.

Rub foamy bubbles into its scutes (scutes- thickened or bony plate on the back of a crocodile).

Fill the bath with water.

Tie its mouth with string (N.B. Why isn't there an apostrophe here for possession?)

Douse it with clean water using the shower head and towel it off.

Differentiation:

Word banks.

Peer support for SEN/WTS.

Highers to have broader selection of time connectives available to choose from.

Gently take the crocodile out of the bath.

Using an adverbial phrase of time.

When you have finished, take the crocodile out of the bath.

An adverbial phrase of time is more than one word and tells us when or for how long an action takes place. How have I separated my adverbial phrase of time from the rest of the sentence? What punctuation do you notice?

Creative activity:

Assemble a paragraph of instructions, using the adverbial phrases, imperative verbs and blank lines (you can write on these to make your instructions).

Main Task: Paragraph rather than list of instructions, using everything we've learned so far, explaining how to bathe a crocodile.

Differentiation:

Word banks.

Writing frame and word cards where necessary..

Push highers to extend each instruction with another

	<p>it important to get the order of instructions correct?</p> <p>Next, allow chn to follow instructions one by one until colouring stage at the end, but save this for the afternoon / another time.</p>			<p>sentence, developing their thought</p> <p>Plenary: Check against writing targets.</p>
5	<p>Lesson Objective Activities</p> <p>Key vocabulary: Expanded noun phrase, build up, problem, resolution, shorthand, verb tense, past, present, inverted commas.</p> <p><i>turrets, nightshirt, bemoan, outrageous, nuisance, weariness, chicken wire, taffeta, torment, twaddle, relentless, prehistoric, salamanders.</i></p> <p>Monday - LO: Expanded Nouns Phrases</p> <p>One of two lessons.</p> <p>SC: I know a phrase is a group of more than one word.</p>	<p>Lesson Objective Activities</p> <p>Tuesday - LO: Expanded Nouns Phrases</p> <p>One of two lessons.</p> <p>SC: I know a phrase is a group of more than one word.</p> <p>I know a phrase doesn't have a verb in it.</p> <p>I know noun phrase is an adjective + noun.</p> <p>I know an EXPANDED noun phrase is more than 1 adjective and a noun.</p> <p>I can use expanded noun phrases in my writing.</p>	<p>Lesson Objective Activities</p> <p>Wednesday- LO: expanded noun phrases</p> <p>SC: I know a phrase is a group of more than one word.</p> <p>I know a phrase doesn't have a verb in it.</p> <p>I know noun phrase is an adjective + noun.</p> <p>I know an EXPANDED noun phrase is more than 1 adjective and a noun.</p> <p>I can use expanded noun phrases in my writing.</p> <p>Starter activity. Review what we did yesterday.</p>	<p>Lesson Objective Activities</p> <p>Thursday - LO: Rhetorical questions</p> <p>SC: I know a story is often structured into different sections (build-up, problem, resolution and ending).</p> <p>I can write the build up to my story, introducing the main character.</p> <p>I can include rhetorical questions in my writing.</p> <p>Read from text: Read 57-64. How has the author built up the anger Elvis</p>

<p>I know a phrase <u>doesn't</u> have a verb in it.</p> <p>I know noun phrase is an adjective + noun.</p> <p>I know an EXPANDED noun phrase is more than 1 adjective and a noun.</p> <p>I can use expanded noun phrases in my writing.</p> <p>Weekly Word game Introduce new vocabulary with pictures and then play matching game with hidden words/pictures: <i>turrets, nightshirt, bemoan, outrageous, nuisance, weariness, chicken wire, taffeta, torment, twaddle, relentless, prehistoric.</i></p> <p>Real life purpose: Point out missing person posters around the school for Cecil, Corky's older brother. Explain we are going to be telling the story of how he went missing this week.</p> <p>Read from text: Quick recap of text and where we got up to: What happened at the end of last week? Can you summarise in no more than two sentences? Brief questioning as we go along to keep chn engaged- Now that Ruskin has just woken up to</p>	<p><u>Chn to draw what they hear...</u> Creative activity: Chn adjective cards and nouns to create expanded noun phrases. Soundbible clip of running water on loop as chn complete task and have images of underground chambers and sewers pinned around room: http://soundbible.com/1166-Running-Water.html. Use iPads to loop other sound clips and leave around room too?</p> <p><u>LO: Reading</u></p> <p>SC: to identify characters which are good role models and those which are not good role models</p> <p>To make links between characters and real life</p> <p>To discuss complex characters</p> <p>To know that the personality of a character is called characterisation and begin to understand character thoughts</p>	<p>Mini Plenary: Have you used an expanded noun phrase yet? Have chn read aloud work.</p> <p>Main Task: Set the scene! Describe the sewers, using expanded noun phrases.</p> <p>Differentiation: Word banks. Mind mapping (image of sewers) Push highers with advanced vocabulary.</p> <p>WAGOLL: Deep beneath the pavements, as the residents of Lizard Street slumbered peacefully, a low growling echoed along the sewer system. What could it be? In huge underground chambers, cool, gleaming water trickled onto the floor. Short, shining ladders led deeper into the sewers. The sparkling, emerald green walls were damp yet it was down there, because a terrifying creature had moved in...Krindlekrax</p> <p>Plenary Checking work for full stops, capital letters and spellings from word bank</p>	<p>feels in chapter 19? Can you find any evidence?</p> <p>Review of previous learning: Display story mountain. What do we call the different parts of the story? Is it as simple as beginning, middle and end? Are all stories written in this way? Why do we use to pattern to write our stories?</p> <p>Model: Show LO/SC. How do you think these differ from other kinds of questions?</p> <p>Why might we want questions in our story? What purpose do they serve? Model using rhetorical questions to 'pull the reader in'.</p> <p>Creative activity: Read through WAGOLL missing rhetorical questions. Chn to complete rhetorical questions on WBs, using sentence starters. CT to check and correct, before compiling ideas. Where could we add our rhetorical questions?</p> <p>Main Task: Write the build-up part of your story, introducing</p>
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	<p>see Elvis, what do you think will happen? Read 52-57 Explain we are going to be writing a story this week!</p> <p>Input Establish difference between noun phrase and expanded noun phrase. <u>Recap</u> We use noun phrases and expanded noun phrases to add detail. An expanded noun phrase has <u>more than 1 adjective</u>. Adjectives come first! Pointed claws - Huge, pointed claws Fiery breath - Hot, fiery breath (Is this any good? What do you know about 'fire/fiery' things? So do we need to say 'hot'? What might be a better word?)</p>			<p>your main character (Cecil, years ago, as he ventured down into the sewers) and including rhetorical questions.</p> <p>Differentiation: Word banks Some chn to mind map each stage of their story, using word cards and pictures to support.</p>
6	<p>Lesson Objective Activities</p> <p><u>Monday - LO::</u> Verb Tense</p> <p>SC: I know regular past tense verbs end with the suffix -ed.</p> <p>I know irregular past tense verbs look completely different!</p>	<p>Lesson Objective Activities</p> <p><u>Tuesday - LO::</u> Verb Tense</p> <p>SC: I know regular past tense verbs end with the suffix -ed.</p> <p>I know irregular past tense verbs look completely different!</p>	<p>Lesson Objective Activities</p> <p><u>Wednesday - LO:</u> Punctuation One of two lessons</p> <p>SC: I know inverted commas are used to show direct speech.</p> <p>I know direct speech starts with a capital letter.</p>	<p>Lesson Objective Activities</p> <p><u>Thursday - LO:</u> Punctuation (Second lesson)</p> <p>SC: I know inverted commas are used to show direct speech.</p>

<p>Review of previous learning (longer to look at a few points): Quick recap of verbs- their purpose, how we recognise them and common past tense ending (-ed). What is the difference between a verb and an adverb? What is the purpose of a verb? Is there a KS1-way of talking about them (doing/action words)? What about the verb 'to be' (I am hungry)- where is the action here? When we talk about verbs, we can think of them as doing/action or <i>being</i> words.</p> <p>Activity Can you sort these verbs into present and past? He walked past the salamanders. Winston went straight to the pub. I want a cigar! She took a deep breath. I work at the zoo. Don't be stupid, Mr Cave. I hear the telly buzzing. Eek goes the pub sign.</p> <p>Run through present and past tense of to be (I am, She is, You are, They are / I was, He was, You were, They were).</p> <p>Model: Run through past tense. We use this tense to talk about something that happened in the past. e.g. <u>I</u></p>	<p>Starter activity: Review tense- what did we do yesterday? Main Task: Write the 'problem' part of your story, using the past progressive tense and 'when'.</p> <p>Differentiation: Word cards for SEN. WTS to have word cards. Push highers to use interesting verbs and to link ideas with correct paragraph structure.</p> <p>WAGOLL: Cecil studied the emerald green walls. Suddenly, he heard the sound again: a terrifying roar. Where was it coming from? It sounded prehistoric! Could it be...was it coming closer? The noise got louder and louder! Cecil's heart beat faster and his palms grew greasy with sweat.</p> <p>Fearfully, Cecil turned and started to make his way back to the sewer entrance, tripping clumsily in his wellington boots as he did.</p> <p>Closing task: Read 70 - 79 Summary questions on reading passage</p>	<p>I know a comma, ! or ? is used to separate direct speech and non-speech.</p> <p>"Let's have a cup of tea!" said Corky to Ruskin.</p> <p>Review of previous learning: Quick AfL assessment of who knows what about direct speech. How can we show that a character is talking in a story? Why is this important in a story? Can you remember any particular rules or things to keep in mind? TPs.</p> <p>Model: Look at passage from previous read aloud together on IWB featuring direct speech.</p> <p><i>Where is the speech? How do you know? How is it introduced? What punctuation do you spot? Why is it important? What purpose does it have?</i></p> <p>Highlight direct speech on IWB and discuss importance of inverted commas to demarcate speech and non-speech. Most of a story is non-speech- we describe things, we retell things, we</p>	<p>I know direct speech starts with a capital letter.</p> <p>I know a comma, ! or ? is used to separate direct speech and non-speech.</p> <p>"Let's have a cup of tea!" said Corky to Ruskin.</p> <p>Starter: Review what we did yesterday.</p> <p>Main Task: Write the next part of the story as Cecil escapes and tells his story to his boss back at the sewer station. What does Cecil tell him? Does his boss believe him?</p> <p>Differentiation: Word banks Direct speech writing frames for WTS. Highers to use new speaker new line consistently and accurately.</p> <p>WAGOLL: Back at the sewer station, Cecil told his boss all about what had happened. "I heard some strange noises down there," he began. His legs were still trembling and his trousers were</p>
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	<p><u>walked</u> along the street and <u>I saw</u> the crocodile eat a man.</p> <p>Mini task: Verb sorting activity.</p> <p>- LO: Reading (drawing inferences. Part 1) SC: to understand that an inference is a conclusion or judgement based on evidence or reasoning. To use clues to get a better understanding of the text</p>		<p>engage the reader with interesting details. Sometimes though, we need speech to bring the characters to life! Go through LO and SC and pick out where commas, inverted commas, ! an ? have been used.</p> <p>Mini task: Chn to roleplay the moment Cecil escapes from the sewers and talks to his boss back at the sewer station. Chn jot down ideas on WBs for the conversation. CT to circulate and support chn creating a line or two of direct speech. Then shared write, taking ideas.</p> <p>Mini plenary: Have you included inverted commas at the start AND at the end of you direct speech?</p>	<p>soaked through. "What sort of noise?" his boss quizzed him, thoughtfully chewing on an apple. "Loud...frightening...animal noises!" shuddered Cecil.</p> <p>Plenary: .Check through self-check guide for direct speech (used inverted commas at the start and end of direct speech, separated with , ? or ! and started with a capital letter).</p>
7	<p>Lesson Objective Activities</p> <p>Key vocabulary: Krindlekrax, Corky, Zoo, cage, council, sewer, habitat, savage, ruthless, dangerous, jagged, sharp, aggressive, intimidating, definitely, strongly, seriously, demand, insist, object to, disagree with, reconsider, attack, Surely you</p>	<p>Lesson Objective Activities</p> <p>Tuesday -LO: Verbs</p> <p>SC: I can use adventurous vocabulary in my writing, including powerful verbs to persuade.</p> <p>I know a synonym is a word with a very similar meaning.</p>	<p>Lesson Objective Activities</p> <p>Wednesday - LO: Subordinating Conjunctions</p> <p>SC: I know conjunctions are joining words that join two clauses in a sentence.</p> <p>I know a clause is a group of words with a verb.</p>	<p>Lesson Objective Activities</p> <p>Thursday - LO: Commas</p> <p>SC: I can use commas to separate items in a list.</p> <p>I know commas are used between items in a list except the last two.</p>

agree...?, Everyone knows..., Many people think..., most people agree...

Monday -LO: Verbs

SC: I can use adventurous vocabulary in my writing, including powerful verbs to persuade.

I know a synonym is a word with a very similar meaning.

Review of previous learning

Introduce the genre of writing for the week: persuasive writing (letter to a zoo). This week we'll be learning about persuasive writing and each day we'll practice a new skill in our writing. What do we know about persuasive writing already? Can you explain the word 'persuade'? What might you try to persuade someone to do?

Read from text/mini activity:
Read 79-83

Introduce LO/SC, discuss synonym. Can you think of any synonyms for very common words like 'big' or 'nice'? TPs.

Writing persuasively is about making a really strong case for your argument (what you want to happen). We use strong, powerful

Starter activity:

Review yesterdays learning.

Main Task:

Write the first paragraph of a letter using powerful verbs to disagree with the decision to send Krindlekrax back to the zoo.

Differentiation:

Word banks.
Writing frame.
Push highers to use rhetorical questions to add persuasive effect.

WAGOLL

Dear Sir/Madam,
I recently heard that the council is planning to return Krindlekrax to the local zoo. I object to this laughable decision! I insist Krindlekrax should stay where it is, crawling around the gloomy, dank sewers beneath Lizard Street. This is its natural habitat now because it has only ever lived there. Also, I demand that he is continued to be fed whatever he likes. Otherwise it'd die!

Plenary :

I know FANBOYS are coordinating conjunctions.

I know 'because' and 'if' are subordinating conjunctions.

Review of previous learning/creative task:

Recap phrases (when we learned about expanded noun phrases). Let's recap- what do we call an adjective + adjective + a noun? Is there a verb in that group of words? If we do have a verb in a group of words, we call it a clause. If we don't, it's a phrase. We can join clauses together using conjunctions. We already learned about FANBOYS- 10 seconds TPs, can you remember them all? Today we'll learn about a new kind of conjunctions called 'subordinating conjunctions'.

Read from text:
Read 83-86

Creative task:

Chn to complete comic strips quickly, visually displaying the consequences of 'what if'. Take an 'If' sentence from the pile and draw a quick 3-panel comic strip showing what would happen if this came to be! Then, explain what would happen to your partner. Can you use 'because' to justify your thoughts?

I can use persuasive writing features (lists of threes).

Read from text:

Read **86-90**

Recap the story so far. Discuss key events and features of the story. *Are there any similarities to Corky's and Ruskin's childhood? What did Corky find at the dump? What did he do to get a medal?*

Review of previous learning:

What do we know about commas? Tell your partner what you know about how to use them. What purpose do they have?

Introduce LO and SC. We use commas to separate things in a list, otherwise it can get confusing! We also use them to separate adjectives in an expanded noun phrase.

Today we'll continue our learning about persuasive writing and we'll write another paragraph, with a new reason why Krindlekrax shouldn't be returned to the zoo.

language to really ram home our argument and make sure people take notice of it! Powerful verbs are one way to get people to do this.

Model an example:

Shared read definitions of some key powerful verbs we'll use today. Let's read through the definitions of some of the key powerful verbs we'll use today. We can use 'demand' and 'insist' exactly the same way:

Demand- ask for something forcefully, not accepting refusal.
I demand you stop smashing windows right now!

Insist- ask for something forcefully, not accepting refusal.
I insist you stop smashing windows right now!

Object to- strongly disagree with something.
I object to Elvis playing the hero, as he keeps forgetting his lines.
TPs, practice using these powerful verbs. What would you demand if you were Ruskin? What about Corky? Elvis? Pick a character and use these sentence stems to tell your partner persuasively something you want:
I demand / I insist / I object to

Checking work for full stops and capital letters. Also check for evidence of having met previous week's target.

LO: Reading (Drawing inferences 2)

SC: to use inference skills to answer questions about the text.
To see how the author can tell you more than what they say directly

If the cage is not secure enough...
If Krindlekrax attacks someone...
If it escapes from the zoo...
If everybody is too scared to feed it...

Model an example:

Model taking a sentence starter from the creative task and finishing it. Chn to attempt on WBs too.

If the cage is not secure enough _____

Next, let's build this up as a shared write!

Main task:

Write the next paragraph of your letter giving another reason why Krindlekrax should not go back to the zoo. Include subordinating conjunctions (because and if) for persuasive impact!

Differentiation:

Word banks.
Adult support fro WTS/SEN.
Highers to use different sentence patterns using conjunctions: Because Ruskin is not tall or covered in muscles, he is unable to stop Elvis.

WAGOLL

Furthermore, Krindlekrax now has a taste for blood after it latched its jagged, sharp teeth into Corky's knee. If Krindlekrax was returned to the

Lists of three things are often used in persuasive texts too. People use them all the time to be more persuasive! Why do you think this is? [Three quick reasons are a lot more persuasive than just one reason!]

Model

Model punctuating a list accurately.

Let's think about where we need to add commas here. First of all, we need to find the things in the list!

Can you spot the things in the list here? Where should our comma go?

Elvis wears a helmet padded shoulders and shorts.
What about if I want to add one more thing? Can you re-write the sentence adding one more thing e.g. boots?

Sometimes the 'things' in the list might be adjectives, instead of nouns. Therefore, it's best to call the 'things' something else instead- we call them 'items' in a list.

This books is interesting, exciting and heart-warming in parts.

Can you justify your point of view and give a reason?

Mini task:

Look at WAGOLL without powerful verbs. Where could we swap in some of our powerful verbs? Have a go on WBs.

WAGOLL

Dear Sir/Madam,
I recently heard that the council is planning to return Krindlekrax to the local zoo. I don't agree to this laughable decision! I think Krindlekrax should stay where it is, crawling around the gloomy, dank sewers beneath Lizard Street. This is its natural habitat now because it has only ever lived there. Also, I ask that he is continued to be fed whatever he likes. Otherwise it'd die!

zoo, it could also want to take a bite of other humans who visit the zoo. This would be a disaster, because no-one would come anymore! If zoo workers are scared of the creature, who would enter its cage to feed it? I demand you reconsider this plan because you are clearly putting people's lives in danger.

Plenary:

Peer marking

Creative task:

Chn to assembly sentences and add commas where they need to go.

Ruskin says he is brave, wise and wonderful.

Wendy says that Ruskin is not handsome, tall or covered in muscles.

Elvis has a deep thunderous and intimidating voice.

Feedback ideas and then start building shared write.

Main Task:

Write the next paragraph of your letter with another reason why Krindlekrax should not go back to the zoo, using list of threes to persuade your reader.

Differentiation:

Word banks.

SEN/WTS supported by adult.

Highers to develop ideas coherently across sentences.

WAGOLL:

Many people mistakenly believe Krindlekrax is a **huge, terrifying and dangerous creature**. Not true! In fact, it only became this way when it was disturbed. It was quietly

				<p>munching on toast, leftover eggs peacefully until Corky was forced to investigate the roaring sounds coming from the sewers. It is now safer to keep it living there, not in a zoo. Why don't you lock up the local bully Elvis instead? He's intimidating, mean and aggressive to anyone that crosses his path. Plus, he's responsible for a lot of broken windows, upset people and bad feelings.</p> <p>Plenary: Learning check against LO. What purpose do commas have? Do they just have one use?</p>
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