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| Metacognitive strategies  The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Literacy Tasks (offline and online)  Image result for reading cartoon |
| Main learning objective: To use organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points).  Desired outcome: To write a redrafted non-chronological report about the Jabberwocky.  Assessment activity to by submitted **by 23rd April, 2021**. |
|  | Lesson One: features of narrative writing   * Read Jabberwocky, using the sausage, mash and bacon game. * Recap on the poem: * Who are the key characters? * What actions take place? * Where does it take place? * What’s the outcome? * Discuss what a narrative is. * Read an extract from the baby impala text, which is an example of a narrative text. In pairs, use the extract to identify five features of narrative writing. * Identify the features of narrative writing, as a class: * Figurative language * Some short sentences * Designed to entertain the audience * Written in time order * Paragraphs * Third person * Past tense * Abstract nouns * Repetition * Adverbs * Adverbials of time and place * Discuss the TAPE for this writing activity: * What am I writing? A narrative story. * Who am I writing it for? Other Year 6 children. * Why am I writing it? To entertain my audience. * What am I trying to do? To create suspense and scare my readers. * Recap on the purpose of prepositions – identify the prepositions in the phrases and answer the SATs questions.   Ch are enthusiastic about creating a quest story. It was helpful for children to identify features of a narrative. The link to the jabberwocky was also helpful for the ch to see a structure. Ch are creating plans for their own stories using the crib sheet with ideas to characters, setting, objects, enemies etc.  Lesson Two: using prepositions to draft our first paragraphs   * Identify the preposition in the following sentence: *The anxious yet relieved boy found his trusty vorpal sword under his bed.* * Recap on the purpose of prepositions: * where or when something is in relation to something else * prepositions are followed by **nouns** * Play Preposition Alphabet – try to mention as many prepositions as possible, in alphabetical order. * Recap on the TAPE. * Discuss the structure for our Jabberwocky narratives: * Para 1: preparing to go on the quest * Para 2: discussing the quest with father * Para 3: going into battle with the Jabberwocky * Para 4: returning home triumphantly * Take one minute to think about and then discuss: ‘How is the boy/girl feeling about setting off on this quest?’ * Read the model paragraph and identify the prepositions used in it. * With examples, highlight the features to be used in the first paragraph: * Prepositions * Fronted adverbials * Short sentence * Subordinate clause * RQs x 2 together * Segue * Complete first paragraphs * Showcase some work with two stars and a wish feedback.   Lesson Three: using direct speech in our narrative writing   * Recap on the TAPE grid. * Read the example of direct speech: *“Please take care, my son!” cried the boy’s father, loudly.* * Recap on the rules for direct speech: * All of the spoken words must be put inside speech marks “ ” * The first spoken word has a capital letter * The punctuation at the end of the speech goes BEFORE the ” * The first word of the reporting clause does NOT have a capital letter. * Use an adverb with the reporting clause. * Miss a line for a new speaker. * Share read the second paragraph (of direct speech). Highlight the use of the ellipsis to indicate pausing and/or anxiety. * Complete second paragraphs * Showcase some work with two stars and a wish feedback.   Lesson Four: using shorter sentences to write our third and fourth paragraphs   * Recap on the TAPE grid. * Read these sentences: *Firstly, the monster pounced forwards. Then, it swung its scaly tail around. Then, it knocked the boy off his feet. Then, the boy cried loudly.* How can we shorten it? * Read the shortened version and discuss how it makes the paragraph more dramatic: *The monster pounced. Its scaly whip crackled. The boy stumbled. He whimpered agonisingly.* * Read some more sentences: *After that, the boy grabbed his deadly vorpal sword. Then, he swung it around. Then, he hit the ferocious monster. Soon, the deadly beast died.* * Rewrite it in thirteen words or less. * Discus the model paragraph: *The monster pounced. Its scaly whip crackled. The boy stumbled. He whimpered agonisingly. He seized his vorpal sword. He struck the monster. The creature collapsed, lifeless.* * Complete third paragraphs * Showcase some work with two stars and a wish feedback. * Take one minute to think about and then discuss: ‘How is the boy/girl feeling on the way back home?’ * Read the model version of the fourth and final paragraph. What features have been used? *With a spring in his step, the boy swiftly gathered up the creature’s head, positioning it firmly in his rucksack (so it didn’t roll around). Joy, relief, exhaustion – different emotions crashed around inside him. After a short while, the boy could hear the faint sound of cheering. As he got closer to his village, the cheering became louder. Very soon, he was at the village border. Look-outs trumpeted. A victorious fanfare of fireworks lit the night sky like fiery flowers. A figure rushed forward…it was the boy’s father.* * Highlight the use of fronted adverbial, brackets for parenthesis, abstract nouns, fronted adverbials, subordinate clauses, short sentences and similes. * Complete third paragraphs * Showcase some work with two stars and a wish feedback. |
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