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| **Monday**Grammar starterWriting Timeslip | **Tuesday**Grammar starterWriting Timeslip | **Wednesday**Grammar starterEditing | **Thursday**Editing and publishing | **Friday**Reading Comprehension |

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| Metacognitive strategies The learning sequence in the next column 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. | Image result for reading cartoonLiteracy Tasks (offline and online)Main learning objectives: 1. To understand the purpose of narrative writing.
2. To understand how to use subordinate clauses and conjunctions in writing.

Desired outcome: To write a narrative on the journey of an evacuee child during WW2. This unit of writing will be developed over one week. Written work to be submitted **by Friday 3rd December 2021**. |
|  | **Lesson 1** Work can all be found on the PowerPointWhat you will being learning about: Timeslip stories. **Grammar starter – relearning how to use direct speech and how to punctuate it.*** Recap features of a narrative as a class: third person, descriptions, wide range of grammar and punctuation, direct speech.
* Discuss ways to uplevel words such as surprise, scared, happy and sad.
* Create a wordbank from the words displayed on the board to encourage upleveling of work.
* Edit work with a partner and leave a star and a wish for peer marking – children should take this into consideration when continuing their work today.
* **Activity: Children are to continue writing their timeslip narrative.**

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* Recap yesterday’s learning – share examples of work. Children to read their work aloud and receive verbal feedback where possible to develop oracy.
* Read through each other’s work and share ideas. Children can make suggestions for better words, ideas and ways their narratives could end.
* **Activity: Children continue writing their narrative.**

**Lesson 3 and 4*** Grammar starter – test based questions on the pp – direct speech and inverted commas.
* Allow time to complete the narrative if needed.
* When children have finished, they should edit their work independently and then with a partner.
* They should focus on improving their work as well through verbally discussing their work with a partner and using a thesaurus to develop vocabulary.
* Once edited and happy with their work, they may move onto publishing into their top copy books.
* **Activity: Edit and uplevel work and publish their writing.**
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