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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Monday**  Grammar starter  Writing Timeslip | **Tuesday**  Grammar starter  Writing Timeslip | **Wednesday**  Grammar starter  Editing | **Thursday**  Editing and publishing | **Friday**  Reading Comprehension | | |
| 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 PowerPoint  What 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.**   ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------  **Lesson 2**   * Grammar starter – test based questions on the pp – direct speech and inverted commas. * 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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