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| **Monday**Grammar starterPlanning narrative | **Tuesday**Grammar starterWriting narrative | **Wednesday**Grammar starterWriting narrative | **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 how to use features of an effective narrative in my writing
2. To understand how to write to entertain

Desired outcome: To write a narrative about a quest.This unit of writing will be developed over two weeks. Written work to be submitted **by Friday 28th January 2022**. |
|  | Work can all be found on the PowerPoint**Lesson 1** **Grammar starter – mixed grammar test style questions to be completed as a class – discuss and address misconceptions** Recap the main features of a quest narrative:* Hero
* Beast/creature
* Quest
* Travelling
* Battles

Children to look at the plan given and refer to the characters and setting they had created to plan their own quest narratives. Children to plan out the steps of their story and how it will end. They should think about how the battle between hero and creature will play out in their own stories.**Activity:** Stick in plan and plan quest narrative.**Lesson 2 and 3****Grammar starter – mixed grammar test style questions to be completed as a class – discuss and address misconceptions** Share children’s ideas of their characters and the quest for their story. Model an example of the opening scene where they will introduce their protagonist. Create the model piece using ideas from the children to model how to think about their writing and how they can uplevel phrases whilst writing to further develop good practice. **Activity:** Begin writing narratives.**Lesson 4****Grammar starter – mixed grammar test style questions to be completed as a class – discuss and address misconceptions** Share children’s work – children to read their work aloud to develop oracy and share good ideas and phrases.Children to edit their work with a partner – leave a star and a wish where they can leave their partner feedback on ways to further develop their writing and further develop good practice.When edited, children to publish their work into their top copy books with a focus on good handwriting and presentation.**Activity**: edit and publish work. |
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