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| **Monday**SPAG – Fronted AdverbialSentences written into books | **Tuesday**Begin writing based on The Piano | **Wednesday**Continuing writingEdit and publish | **Thursday**Comprehension - bookwork | **Friday**MAD Day |

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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 figurative language is used in writing.
2. To understand the purpose of flashbacks used in fiction.
3. To use fronted adverbials.

Desired outcome: To write a short narrative based on a video clip. This unit of writing will be developed over two weeks. Written work to be submitted **by Friday 1st October 2021**. |
|  | **Lesson One** Work can all be found on the PowerPointWhat you will being learning about: **Fronted Adverbials.**Part 1 Revision skills from last week. Can you give me an example of a noun phrase? Can you give me an example of an expanded noun phrase? Let’s uplevel these sentences on the board. *The girl looked at the balloon. The town became grey.*What is an abstract noun? Give me an example.**Part 2- Introducing fronted adverbials.*** What is an adverbial?
* What is a fronted adverbial?
* the time something happens,
	+ e.g. **Before sunrise,** Darius crept into the beast’s cave.
	+ the frequency (how often) something happens,
	+ e.g. **Every so often,** Darius could hear the beast’s ferocious snore.
	+ the place something happens,
	+ e.g. **At the back of the cave,** the terrifying creature began to stir.
	+ the manner something happens,
	+ e.g. **As quick as a flash,** Darius bounded behind a nearby rock.
	+ the possibility (how likely) something will/has happen(ed),
	+ e.g. **Almost certainly,** the deadly beast would find Darius
* Adding commas – where should the commas be?
* Fronted adverbial hunt – identify the adverbials in the text.

**Part 3 – Activity – complete the fronted adverbial activity in books following from the PP. (One sentence per slide). Chn then to write three examples independently. Underline the adverbials to identify them with a coloured pencil.*** Extension – Write a short paragraph using fronted adverbials to describe their day in school.

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* Who was in the video? What was the video about? – link to WW2 unit.
* How does the video show us this man’s story? Through a series of flashbacks.
* What is a flashback? Flashbacks are a plot device that are usually used after something important has happened or after something has been revealed in the story. They take the reader back in time.
* Why might a story use a flashback? Flashbacks are usually used to help to explain or add detail to events that are currently happening in the story. They help to answer a reader’s questions.

**Part 2*** Look at the example – read aloud as a class and discuss what could happen in Tina’s flashback that has made her feel that way. Children to write their flashbacks on whiteboards and share their ideas to the class*.* Remind children that flashbacks help to answer the reader’s question.

*Tina walked up to the large Ferris wheel and her heart started pounding. She tried to ignore the fact that her hands were shaking by telling herself that it wouldn’t happen this time but that didn’t stop the memories from flooding back.* **Part 3 –*** Use the next example to set up the children’s work. Children are to write from the perspective of the veteran playing the piano. **Chn to write their first paragraph.**
* Recap on first person pronouns – I, me, we, us.
* Read out the starting example after watching the video again. Discuss ways to describe the emotions the veteran is feeling – abstract nouns. Discuss ways to convey mood in writing – certain verbs and adverbs help to create these moods and convey emotions. Model the next couple of sentences to give children an idea of how to continue.

*As soon as I began to play the sorrowful song, I was transported back in time; to a time before war, before fear, before heartache. The memories came flooding in as clear as daylight.***Part 4-** * After some time of writing, children to pause and read aloud their work. Children to read through their work with their partner and attempt to uplevel their work – change boring verbs and adjectives – use a thesaurus or vocabulary walls.

**Part 5 – Plenary** – Share the paragraph with someone else. If in school, children to share their writing with the class**.**------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**Lesson Three**What you will being learning about: developing writing skills and structure by using flashbacks in your writing.**Part 1** * Watch the video again as a class and discuss which points are in the present and which are in the past as flashbacks.
* As a class list different ways to describe what is happening in each flashback and relate it back to how the veteran is feeling as he plays the piano. What abstract nouns can we use to help us describe what we are seeing?
* What adverbials of time can we think of to help us write?
* Rewatch the video once more as a class. Discuss what is happening and form a class wordbank using strong emotive language and abstract nouns.

**Part 2*** Chn can share their work with the class/peers to magpie ideas by reading it aloud.
* Model moving onto the next part of the narrative and into a different flashback.
* **Chn to move onto a second flashback in their writing.**

**Part 3 – Application of skills:*** Look back at writing and edit with a partner.
* Look for any spelling mistakes and whether you have kept to the correct tense throughout your writing.

**Part 4 – Plenary** – Share the paragraph with someone else. **Chn to write up their narratives into their top copy books.** |
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