






Description The Nowhere Emporium	Diary The Nowhere Emporium	Continuation of a Narrative The Nowhere Emporium
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Letter to Inform Beetle Boy	Non-Chronological Report Beetle Boy	Adventure Narrative Beetle Boy
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Recount/Scientific Journal Darwin's Dragon / Moth	Balanced Argument Darwin's Dragon / Moth	Non-Chronological Report Darwin's Dragon / Moth	Viewpoint Narrative Darwin's Dragon / Moth
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Diary Umbrella Mouse	Persuasive Speech Umbrella Mouse	Letter to Persuade Umbrella Mouse	Non-Linear Narrative Umbrella Mouse
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Newspaper Report Clockwork	Dilemma Narrative Clockwork	Book Review Clockwork
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SATs



Description The Tunnel	Diary The Tunnel	Traditional Narrative The Tunnel
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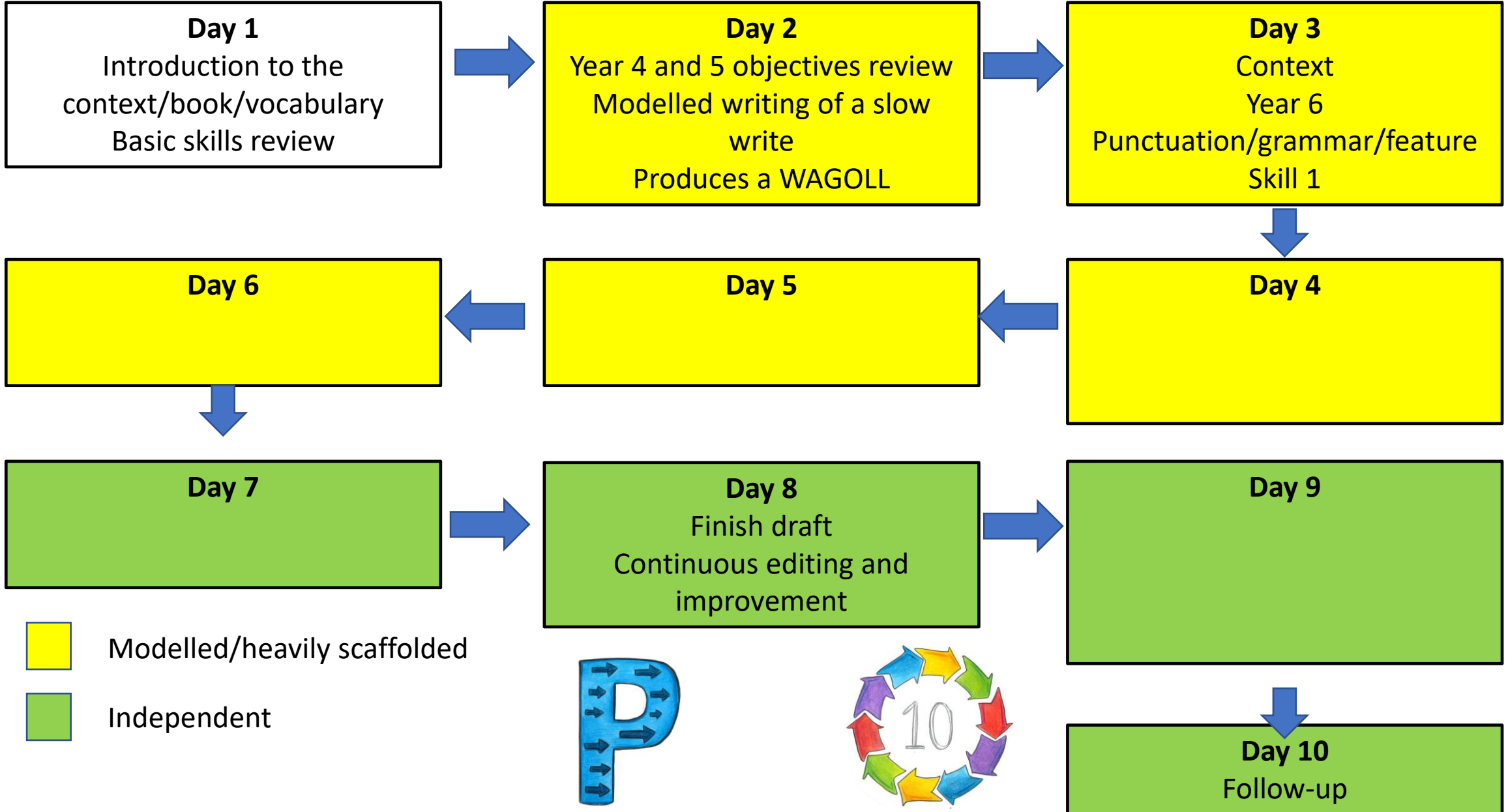
End of Moderation Window

Purpose and audience taught across all units

Unit	Text	Genre/Text-Type	Year 4 and 5 Review Coverage	Year 6 Coverage
1 10-day cycle	The Nowhere Emporium	Description	<ul style="list-style-type: none"> Expanded noun phrases, with synonyms Commas in a list Prepositional phrases Fronted adverbials Adverbs to indicate possibility Modal verbs 	<ul style="list-style-type: none"> Cohesion within and across sentences and paragraphs through repetition, use of varied pronouns and synonymous references
2 10-day cycle	The Nowhere Emporium	Diary	<ul style="list-style-type: none"> Word classes, varied sentence construction and tense Synonyms and antonyms Use of a thesaurus Onomatopoeia, similes, metaphors and personification Structuring paragraphs 	<ul style="list-style-type: none"> Coordinating conjunctions to link main clauses and create compound sentences (commas for clarity) Subordinating conjunctions to introduce a subordinate clause and create complex sentences (commas for clarity) Present perfect and past perfect forms of verbs
3 10-day cycle <i>(Independent Writing Assessment)</i>	The Nowhere Emporium	Continuation of a Narrative	<ul style="list-style-type: none"> Direct speech punctuation Revision of expanded noun phrases, commas in a list, prepositional phrases, fronted adverbials, adverbs to indicate possibility and modal verbs 	<ul style="list-style-type: none"> Building tension, with a focus on authorial style Dialogue to convey character and advance the action Passive and active voice Relative clauses (commas for clarity)

What is this going to look like?

DESCRIPTIVE WRITING



Day 2

Year 4 and 5 objectives review
Modelled writing of a slow write
Produces a WAGOLL



Year
Three



Year
Four



REVIEW

A **prepositional phrase** is a group of words consisting of a **preposition**, its object and any words that modify the object.

*to, of, about, at, before, after, by, behind, between, during, for, from,
in, over, under, with, through, against, near, around*

when or where

The shop had arrived late that night, forcing its way between the other shops.

During the day, the shop was silent. But during the night... it came alive!

The crystal ball sat next to the potion.

WAGOLL



The crystal ball was _____ the books.

The mouse crawled _____ the jars.

The book lay _____ the piano
and the crocodile teeth.

The date and learning intention underlined with a ruler.
Handwriting – all letters formed correctly and of the right size.
Handwriting – finger spacing and letters written on the line.
Capital letters – used at the beginning of sentences, for names and for the pronoun 'I'.
Full stops at the end of sentences.
Common words spelled correctly and checked carefully.



to, of, about, at, before, above, across, beneath, near, inside, after, by, behind, between, during, for, from, in, over, under, with, within, among, beside, below, through, against, near, around, underneath, until, in the middle

Can you write sentences containing prepositional phrases, using some of these prepositions?



The crystal ball was through the books.

WABOLL

The mouse crawled until the jars.

The book lay during the piano and the crocodile teeth.



Why don't these prepositions work in these sentences?

Can you replace them with prepositions that work?



to, of, about, at, before, above, across, beneath, near, inside, after, by, behind, between, during, for, from, in, over, under, with, within, among, beside, below, through, against, around, underneath, until, in the middle

Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe the action that follows.

After a while, afterwards, immediately, soon, all of a sudden, in the blink of an eye, before long, without warning, eventually, underneath the trees, below the stairs, everywhere she looked, behind the shelves, in the wooden box, far away, unfortunately, after dark, in the distance, nervously, mysteriously, silently, not knowing why, in desperation, close by, inside the shop, every second, sometimes, often, obviously angry, definitely confused

TIME

LOCATION

FEELINGS

Almost silently, the sand ran through the glass timer.

After dark, the doors creaked open, allowing the customers inside.

WAGOLL



_____ , the villagers chatted excitedly.

_____ , the man stamped his feet.

_____ , the firework shot across the street.

_____ , he hid between the bookshelves.

_____ , late at night, he wondered where the shop had gone.



eventually	before long	all of a sudden	without warning
far away	unfortunately	after dark	afterwards
in the wooden box	definitely confused	below the stairs	close by
silently	sometimes	behind the shelves	everywhere she looked
in the distance	obviously angry	in the blink of an eye	in desperation

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Can you write sentences containing some of these fronted adverbials?



Adverbs to indicate degrees of possibility

*certainly, definitely, maybe, surely, clearly, obviously,
perhaps, probably, undoubtedly, likely*

The pile of books was definitely going to topple over.

Surely the shopkeeper would stop customers buying these strange objects.



WAGOLL

Can you put the adverbs on the ladder of possibility?

<i>maybe</i>

clearly *obviously* *perhaps*

maybe *likely* *definitely*

certainly *surely*

undoubtedly *probably*



Modal verbs

Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.

The most common modal verbs are:

will, would, should, could, may, can, shall, must, might

Modal verb	Negative form	Contraction of negative form
Will	Will not	Won't
Would	Would not	Wouldn't
Should	Should not	Shouldn't
Could	Could not	Couldn't
May	May not	X
Can	Cannot	Can't
Shall	Shall not	Shan't
Must	Must not	Mustn't
Might	Might not	Mightn't

Customers should not touch the bizarre objects.

The shop must be unique; no others can exist.



WAGOLL

will, would, should, could, may, can, shall, must, might

Which of these modal verbs _____ work in this sentence?

The magical emporium _____ vanish at any moment!

The jars _____ break if you knock them.

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Might	Might not	Mightn't



WAGOLL



Commas in a list	Repetition for emphasis	Fronted adverbial	Expanded noun phrase
Prepositional phrase	Modal verb	Repetition for cohesion (synonym)	Expanded noun phrase

MODELLED

Nouns

- Jars
- Bottles
- Pots
- Vessels

Noun	crystal ball
Expanded noun phrase	The mysterious crystal ball
Expanded noun phrase	The mysterious, amethyst crystal ball
Expanded noun phrase	On top of the wooden desk, the mysterious crystal ball glimmered

- Liquid
- Fluid
- Solution
- **Medicine**
- **Material**

Commas in a list	The glimmering, shining and bright crystal ball waited on the table.
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Repetition for emphasis	It <u>shone</u> mysteriously, <u>shining</u> a light that spoke of adventure.
Repetition for cohesion (exact word or synonym)	The crystal ball spoke of <u>adventure</u> . Its glimmering light lit up the <u>odd</u> devices on the desk, making them glitter <u>strangely</u> . He was ready to start this <u>adventure</u> !

- Instruments
- **Equipment**
- Gadgets
- Devices
- Contraptions
- **Library**

A **prepositional phrase** is a group of words consisting of a **preposition**, its object, and any words that modify the object.

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Adverbs to indicate degrees of possibility

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Adjectives

- Red – crimson, scarlet, ruby, burgundy...
- Yellow – golden, lemon, amber
- Blue – cobalt, sapphire, indigo...
- Purple – violet, lilac, amethyst...

- Old – **ancient**, antique
- Shiny – gleaming, glittering, shimmering, glistening
- **Strange** – unusual, **surprising**, mysterious, **peculiar**

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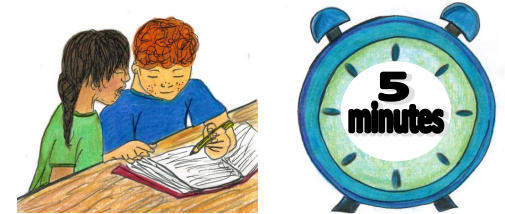
Can you help your partner check their writing? Remember those non-negotiables!

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SPELLING

GRAMMAR

PUNCTUATION



PEER-ASSESS

Day 3

Context

Year 6 Punctuation/grammar/feature Skill 1

Give me

3



prepositions



modal verbs



adjectives

REVIEW



Can you improve these WABOLLS?

The ruby scarlet jar was glimmering on the shelf

Books were spread across the dusty and dirty and damp floor.

The shelves were full of books jars, potions.

WABOLL

Check your own writing from yesterday against these non-examples!

What is



COHESION?



Cohesion is a term that refers to **how the structure and content of a sentence or text is linked together to create meaning.**

Cohesion needs to be achieved in a sentence, within a paragraph and across paragraphs for a text to make sense.

Day 6

Improve a WABOLL

Modelled writing

SUCCESS CRITERIA for self-assessment

What are we looking for?

- Repeated words - unless these were used for effect!
- Missing words
- Spelling mistakes
- Handwriting
- Change of tense/person
- Missing punctuation and capital letters
- Punctuation/capital letters in the wrong place
- Improving words and sentences
- Checking writing against your success criteria
- Using the WAGOLs, anchor chart/working wall, information sheets, spelling lists and your books
- Cohesion and coherence – read your writing to a friend. Have you linked sentences across the paragraph and between paragraphs?

SELF-ASSESS



REVIEW



Can you improve these WABOLLS?

The booksHelves were very tall and frightening.

Even though i was scared I kept going.

Where was the book.

Ellie was very sad and is crying.

Ellie couldn't believe what was happening.

She searched everywhere for daniel.

There were jar's all over the ground.

Where was they going?



WABOLL

Check your own writing against these non-examples!

The bookshelves were very tall and frightening.

Even though I was scared I kept going.

Where was the book.

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MODELLED

Ellie couldn't believe what was happening.

She searched everywhere for Daniel.

There were jars all over the ground.

Where were they going?

SELF-ASSESS

Now review and self-assess your own writing!



MODELLED

Daniel went up the stairs. It was dark and gloomy and he felt scared. He crawled through the doorway and got to the end. He smelt the fresh air and realised he was in a forest. The room was a forest. The trees were like statues that were watching his every move!

What should they do to improve?



WABOLL

Now walking, Daniel meandered quickly through the tall, towering trees. He heard a noise that he thought was familiar. He saw a glimpse of smoke.

Daniel ran. His weak, wobbly legs were screaming at him, telling him to stop. He didn't dare. The frightened, scared boy, who now quickly turned his head, saw that he had finally escaped.

What should they do to improve?



WABOLL

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Imagine that you are the teacher!

Can you write two comments explaining what your friend has done well?

Can you write two comments explaining what they need to do to improve?

Rewrite the WABOLL paragraphs.

Don't just correct the mistakes. Improve the writing!

Could you add a fronted adverbial and repetition to improve the cohesiveness?

Would adding prepositions/prepositional phrases make the description clearer? Easier for the reader to imagine?

Is the vocabulary chosen interesting? Too simple? Too complicated?

REVIEW

PEER-ASSESS



Day 7

Planning

Draft first paragraphs

When planning and drafting, consider:

- When we write, it is all about choices – which words and ideas match the purpose?
- Purpose and audience are really the same thing! Who will be reading it and what do they need to know? Keep this at the forefront of your minds.
- Content – do you know enough about the character to write about them? The style? The atmosphere?
- Remember all of the skills you have learned! Use the anchor chart, information sheets, WAGOLs, your own work, spelling lists, etc.



You are going to write a description of Lucien Silver!

Clues about his past

His appearance

How he speaks

How he moves

His facial expressions

