


	Learning objective	Main teaching	Activity	Resources	Vocabulary																
Monday	LO to be able to identify and use adverbials including fronted adverbials	<p>Listen to https://www.youtube.com/watch?v=B3hR3BHpeho</p> <p>Complete activity to identify verbs and adverbs.</p> <p>Adverbial activity: look at the list of adverbials. Do they tell us when, how, where or why? Sort them into the table:</p> <table><tr><td>Manner (how)</td><td>Time (when)</td><td>Place (where)</td><td>Frequency (how often)</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Manner (how)	Time (when)	Place (where)	Frequency (how often)													<p>1: Choose one adverbial and write it within a sentence. Write the same sentence again twice, but placing the adverbial in a different place each time.</p> <p>2: Write 5 sentences (that you may want to use in your story) each including a different type of adverbial from the table you completed on the left. Ensure that at least one of these is a fronted adverbial.</p> <p>Extension task: Choose a sentence from your WW2 story to edit and include an adverbial.</p>	<p>Verbs and adverbs activity (below)</p> <p>Adverbial list (below)</p> <p>English books</p> <p>Pen</p>	<p>Verb</p> <p>Adverb</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Clause</p> <p>Subject</p>
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Tuesday	LO to advance the action using the pattern of three	<p>Read through the extract below the planning from <i>The Snow-Walker's Son</i> by Catherine Fisher (we read it last week).</p> <p>Fisher uses the pattern of three actions in a sentence to advance the action and inject a sense of pace into her writing. This helps to balance description, action and dialogue.</p> <p>For example:</p> <ul style="list-style-type: none"> The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. He stepped well back, handed the stranger the lantern, and jerked his head. 	<p>Watch this short video. Watch carefully as you'll be writing about it. https://www.youtube.com/watch?v=XrqSF200z_M</p> <p>Here's a pattern of three sentence from the video:</p> <p>He takes a sheet of paper, folds it carefully into a plane shape and launches it out of the window.</p> <p>Come up with three of your own sentences using the pattern of three. Your sentences must each include three actions.</p> <p>Extra challenge: If you would like a further challenge, you could write this story in your book, making sure to use the pattern of three sentences.</p>	<p>Pen</p> <p>Exercise book</p> <p>Extract below</p> <p>'The Paperman' video clip</p>	<p>Pattern of three</p> <p>Verb</p> <p>Action</p> <p>Pace</p> <p>Description</p>
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Wednesday	LO to be able to explain the correct use of a semicolon	<p>Complete activity to identify a Main clause identification.</p> <p>Detective activity: look at all of the evidence and find out how to correctly use a semicolon. Open the envelopes and look at the evidence in numerical order. After each piece of evidence, the children must write down what they have learnt.</p> <p>Semicolon evidence. Chn to read evidence, have a discussion with their partner using vocab given and then write findings on a post-it. These can be changed at any time when they find out something new.</p> <ol style="list-style-type: none"> 1. Semicolons used correctly – main clauses closely linked 2. Semicolons used incorrectly – info isn't linked 3. Semicolon – used with a conjunction. 4. Match the sentences and write with semicolon. 	<p>Create a 'handy hint' poster to show what you have learnt about semi-colons today.</p> <p>Extension task: Look at the 'extension task' evidence file. This is about using a semicolon in a list and only really for most able to tackle (if you know they can confidently use a semicolon to join two independent clauses.</p>	<p>Semicolon evidence files</p> <p>Extension evidence file</p> <p>Paper</p> <p>Post-its</p> <p>Coloured paper</p> <p>Coloured pens/pencils</p>	<p>conjunction</p> <p>semicolon</p> <p>comma</p> <p>full stop</p> <p>main clause</p> <p>subordinate clause</p> <p>pronoun</p>
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Thursday	LO to practise my writing skills	<p>RECAP this week's learning.</p> <p>On a WB write:</p> <p>1x sentence with fronted adverbial</p> <p>1x sentence with semicolon</p> <p>1x sentence with pattern of three</p>	<p>Watch:</p> <p>https://www.youtube.com/watch?v=M6lpDVWOCyE (pause at 1.00 and play again at 1.04).</p> <p>Write a paragraph to describe the video clip using all the skills you have learnt this week.</p> <p>Teacher to model 3 sentences.</p>	<p>English book</p> <p>Pen</p> <p>Video clip</p> <p>Previous learning</p>	<p>Pattern of three</p> <p>Adverbials</p> <p>Fronted adverbials</p> <p>Clause</p> <p>Main clause</p> <p>Semicolon</p>
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Friday	LO to generate ideas for writing	<p>In preparation for the DEMAT writing assessments, this lesson guides children through the process of generating ideas from a picture or a stimulus.</p>  <p>SOLITARY EXISTENCE (POBBLE 365)</p> <ol style="list-style-type: none"> Look at the picture and discuss what you can see. WHO WHAT WHEN WHERE HOW <ul style="list-style-type: none"> Who inhabits this place? What can be seen? What cannot be seen? Is there evil somewhere? What does a normal day look like here? https://www.literacyshed.com/the-story-starters-shed.html Read the story starters and discuss. Is one more appropriate for this picture? Map a plan for the writing: start, build up, dilemma, resolution, ending. 	<p>Six months earlier, Ben had lived in the city. Life had been busy; a constant buzz of people and traffic. In some ways, living in the city had been comforting, as if he was part of an urban family, a melting pot of people of all ages and all walks of life. However, Ben had tired of that life; it was now time for a change of direction.</p> <p>Standing on his porch, Ben drew breath. As the clean, cool air filled his lungs, a smile spread across his face...</p> <p>Class shared write of the story.</p>	<p>Picture from Pobble 365</p> <p>Story starters</p> <p>Writing book</p> <p>Pen</p> <p>Ruler</p>	<p>Starter</p> <p>Opening</p> <p>Adverb</p> <p>Appropriate</p> <p>Inhabit</p> <p>Dilemma</p> <p>Resolution</p> <p>Build up</p>
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Identify the verbs and adverbs:

1. The red car travelled speedily along the narrow road.
2. Julie walked slowly to school along the path.
3. The player shot quickly into the empty goal.
4. The crowd laughed loudly at the comic's jokes.
5. The princess cried quietly when she was lost.
6. "Will you be quiet!" shouted the teacher angrily.
7. The homework was finished quickly by the wise pupil.
8. Because it was raining heavily, they had to stay in.

List of adverbs and adverbials to sort:

Afterwards,

All of a sudden,

Frantically,

In the distance,

Inquisitively,

Everywhere she looked,

Yesterday,

Gracefully,

Completely,

Occasionally,

Totally overwhelmed,

Without warning,

In the blink of an eye,

Bravely,

Somewhat flustered,