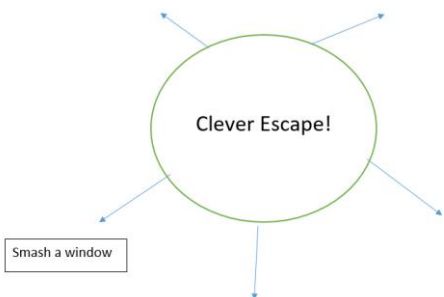


	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	LO to consider my reader and build tension in my writing.	<p>https://www.youtube.com/watch?v=9UJ28EBCRS4</p> <p>Watch this clip and <u>write a bullet point list</u> of clever things Shrek does to evade (get away from/avoid) the dragon. Watch carefully as he's pretty smart...!</p> <ul style="list-style-type: none"> • • • <p>How many did you get? Watch again and see if you can get <u>at least 10</u></p> <p>I'm sure you'll agree, it's a bit tense as you're not quite sure if he'll manage to get them away from the dragon safely. It's like a rollercoaster for your emotions: sometimes you feel confident that they're okay and sometimes you think it's all over.</p> <p>This is your job today. Imagine how boring a story would be if we just found a miraculous button, solved the problem and they all lived happily ever after?</p>	<p>How COULD you escape from being trapped in an abandoned plane?</p> <p><u>Create a spider diagram</u> with 'clever escape' in the middle. You have to draw 5 branches, each with an escape idea on.</p>  <p>Once you've done this, draw 2 or 3 more branches from each escape idea to make them more interesting, gripping and tense for the reader.</p> <p><u>Write your escape.</u> Keep that rollercoaster in your mind the whole time: keep the reader 'on their toes'.</p>	<p>Paper</p> <p>Pen</p> <p>Youtube link</p> <p>Plan and work from last week</p>	<p>Escape</p> <p>Resolution</p> <p>Dilemma</p> <p>Evade</p> <p>Tension</p> <p>Miraculous</p>

Tuesday	LO to link the ending to the beginning of a story.	<p>Re-read your story so far and think about what will happen when your character returns to the person who warned them in the beginning.</p> <p>How does Mitch lie in the story? What is your character going to lie about? How will the 'warner' react?</p>	<p>Write the ending to your story. You can try to also include the following:</p> <ul style="list-style-type: none"> - Hyphen - figurative language (simile, hyperbole, metaphor etc...) <p>Look at Alice's ending if you want to get some inspiration. Use the wording from 'The Caravan' to help you do this task.</p> <p>If you would like some help with this, I have uploaded to the website a copy of The Caravan (labelled The Caravan story to innovate), and the parts in red are the parts you can change. Today, you should be writing the final paragraph – if you haven't finished the other paragraphs, finish those first.</p>	<p>Alice's story</p> <p>The Caravan</p> <p>Planning grid</p> <p>Story written so far</p>	<p>Warning</p> <p>Consequence</p> <p>Resolution</p>
Wednesday	LO to build cohesive devices into my story.	<p><u>New learning:</u> cohesive devices (how the author/writer ties their piece of writing together and makes it 'flow')</p> <ol style="list-style-type: none"> 1. Watch and make notes: https://www.youtube.com/watch?v=CQBcWXO_oVQ 2. Scroll down this document to find the help sheet about Cohesive Devices (it has an Egyptian mummy on it). Read it carefully. 3. Look at the end and the beginning of each paragraph in the story 'The Caravan'. How has Pie Corbett 'knitted' his paragraphs together? 	<p>Now look at your own story. Read from the beginning to the end. Check for the following and change in a different coloured pen:</p> <ol style="list-style-type: none"> 1. Repeating nouns e.g. people's names or names of things 2. Repeating sentence openers 3. Paragraphs linking from one to the next 4. Conjunctions to make your writing 'flow' for the reader 5. Perhaps consider use of time connectives if you think they'd help 	<p>Video link</p> <p>Help sheet (from below)</p> <p>The Caravan</p> <p>Own story</p> <p>Paper</p> <p>Pen</p>	<p>Pronoun</p> <p>Noun</p> <p>Adverb</p> <p>Verb</p> <p>Conjunction</p> <p>Paragraph</p> <p>Cohesion</p>

Thursday	LO to edit and improve my writing	<p>Your first draft of your story is now complete and you have written a full 'warning story'.</p> <p>Either print and stick in OR write out the list of Success Criteria below:</p> <p>SC:</p> <ul style="list-style-type: none"> ➤ to use a hyphen ➤ to use figurative language ➤ to build tension ➤ to use cohesive devices ➤ to punctuate speech correctly ➤ to link the ending back to the beginning <p>Find examples of each of these in your writing and tick the list as you work through. Remember: if you haven't got one of them, you MUST add it in, not put a cross next to it.</p>	<p>Now re-print, or draw your own, planning grid for The Caravan story. This is the grid we used last week to plan our WWII plane stories.</p> <p>This time, you can plan and write a story set anywhere you like, in the style of The Caravan.</p> <p>You MUST follow the story structure and stick to the key themes but you can now completely plan your own.</p> <p>IDEAS:</p> <p>Children warned not to go to:</p> <ul style="list-style-type: none"> • the abandoned railway station • the house next to the school • the cave on the beach • the derelict chocolate factory 	<p>Success criteria list</p> <p>Own story</p> <p>Another planning grid</p> <p>Paper</p> <p>Pen</p>	<p>Success criteria</p> <p>Hyphen</p> <p>Figurative language</p> <p>Tension</p> <p>Cohesion</p> <p>Dialogue</p>
Friday	LO to demonstrate my creative writing skills	<p>Re-read:</p> <ol style="list-style-type: none"> 1. The Caravan 2. Alice's Caravan story 3. Your own WWII plane story 4. The success criteria from yesterday 	<p>Write your own warning story in the style of The Caravan.</p> <p>Use the Success Criteria to help you and make sure you stick to the structure. You may use as many of the words and phrases as you like from The Caravan, but try to also make it your own: you are all great writers.</p> <p>Enjoy!</p>	<p>The Caravan</p> <p>Alice's Caravan story</p> <p>Your own WWII plane story</p> <p>Success Criteria</p> <p>Paper</p> <p>Pen</p>	<p>Warning</p> <p>Structure</p> <p>Paragraph</p> <p>Plan</p>

Scroll down for resources attached

Cohesive Devices help sheet

Basically, when a person's writing has cohesion, an attempt has been made to link clauses, sentences and paragraphs so that the writing 'hangs together'.

This piece of writing shows how cohesive devices can be used:

When a person in Egypt died, their body was taken to be mummified immediately. It took 70 days to complete the process.

First, the brain was removed through the nostrils with a hook. Then a cut was made in the side of the body, through which the organs were removed. These were put into canopic jars decorated with the heads of gods. The heart was left in the body so that it could be weighed against a feather in the afterlife. The body was washed with wine and water mixed with spices. The inside of the body was filled with sweet-smelling herbs and sewn up.

Later, the body was dried out in a bath of natron, which was a kind of salt. After forty days, it would have dried out to look like leather. It was oiled, stuffed and wrapped carefully with bandages. Charms called amulets were placed in certain places in the bandages because Egyptians believed the body needed to be protected from evil spirits. Finally, a mask was put over the head.



The **time connectives** (in red: first, then, later, after, finally) are used to show that this is a process that has several steps and an end goal. These words are also adverbs, because they tell us when something is done.

Pronouns (in blue: these to refer to the organs and it to refer to the body) are used to show that the writer is referring back to a person or object already named.

Conjunctions (in green: and, so, because) are used within sentences to link ideas within a sentence.