

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	To plan a sequence of events in order	Today, we will plan an alternative story based on the fisherman from the end of the story where he finds a way to defeat the seagulls. Remind chn of the prediction lesson where we thought about what might happen next. Model writing a 5-part plan, summarising the events in each part of the story.	Plan an innovated version of the story (see example below). Use a boxing up grid to help follow the structure of the original story. Just write a summary in each box, not the whole story.	boxing up grid	plan sequence events order parts
Tuesday	To plan a sequence of events in order	Today, we are using our plan from yesterday to make a story map using symbols, ready to write our story tomorrow. Model creating a story map using plan from yesterday (see innovated version below).	Using the lines in your book, or another 5-part sheet, draw a story map to tell the story that was planned yesterday, in five parts as the original. Each sentence should be represented by a sequence of symbols.	yesterday's plan boxing up grid	plan sequence events order story map parts
Wednesday	HOT TASK To write a narrative	Today we will write a sequel story to the Lighthouse keeper's lunch, using our plans, where the fisherman gets his revenge on the seagulls who steal his lunch. Discuss the features to include and model writing the beginning of the story which includes these features (past tense, suffix –ly, description, sentence punctuation).	Write a sequel story to the Lighthouse keeper's lunch. Include the following features: past tense, suffix –ly, description, sentence punctuation and also using the 'Every time we write' checklist.	'Every time we write' checklist	sequel past tense suffix description puncutation
Thursday	To edit and improve my writing	Model and discuss how to edit and improve our writing, based on yesterday's work. Use the success criteria from yesterday: past tense, suffix –ly, description, sentence punctuation as well as the 'Every time we write' checklist.	Using red pen to edit and improve, based on teacher's suggestions as well as their own ideas	red pen 'Every time we write' checklist	edit improve
Friday	To use correct letter formation	Using an alphabet mat, discuss what makes really neat handwriting look so neat: <ul style="list-style-type: none"> - tall ascenders (t, l, f, h, b, d, k) of a consistent size - long descenders (g, q, y, p, j) of a consistent size - capital letters all tall and the same height - lead-ins from the line for lowercase letters - letters are correctly formed - letters are correctly orientated - finger spaces between words, appropriately sized to match handwriting. 	Best copying to make a 5-page book – each part on its own page with an illustration. Focus on using making handwriting neat and legible by following the criteria we discussed.	alphabet mat best copying sheets	formation lead-in ascender descender

The Lighthouse Keeper's Lunch Story summary in five parts

	Model text for learning the story	Model text for innovated story
Opening	Mr Grinling was an industrious lighthouse keeper who lived in a white cottage perched on the edge of a cliff. Come rain or shine, he polished his light to keep the ships safe out at sea. Every day, Mrs Grinling made a scrumptious lunch and sent it along the wire to the lighthouse.	Captain Barnacle was a hard-working fisherman. Come rain or shine, he rowed his little, old boat out to sea to catch fresh fish to sell at market. Every day, Mrs Barnacle carefully packed him a delicious lunch which he put in the stern of his boat.
Build-up	One day, Mrs Grinling made a delicious lunch and sent it down the wire to Mr Grinling. Suddenly, some ravenous seagulls flew down and devoured the lunch. "Delicious," said the seagulls.	One day, Mrs Barnacle had made a particularly scrumptious lunch for him and put it in a basket in his boat. Suddenly, some scavenging seagulls swooped down and devoured the lunch while his back was turned. "Delicious lunch, boys," said the seagulls.
Problem	The next day, Mrs Grinling made a plan and tied a napkin to the basket, but the seagulls untied it and ate the lunch again. Mrs Grinling tried putting Hamish the cat into a basket to scare away the seagulls but it made Hamish feel sick.	The next day, Mrs Barnacle made a plan and tied a rope tightly around the basket, but the seagulls just untied it and ate the lunch again. So, Mrs Barnacle tried putting Norman the dog in the boat to guard the basket, but the waves rocked the boat and made Norman feel sick.
Resolution	Then, Mrs Grinling concocted her best plan yet: hot mustard sandwiches. "Disgusting," said the seagulls and they flew away. They never tried to eat Mr Grinling's lunch again.	Then, Mrs Barnacle had her best plan yet. She concocted hot chilli sandwiches. "Yuck, disgusting," said the seagulls and they flew away. They never came back for Captain Barnacle's lunch again.
Ending	Mr Grinling was jubilant because he could finally enjoy his delicious lunch. The seagulls found another lunch to steal instead.	Captain Barnacle was delighted because he could finally enjoy his scrumptious lunch after a long morning fishing. The crafty seagulls found another lunch to steal instead.

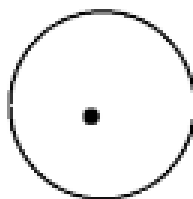
Every time we write:



finger spaces



use phonics for spelling



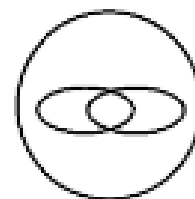
punctuation



capital letters



handwriting



conjunctions



description