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| Retrieval  | Yr 5 objectives | Outcome  |
| Last LJ:* Prefixes
* Suffixes
* Subordinating clauses
* Relative clauses
 | * Using a range of vocabulary to entertain the reader
* Speech to enhance meaning and move on the action
* Writing in the past perfect and past progressive tense to enhance consistency and interest
* To build cohesion in my writing using:
* pronouns / nouns
 | Mythical narrative written in 3rd person using invented demi-God.  |
| Retrieval | LO | Lessons activity | Outcome |
|  | I am exploring superheroes | * Show children slides of familiar superheroes
* Chn to think about their favourite superhero and what qualities they have
* Chn to create their own superhero and decide what their normal and super power qualities would be
* Read Chap 1 Percy Jackson
 | Characteristics of superheroes – normal v superpower |
| Ret: Percy Jackson Chap 1 | I can explore conventions of a mythical narrative  | * Conventions of a mythical narrative
* Conventions wall
* In pairs read some examples and highlight conventions
* Come back to discuss which conventions have been found
 | **Class list of features of mythical narratives** |
| Ret – adverbs | I can write a sustained description of a character | Vocabulary Practice (Character ) * Image result for zeusWatch a video introducing the Greek Gods
* Write a simple (bad) description of Zeus. Why is it bad, what’s missing?
* ‘I do’: model choosing noun – e.g. shield, lightning bolt (what defines him) model writing a sustained description using expanded noun phrases and adverbs. Model i) choosing noun, ii) choosing adjectives to describe noun, iii) choosing verb (what is noun doing?) iv) choosing adverb.
* ‘We do’ show another picture of a different God – Apollo, Hermes, Athena
* Aquaman | Aquaman dc comics, Aquaman comic, AquamanApollo Greek God Wallpapers - Top Free Apollo Greek God Backgrounds ...‘You do’ children to describe Poseidon – choose and image with plenty to describe – how the God appears, what is he doing – action shot.
 | **Skills practice*** Impactful Images of Gods
* Print 30 x image of Poseidon
* Create sentence builder with Nouns, adjectives, verbs, adverbs – choose simple to more difficult to reasonably adjust.
* Print 30 x sentence builders
 |
| Ret – abstract nouns | I can write a sustained description of a setting | Vocab skills (setting) Follow same format as above -model a simple (bad) description of an image – choose settings similar to where some of the Gods reside over e.g. Ares God of War, Poisidon, God of Sea. Use hook / image for children to apply own writing skills with lots of drama – e.g. a desolate valley in the darkness during lightning storm.Lightning striking lightning in a landscape  Description automatically generated with medium confidenceThe Ominous Splash Mountain — Matthew Cooper Photography | **Skills practice:** * Impactful Images
* Print 30 x image for apply
* Create sentence builder with Nouns, adjectives, verbs, adverbs – choose simple to more difficult to reasonably adjust.
* Print 30 x sentence builders
 |
| Ret – adjectives for Gods |  | Skills write – write a description of a chosen God * Recap skills
* Model how to compose a setting and character description combined
* Maybe model how not to do it – what kind of atmosphere do you want to create?

Greek Hades Images – Browse 2,230 Stock Photos, Vectors, and Video | Adobe  Stock | **Skills write:** * 30 x image of Hades
* Sentence builder
* WBs – widget word bank plus question prompt – use senses
 |
| Ret – Speech punctuation  | I am learning how to use speech to move on the action in a story | Skill practice (dialogue to move on action ) Compare two models – WABOLL V WAGOLL – less is more, what’s more exciting? Events, revelations of characters, cliffhanger* Drama – act out the scene
* Give chn full reign, then refine – you can only say 5 things, then 2 – what will they be?

Task: Write a dialogue summary of the scene they have acted out. What are the most important bits of speech | **Skills practice:**Select dialogue from the book that best shows the LO* 30 copies for group work
* Add prompt questions for WT
* Provide the characters and dialogue. Chn to add another bit of speech for WB
 |
| Ret – speech punctuation – correct the sentence  |  | Skills write (move on action) Recap previous skills – need to set sceneWe do – watch clip – brain storm what happens next, allow chn time to write some dialogue, then collect ideas and flipchart.You doGive them different opening scene / setting – now add dialogue WBs speech bubbles / or fill in blanks | **Skills write*** Use video clip to predict what happens next then write dialogue.
* Speech bubbles
 |
| Ret – | To use a range of pronouns and nouns to avoid repetition and improve cohesion in paragraphs.  | Use pronouns to enhance cohesion (Writing session) WABOLL v WAGOLL What words will help them in their outcomePronouns for creature / beast, God /Goddess / hero /villainEditing – give them a paragraph with a lot repeated and ask them to write it out again with pronouns to avoid repetitionWTs – highlight changesWBs – Edit on sheet | **Skills practice** |
| Ret – sustained description using previous image |  | Tense (progressive and perfect) Teach the past progressive using examples – send away to convert sentences into the past progressiveTeach past perfect – use a hook – image/video for children to write past perfect text relating to hook. | **Skills practice**WBs to write simple sentences in past tense. |
| Ret - past progressive |  | Tense (progressive and perfect)Diary entry – easier to write in past in first person, using past progressive, past perfect.Recap past progressive and past perfect.Ido – show chn text to identify examples of past progressive, past perfectWBs write simple past tense using substitution table – adapt LO | **Skills write*** Chn to write a diary entry as Percy using past progressive and past perfect about the bull chasing scene
* Sentence builder
* Video stills with example sentences
* WBs to write in oastr tense about Hippocampus video clip
 |
| Week 6 | Structure  | Exploring mythical narrative - 1. structural features 2. Grammatical features |  |
|  | Structure  | Model Text – analyse – mythical narrative – Thesius and the Minotaur  |  |
|  | Plan  | Plan story beginning / Write |  |
|  | Write | Plan story middle / write |  |
|  | Write | Plan story / write / edit  |  |

Purpose: To entertain

Audience: Peers

Form: Mythical narrative