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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 scene  We do – watch clip – brain storm what happens next, allow chn time to write some dialogue, then collect ideas and flipchart.  You do  Give 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 outcome  Pronouns for creature / beast, God /Goddess / hero /villain  Editing – give them a paragraph with a lot repeated and ask them to write it out again with pronouns to avoid repetition  WTs – highlight changes  WBs – 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 progressive  Teach 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 perfect  WBs 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