



Year Groups: 5/6

Dates: 21.06.21 – Writing Fiction

Genre:	
<u>Year 5 Success Criteria</u>	<u>Year 6 Success Criteria</u>
Knowledge of traditional tales and familiar stories Making comparisons between texts to find familiar themes, events and characters Shared / group / partnered writing Use of engaging language choices	Knowledge of traditional tales and familiar stories Making comparisons between texts to find familiar themes, events and characters Shared / group / partnered writing Use of engaging language choices

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK ONE	<p>Starter: Review of previous spelling rules and introduction of new ones using Spelling Shed – focus review on the use of adverbs of possibility.</p> <p>L.C. Can you re-write a familiar story by making small changes?</p> <p>On the IWB, display two front covers / film posters for two stories – how are these stories the same? How might the messages be linked? Discuss as a class the use of familiar traditional stories as the basis for future versions and retellings.</p> <p>Discuss the notion that traditional tales in their original forms may seem outdated – how could we make these relevant in 2021?</p> <p>T to model identifying the key elements of a familiar tale and summarising these (linked to previous work on summarising) – who are the main characters? What is</p>	<p>Starter: Prepositions – review work from last week and identify a range of prepositions within the sentences. Chn to match the example prepositions to the picture provided – T to address common misconceptions, e.g. took chairs in / under the table.</p> <p>L.C. Can you review your understanding of setting descriptions and use this to write the opening to a short story?</p> <p>At the tables, provide chn with the first sentence / paragraph of a range of traditional tales and familiar stories – what do we like about them? How do they engage the reader? Can we spot any common elements between them all? Discuss as a class.</p> <p>T to focus in on the need for a good setting description to set the scene...what can we recall about setting descriptions? Ask chn to make a list of features on a WB to share with the class to review</p>	<p>Starter: Verbs – brief recap on verbs showing action. Display a range of sentences for chn to identify these – include both present and past tense examples.</p> <p>Ext: begin to introduce new vocabulary linked to verbs with a quick game of synonym match.</p> <p>L.C. Can you use a wide variety of verbs to create engaging action in a short story?</p> <p>Display an alternative version of a familiar story on the IWB...but only the start and end. What else could have happened in between? Discuss different versions suggested by the chn.</p> <p>Repeat the activity, but this time display 2-3 photos / pictures instead of text to show the start and end of a story. What do you think happened? Who do you think was involved? What was the problem and resolution? TTYP and feedback.</p>	<p>Starter: Prepositions final review – chn to answer a range of test-base questions linked to prepositional work completed this half term.</p> <p>L.C. Can you write an alternative ending to a familiar story?</p> <p>Do all stories end well? Is it always happily ever after? Invite the chn to discuss stories that they have read or are familiar with that do not always ‘fit the pattern’ – T to support this with text suggestions as needed.</p> <p>As a class, consider the idea that plot or character choices throughout a story help to define the final result / ending...but what if we could change that?</p> <p>On the IWB, display 2-3 stories that we are familiar with. T to model identifying a choice / plot point that could be altered that would then change the ending of the story. For example, what if the final house in the Three Little Pigs was in fact blown down...how would the story end?</p>	<p>Starter: Spot the mistake – focus on the misuse of punctuation covered recently, e.g. commas for fronted adverbials, commas in lists, inverted commas. Chn to correct the example sentences on the IWB</p> <p>L.C. Can you write a section of a short story with a partner?</p> <p>Review our work so far this week, looking at each section of a story and the language choices within these.</p> <p>Display a blank story mountain on the IWB and ask the chn to use elements from different traditional and familiar stories to create a new text, e.g. take the setting from one, the characters from another, the plot from a third, etc.</p> <p>T to use these suggestions to quickly fill in a brief story mountain template on the IWB – this will be our class</p>

	<p>the problem and resolution? Is there a moral to the story?</p> <p>T to then go on and model 'updating' each of these elements to retell the story, e.g. the BMX and the Skater from last week is a modern version of The Tortoise and the Hare.</p> <p>On the IWB, T to model rewriting the story in a maximum of 10 sentences, taking suggestions from the class as we work.</p> <p>Task Chn to choose a familiar tale from the selection provided and then work with a partner to update and rewrite this.</p> <p>Encourage chn to still use exciting vocabulary, as well as maintaining the key themes of the story.</p>	<p>prior learning about setting descriptions.</p> <p>T to use the previous examples on tables to also highlight the use of a setting description to make suggestions about the type of story this will be – is it going to be a happy story? Will it be an adventure? How does the language suggest it might be a horror story?</p> <p>On the IWB, display a brief plot for a new story, focusing on the middle and final sections – how do you think this story started? Where night it be set? Who could be in it?</p> <p>Using suggestions from the chn, model our use of setting description to write the opening to the story. T to focus on the use of description and 3rd person writing where possible to support our own story writing later in the week.</p> <p>Task Chn to read through the partial story provided and write the opening paragraph that matches, including a setting description. Word mats to be provided where needed.</p>	<p>ON the IWB, display an example start and end picture and take suggestions about the missing plot from the students.</p> <p>T to then model the use of exciting action and engaging verb choices to write the missing problem and resolution in two short paragraphs.</p> <p>Task Chn to look at the pictures provided and decide on the missing plot points linked to the middle part of the story.</p> <p>Using a good range of exciting verbs, chn to write the missing problem and resolution in two short paragraphs.</p> <p>For LAG, T to complete this as an oral activity and record on the I-pads.</p>	<p>Using an example already covered, T to then model re-writing the ending using the skills already covered during the previous sessions, e.g. exciting verbs and engaging description.</p> <p>Task Chn re-write the ending of a familiar story by changing a single choice or plot point from the main body of the text.</p>	<p>plan for the LAG to work from.</p> <p>Complete Task 1 T to then model using this plan to begin writing a short story – this does not need to be detailed but should allow scope for the chn to apply what we have learnt this week.</p> <p>Explain that the chn will have timed conditions to write each section with a partner.</p> <p>Complete Task 2</p> <p>Task 1 Chn to have 10mins to create their own new story mountain with a partner using elements of other stories to guide them.</p> <p>Task 2 With a partner, chn to have timed conditions to write each section of their new story.</p>
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Lesson Tasks

Monday

See 21.06.21 Question Sheets

Tuesday

See 22.06.21 Question Sheets

Wednesday

See 23.06.21 Question Sheets

Thursday

See 24.06.21 Question Sheets

Friday

See 25.06.21 Question Sheets