

Purpose: To write a diary entry and a persuasive letter

Audience: The stranger

Form: A persuasive letter

Spelling Objectives:

- use further prefixes and suffixes and understand how to add them
- spell words that are often misspelt
- use the first 2 or 3 letters of a word to check its spelling in a dictionary

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

Specific Grammar Objectives:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using fronted adverbials
- using commas after fronted adverbials

Writing Composition:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors

Reading comprehension

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- identifying themes and conventions in a wide range of books

- discussing words and phrases that capture the reader's interest and imagination
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

NOTE- during this week the children should do some work on geography of Grantham/ Ancaster in topic. In art, they will need to do pencil drawings for key parts of the story.

Lesson	Focus and SC	Whole Class	Independent/Guided Work	Plenary
1	To understand what a legend is.	Hook. Discuss what a legend is. Ask children to name legends. Show children the stories of three famous legends. Robin Hood. King Arthur and William Tell. Read through the stories, discover new vocabulary and meaning. Talk about the plot and who was the villain and hero.	Children to recap the plot of each story and identify the hero and villain. Lap to fill in missing words on reading comp of Robin Hood.	Discuss which story was the favourite and why.
2	To make predictions	Prediction. Local history unit- a local tale that happened just down the road- at Ancaster. Share black and white image-grainy black and white picture- blown up on A3. After discussion children annotate pictures to share what they can see?	Mind map what is happening in the picture. Who could the characters be? Are they friends? What could the story be about? There used to be three lines of writing under the image- what would they have been? Predict.	Share ideas. Why did you think that? Try to choose differing ideas/opinions.
3	To understand new vocabulary	Introduce and read part one of the story. Discuss the text and any new vocabulary.	Children to complete a Never heard the word grid. Differentiated by amount of words and support.	Share answers as a class.

			Children to use dictionaries for words they do not know.	
4/5	To make inferences.	Complete part two of the story. Identify descriptions used within the text to describe Meg and Old Meg.	Character description- Meg. Before v After. Children to highlight text to show descriptions for Meg and Old Meg. Children will then draw Meg based on these descriptions. Children infer to make suggestions about what she was like before. Children to write a character description for Meg.	Share ideas for the working wall.
6	To understand plot through drama techniques	Read part two of the story Conscious corridor- persuade the stranger to help the villagers.	Drama - Rumours. What have they heard about Meg? Children to write their idea on a white board to practise saying it. Then play class rumours about Meg. Debate - should Megs old fiancé help stop Meg?	

7	To find the features of a persuasive letter.	<p>Grammarsaurus text. Boudica.</p> <p>Look at the text. What akey features do you see? How is it persuasive?</p> <ul style="list-style-type: none"> - Rhetorical questions? - Emotive language? - Alliteration? - Repetition? - Conjunctions? - 3 /4 words 	<p>Rule of three- listing 3 facts (She has ruined crops, caused deaths and devastated lives).</p> <p>Practice writing 'Rule of 3.'</p>	Share ideas.
8	To create a success criteria for a persuasive text.	<p>Boxing up method- whole class</p> <ul style="list-style-type: none"> - Audience and purpose - Effect on the reader - Success Criteria - Vocabulary <p>Use the boxed up SC to support children as they plan.</p>	Discuss and edit as a class	
9	To plan a persuasive advert.	<p>Planning- use the Boxing up grid to support.</p> <p>Use 'ladder plan' to organise ideas.</p> <p>Discuss and model as whole class.</p>	<p>Boxed up success criteria.</p> <ol style="list-style-type: none"> 1. Audience: The Stranger 2. Effect: To persuade. 3. Ingredients: 4. Vocab 	

10/11	To write a persuasive advert.	Model- write- edit.		
12	To edit and improve.	Children to colour code the text. Orange- language (old) Yellow- fronted adverbials Blue- dialogue Pink- conjunctions Green- ENP		
13	To publish.	Publishing		
14	To explore a setting description	Read part three of the story. Vocabulary- find meaning of unknown words- working wall. Record in writers toolkits.	Tell me about the picture. Look at why Meg might live in a house like this. Is it because she was really a witch or was she just poor.	Share ideas
15	To make observations about a picture.	Read part three again. Look back at ideas from last lesson.	Children to complete an OSIE grid, differentiated to how many sections are completed.	Share ideas to magpie as a class.
16	To write a setting description.	Show children WAGOLL. Read and look for similes and fronted adverbials.	Model different sentence starters. Differentiated by outcome.	Children to edit work.

Booklet including diary, illustrations and retelling of the stories