

**Task (with links):**



Using the plan that you created yesterday, write your story about the mirror and what Anna discovered as she went into the other side of the mirror.

**RESOURCES:**

- Your story mountain plan
- Word bank
- Sentences created earlier in the week

**You are writing up until the problem section of your plan. DO NOT write beyond that, as we will continue with this tomorrow.**

**YEAR 4 SUCCESS CRITERIA:**

1. Look at your plan.
2. Write in the third person.
3. Organise your writing into paragraphs.
4. Include <b>fronted adverbials</b> .
5. Include <b>expanded noun phrases</b> and adjectives.
6. Use your vocabulary and descriptive sentences from earlier in the week.
7. Check and edit your writing using your checklist.
<b>CHALLENGE:</b> Include a subordinate clause.

**YEAR 5 SUCCESS CRITERIA:**

1. Look at your plan.
2. Write in the third person.
3. Organise your writing into paragraphs.
4. Include three <b>fronted adverbials</b> .
5. Include <b>expanded noun phrases</b> and adjectives.
6. Use two subordinate clauses
7. Use your vocabulary and descriptive sentences from earlier in the week.
8. Check and edit your writing using your checklist.
<b>CHALLENGE:</b> Include relative clauses, remembering to use commas.



**Task (with links):**



Using the plan that you created yesterday, write your story about the mirror and what Anna discovered as she went into the other side of the mirror.

Remember to:

- Look back at your plan
- Use the word bank
- Use sentences you created earlier in the week

**You are writing up until the problem section of your plan. DO NOT write beyond that, as we will continue with this tomorrow.**

**YEAR 4 SUCCESS CRITERIA:**

1. Look at your plan.
2. Write in the third person.
3. Organise your writing into paragraphs.
4. Include <b>expanded noun phrases</b> and adjectives.
5. Try to include at least one fronted adverbial.
6. Use your vocabulary and descriptive sentences from earlier in the week.
7. Check and edit your writing using your checklist.

**YEAR 5 SUCCESS CRITERIA:**

1. Look at your plan.
2. Write in the third person.
3. Organise your writing into paragraphs.
4. Include two <b>fronted adverbials</b> .
5. Include <b>expanded noun phrases</b> and adjectives.
6. Use your vocabulary and descriptive sentences from earlier in the week.
7. Check and edit your writing using your checklist.

**CHALLENGE: Include a subordinate clause.**

Fronted Adverbials	Nouns	Adjectives	Verbs
<p><b>As she moved items out of the way,</b>  <b>Approaching the mirror,</b>  <b>Moving closer to the mirror,</b>  <b>Suddenly,</b>  <b>Placing herself in front,</b>  <b>As the surface began to ripple,</b>  <b>Looking back,</b>  <b>Stepping out into the...</b>  <b>As the mirror began to ripple again,</b></p>	<p>mirror                      reflection                      attic                      ground                      wall                      dust                      surface                      underground                      field                      basement                      rumble                      people                      animals                      relief</p>	<p>deserted                      dusty                      clear                      humid                      frightened                      dark                      cluttered                      hot                      noisy                      congested                      bright                      force                      dangerous                      relieved</p>	<p>stood                      stepped                      slipped                      stared                      glanced                      touched                      tumbled                      carried                      convey                      forced</p>

**STRUCTURE OF YOUR WRITING**

SECTIONS:	MODEL:
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Who and where is your character?</li> <li>What are they doing and what do they discover?</li> </ul>	<p>It was a long, hot afternoon and Anna was tidying items in the attic. She was rummaging through things that were no longer needed and could find do with finding new homes. It was an exhausting task...</p>
<p><b>Build up</b></p> <ul style="list-style-type: none"> <li>What starts to happen?</li> <li>What does your character do?</li> </ul>	<p><b>As she moved items out of the way,</b> she thought her task of tidying was coming to an end. It was a <b>hot, humid</b> day and Anna was feeling....</p>
<p><b>Problem</b></p> <ul style="list-style-type: none"> <li>Where does your character go?</li> <li>What happens when they are on the other side of the mirror?</li> <li>Do they see anything or anyone?</li> <li>Do they try to leave?</li> </ul>	<p><b>As the surface began to ripple,</b> she could feel herself being <b>carried</b> into the mirror. The disorganised, chaos of the attic was left behind.</p>

### Year 4 writing checklist

In order to be a secure year 4 writer, you must ...



<i>Always everyday:</i>	Tick if you used it:
Use capital letters, full stops, question marks and exclamation marks.	
Write in <i>joined</i> legible handwriting	
Paragraphs	

Feature	Tick if you used it:
Correct English e.g. <del>we was</del> - we were ✓ <del>he done</del> - he did ✓	
Use different verb forms mostly accurately <del>bring</del> - brought ✓	
Use different types of sentences e.g. statement, questions <b>?</b> , commands and exclamations <b>!</b>	
Expanded noun phrases. (With <b>adjectives</b> and <b>prepositional</b> phrases) e.g. The <b>emerald green</b> <b>ring</b> glimmered <b>on her finger</b> .	
Use conjunctions <b>and</b> , <b>or</b> , <b>but</b> , <b>however</b> , <b>therefore</b> to join ideas (co-ordination) Use conjunctions <b>when</b> , <b>if</b> , <b>because</b> , <b>although</b> , <b>while</b> to join ideas (subordination)	
Speech- punctuated accurately <b>“ A! ? ... ”</b> <b>New line for new speaker!</b>	
Use <b>commas</b> to separate clauses in <b>complex sentences</b> e.g. <b>As Patrick entered the room, the children stopped talking.</b>	
Use <b>pronouns</b> to refer to nouns The man saw a <b>cat</b> , <b>it</b> was black.	
Use <b>apostrophes</b> for possession, showing <b>something belongs to someone</b> e.g. Patrick's office. The girls' toilets.	
Use <b>contracted</b> words e.g. <b>don't can't I'm didn't</b>	
Add <b>prefixes</b> (il, im, ir, re, sub, inter, super, anti, auto) and <b>suffixes</b> (ation, sion, ion, ian, ) to spell most words	
Use and correctly <b>spell</b> Year 3/4 spelling words correctly	
<b>Reread</b> every sentence to <b>check</b> it makes sense, making <b>changes</b> to <b>improve</b> it	

**Year 5 writing checklist**

In order to be a secure year 5 writer, you must have...

<u>Always everyday:</u>	<u>Tick if you used it:</u>
Use capital letters, full stops, question marks and exclamation marks.	
<i>Joined,</i> legible handwriting	
Paragraphs	

<u>Feature</u>	<u>Tick if you used it:</u>
Match <b>vocabulary</b> and grammar to the <b>audience</b> and <b>genre</b> you are writing in e.g. persuasive words and phrases, emotive language, rhetorical questions	
Use <b>relative clauses</b> beginning with <b>relative pronouns</b> ( <b>who, where, when, which, whose, that</b> ) e.g. Patrick, <b>who was the head teacher</b> , entered the room.	
Use some <b>dialogue</b> to <b>show thoughts</b> and <b>feelings</b> and to advance the <b>action</b>	
Use a range of sentence structures and openers e.g. <b>While the children worked</b> , the teacher took the register. The teacher took the register, <b>while the children worked</b> .	
Use conjunctions <b>and, or, but, however, therefore</b> to join ideas (co-ordination) Use conjunctions <b>when, if, because, although, while</b> to join ideas (subordination)	
Use adverbs and <b>modal verbs</b> e.g. <b>must, should, would, could, ought</b>	
Use different verb forms mostly accurately <del>brung</del> – brought ✓	
Speech- punctuated accurately <b>“ A! ? ... ”</b> <b>New line for new speaker!</b>	
Use <b>brackets, commas and dashes for parenthesis</b> ( ) ,, - - e.g. the girl ( <b>whose eyes were blue</b> ) walked through the door.	
Use commas for clarity e.g. <del>Let's eat Grandma!</del> Let's eat, Grandma! ✓ 	
Use <b>adverbials of time, place</b> and <b>number</b> to link ideas within and across paragraphs e.g. <b>later, nearby, secondly</b>	
Add <b>prefixes</b> (dis, de, mis, over, re) and <b>suffixes</b> (cious, tious, cial, ant, ance, able, ible ) to spell most words	
Spell <b>most</b> Year 3/4 spelling words correctly Use and correctly <b>spell some</b> Year 5/6 spelling words correctly 	
<b>Reread</b> your work to <b>check</b> it makes sense, making <b>changes</b> to <b>improve</b> it	