

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 fronted adverbials .
5. Include expanded noun phrases 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.

YEAR 5 SUCCESS CRITERIA:

1. Look at your plan.
2. Write in the third person.
3. Organise your writing into paragraphs.
4. Include three fronted adverbials .
5. Include expanded noun phrases 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.
CHALLENGE: 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 expanded noun phrases 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 fronted adverbials .
5. Include expanded noun phrases 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>As she moved items out of the way, Approaching the mirror, Moving closer to the mirror, Suddenly, Placing herself in front, As the surface began to ripple, Looking back, Stepping out into the... As the mirror began to ripple again,</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>Introduction</p> <ul style="list-style-type: none"> Who and where is your character? What are they doing and what do they discover? 	<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>Build up</p> <ul style="list-style-type: none"> What starts to happen? What does your character do? 	<p>As she moved items out of the way, she thought her task of tidying was coming to an end. It was a hot, humid day and Anna was feeling....</p>
<p>Problem</p> <ul style="list-style-type: none"> Where does your character go? What happens when they are on the other side of the mirror? Do they see anything or anyone? Do they try to leave? 	<p>As the surface began to ripple, she could feel herself being carried 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 ...



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

<u>Feature</u>	<u>Tick if you used it:</u>
Correct English e.g. we was - we were ✓ he done - he did ✓	
Use different verb forms mostly accurately brung - brought ✓	
Use different types of sentences e.g. statement, questions ? , commands and exclamations !	
Expanded noun phrases. (With adjectives and prepositional phrases) e.g. The emerald green ring glimmered on her finger .	
Use conjunctions and , or , but , however , therefore to join ideas (co-ordination) Use conjunctions when , if , because , although , while to join ideas (subordination)	
Speech- punctuated accurately “ A! ? ... ” New line for new speaker!	
Use commas to separate clauses in complex sentences e.g. As Patrick entered the room, the children stopped talking.	
Use pronouns to refer to nouns The man saw a cat , It was black.	
Use apostrophes for possession, showing something belongs to someone e.g. Patrick's office. The girls' toilets.	
Use contracted words e.g. don't can't I'm didn't	
Add prefixes (il, im, ir, re, sub, inter, super, anti, auto) and suffixes (ation, sion, ion, ian,) to spell most words	
Use and correctly spell Year 3/4 spelling words correctly	
Reread every sentence to check it makes sense, making changes to improve 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 vocabulary and grammar to the audience and genre you are writing in e.g. persuasive words and phrases, emotive language, rhetorical questions	
Use relative clauses beginning with relative pronouns (who, where, when, which, whose, that) e.g. Patrick, who was the head teacher , entered the room.	
Use some dialogue to show thoughts and feelings and to advance the action	
Use a range of sentence structures and openers e.g. While the children worked , the teacher took the register. The teacher took the register, while the children worked .	
Use conjunctions and, or, but, however, therefore to join ideas (co-ordination) Use conjunctions when, if, because, although, while to join ideas (subordination)	
Use adverbs and modal verbs e.g. must, should, would, could, ought	
Use different verb forms mostly accurately brung – brought ✓	
Speech- punctuated accurately “ A! ? ... ” New line for new speaker!	
Use brackets, commas and dashes for parenthesis () ,, - - e.g. the girl (whose eyes were blue) walked through the door.	
Use commas for clarity e.g. Let's eat Grandma! Let's eat, Grandma! ✓ 	
Use adverbials of time, place and number to link ideas within and across paragraphs e.g. later, nearby, secondly	
Add prefixes (dis, de, mis, over, re) and suffixes (cious, tious, cial, ant, ance, able, ible) to spell most words	
Spell most Year 3/4 spelling words correctly Use and correctly spell some Year 5/6 spelling words correctly 	
Reread your work to check it makes sense, making changes to improve it	