#### 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. <u>DO NOT</u> write beyond that, as we will continue with this tomorrow.

## YEAR 4 SUCCESS CRITERIA:

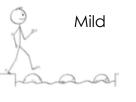
- 1. Look at your plan.
- 2. Write in the third person.
- 3. Organise your writing into paragraphs.
- 4. Include fronted adverbials.
- 5. Include expanded noun phrases and adjectives.
- 6. Use your vocabulary and descriptive sentences from earlier in the week.
- 7. Check and edit your writing using your 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. <u>DO NOT</u> 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	<u>Nouns</u>	<u>Adjectives</u>	<u>Verbs</u>
As she moved items	mirror	deserted	stood
out of the way,	reflection	dusty	stepped
Approaching the	attic	clear	slipped
mirror,	ground	humid	stared
Moving closer to the	wall	frightened	glanced
mirror,	dust	dark	touched
Suddenly,	surface	cluttered	tumbled
Placing herself in	underground	hot	carried
front,	field	noisy	convey
As the surface began	basement	congested	forced
to ripple,	rumble	bright	
Looking back,	people	force	
Stepping out into	animals	dangerous	
the	relief	relieved	
As the mirror began			
to ripple again,			

#### **STRUCTURE OF YOUR WRITING**

SECTIONS:	MODEL:
<ul> <li>Introduction</li> <li>Who and where is your character?</li> <li>What are they doing and what do they discover?</li> </ul>	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
<ul> <li>Build up</li> <li>What starts to happen?</li> <li>What does your character do?</li> </ul>	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
<ul> <li>Problem</li> <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>	As the surface began to ripple, she could feel herself being carried into the mirror. The disorganised, chaos of the attic was left behind.



# Year 4 writing checklist

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

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



## Year 5 writing checklist

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

<u>Always everydays:</u>	<u>Tick if</u> you used it:
Use capital letters, full stops, question marks and exclamation marks.	
Juined; legible handwriting	
Paragraphs	
Feature	<u>Tick if</u> <u>you</u> <u>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 <u>relative pronouns</u> (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 <b>modal</b> verbs e.g. must, should, would, could, ought	
Use different verb forms mostly accurately	
brung_ – brought √	
Speech- punctuated accurately 66 A!? 99	
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	