

Task (with links):



Using the plan that you created on Wednesday, continue writing 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 finishing off your story today, focusing on the resolution and then the ending.

YEAR 4 SUCCESS CRITERIA:

1. Use your plan to continue from the resolution part.
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. Use your plan to continue from the resolution part.
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 on Wednesday, continue writing 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 finishing off your story today, focusing on the resolution and then the ending.

YEAR 4 SUCCESS CRITERIA:

1. Use your plan to continue from the resolution part.
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. Use your plan to continue from the resolution part.
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,</p> <p>Approaching the mirror,</p> <p>Moving closer to the mirror,</p> <p>Suddenly,</p> <p>Placing herself in front,</p> <p>As the surface began to ripple,</p> <p>Looking back,</p> <p>Stepping out into the...</p> <p>As the mirror began to ripple again,</p>	<p>mirror</p> <p>reflection</p> <p>attic</p> <p>ground</p> <p>wall</p> <p>dust</p> <p>surface</p> <p>underground</p> <p>field</p> <p>basement</p> <p>rumble</p> <p>people</p> <p>animals</p> <p>relief</p>	<p>deserted</p> <p>dusty</p> <p>clear</p> <p>humid</p> <p>frightened</p> <p>dark</p> <p>cluttered</p> <p>hot</p> <p>noisy</p> <p>congested</p> <p>bright</p> <p>force</p> <p>dangerous</p> <p>relieved</p>	<p>stood</p> <p>stepped</p> <p>slipped</p> <p>stared</p> <p>glanced</p> <p>touched</p> <p>tumbled</p> <p>carried</p> <p>convey</p> <p>forced</p>

STRUCTURE OF YOUR WRITING

SECTIONS:	MODEL:
<p>Resolution</p> <ul style="list-style-type: none"> What happens to allow them to return back to the attic? 	<p>Looking back at the mirror, she realised that it had began to ripple again. The mirror was no longer solid. Did this mean what she thought it did? Holding out her hand and nervously edging closer....</p>
<p>Ending</p> <ul style="list-style-type: none"> What happens and what do they do once they return to the attic? 	<p>Stepping back out into her attic, she could no longer feel the hot, humid air. Instead the feeling of relief washed over her. Turning around she looked at the mirror...</p>

Now check and edit your writing using your checklist.

Year 4 writing checklist

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



Always everyday:	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. 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	