

**Summer 1 - Week 1 - Lesson 5**

**LO: To write a narrative**

**Task**



**You are going to write your story about the storm and the characters who end up in the windmill.**

**TO HELP YOU:**

- success criteria
- word bank
- paragraph guide with modelled write

**Success Criteria:**

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



**Steppingstone activity**

**Summer 1 - Week 1 - Lesson 5**

**LO: To write a narrative**

**Task**



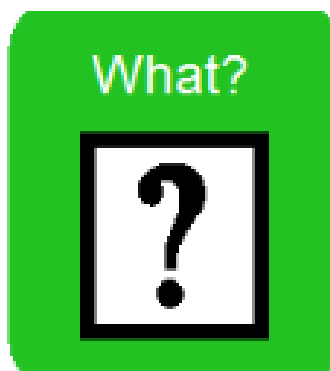
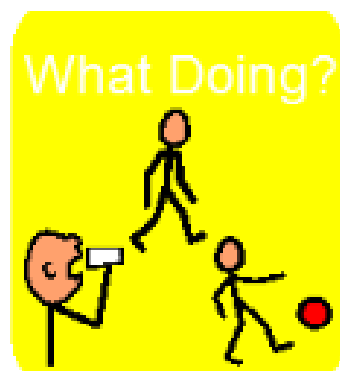
You are going to write your story about the storm and the characters who end up in the windmill.

**TO HELP YOU:**

- success criteria
- word bank
- paragraph guide with modelled write

**Success Criteria:**

1. Look at your plan.
2. Write in the third person.
3. Use colourful semantics to organise your sentences.
4. Include **expanded noun phrases** with exciting adjectives.
5. Use your vocabulary and descriptive sentences from earlier in the week.
6. Check and edit your writing using your checklist.



## Word bank

<u>Fronted adverbial</u>	<u>Adjectives</u>	<u>Nouns</u>	<u>Verbs</u>
As the children began to make their way home,	angry	bolt (of lightning)	covered
As the sky darkened,	bright	children	hid
Above the windmill,	cloudy	clap (of thunder)	huddled
As the wind blew faster,	cold	clouds	lit up
As the sails started to turn,	dark	field	looked
Suddenly,	exhausted	ground	peered
As the rumbles of thunder began to quieten down,	frightened	lightning	ran
Walking slowly home through the fields	grey	picnic	spoke
	hot	rain	stared
	noisy	rumble	struck
	relieved	thunder	
	startling	wind	
	sticky		
	windy		


## Paragraph guide with modelled write

<b>Main Idea for the Paragraph</b>	<b>Model:</b>
<p><b>Introduction</b></p> <p><i>Who and where are your characters?</i></p> <p><i>What are they doing?</i></p>	<p><i>It was late in the day and the children were in the fields packing up their picnic. It had been a fantastic day...</i></p>
<p><b>Build up</b></p> <p><i>What starts to happen?</i></p> <p><i>What do your characters do?</i></p>	<p><i>As the children began to make their way home, the sky was already starting to get dark. It had been a hot, sticky day and the air felt heavy...</i></p>
<p><b>Problem</b></p> <p><i>What happens that takes them to the windmill?</i></p> <p><i>Does anything else happen whilst they are there?</i></p>	<p><i>Suddenly a startlingly bright bolt of lightning shot through the angry, grey sky and struck the top of the windmill...</i></p>
<p><b>Resolution</b></p> <p><i>What happens to make them to leave the windmill?</i></p>	<p><i>As the rumbles of thunder began to quieten down, Max moved closer to the door and peered outside...</i></p>
<p><b>Ending</b></p> <p><i>What happens and where do they go once the storm is over?</i></p>	<p><i>Walking slowly home through the fields, relieved yet exhausted, none of the children spoke...</i></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. <del>we was</del> - we were ✓ <del>he done</del> - he did ✓	
Use different verb forms mostly accurately <del>brung</del> - brought ✓	
Use different types of sentences e.g. statement, questions <b>?</b> , commands and exclamations <b>!</b>	
<b>Expanded noun phrases.</b> (With <b>adjectives</b> and <b>prepositional</b> phrases) e.g. The <b>emerald green ring</b> glimmered <b>on her finger</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)	
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	
<b>Use and correctly 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	