

Week 5 - Adventure Story

Marking Priority
Best work to indepth
mark



Lesson 1 - Nasty writing -

WALT use a selection of grammatical features.

Lesson 2 - Nasty writing -

WALT construct our build-up.

Lesson 3 - Grammar Input - variety of sentence structures



WALT use a variety of sentence structures in our writing.

Lesson 4 - Nasty Writing - Uplevelling

WALT suggest changes to vocabulary, grammar and punctuation

Lesson 1

NASTY WRITING!

Lesson 1

What is a subordinating conjunction?
What sort of clause is it used with?

NASTY WRITING!

Lesson 1

Example:

Mike went to the shops.

subordinating
conjunction

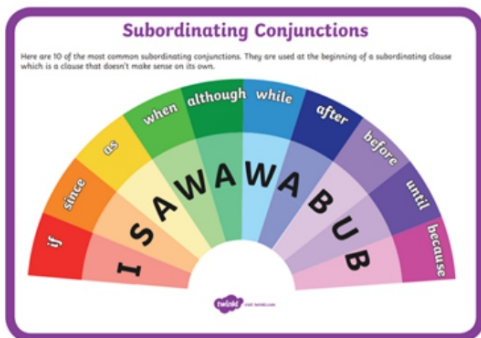
We could add a subordinating conjunction to the end of this sentence to give additional information:

Mike went to the shops because his mother had asked him to fetch milk for their breakfast.

subordinating
clause

NASTY WRITING!

Lesson 1



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Use the acronym ISAWAWABUB to help you add a subordinating conjunction and subordinate clause to this sentence:
I like eating chocolate.



Metacognition

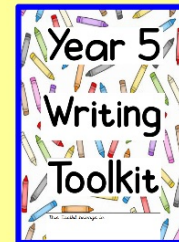
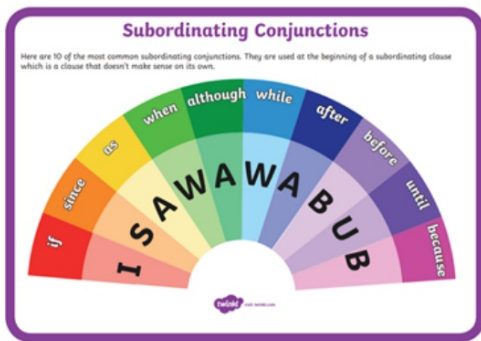
I Do



(Teacher example)

NASTY WRITING!

Lesson 1



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Writing objectives	100

Use the acronym ISAWAWABUB (or any other subordinating conjunctions) to help you add a subordinating conjunction and subordinate clause to this sentence:
He walked to school.



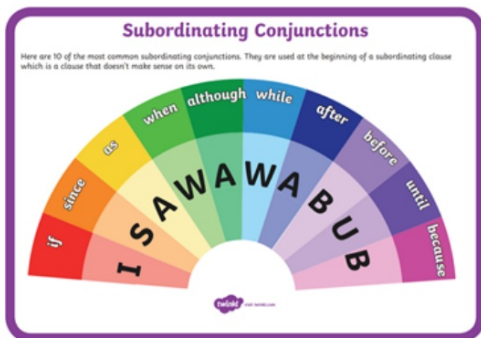
We Do



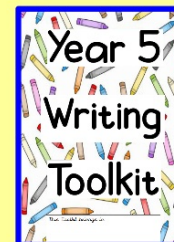
(Teacher models)

NASTY WRITING!

Lesson 1



Your go!



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Connective sentences	100

Use the acronym ISAWAWABUB (or any other subordinating conjunctions) to help you add a subordinating conjunction and subordinate clause to this sentence:
 Alan wanted to play in the park.



(Independent)

WALT use a selection of grammatical features.

Last week, you wrote your opening for your narrative. We really enjoyed reading these - you've made an excellent start!

Today, you're going to have a practice run at a build up.

WALT use a selection of grammatical features.

We are going to give you an opening, a plan to work from, and we will ask you to include certain grammatical features in each sentence. This is called a 'slow write'. You have done these before.

T to give out plan for children to look through briefly.

WALT use a selection of grammatical features.

2. The Build-up

Discussed where to look, using compass. Treading a careful path. Lots of wildlife (monkeys, butterflies,).

Walked for a few hours. Stopped for a rest and to eat some of the food rations.

C needed toilet so wandered off to find quiet spot.

D and J waited where they were

Quick
T dicuss

WALT use a selection of grammatical features.

Next we'll read you the opening of your story - you will need to carry on from the end of this. It has been written for you so that you have an idea of where you should start your build up from.

It also gives you a brief insight into your characters so that you can continue to write about them in the same way.

T to give 1:2 then read aloud.

WALT use a selection of grammatical features.

The key part of this practice run is that you follow our instructions on your slow write sheet - it details the grammatical features that we expect to see in each sentence. However, you must also ensure that your sentences link and flow as you write them.

WALT use a selection of grammatical features.

1. *Subordinating conjunction* (say what the trio were doing)
2. *Dialogue* (trio discuss where to look)
3. *Prepositional phrase* (to tell the reader they've set off through the rainforest)
4. *Fronted adverbial* (to describe how they travelled)
5. *Expanded noun phrase* (describe some of the animals they saw)
6. *Fronted adverbial of time* (to indicate time has passed)
7. *Short sentence* (to show how they felt)
8. *Relative clause* (give additional detail about a character or place)
9. *Parenthesis using dashes* (to describe the food they ate)

This is what you will be given. Let's talk through the grammatical features listed here to ensure that we all understand them.

WALT use a selection of grammatical features.

Teacher to model 1-2 points from the slow write.

Less
(Teach
model



Metacogni

1. Subordinating conjunction (say what the trio were doing)
2. Dialogue (trio discuss where to look)
3. Prepositional phrase (to tell the reader they've set off through the rainfore
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8. Relative clause (give additional detail about a character or place)
9. Parenthesis using dashes (to describe the food they ate)

T - example for all in folder - share with children

WALT use a selection of grammatical features.

Plenary

Would anyone like to share what they came up with?

Listen out for the grammatical features we requested.

Lesson 2

NASTY WRITING!

Lesson 2

Who can remind me what it means when we ask you to 'show, not tell'?



NASTY WRITING!

Lesson 2

Example:

Instead of 'Mark felt tired'.

We could show he was tired:

As he rubbed his eyes lazily, an enormous yawn escaped Mark's lips. He blinked, finding it hard to open his eyes again - he just wanted to sleep!

NASTY WRITING!

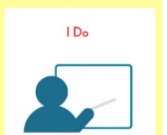
Lesson 2

Can you write a sentence or two so that this shows the reader rather than tells the reader?

Joey felt sad



Metacognition



(Teacher example)

NASTY WRITING!

Lesson 2

Can you write a sentence or two so that this shows the reader rather than tells the reader?

It was the morning



NASTY WRITING!

Lesson 2

Can you write a sentence or two so that this shows the reader rather than tells the reader?

Brian was angry

You Do It Alone



(Independent)

WALT construct our build-up. Lesson 2

Today we're going to draft your build ups.

Yesterday you used our plan and a grammatical structure we gave to you to create a practice build up - you can use parts of this if they suit your story, or adapt them slightly so that they do.

WALT construct our build-up. Lesson 2

Reminder:

- The build up is starting to lead us towards our dilemma (problem)
- We might still be learning about the characters - more information
- Maybe the setting changes?
- Things should start to get exciting
- Characters should be talking to one another (dialogue)

WALT construct our build-up. Lesson 2

2. The Build-up

This
section of
your plan

Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



Relative Clauses

A type of subordinate clause

Relative clauses start with a relative pronoun.

Relative Pronouns: Who, Which, That, Whose

Main clause: Makes sense on its own

Relative clause: Does not make sense on its own

Example: Dora, who loves horse riding, went to watch showjumping.

You Do It Alone



(Independent)

Expanded Noun Phrases

Add more detail to a noun

You can add adjectives before the noun

The stripy, grey cat was an excellent chef

adjectives noun

Or you can add detail after the noun

-ing phrase The cat stirring the cookie dough was an excellent chef.

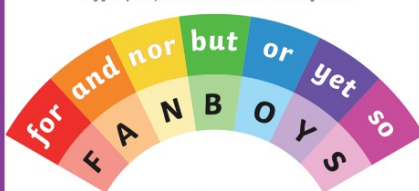
repositional phrase The cat on top of the table was an excellent chef.

A relative clause The cat, who loved cookies, was an excellent chef.

Check your Toolkit
for these help sheets
- USE THEM!!

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



Adverbials for Cohesion

time, place, number, frequency, exception, cause and effect, contrast/comparison, clarification, emphasis/addition

Adverbials are words or phrases that are used to modify a verb or clause. Adverbials may be adverbs, preposition phrases or subordinate clauses. Adverbials can be used to create cohesion within and across paragraphs.

time: in the beginning, only yesterday, until then, to begin with, at first, meanwhile, simultaneously, after that, straight away, presently

place: near this location, around here, in the city, behind the clouds, beyond the wall, inside the cave, out in the countryside, along the line, here in this room, over the street

number/frequency: firstly, secondly, lastly, once, twice, occasionally, rarely, every so often, often, sometimes

exception: despite this, aside from, despite, excluding, even though, other than, with the exception of, apart from, however, besides

cause and effect: as a result, for this reason, subsequently, hence, as a consequence, due to, therefore, so as to, because of this, consequently

contrast/comparison: on the other hand, alternatively, similarly, nevertheless, in contrast, rather than, compared with, on the contrary, in comparison, however

clarification: in fact, in other words, to clarify, above all, the main reason for this, for instance, in essence, to summarise, to illustrate this, in conclusion

emphasis/addition: to clarify, most importantly, especially, primarily, furthermore, above all else, as well as, in addition to this, also, moreover

What Are Personal and Possessive Pronouns?

Personal pronouns represent people, places and things, such as:

She gave him a piano lesson.

I had lots of fun with you today.

Possessive pronouns show ownership and replace possessive noun phrases, such as:

The guitar is hers.

"The parking space is ours!" screamed Gina.

- I - ing- Smiling sweetly, she turned and walked away.
- C - conjunction- When he found his bone, the dog settled at the bottom of the stairs.
- E - ed- Pleased with what he had done, he stood back and admired his work.

WALT construct our build-up. Lesson 2

Plenary

Let's look at an example under the visualiser - what has been done well?

Are there any adaptations we can make to help the writer to make their work even better?

Lesson 3

No nasty writing today

Teacher Mark Draft

LESSON 3

WALT: use a variety of sentence structures in our writing



WALT: use a variety of sentence structures in our writing

There are different ways you can start a sentence to help add variety to your writing. ISPACED can help us remember the different techniques.

We will be focusing on these 3 structures today.



Progressive verb



Subordinating conjunction



Past tense verb



Grammar Input

I S P A C E D

I

ing- Smiling sweetly, she turned and walked away.

S

simile- Like the chocolates in the box, she vanished quickly.

P

preposition- On the top of the hill, the wolf stood and watched.

A

adverb- Hurriedly, he snatched the ticket.

C

conjunction- When he found his bone, the dog settled at the bottom of the stairs.

E

ed- Pleased with what he had done, he stood back and admired his work.

D

dialogue- 'Who can that be?' Kate asked herself, as she heard a loud, slow knocking noise.

I

ing- Smiling sweetly, she turned and walked away.

You can start a sentence using a progressive verb making the action clear from the beginning.

Stumbling through the jungle, Jane worried what might have happened to Chris.

Laughing quietly to himself, Chris walked away towards the trees.

Grammar Input

Discuss examples

C

conjunction- When he found his bone, the dog settled at the bottom of the stairs.

You can start a sentence using a subordinating conjunction meaning the subordinating clause is at the start of the sentence.

After the light began to fade, the three explorers set up camp for the night.

While David prepared lunch, Jane and Chris discussed the best way to approach the sloths.

Grammar Input

Discuss examples

E

ed- Pleased with what he had done, he stood back and admired his work.

You can start a sentence using a past tense verb.

Scared by the sound, David stopped in his tracks.

Exhausted from the long trek, the group rested on the quiet river bank.

Grammar Input

Discuss examples

Write an example of each sentence type. These could be sentences you could use in your writing. **5 minutes**

I

ing- Smiling sweetly, she turned and walked away.

C

conjunction- When he found his bone, the dog settled at the bottom of the stairs.

E

ed- Pleased with what he had done, he stood back and admired his work.

(Independent)

You Do It Alone



Grammar Input

WALT: use a variety of sentence structures in our writing

Metacognition

I Do

(Teacher example)



3. The Dilemma

D and J anxious as C not back. Was getting dark. Call for C no response. Best to stay put so set up shelter. Still not back in morning. Decided to go searching. Plan had been to head to river if problems. Set off. Found his hat on a branch. Right direction. Hoped he would be ok. Could hear sound of water. Some steep terrain. Tree roots. Reached river no sign.

I

ing- Smiling sweetly, she turned and walked away.

C

conjunction- When he found his bone, the dog settled at bottom of the stairs.

E

ed- Pleased with what he had done, he stood back and admired his work.

Success Criteria for an adventure narrative	
Language devices	Introduce setting
	Introduce character
	Character's thoughts & feelings
	3rd person (he, she, it, they)
	Past tense (was, went, had, ran)
	Descriptive language (see poster)
	Figurative language (metaphors, simile and personification)
	Variety of sentence structures (see poster)
	Inverted commas and reporting clause for direct speech
	Show not tell
Build tension (clues and change of pace)	

Teacher example in folder

WALT: use a variety of sentence structures in our writing

Plenary

Can you find an example of each of the sentence types in your dilemma.

I

ing- Smiling sweetly, she turned and walked away.

C

conjunction- When he found his bone, the dog settled at the bottom of the stairs.

E

ed- Pleased with what he had done, he stood back and admired his work.

Lesson 4

NASTY WRITING!

What is proofreading?

What is uplevelling?

NASTY WRITING!

Proofread

1. Check for capital letters **Aa** and full stops.
2. Make sure you have commas for lists and fronted adverbials ,
3. Ensure consistent use of tense
4. Is it written in correct and consistent tense?
5. Now check there are apostrophes for contractions and possession '
6. Finally check for question marks/exclamation marks **?!**

Uplevel

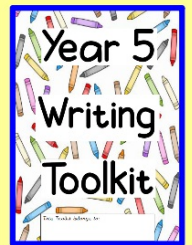
1. Choose higher quality vocabulary
2. Use a range of fronted adverbials
3. Use a range of co-ordinating/subordinating conjunctions to join clauses.
4. Include expanded noun phrases
5. Correct tense throughout
6. Paragraphs

NASTY WRITING!

Have a look at this sentence.

We need to proofread it and then uplevel it.

Leafs and branches were overhead sum
almost touching the tips of there heads



Proofread

Uplevel

Metacognition



(Teacher models)

NASTY WRITING!

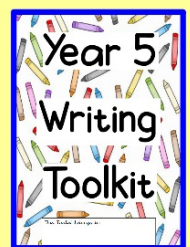
Have a look at this sentence.

We need to proofread it and then uplevel it.

while they waited jane and david ate
sun crackers

Proofread

Uplevel



NASTY WRITING!

Have a look at these two sentences.
You need to proofread them and then uplevel.



she was pointing up in two the trees

it's been ages we should never have let him
go of on his own jane said

You Do It Alone



(Independent)

WALT suggest changes to vocabulary,
grammar and punctuation

Now spend time Proofreading and
Upleveling your Build Up and Dilemma.

Proofread

Uplevel

1. Check for capital letters **Aa** and full stops.
2. Make sure you have commas for lists and fronted adverbials
3. Ensure consistent use of tense
4. Is it written in correct and consistent tense?
5. Now check there are apostrophes for contractions and possession '
6. Finally check for question marks/exclamation marks **?!**

1. Choose higher quality vocabulary
2. Use a range of fronted adverbials
3. Use a range of co-ordinating/subordinating conjunctions to join clauses.
4. Include expanded noun phrases
5. Correct tense throughout
6. Paragraphs

Where are we on our story mountain?



<div data-bbox="240 790 496 842" data-label="Text"><p>2. The Build-up</p></div> <div data-bbox="213 891 552 1182" data-label="Form"><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>	<div data-bbox="683 790 938 842" data-label="Text"><p>3. The Dilemma</p></div> <div data-bbox="635 891 971 1182" data-label="Form"><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>	<div data-bbox="1118 790 1374 842" data-label="Text"><p>4. The Resolution</p></div> <div data-bbox="1075 891 1414 1182" data-label="Form"><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>
<div data-bbox="240 1236 496 1288" data-label="Text"><p>1. The Beginning</p></div> <div data-bbox="213 1330 552 1621" data-label="Form"><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>	<div data-bbox="608 1218 1018 1644" data-label="Text"><p>What happens at this point of the story?</p></div>	<div data-bbox="1129 1236 1385 1288" data-label="Text"><p>5. The Ending</p></div> <div data-bbox="1075 1330 1414 1621" data-label="Form"><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>

A faint, stylized illustration of a story mountain in the background. The mountain is yellow with a grey outline. A grey line represents the path of the story, starting at the bottom left, rising to a peak in the center, and then falling to the bottom right. A small grey cloud is on the left side of the mountain.

Metacognition

I Do



(Teacher example)



4. The Resolution

D suggested walking along river bank. Spotted fish in water.

Heard strange noise, yawning.

What was it? Worried. Continued slowly. River meanders. As they round the bend they spotted C resting against a tree by river bank. Clutching his ankle. Run to him.

C explains he got distracted walked a bit too far then fell and hurt his ankle. J creates splint.

Success Criteria for an adventure narrative	
Language devices	Introduce setting
	Introduce character
	Character's thoughts & feelings
	3rd person (he she it, they)
	Past tense (was, went, had, ran)
	Descriptive language (see poster)
	Figurative language (metaphors, similes and personification)
	Variety of sentence structures (see poster)
	Inverted commas and reporting clauses for direct speech
	Show not tell
	Build tension (clues and change of pace)

Teacher example in folder

This section of your plan

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



A type of subordinate clause

Relative clauses start with a relative pronoun:

Relative

Pronoun:

- Who
- Which
- That
- Whose

Dora went to watch showjumping.

Main clause: Makes sense on its own

Relative clause: Does not make sense on its own

Dora, who loves horse riding, went to watch showjumping.

Relative

Pronoun:

- Who
- Which
- That
- Whose

Dora, who loves horse riding, went to watch showjumping.

Relative clause: Does not make sense on its own

Main clause: Makes sense on its own

Dora, who loves horse riding, went to watch showjumping.



(Independent)

Add more detail to a noun

You can add adjectives before the noun

The stripy, grey cat was an excellent chef

adjectives noun

Or you can add detail after the noun

-ing phrase The cat stirring the cookie dough was an excellent chef.

repositional phrase The cat on top of the table was an excellent chef.

A relative clause The cat, who loved cookies, was an excellent chef.

Check your Toolkit
for these help sheets
- **USE THEM!!**

time, place, number, exception, cause and effect, contrast or comparison, clarification and emphasis or addition

Adverbials are words or phrases that are used to modify a verb or clause. Adverbials may be adverbs, preposition phrases or subordinate clauses. Adverbials can be used to create cohesion within and across paragraphs.

time in the beginning only yesterday until then to begin with at first meanwhile simultaneously after that here in the past straight away presently	place near this location around here in the city behind the clouds beyond the wall inside the cave out in the countryside along the lane here in this room over the street	number/frequency firstly secondly lastly once twice occasionally rarely every so often every sometimes	exception despite this aside from despite excluding even though other than with the exception of apart from however besides
cause and effect as a result for this reason subsequently hence as a consequence due to therefore so as to because of this consequently	contrast/comparison on the other hand alternatively similarly nevertheless in contrast rather than compared with on the contrary in comparison however	clarification in fact in other words to clarify above all the main reason for this for instance in essence to summarise to illustrate this in conclusion	emphasis/addition to clarify most importantly especially primarily furthermore above all else as well as in addition to this also moreover

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.



Personal pronouns represent people, places and things, such as:

She gave **him** a piano lesson.

I had lots of fun with **you** today.

Possessive pronouns show ownership and replace possessive noun phrases, such as:

The guitar is **hers**.

"The parking space is **ours!**" screamed Gina.

ing- Smiling sweetly, she turned and walked away.

conjunction- When he found his bone, the dog settled at the bottom of the stairs.

ed- Pleased with what he had done, he stood back and admired his work.

Success Criteria for an adventure narrative		SA
Language devices	Introduce setting	
	Introduce character	
	Character's thoughts & feelings	
	3 rd person (the she it, they)	
	Past tense (was, went, had, ran)	
	Descriptive language (see poster)	
	Figurative language (metaphors, similes and personification)	
	Variety of sentence structures (see poster)	
	Inverted commas and reporting clauses for direct speech	
	Show not tell	
	Build tension (clues and change of pace)	

Plenary

Read through your Resolution.
Check you have included the
planned details and that you have
used the features from the
Success Criteria.

