

Week 3 - Pourquoi

Marking Priority
Best work to indepth
mark



Lesson 1 - Nasty writing - starting sentences with subordinate clauses

No WALT - carrying on from last lesson.

Lesson 2 - Nasty writing - editing/peer editing

WALT give constructive feedback as a peer marker

Lesson 3 - Nasty Writing - handwriting

WALT produce legible, joined handwriting

T - to photocopy opening and build-up for each child to do RFW tomorrow.

Lesson 4 - No nasty writing

WALT assess the effectiveness of our own writing

Lesson 1

NASTY WRITING!

Can anyone remind me what a subordinate clause is?



The can be used at the front of a sentence, in the middle, or even at the end of a sentence. As a writer, it's important to vary our positioning of them.

NASTY WRITING!

We'd like you to add a subordinate clause to the beginning of these simple sentences.

Example:

I ate the sprouts.



Even though I hate them, I ate the sprouts.

NASTY WRITING!

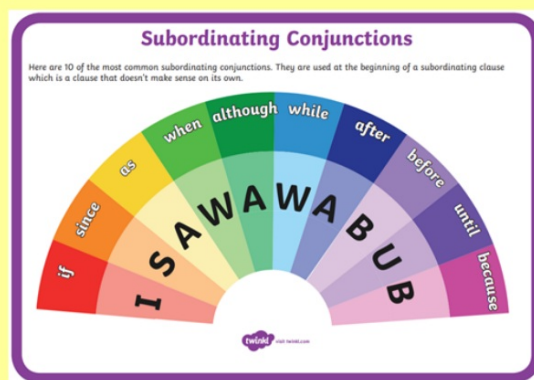
Example:

I ate the sprouts.

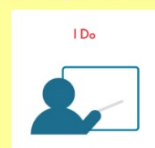


Even though I hate them, I ate the sprouts.

We went to the beach



Metacognition



(Teacher example)

NASTY WRITING!

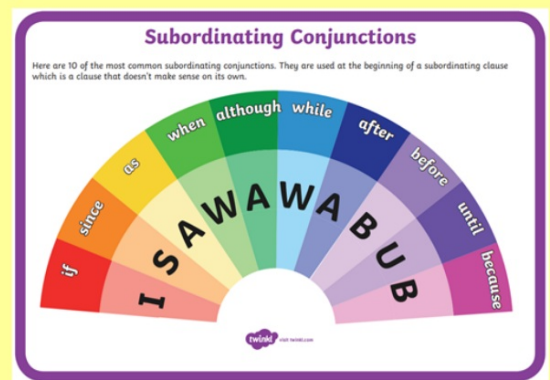
Example:

I ate the sprouts.



Even though I hate them, I ate the sprouts.

She finished her porridge



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NASTY WRITING!

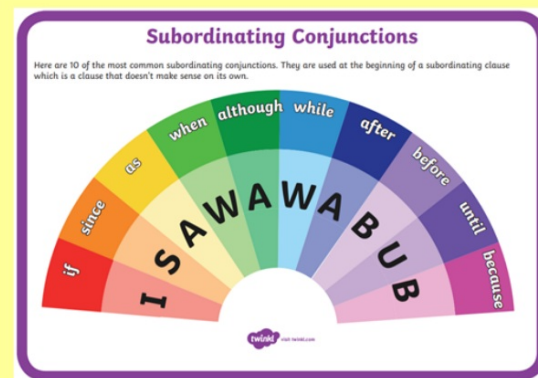
Example:

I ate the sprouts.

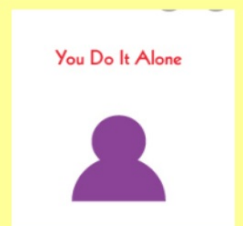


Even though I hate them, I ate the sprouts.

I met my brother.



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(Independent)

No WALT today -
SHOCK HORROR!!!

You will be carrying on from what
you wrote last week .

Last week, you wrote your entire pourquoi - well done!

Today, you will be doing one of two things:

1. Finishing off your pourquoi if you didn't do so last week.
2. Editing your work - proof-read and uplevel.

If you have finished your pourquoi, raise your hand so that your teacher can aim to visit you this lesson to help you find any areas where you could develop your writing further.

T to note down names of all who have finished.

Remember to use these to support you!

Subordinating Conjunctions

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



Expanded Noun Phrases

Add more detail to a noun

You can add adjectives before the noun

The stripy, grey cat was an excellent chef

Or you can add detail after the noun

The cat stirring the cookie dough was an excellent chef

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

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

Relative Clauses

A type of subordinate clause

Relative clauses start with a relative pronoun



Relative Pronouns:

- Who
- Which
- That
- Whose

You Do It Alone



(Independence)

Success Criteria for a Narrative

Expanded noun phrases to describe characters and settings

Conjunctions to add more detail to descriptions

Fronted adverbials for time and place

Direct speech punctuation

Similes to describe characters and settings

Fronted adverbials of manner and possibility

A mixture of reporting clauses before and after the main clause

Synonyms for said

A variety of sentence structures (see poster)

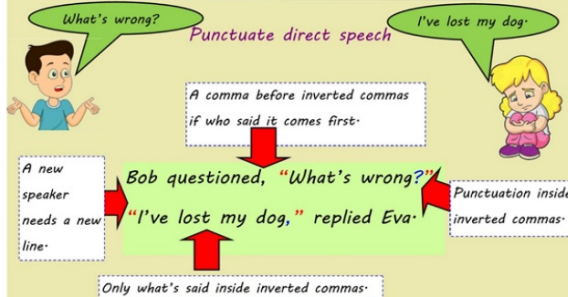
Metaphors to describe characters and settings

Dialogue conveys character and advances the plot

Integrate dialogue into a paragraph

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

Inverted Commas



List of Similies

As big as an elephant

As cold as ice

As cunning as a fox

As fit as a fiddle

As flat as a pancake

As hard as nails

As good as gold

Fronted Adverbials

are words or phrases at the beginning of a sentence which are used to describe

| Time | Frequency | Place | Manner |
|---|---|---|---|
| Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later, | Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before, | Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here, | Sad Slow Happy Awful Brave Like a As quick as Without a Without a Unhappy Suddenly Mysteriously Frankly Angrily Courageously Silently Cautiously Nervously Rapidly Carefully |

Lesson 2

WALT give constructive
feedback as a peer marker

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 person?
5. Now check there are apostrophes for contractions and possession '
6. Finally check for question marks/exclamation marks **?!**
7. Spelling

Uplevel

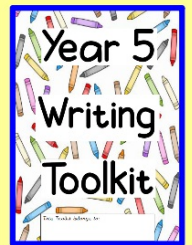
1. Choose higher quality vocabulary
2. Use a range of fronted adverbials
3. Use a range of co-ordinating/subordinating conjunctions to join clauses.
4. Include expanded noun phrases
5. Paragraphs

NASTY WRITING!

Have a look at this sentence.

We need to proofread it and then uplevel it.

before leopard woke 1 morning giraf and zebra
went off to a forrest it was full of culer



Proofread

Uplevel

Metacognition



NASTY WRITING!

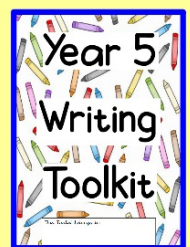
Have a look at this sentence.

We need to proofread it and then uplevel it.

the to friends set up camp at a lake and
drank some water

Proofread

Uplevel



NASTY WRITING!

Have a look at this sentence.
You need to proofread and then uplevel it.



lepard woke from his sleep the sun was up and
monkys were alreddy making a racket.

You Do It Alone



(Independent)

WALT give constructive feedback as a peer marker

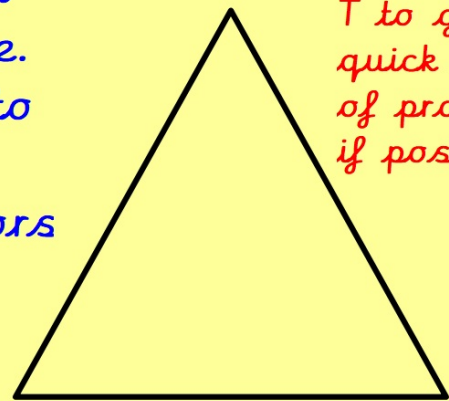
Yesterday, you may have spent some time editing, so today we're going to change things up a bit.

You will peer edit as a three. This will work in the following way:

Miss Usher would read her work aloud to Mr. Latter & Mr. Horne. They would give ideas on how to uplevel her work, and look for missing punctuation/spelling errors etc.

Then Mr. Latter would read his work to Miss Usher & Mr. Horne etc.

Miss Usher



Mr Latter

Mr Horne

WALT give constructive feedback as a peer marker

How can we proofread this writing? How can we uplevel it?



Editing page

that was quite a hunt last
nite he purred softly to
himself flicking his tail with
pride. I really am the king
of this jungle the uver
animals dont stand a
chans

Success Criteria

| Success Criteria for an adventure narrative | | SA |
|---|--|----|
| Language devices | Introduce setting | |
| | Introduce character | |
| | Character's thoughts & feelings | |
| | 3 rd 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) | |



Metacognition

WALT give constructive feedback as a peer marker 15 minutes per person


Choose which order you will go in - one person reads their work aloud while the other two listen and offer feedback. Ultimately, it's the writer's choice whether they make the suggested change or not!

Proofreading

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 **past** tense
4. Is it written in third person?
he/she/they
5. Now check there are apostrophes for contractions and possession '
6. Finally check for question marks/exclamation marks and speech punctuation **? ! " "**
7. Spelling

Uplevelling

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

| Success Criteria for a Narrative | | SA |
|---|--|----|
|  | Expanded noun phrases to describe characters and setting | |
| | Conjunctions to add more detail to description | |
| | Fronted adverbials for time and place | |
| | Direct speech punctuation | |
| | Similes to describe characters and setting | |
| | Fronted adverbials of manner and possibility | |
| | A mixture of reporting clauses before and after the speech | |
| | Synonyms for said | |
| | A variety of sentence structures (see poster) | |
| | Metaphors to describe characters and setting | |
| | Dialogue conveys character and advances the action | |

Plenary

Can anyone share some excellent, constructive feedback they gave to someone in their group?

Lesson 3

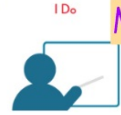
NASTY WRITING!

High quality presentation enhances a readers experience of a text.

To be meeting expectations in writing, you should be using legible, joined handwriting.

We are going to have a bit of practice writing in our neatest, joined handwriting.

NASTY WRITING!



I Do

Metacognition

(Teacher models)

Teacher to copy this text in legible, joined handwriting.

At the beginning of time, when the world was still new,
Snake was a lazy, selfish, four-legged animal.

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Now you need to copy this into your book using legible, joined handwriting.

WALT produce legible joined handwriting.

Presentation Success Criteria

- Best, joined handwriting
- Include your edits and punctuation in your written up piece
- Start at the margin - use the whole line
- Leave a line between paragraphs
- New line, new speaker

As a minimum, you MUST complete your opening and build-up!!

Make it the best presentation ever!

WALT produce legible joined handwriting.

Plenary

Teacher to share some examples under the visualiser

Lesson 4

WALT: assess the effectiveness
of our own writing

Which annotations are most effective? Why?

It's set in a timeless place

Why the giraffe has a long neck?

Once every giraffe has the same height but that all changed. When giraffe woke up he decided that he should get an apple for his breakfast. As giraffe galloped out of his home he said a Shiny, Sparkly, Juicy apple. He galloped as fast as he could to get the juicy apple but its on a really high tree. Giraffe started to climb up the tree as he was climbing to get to the apple giraffe accidentally slipped. "Lululu!" Shouted giraffe. His neck had got caught on a branch & was there all night and all day. His neck began to stretch. As monkey started to walk past he said. "Giraffe?" Said monkey in shock. "Yes." Replied giraffe. "Why are you hanging on a tree?" Lulupud monkey. "Doesn't matter but can you please try to pull me" Said giraffe. "Yes of course" Said monkey. Monkey started to pull giraffe as he did his neck stretch and stretch giraffe could just touch the top and he pull his neck off and know he knows there is always a way to reach your goals.

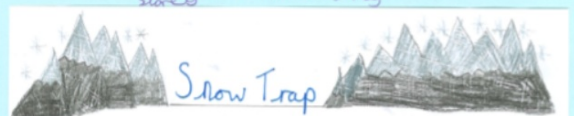
you used pronouns!

you used a variety of sentence structures.

includes magical fantasy

you used paragraphs

I have used topic vocabulary to use the language that matches my story



Today was the magnificent day, the day Ben and Jack would begin to climb Mount Everest. The mountain was gleaming. The two boys were sitting up in their tent getting ready for the best days of their lives. They were packing their bags but being conscious as they did it. The winds were blowing high like a gale. They put their clothes on and as climbed out the tent, they saw the most beautiful thing in their life, there hovering over them was the tallest mountain in the world, it was Mount Everest. Snow was hanging off the rocky edges, and trees scattered around the mountain. Jack thought he saw a snow leopard jumping across rocks. They put their snow shoes on and picked up their rucksacks they grabbed their hiking sticks and set off for their adventure.

I have used adverbs to make the word not so boring.

I have used fronted adverbials to start my sentence off.

I have used expanded noun phrases in my writing to give it more description and expanding it.

I have used pronouns to describe my characters so the reader knows in talking about them.

I have used fronted adverbials to start the story

I have used similes to compare things to each other

WALT: assess the effectiveness of our own writing

A A fronted adverbial of time helps to tell the reader when the story takes place.

B A relative clause helps to...

A One warm morning, long, long ago, innocent Wolf snored on the muddy bank of the rolling Red River. Tricky Fox **B** (who loved to play awful jokes on Wolf) hid in the **C** dense, overgrown bushes along the bank of the river waiting for the right moment.

D A simile ...

D Quietly **E** as a whisper, Fox snuck out and smeared red mud from the riverbank over Wolf's eyes as he dreamed. When Wolf woke up, he howled, **E** "Help! I can't see!" A sweet singing gray bird landed between Wolf's pointy, furry ears. "I'll help you," she **F** twittered. Bird pecked the drying red mud from his eyes.

E Direct speech...

C An expanded noun phrase...

F

As soon as she was done, red dust and mud covered her. Bird was as crimson as the sun setting over the proud Cherokee plains. "I can see again!" Wolf cried, jumping up and down with joy. "Thank you, beautiful red bird!" Bird looked puzzled and turned her curious head from side to side.

"What? I'm just a dull-looking gray bird. I'm nothing special. Are you making fun of me?"

"Look in the river," Wolf said excitedly. The transformed bird looked at her reflection in the Red River. "It's true! I'm red!" she sang.

Wolf and Red Bird have been friends ever since, and Red Bird protects Wolf from Fox to this day.

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|-----------------------------------|----|
| for a Narrative | SA |
| 1 describe characters and setting | |
| 2 detail to description | |
| 3 and place | |
| 4 | |
| 5 and setting | |
| 6 and possibility | |
| 7s before and after the speech | |
| 8s (see poster) | |
| 9s and setting | |
| 10 advances the action | |
| 11raph | |



Metacognition



(Teacher example)

WALT: assess the effectiveness of our own writing

I have used topic ① vocabulary to use the language that matches my story.

Snow Trap

I have ① used expanded noun phrases in my writing to give it more description and expanding it.

I have ② used pronouns to describe my characters so the reader knows in talking about them.

I have ③ used simple, compound and complex sentences to combine it together.

I have ④ used adverbs to ⑤ make the word not so boring.

I have ⑥ used fronted adverbials to start my sentence off.

Today was the magnificent day the day Ben and Jack would begin to climb Mount Everest. The mountain was glistening. The two boys were sitting up in their tent getting ready for the best days of their lives. They were packing their bags but being careless as they did it. The winds were blowing high like a gale. They put their clothes on and and climbed out the tent. They saw the most beautiful thing in their life. There hovering over them was the tallest mountain in the world, it was Mount Everest. Snow was hanging off the rocky edges, and trees scattered around the mountain. Jack thought he saw a snow leopard jumping across rocks. They put their snow shoes on and picked up their rucksacks they grabbed their hiking sticks and set off for their adventure.

by I. Mogen

Annotate around your published piece, explaining what language conventions you have used and the effect on the reader.

Use the success criteria to help you.

| Success Criteria for a Narrative | | SA |
|--|--|----|
| Expanded noun phrases to describe characters and setting | | |
| Conjunctions to add more detail to description | | |
| Fronted adverbials for time and place | | |
| Direct speech punctuation | | |
| Similes to describe characters and setting | | |
| Fronted adverbials of manner and possibility | | |
| A mixture of reporting clauses before and after the speech | | |
| Synonyms for said | | |
| A variety of sentence structures (see poster) | | |
| Metaphors to describe characters and setting | | |
| Dialogue conveys character and advances the action | | |
| Integrate dialogue into a paragraph | | |

WALT: assess the effectiveness of our own writing

Plenary

What are you most proud of?
Would you do anything different?

