

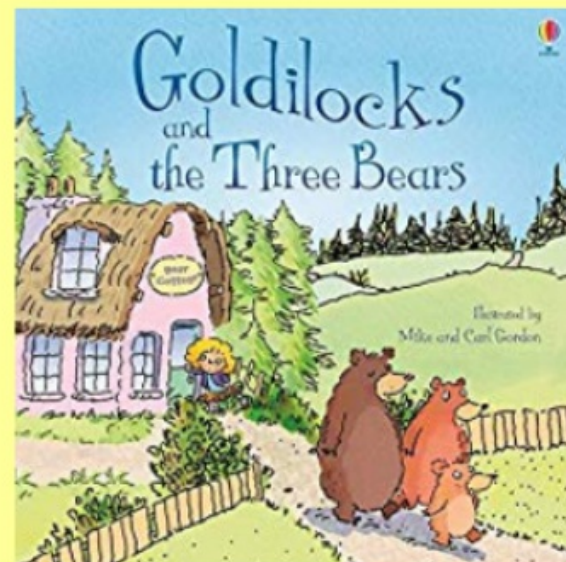
WALT: draft a narrative


Double page spread (workflow)

Continue on from the build up, don't write the WALT.

In this session, you will be drafting the **problem** of your twisted fairytale.

This is the success criteria you need to include in your whole piece.



Success Criteria for a Twisted Fairytale			SA
	Expanded noun phrases	<ul style="list-style-type: none"> The beautiful castle on the hill 	
	Co-ordinating conjunctions (at least 3)	<ul style="list-style-type: none"> FANBOYS e.g. but, yet, so 	
	Subordinating conjunctions (at least 3)	<ul style="list-style-type: none"> ISAWAWABUB e.g. after, until, because 	
	Fronted adverbials (at least 3)	<ul style="list-style-type: none"> Long, long ago, (time) Once or twice, (frequency) Far, far away, (place) Bravely, (manner) Perhaps, (possibility) 	
	Commas to separate lists	<ul style="list-style-type: none"> A rosy, red apple 	
	Direct speech punctuation	<ul style="list-style-type: none"> "I wonder who lives here," she said. 	
	Joined handwriting		
	Repetition of a phrase	<ul style="list-style-type: none"> He huffed and he puffed... Fe fi fo fum, I smell the blood of an Englishman 	

Read the *problem* in Snow White. What parts of the success criteria can you spot?

Success Criteria for a Twisted Fairytale		SA
	Expanded noun phrases • The beautiful castle on the hill	
	Co-ordinating conjunctions (at least 3) • FANBOYS e.g. but, yet, so	
	Subordinating conjunctions (at least 3) • ISAWAWABUB e.g. after, until, because	
	Fronted adverbials (at least 3) • Long, long ago, (time) • Once or twice, (frequency) • Far, far away, (place) • Bravely, (manner) • Perhaps, (possibility)	
	Commas to separate lists • A rasy, red apple	
	Direct speech punctuation • "I wonder who lives here," she said.	
	Joined handwriting	
	Repetition of a phrase • He huffed and he puffed... • Fe fi fo fum, I smell the blood of an Englishman	

The queen disguised herself a third time, put the apple in her pocket, *and* set off for the dwarf's cottage. She knocked on the door *and* Snow White looked out of the window.

"I can't let anyone in," she said. "I'm not allowed."

"That's alright, my dear," said the queen, who looked like *an old peasant*. "I just wondered if you'd like an apple. I've had such a crop this year I don't know what to do with them all."

"No I'm not supposed to take anything," said Snow White.

"Oh, what a pity," said *the old woman*. "They taste so good, too. Look, I'll take a bite in case you're worried."

She made the apple so cunningly that only *the red half* was poisoned. Of course she took a bite from *the white half*, *and* then held it out to Snow White. It looked so delicious that *the poor girl* couldn't resist. She reached out through the window, took the apple, *and* bit deeply into the red part, and she'd hardly bitten off a piece *when* she fell to the floor dead. The wicked queen leaned in and said to the mirror:

*"Mirror, mirror on the wall,
Who in the land is the fairest of all?"*

And the mirror would reply:

"Your majesty, you are the fairest of them all."

What makes this *problem* effective?

The queen disguised herself a third time, put the apple in her pocket, *and* set off for the dwarf's cottage. She knocked on the door *and* Snow White looked out of the window.

"I can't let anyone in," she said. "I'm not allowed."

"That's alright, my dear," said the queen, who looked like *an old peasant*. "I just wondered if you'd like an apple. I've had such a crop this year I don't know what to do with them all."

"No I'm not supposed to take anything," said Snow White.

"Oh, what a pity," said *the old woman*. "They taste so good, too. Look, I'll take a bite in case you're worried."

She made the apple so cunningly that only *the red half* was poisoned. Of course she took a bite from *the white half*, *and* then held it out to Snow White. It looked so delicious that *the poor girl* couldn't resist. She reached out through the window, took the apple, *and* bit deeply into the red part, and she'd hardly bitten off a piece *when* she fell to the floor dead. The wicked queen leaned in and said to the mirror:

*"Mirror, mirror on the wall,
Who in the land is the fairest of all?"*

And the mirror would reply:

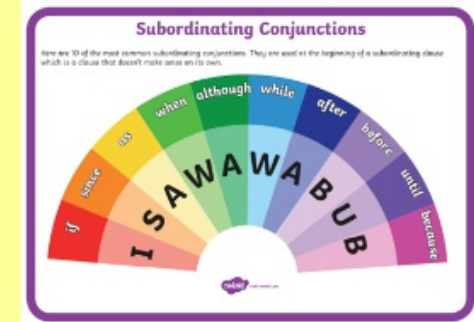
"Your majesty, you are the fairest of them all."

- It uses speech to move the problem on
- It uses powerful adjectives and expanded noun phrases to paint a picture in the reader's mind
- It uses a mixture of single clause and multi-clause sentences
- It uses conventions of a fairytale like a repetitive phrase

Write the problem to your twisted fairytale

Success Criteria for a Twisted Fairytale				SA
			Expanded noun phrases	
			<ul style="list-style-type: none"> The beautiful castle on the hill 	
			Co-ordinating conjunctions (at least 3)	
			<ul style="list-style-type: none"> FANBOYS e.g. but, yet, so 	
			Subordinating conjunctions (at least 3)	
			<ul style="list-style-type: none"> ISAWAWABUB e.g. after, until, because 	
			Fronted adverbials (at least 3)	
			<ul style="list-style-type: none"> Long, long ago, (time) Once or twice, (frequency) Far, far away, (place) Bravely, (manner) Perhaps, (possibility) 	
			Commas to separate lists	
			<ul style="list-style-type: none"> A rasy, red apple 	
			Direct speech punctuation	
			<ul style="list-style-type: none"> "I wonder who lives here," she said. 	
			Joined handwriting	
			Repetition of a phrase <ul style="list-style-type: none"> He huffed and he puffed... Fe fi fo fum, I smell the blood of an Englishman 	

- Reread your build up so that it follows
- Double page spread - leave one page blank for editing
- Include what is in the success criteria
- Use your plan, word mat, the support sheets and target card to help you
- Underline spellings you're unsure of



Plan

Introduction

Build Up

Climax

Resolution

Illustrations on the right: A witch, a pumpkin, a ghost, a vampire, a witch, a vampire, a witch, a vampire, a witch, and a vampire.

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	excitement,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Purely practically,
Just then,	Rarely,	Far away,	Nervously,	Somewhat flustered,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Utterly joyous,
Later,	Never before,	North of here,	Carefully,	Totally overwhelmed,



Constructing an Expanded Noun Phrase

A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use a determiner, adjectives and a prepositional phrase within your expanded noun phrase to describe and specify details about the noun.




Determiner	Adjectives	Noun	Prepositional Phrase
A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it.	Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider.	The noun is the thing, person or idea that the expanded noun phrase is about.	A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun.
the a an my these her our your five some many those	colourful gigantic miniature pristine dilapidated ancient obnoxious mischievous crumpled ecstatic muscular rectangular	socks bus engine bottle television pond custard paper lettuce caravan tongue Linda imagination	beside the river near the town in the water during the night through the winter this evening on the table between the houses underneath the waterfall before morning towards home

Use the boxes above to plan out and construct an expanded noun phrase, such as: the fierce, ugly troll beneath the bridge



Success Check

Success Criteria for a Twisted Fairytale		SA
<div style="display: flex; align-items: center;"> <div style="width: 10px; height: 100px; background: linear-gradient(to top, red, yellow, green); margin-right: 5px;"></div> </div>	Expanded noun phrases • The beautiful castle on the hill	
	Co-ordinating conjunctions (at least 3) • FANBOYS e.g. but, yet, so	
	Subordinating conjunctions (at least 3) • ISAWAWABUB e.g. after, until, because	
	Fronted adverbials (at least 3) • Long, long ago, (time) • Once or twice, (frequency) • Far, far away, (place) • Bravely, (manner) • Perhaps, (possibility)	
	Commas to separate lists • A rasy, red apple	
	Direct speech punctuation • "I wonder who lives here," she said.	
	Joined handwriting Repetition of a phrase • He huffed and he puffed.. • Fe fi fo fum, I smell the blood of an Englishman	

Name:	Class:
Small Step Target	Success
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
Success consists of going from failure to failure without loss of enthusiasm. Winston Churchill British Prime Minister 1940-45 World War II; 1951-55	
 Chesswood Junior School 	

1. Purple pen out
2. Reread your twisted problem - does it make sense and follow on from your build up? Edit so that it does
3. Tick off all the parts of the success criteria you have used - you'll need to use anything you haven't next lesson
4. Underline spellings you're unsure of
5. Have you met your target this lesson? Show me and colour in the smiley!

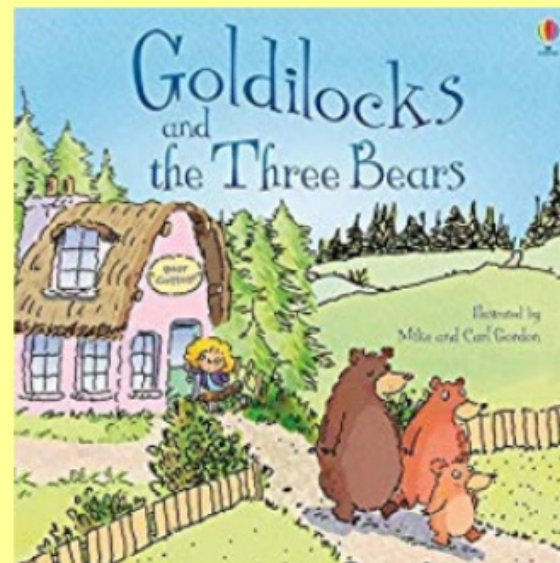
WALT: draft a narrative

Double page spread (workflow)

Continue on from the problem, don't write the WALT.



Today, you will be drafting the **resolution** and **ending** of your twisted fairytale. This is the success criteria you need to include in your whole piece.



Success Criteria for a Twisted Fairytale			SA
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Expanded noun phrases
			• The beautiful castle on the hill
			Co-ordinating conjunctions (at least 3)
			• FANBOYS e.g. but, yet, so
			Subordinating conjunctions (at least 3)
			• ISAWAWABUB e.g. after, until, because
			Fronted adverbials (at least 3)
			• Long, long ago, (time)
			• Once or twice, (frequency)
			• Far, far away, (place)
			• Bravely, (manner)
			• Perhaps, (possibility)
			Commas to separate lists
			• A rasy, red apple
			Direct speech punctuation
			• "I wonder who lives here," she said.
			Joined handwriting
			Repetition of a phrase
			• He huffed and he puffed...
			• Fe fi fo fum, I smell the blood of an Englishman

Read the *resolution and ending* in Snow White together.
What parts of the success criteria can you spot?

Success Criteria for a Twisted Fairytale			SA
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	Expanded noun phrases		
	• The beautiful castle on the hill		
	Co-ordinating conjunctions (at least 3)		
	• FANBOYS e.g. but, yet, so		
	Subordinating conjunctions (at least 3)		
	• ISAWAWABUB e.g. after, until, because		
	Fronted adverbials (at least 3)		
	• Long, long ago, (time)		
	• Once or twice, (frequency)		
	• Far, far away, (place)		
	• Bravely, (manner)		
	• Perhaps, (possibility)		
	Commas to separate lists		
	• A rosy, red apple		
	Direct speech punctuation		
	• "I wonder who lives here," she said.		
	Joined handwriting		
	Repetition of a phrase		
	• He huffed and he puffed...		
	• Fe fi fo fum, I smell the blood of an Englishman		

The prince thanked them and told his servants to pick up the coffin with great care *and* carry it along with him. *But* as they were going down the mountainside, one of the servants tripped and stumbled, *and* shook the coffin; *and* that dislodged the piece of apple from Snow White's throat, *for* she had never quite swallowed it.

A few weeks later, *the wicked queen* attended the wedding of the princess and *the handsome prince*. *When* she recognised Snow White, she was struck with horror. She could only stand there trembling. But a pair of iron shoes had already been placed in the fire. When they were red-hot they were brought out with tongs *and* placed on the floor. And *the wicked queen* was made to step into them, *and* dance till she fell down dead.

What makes this *resolution and ending* effective?

The prince thanked them and told his servants to pick up the coffin with great care *and* carry it along with him. *But* as they were going down the mountainside, one of the servants tripped and stumbled, *and* shook the coffin; *and* that dislodged the piece of apple from Snow White's throat, *for* she had never quite swallowed it.

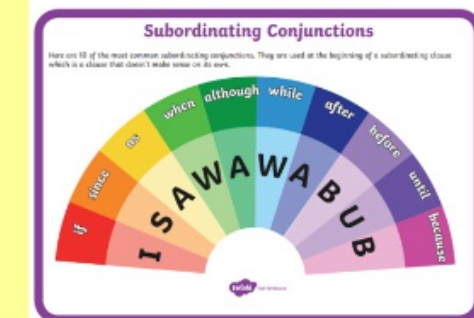
A few weeks later, *the wicked queen* attended the wedding of the princess and *the handsome prince*. *When* she recognised Snow White, she was struck with horror. She could only stand there trembling. But a pair of iron shoes had already been placed in the fire. When they were red-hot they were brought out with tongs *and* placed on the floor. And *the wicked queen* was made to step into them, *and* dance till she fell down dead.

- The resolution solves the problem
- The ending tells the reader what happened next
- It uses powerful adjectives and expanded noun phrases to paint a picture in the reader's mind
- It uses different fronted adverbials to sequence time
- It uses a mixture of single clause and multi-clause sentences
- It uses conventions of a fairytale like marriage and death

Write the *resolution* and ending to your twisted fairytale

Success Criteria for a Twisted Fairytale		SA
	Expanded noun phrases • The beautiful castle on the hill	
	Co-ordinating conjunctions (at least 3) • FANBOYS e.g. but, yet, so	
	Subordinating conjunctions (at least 3) • ISAWAWABUB e.g. after, until, because	
	Fronted adverbials (at least 3) • Long, long ago, (time) • Once or twice, (frequency) • Far, far away, (place) • Bravely, (manner) • Perhaps, (possibility)	
	Commas to separate lists • A rasy, red apple	
	Direct speech punctuation • "I wonder who lives here," she said.	
	Joined handwriting	
	Repetition of a phrase • He huffed and he puffed... • Fe fi fo fum, I smell the blood of an Englishman	

- Reread your problem so that it follows
- Double page spread - leave one page blank for editing
- Include what is in the success criteria
- Use your plan, word mat, the support sheets and target card to help you
- Underline spellings you're unsure of




Introduction	Build up	Twisted	Plan

Fronted Adverbials				
Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.				
Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	

Constructing an Expanded Noun Phrase			
A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use a determiner, adjectives and a prepositional phrase within your expanded noun phrase to describe and specify details about the noun.			
Determiner	Adjectives	Noun	Prepositional Phrase
A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it.	Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider.	The noun is the thing, person or idea that the expanded noun phrase is about.	A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun.
the a an my these her our your five some many those	colourful gigantic miniature pristine dilapidated ancient obnoxious mischievous crumpled ecstatic muscular rectangular	socks bus engine bottle television pond custard paper lettuce caravan tongue Linda imagination	beside the river near the town in the water during the night through the winter this evening on the table between the houses underneath the waterfall before morning towards home
Use the boxes above to plan out and construct an expanded noun phrase, such as: the fierce, ugly troll beneath the bridge			

Success Check

Success Criteria for a Twisted Fairytale		SA
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	Expanded noun phrases • The beautiful castle on the hill	
	Co-ordinating conjunctions (at least 3) • FANBOYS e.g. but, yet, so	
	Subordinating conjunctions (at least 3) • ISAWAWABUB e.g. after, until, because	
	Fronted adverbials (at least 3) • Long, long ago, (time) • Once or twice, (frequency) • Far, far away, (place) • Bravely, (manner) • Perhaps, (possibility)	
	Commas to separate lists • A rasy, red apple	
	Direct speech punctuation • "I wonder who lives here," she said.	
	Joined handwriting	
	Repetition of a phrase • He huffed and he puffed.. • Fe fi fo fum, I smell the blood of an Englishman	

Name:	Class:
Small Step Target	Success
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
Success consists of going from failure to failure without loss of enthusiasm. Winston Churchill British Prime Minister 1940-45 World War II; 1951-55	
Chesswood Junior School	

1. Purple pen out
2. Reread your twisted resolution and ending - does it make sense and follow on from your problem? Edit so that it does
3. Tick off all the parts of the success criteria you have used - you should have used them all now!
4. Underline spellings you're unsure of
5. Have you met your target this lesson? Show me and colour in the smiley!

How can we improve our writing?

Editing

Editing is improving the content of our writing (adding more detail, upleveling vocabulary)

Success Criteria for <i>editing</i> and <i>proof reading</i>	
~ - I need to read through and make sure it makes sense.	
I can use my success criteria to check I have the conventions I need.	
M - I can use Marvellous editing to add more information.	
V - I need to improve my vocabulary choice. I could use a thesaurus to do this.	

Proof Reading

Proof reading is making sure the grammar, spelling and punctuation in our writing is correct.

^ - I've missed something out	
// - I need to start a new line.	
S - I need to underline incorrect spelling words, have a go and check.	
I can check for missing punctuation (full stops, capital letters, commas and inverted commas).	

Success Check

1. Work with someone at home to improve your work and check if you has missed anything.

Then improve what your help person has told you to in purple pen (if you have one) or pencil if you don't.

Example comments:

You have missed some capital letters.

You need another fronted adverbial.

Check your speech punctuation again.

Success Criteria for editing and proof reading	
~ - I need to read through and make sure it makes sense.	
I can use my success criteria to check I have the conventions I need.	
M - I can use Marvellous editing to add more information.	
V - I need to improve my vocabulary choice. I could use a thesaurus to do this.	
^ - I've missed something out	
// - I need to start a new line.	
S - I need to underline incorrect spelling words, have a go and check.	
I can check for missing punctuation (full stops, capital letters, commas and inverted commas).	

Success Criteria for a Twisted Fairytale		SA
<div></div>	Expanded noun phrases	
	• The beautiful castle on the hill	
	Co-ordinating conjunctions (at least 3)	
	• FANBOYS e.g. but, yet, so	
	Subordinating conjunctions (at least 3)	
	• ISAWAWABUB e.g. after, until, because	
	Fronted adverbials (at least 3)	
	• Long, long ago, (time) • Once or twice, (frequency) • Far, far away, (place) • Bravely, (manner) • Perhaps, (possibility)	
	Commas to separate lists	
	• A rasy, red apple	
	Direct speech punctuation	
	• "I wonder who lives here," she said.	
	Joined handwriting	
	Repetition of a phrase	
	• He huffed and he puffed... • Fe fi fo fum, I smell the blood of an Englishman	