







The Secret Garden



Week/s and coverage:	Activity Outline	
<p>1-2</p> <p>Writing a setting description to enhance descriptive writing skills</p> <p>Hook:</p>  <p><b>Coverage:</b></p> <p><b>Convert nouns or adjectives into verbs</b></p> <p>Verbing (or verbifying) is the process of converting an adjective or noun into a verb by</p>	<p>Lesson 1&amp;2 (Thursday 5th)</p>	<p>Provide the children with the process header to stick in their books:</p> <div style="border: 1px solid purple; padding: 10px; text-align: center; margin: 10px 0;"> <p>LO: To write a setting description</p> <p>SPaG focus: Convert nouns/ adjectives into verbs</p> </div>  <p>LO: Identify the key features of a WAGOLL. Show the children the image for the hook and ask them to turn and talk after providing them with questions based from the image. 2 WAGOLLS (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser.</p> <p>LO: SPaG lesson – Convert nouns/ adjectives into verbs Provide the children with SPaG card to stick into books →</p> <p><b>Starter:</b> Begin with a brief discussion on the importance of descriptive language in writing. Show students a picture of a magical secret garden and ask them to list nouns and adjectives they see.</p> <p><b>Input:</b> Define nouns, adjectives, and verbs. Provide examples of each. Explain how converting nouns or adjectives into verbs can enhance a setting description. Give examples.</p> <p><b>Activity:</b> Distribute a setting description template of a magical secret garden to each student. Ask students to identify nouns and adjectives in the description and convert them into verbs to make the description more engaging. Encourage students to be creative with their word choices. Select a few students to share their revised setting descriptions with the class. Discuss how converting nouns or adjectives into verbs affected the overall quality of the description.</p> <div style="border: 1px solid purple; padding: 5px; margin-top: 10px;"> <p>SPaG Card: convert nouns/ adjectives into verbs converting an adjective or noun into a verb by adding suffixes, e.g. -ipy <i>Leaves and plants <b>growing</b> rich with greenery.</i></p> </div>
	<p>Lesson 3&amp;4 (Friday 6<sup>th</sup>)</p>	<p>Lesson 3 – Shared/ teacher write (not in books) Before the shared write, children are to stick in the process picture in the middle of their books and mind-map words/ phrases that they can include in their letter. Emotions, adjectives, and conjunctions.</p> <p>I do – writing. Focus on the skill of the process and model writing these within each paragraph. If there is enough time, each table can focus on a paragraph to write as a group and then place this together on a large sheet of paper to create a class shared write.</p>  <p>LO: To plan The children will be using a planning strip to plan each paragraph of their letter. Children need to divide their page into 4 sections to plan (across and down).</p>




<p>adding suffixes. For example, 'terror' is a noun (or naming word), but by adding the suffix -ify it turns into 'terrify'. This is a verb because it describes a state or action.</p>	<p>Before beginning this lesson, it is important to ensure that students have a good understanding of nouns, adjectives, and verbs in the context of sentence structure. Teachers should also ensure that students are familiar with expressing descriptive elements in their writing.</p> <p><b>Starter:</b> Show students a short setting description of a garden without any verbal description. Ask students to identify any nouns or adjectives they can find in the description.</p> <p><b>Input:</b> Explain the objective of the lesson - converting nouns or adjectives into verbs to create dynamic setting descriptions. Provide examples of how certain nouns and adjectives can be transformed into verbs (e.g., 'blossom' from 'blossom tree', 'whisper' from 'whispering wind'). Discuss the impact of using verbs derived from nouns or adjectives in writing, particularly when describing settings.</p> <p><b>Activity:</b> Provide students with a setting description of a secret garden. In pairs or small groups, ask students to identify nouns and adjectives within the description. Encourage students to convert these identified words into verbs to make the description more engaging. Circulate and support students as they work on converting words and developing their setting descriptions.</p>
<p>Day 5</p>	<p>LO: To write my setting description</p> <p>During days 5-8, the children will be writing their process (focusing on two paragraphs a day). Provide the children with a personalised word mat for the process. Here is an example →</p>
<p>Day 6</p>	<p>Write the short date in the margin for where the children will be continuing with their writing from the previous writing day.</p>
<p>Day 7</p>	<p>Ensure that the skills are revisited and have a quick recap activity before each writing session.</p>
<p>Day 8</p>	<p>Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.</p>
<p>Lesson 9</p>	<p>LO: To edit and improve my work</p> <p>Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus available.</p>
<p>Lesson 10</p>	<p> Hot Write</p> <p>Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write.</p> <p>Ensure that candles and a calming atmosphere is established within the classroom.</p>

<p><b>Sentence starters:</b></p> <ul style="list-style-type: none"> <li>We have received reports that...</li> <li>In the early hours of the <u>morning</u>...</li> <li>Many people believe that...</li> <li>Late last night...</li> <li>As I'm sure you will <u>agree</u>...</li> <li>Unusually</li> </ul>	<p><b>Word bank</b></p> <ul style="list-style-type: none"> <li>alongside</li> <li>alternatively</li> <li>apparently</li> <li>consequently</li> <li>concern</li> <li>confirmed</li> <li>considerably</li> <li>damaged</li> <li>described</li> <li>following</li> <li>ladder</li> <li>official</li> <li>recently</li> <li>reported</li> <li>responded</li> <li>source</li> <li>stated</li> <li>unfortunately</li> <li>witness</li> </ul>	<p><b>SPaG Focus – Past tense verbs</b> (Writing in the past tense means that you are writing about something that has already happened.)</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> <li>Anoche was simply weaving at home before Athena interrupted her.</li> <li>Athena challenged Anoche to a competition to decide who the best weaver was.</li> <li>Anoche was turned into a spider!</li> </ul>
<p><b>Does your newspaper report include...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the name of the newspaper?</li> <li><input type="checkbox"/> a headline?</li> <li><input type="checkbox"/> the reporter's name?</li> <li><input type="checkbox"/> an introductory paragraph that includes the 5 Ws?</li> <li><input type="checkbox"/> pictures with captions?</li> <li><input type="checkbox"/> facts about the main events?</li> <li><input type="checkbox"/> quotes written as direct speech?</li> <li><input type="checkbox"/> a conclusion paragraph to explain what might happen next?</li> </ul>	<p><b>The 5 Ws</b></p> <p>Who? What? When? Where? Why?</p>	<p><b>Punctuating direct speech</b></p> <ul style="list-style-type: none"> <li>Use inverted commas at the beginning and end of direct speech.</li> <li>Start the speech with a capital letter.</li> <li>End each piece of direct speech with a comma, full stop, question mark or exclamation mark.</li> <li>Punctuation comes at the end of the speech and before the reporting clause.</li> <li>Use a comma after the reporting clause.</li> </ul> <p>Miss Samus shouted, "This is a brilliant report!"</p>






<p>Week 3-4</p> <p>Character profile</p> <p>Hook:</p> <p><a href="https://www.youtube.com/watch?v=FpPnKB0QOj4">https://www.youtube.com/watch?v=FpPnKB0QOj4</a></p> <p><b>Coverage:</b></p>	<p>Day 1</p>	<p>Provide the children with the process header to stick in their books:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>LO: To write a character profile of Mary Lennox</p> <p>SPaG focus: understand synonyms &amp; antonyms</p> </div>  <p>LO: Identify the key features of a WAGOLL.</p> <p>Show the children the video for the hook and ask them to turn and talk after providing them with questions based from the hook. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser.</p>
<p>Understanding synonyms and antonyms</p> <p>A synonym is a word that means the same or almost the same as another word. Smart is a synonym for clever. • An antonym is a word that means the opposite or nearly the opposite of another word. Afraid is an antonym for brave.</p>	<p>Day 2</p>	<p>LO: SPaG lesson – understand synonyms &amp; antonyms</p> <p>Provide the children with SPaG card to stick into books →</p> <p><b>Starter:</b> To assess students' prior knowledge, start the lesson with a quick review of what synonyms and antonyms are and their importance in writing. The teacher can also ask students to provide examples of synonyms and antonyms they are already familiar with.</p> <p><b>Input:</b> Define synonyms and antonyms clearly; provide examples. Explain the significance of using varied vocabulary, including synonyms and antonyms, in creating engaging character profiles. Model the process of identifying synonyms and antonyms in sample character descriptions.</p> <p><b>Activity:</b> Divide the class into small groups and provide them with a character profile without synonyms and antonyms. Students will work together to identify words that can be replaced with synonyms or antonyms to enhance the description. Ask students to write their own character profile using synonyms and antonyms. Encourage creativity and exploration of vocabulary.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>SPaG Card: understand synonyms &amp; antonyms</p> <p>Synonym — same. Antonym — opposite.</p> <p><i>beautiful - attractive, pretty, lovely, stunning.</i></p> </div>
	<p>Day 3</p>	<p>Lesson 3 – Shared/ teacher write (not in books)</p> <p>Before the shared write, children are to stick in the process picture in the middle of their books and mind-map words/ phrases that they can include in their letter. Emotions, adjectives, and conjunctions.</p> <p>I do – writing. Focus on the skill of the process and model writing these within each paragraph. If there is enough time, each table can focus on a paragraph to write as a group and then place this together on a large sheet of paper to create a class shared write.</p> 




<p>Day 4</p>	<p>LO: To plan</p> <p>The children will be using a planning strip to plan each paragraph of their letter. Children need to divide their page into 4 sections to plan (across and down). Before starting the lesson, assess students' prior knowledge by asking questions like: What do you know about Mary Lennox, the character from 'The Secret Garden'? Can you give an example of a synonym? Why is using synonyms important in writing?</p> <p><b>Starter:</b> Show students a picture of Mary Lennox and ask them to describe her using adjectives. Introduce the concept of synonyms and explain how they can make writing more engaging and descriptive.</p> <p><b>Input:</b> Provide examples of synonyms for common words related to character traits. Model how to use synonyms effectively in writing by constructing sentences with varying degrees of detail. Discuss the importance of choosing appropriate synonyms to convey a specific tone or mood.</p> <p><b>Activity:</b> Divide the class into small groups and provide each group with a character profile template for Mary Lennox. Encourage students to work together to brainstorm synonyms for the given character traits. Instruct students to use these synonyms to complete the character profile, ensuring they justify their word choices. Children are then to create their own plans in their books.</p>
<p>Day 5</p>	<p>LO: To write a character profile</p>
<p>Day 6</p>	<p>During days 5-8, the children will be writing their process (focusing on two paragraphs a day). Provide the children with a personalised word mat for the process. Here is an example →</p>
<p>Day 7</p>	<p>Write the short date in the margin for where the children will be continuing with their writing from the previous writing day.</p>
<p>Day 8</p>	<p>Ensure that the skills are revisited and have a quick recap activity before each writing session.</p>
<p>Day 9</p>	<p>LO: To edit and improve my work</p> <p>Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus available.</p>
<p>Lesson 10</p>	<p> Hot Write</p> <p>Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write.</p> <p>Ensure that candles and a calming atmosphere is established within the classroom.</p>

<p><b>Sentence starters:</b></p> <ul style="list-style-type: none"> <li>We have received reports that...</li> <li>In the early hours of the <u>morning</u>...</li> <li>Many people believe that...</li> <li>Late last <u>night</u>...</li> <li>As I'm sure you will <u>agree</u>...</li> <li>Unusually</li> </ul>	<p><b>Word bank</b></p> <ul style="list-style-type: none"> <li>alongside</li> <li>alternatively</li> <li>apparently</li> <li>commented</li> <li>concern</li> <li>confirmed</li> <li>considerably</li> <li>damaged</li> <li>described</li> <li>following</li> <li>insider</li> <li>official</li> <li>recently</li> <li>reported</li> <li>responded</li> <li>source</li> <li>zoomed</li> <li>unfortunately</li> <li>witness</li> </ul>	<p><b>SPaG Focus – Past tense verbs</b> (Writing in the past tense means that you are writing about something that has already happened.)</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> <li>Anachee was simply weaving at home before she was interrogated here.</li> <li>Anachee challenged Anachee to a competition to decide who the best weaver was.</li> <li>Anachee was turned into a spider!</li> </ul>
<p><b>Newspaper Report</b> The turning of Anachee</p>		
<p><b>Does your newspaper report include...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the name of the newspaper?</li> <li><input type="checkbox"/> a headline?</li> <li><input type="checkbox"/> the reporter's name?</li> <li><input type="checkbox"/> an introductory paragraph that includes the 5 Ws?</li> <li><input type="checkbox"/> pictures with captions?</li> <li><input type="checkbox"/> facts about the main events?</li> <li><input type="checkbox"/> quotes written as direct speech?</li> <li><input type="checkbox"/> a conclusion paragraph to explain what might happen next?</li> </ul>	<p><b>The 5 Ws</b></p> <p>Who? What? When? Where? Why?</p>	<p><b>Punctuating direct speech</b></p> <ul style="list-style-type: none"> <li>Use inverted commas at the beginning and end of direct speech.</li> <li>Start the speech with a capital letter.</li> <li>End each piece of direct speech with a comma. Full stop, question mark or exclamation mark.</li> <li>Punctuation comes at the end of the speech and before the inverted commas.</li> <li>Use a comma after the reporting clause.</li> </ul> <p>Miss Semra shouted, "This is a brilliant report!"</p>





<p>Week 5-6</p> <p>Creative writing: a secret place you have imagined</p> <p>Hook (if children choose)</p> 	<p>Day 1</p>	<p>Provide the children with the process header to stick in their books:</p> <div style="border: 1px solid cyan; padding: 10px; text-align: center;"> <p>LO: To write a creative piece about a secret place</p> <p>SPaG focus: parenthesis</p> </div>  <p>LO: Identify the key features of a WAGOLL. Show the children the video for the hook and ask them to turn and talk after providing them with questions based from the hook. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser.</p>	
<p><b>Coverage:</b></p> <p>Parenthesis</p> <p>Parentheses ( ) are used to enclose additional, non-essential information to clarify, explain, or add a side note in a sentence. Use parentheses to prevent disrupting the flow of a sentence.</p> <p>Examples: She is coming to our house after work</p>	<p>Day 2</p>	<p>LO: SPaG lesson – parenthesis</p> <p>Provide the children with SPaG card to stick into books →</p> <p><b>Starter:</b> Display a sentence on the board without any parenthesis and ask students to identify any missing elements. Discuss with the class what parenthesis is and why it is used in writing.</p> <p><b>Input:</b> Introduce the concept of parenthesis using visual aids and examples. Explain the different types of parenthesis (e.g., brackets, dashes, commas) and when to use each. Model how to incorporate parenthesis in sentences while maintaining clarity and coherence.</p> <p><b>Activity:</b> Provide students with a prompt to imagine a secret place and write a creative piece about it. Encourage them to include at least three instances of parenthesis in their writing. Circulate the classroom to support and guide students as they work on their creative pieces. Have students share excerpts from their creative pieces, focusing on how they have used parenthesis effectively. Facilitate a discussion on the impact of parenthesis on the overall flow and meaning of the writing.</p>	<div style="border: 1px solid cyan; padding: 10px;"> <p>SPaG Card: Parenthesis</p> <p>Additional, non-essential information to clarify, explain, or add a side note in a sentence.</p> <p><i>I walked through the woods — clammy and</i></p> </div>
	<p>Day 3</p>	<p>Lesson 3 – Shared/ teacher write (not in books)</p> <p>Before the shared write, children are to stick in the process picture in the middle of their books and mind-map words/ phrases that they can include in their letter. Emotions, adjectives, and conjunctions.</p> <p>I do – writing. Focus on the skill of the process and model writing these within each paragraph. If there is enough time, each table can focus on a paragraph to write as a group and then place this together on a large sheet of paper to create a class shared write.</p> <p>Children can choose to write about the hook image if they choose too, however they can make up their own creative pieces.</p>	
	<p>Day 4</p>	<p>LO: To plan</p> <p>The children will be using a planning strip to plan each paragraph of their letter. Children need to divide their page into 4 sections to plan (across and down).</p> <p><b>Starter:</b> Begin the lesson by discussing with students what a secret place is and why it might be exciting to write about one. Show examples of sentences with</p>	




<p>(around six o' clock). I am going to visit my grandma (my dad's mom) today.</p>	<p>parenthesis and ask students to identify the additional information enclosed within the parentheses. Discuss with students the importance of using parenthesis to add extra details to their writing.</p> <p><b>Input:</b> Introduce the concept of planning a writing unit based on a secret place they have imagined. Explain that the use of parenthesis can help to provide additional information in a sentence. Model how to brainstorm ideas for a secret place and how to incorporate parenthesis into the writing plan. Provide examples of how parenthesis can enhance a sentence and make it more descriptive. Encourage students to think creatively and consider how they can use parenthesis in their own writing.</p> <p><b>Activity:</b> In pairs or small groups, have students brainstorm and plan a writing unit based on a secret place. Encourage students to use parenthesis to add extra details or information about their secret place. Circulate around the classroom to support and guide students in their planning process. Provide feedback and suggestions on how to effectively use parenthesis in their writing.</p>
<p>Day 5</p>	<p>LO: To write creative writing piece During days 5-8, the children will be writing their process (focusing on two paragraphs a day). Provide the children with a personalised word mat for the process. Here is an example →</p>
<p>Day 6</p>	<p>Write the short date in the margin for where the children will be continuing with their writing from the previous writing day.</p>
<p>Day 7</p>	<p>Ensure that the skills are revisited and have a quick recap activity before each writing session.</p>
<p>Day 8</p>	<p>Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.</p>
<p>Lesson 9</p>	<p>LO: To edit and improve my work</p> <p>Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus are available.</p>
<p>Lesson 10</p>	<p> Hot Write</p> <p>Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write.</p> <p>Ensure that candles and a calming atmpshere is established within the classroom.</p>

<p><b>Sentence starters:</b></p> <ul style="list-style-type: none"> <li>We have received reports that...</li> <li>In the early hours of the <u>morning</u>...</li> <li>Many people believe that...</li> <li>Last <u>last night</u>...</li> <li>As I'm sure you will <u>agree</u>...</li> <li>Unusually</li> </ul>	<p><b>Word bank</b></p> <ul style="list-style-type: none"> <li>alongside</li> <li>alternatively</li> <li>apparently</li> <li>connected</li> <li>concern</li> <li>confirmed</li> <li>considerably</li> <li>damaged</li> <li>described</li> <li>following</li> <li>insider</li> <li>official</li> <li>recently</li> <li>reported</li> <li>regarded</li> <li>source</li> <li>stated</li> <li>unfortunately</li> <li>witness</li> </ul>	<p><b>SPaG Focus – Past tense verbs</b> (Writing in the past tense means that you are writing about something that has already happened)</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> <li>Anachee was simply weaving at home before Athene interrupted her.</li> <li>Athene challenged Anachee to a competition to decide who the best weaver was.</li> <li>Anachee was turned into a spider!</li> </ul>
<p><b>Does your newspaper report include...</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the name of the newspaper?</li> <li><input type="checkbox"/> a headline?</li> <li><input type="checkbox"/> the reporter's name?</li> <li><input type="checkbox"/> an introductory paragraph that includes the 5 Ws?</li> <li><input type="checkbox"/> pictures with captions?</li> <li><input type="checkbox"/> facts about the main events?</li> <li><input type="checkbox"/> quotes written as direct speech?</li> <li><input type="checkbox"/> a conclusion paragraph to explain what might happen next?</li> </ul>	<p><b>The 5 Ws</b></p> <p>Who? What? When? Where? Why?</p>	<p><b>Punctuating direct speech</b></p> <ul style="list-style-type: none"> <li>Use inverted commas at the beginning and end of direct speech.</li> <li>Start the speech with a capital letter.</li> <li>End each piece of direct speech with a comma, full stop, question mark or exclamation mark.</li> <li>Punctuation comes at the end of the speech and before the inverted commas.</li> <li>Use a comma after the reporting clause.</li> </ul> <p>Miss Semm shouted, "This is a brilliant report!"</p>



<p>Week 7-8</p> <p>Diary entry - Write a diary entry from Mary's perspective after a significant event in the story (e.g., discovering the garden)</p>	<p>Day 1</p>	<p>Provide the children with the process header to stick in their books:</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>LO: To write a diary entry</p> <p>SPaG focus: ellipsis</p> </div>  <p>LO: Identify the key features of a WAGOLL. Show the children the video for the hook and ask them to turn and talk after providing them with questions based from the hook. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Ensure that the letter is around the theme of allowing you with a Golden Ticket. Ensure that the WAGOLLs have the key features of a letter: Salutation (Dear...); Introduction; Main Body; Conclusion; Closing (Yours sincerely...)</p>
<p>Hook:</p> <p><a href="https://www.youtube.com/watch?v=uPwApmYhcXk">https://www.youtube.com/watch?v=uPwApmYhcXk</a></p> <p>Coverage: use of ellipsis</p>	<p>Day 2</p>	<p>LO: SPaG lesson – ellipsis</p> <p>Provide the children with SPaG card to stick into books →</p> <p><b>Starter:</b> Show a short video clip or images related to 'The Secret Garden' to engage students. Discuss the importance of punctuation in writing and introduce the concept of ellipsis.</p> <p><b>Input:</b> Explain ellipsis as a series of three dots used to indicate a pause or omission in writing. Provide examples of how ellipsis can be used in a sentence for different purposes.</p> <p><b>Activity:</b> Distribute diary entry templates to students Ask students to imagine they are Mary and write a diary entry about discovering the garden using ellipsis effectively. Encourage students to describe the scene, their emotions, and thoughts using ellipsis where appropriate.</p> <p><b>Plenary:</b> Select a few students to share their diary entries with the class. Discuss how ellipsis has been used effectively to enhance the writing.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>SPaG Card: Ellipsis</p> <p>sometimes used to show that text is missing, or it can be used to show a pause for effect, to create suspense, or perhaps to show a thought trailing off</p> <p><i>I turned the key...</i></p> </div>
	<p>Day 3</p>	<p>Lesson 3 – Shared/ teacher write (not in books)</p> <p>Before the shared write, children are to stick in the process picture in the middle of their books and mind-map words/ phrases that they can include in the process.</p> <p>I do – writing. Focus on the skill of the process and model writing these within each paragraph. If there is enough time, each table can focus on a paragraph to write as a group and then place this together on a large sheet of paper to create a class shared write.</p> <p>Children can choose to write about the hook image if they choose too, however they can make up their own creative pieces.</p> 





<p>Day 4</p>	<p><b>LO: To plan</b>  <b>The children will be using a planning strip to plan each paragraph of their letter. Children need to divide their page into 4 sections to plan (across and down).</b>  <b>Starter:</b>          Begin the lesson by discussing the concept of diaries and diary entries. Show examples of diary entries to the class. Discuss the purpose of using ellipsis in writing and how it can enhance the reader's experience.</p> <p><b>Input:</b>          Introduce 'The Secret Garden' and the character of Mary. Explain the scene where Mary discovers the garden and its significance in the story. Teach students about ellipsis, its definition, and its role in building suspense and curiosity in writing. Provide examples of how ellipsis can be used in diary entries to engage the reader.</p> <p><b>Activity:</b>          Divide the class into small groups. Provide students with excerpts from 'The Secret Garden' relating to Mary's discovery of the garden. In their groups, students plan a diary entry from Mary's perspective, focusing on using ellipsis to create suspense. Encourage students to discuss and brainstorm ideas for their diary entries, ensuring they include appropriate ellipsis in their writing.</p>
<p>Day 5</p>	<p><b>LO: To write a diary entry</b></p> <p>During days 5-8, the children will be writing their process (focusing on two paragraphs a day).</p>
<p>Day 6</p>	<p>Provide the children with a personalised word mat for the process. Here is an example →</p>
<p>Day 7</p>	<p>Write the short date in the margin for where the children will be continuing with their writing from the previous writing day.</p>
<p>Day 8</p>	<p>Ensure that the skills are revisited and have a quick recap activity before each writing session.</p> <p>Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.</p>
<p>Lesson 9</p>	<p><b>LO: To edit and improve my work</b></p> <p>Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus are available.</p>
<p>Lesson 10</p>	<p> <b>Hot Write</b>          Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write.          Ensure that candles and a calming atompshere is established within the classroom.</p>

<p><b>Sentence starters:</b></p> <ul style="list-style-type: none"> <li>We have received reports that...</li> <li>In the early hours of the <u>morning</u>...</li> <li>Many people believe that...</li> <li>Last <u>last night</u>...</li> <li>As I'm sure you will <u>agree</u>...</li> <li>Unusually</li> </ul>	<p><b>Word bank</b></p> <ul style="list-style-type: none"> <li>allegedly</li> <li>altruistically</li> <li>apparently</li> <li>commented</li> <li>concern</li> <li>confirmed</li> <li>considerably</li> <li>damaged</li> <li>described</li> <li>following</li> <li>insider</li> <li>official</li> <li>recently</li> <li>reported</li> <li>responded</li> <li>source</li> <li>stated</li> <li>unfortunately</li> <li>witness</li> </ul>	<p><b>SPaG Focus – Past tense verbs</b> (Writing in the past tense means that you are writing about something that has already happened.)</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> <li>Anastasia was simply <u>waiting</u> at home before Athene <u>interrupted</u> her.</li> <li>Athene <u>challenged</u> Anastasia to a competition to decide who the best weaver was.</li> <li>Anastasia <u>was</u> turned into a spider!</li> </ul>
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<p>Week 9-10</p> <p>Letter Writing - Write a letter from Mary to her parents or a friend, describing her new life at Misselthwaite Manor and her discoveries.</p>	<p>Day 1</p>	<p>Provide the children with the process header to stick in their books:</p> <p>LO: Identify the key features of a WAGOLL. Show the children the video for the hook and ask them to turn and talk after providing them with questions based from the hook. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Ensure that the letter is around the theme of allowing you with a Golden Ticket.</p> <p>Ensure that the WAGOLLs have the key features of a letter: Salutation (Dear...); Introduction; Main Body; Conclusion; Closing (Yours sincerely...)</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>LO: To write a letter</p> <p>SPaG focus: Use devices to build cohesion</p> </div> 
<p><b>Coverage:</b></p> <p>Use devices to build cohesion, including adverbials of time, place and number</p>	<p>Day 2</p>	<p>LO: SPaG lesson – use devices to build cohesion</p> <p>Provide the children with SPaG card to stick into books →</p> <p>To assess students' prior knowledge, the teacher can begin by asking questions such as: What is an adverb? Can you give examples of adverbs of time, place, and number? How do adverbials help in making sentences more coherent?</p> <p><b>Starter:</b> Display a sentence without adverbials and one with adverbials of time, place, and number. Ask students to identify the differences in how the sentences flow and the connections made. Discuss the purpose of adverbials in writing (to provide additional information about the action).</p> <p><b>Input:</b> Introduce the concept of adverbials of time, place, and number using clear examples. Provide definitions and examples for each type of adverbial. Discuss how adverbials can help in building cohesion within and between sentences.</p> <p><b>Activity:</b> Distribute sentences with missing adverbials. Ask students to add appropriate adverbials of time, place, and number to enhance cohesion. Encourage peer collaboration to discuss and justify their choices. Provide differentiated support with sentence starters for less confident students.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>SPaG Card: Use devices to build cohesion</p> <p>Words and expressions that show relationships between parts of text and ideas, such as cause and effect, time, addition, or comparison and contrast.</p> </div>
	<p>Day 3</p>	<p>Lesson 3 – Shared/ teacher write (not in books)</p> <p>Before the shared write, children are to stick in the process picture in the middle of their books and mind-map words/ phrases that they can include in the process.</p> <p>I do – writing. Focus on the skill of the process and model writing these within each paragraph. If there is enough time, each table can focus on a paragraph to write as a group and then place this together on a large sheet of paper to create a class shared write.</p> <p>Children can choose to write about the hook image if they choose too, however they can make up their own creative pieces.</p>	





Day 4	<p><b>LO: To plan</b> The children will be using a planning strip to plan each paragraph of their letter. Children need to divide their page into 4 sections to plan (across and down). <b>Starter:</b> Begin the lesson by recapping key events from 'The Secret Garden'. Use a KWL chart (What I Know, What I Want to know, What I Learned) to gauge students' prior knowledge and expectations for Mary's experiences at Misselthwaite Manor. Discuss the elements of a friendly letter - date, greeting, body, closing, signature. <b>Input:</b> Introduce the task: planning a letter from Mary to describe her life at Misselthwaite Manor. Explain the purpose of the letter - to narrate Mary's journey, emotions, discoveries, and interactions with other characters. Highlight the importance of using descriptive language and vivid details to engage the reader. <b>Activity:</b> Provide students with a planning template for the letter. Encourage students to brainstorm key points Mary would include in her letter - the garden, Dickon, Colin, her own transformation, etc. Support students in organising their ideas logically within the structure of a letter. Circulate the classroom to offer guidance, suggest vocabulary, and check on students' progress. <b>Plenary:</b> Ask students to share excerpts from their letters with the class. Invite peers to provide feedback on the clarity of the descriptions and the engagement of the reader. Reflect on the importance of expressing emotions and experiences effectively in writing.</p>						
Day 5	<p>LO: To write a letter</p>						
Day 6	<p>During days 5-8, the children will be writing their process (focusing on two paragraphs a day). Provide the children with a personalised word mat for the process. Here is an example →</p>						
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Some children may require additional scaffolding, provide them with visual cues.</p> <div data-bbox="1451 560 2145 1038" style="border: 2px solid purple; padding: 10px;"> <table border="1"> <tr> <td data-bbox="1487 603 1688 767"> <p><b>Sentence starters:</b></p> <ul style="list-style-type: none"> <li>We have received reports that...</li> <li>In the early hours of the <u>morning</u>...</li> <li>Many people believe that...</li> <li>Late last night...</li> <li>As I'm sure you will <u>agree</u>...</li> <li>Unusually</li> </ul> </td> <td data-bbox="1688 603 1890 767"> <p><b>Word bank</b></p> <ul style="list-style-type: none"> <li>alongside</li> <li>alternatively</li> <li>apparently</li> <li>commented</li> <li>concern</li> <li>confirmed</li> <li>considerably</li> <li>damaged</li> <li>described</li> <li>following</li> <li>insider</li> <li>official</li> <li>recently</li> <li>reported</li> <li>responded</li> <li>source</li> <li>stated</li> <li>unfortunately</li> <li>witness</li> </ul> </td> <td 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Lesson 9	<p>LO: To edit and improve my work</p> <p>Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus are available.</p>						
Lesson 10	<p> <b>Hot Write</b> Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write. Ensure that candles and a calming atmosphere is established within the classroom.</p>						





<p>Week 11-12</p> <p>Persuasive writing - why the Secret Garden should be preserved and cared for.</p>	<p>Day 1</p>	<p>Provide the children with the process header to stick in their books:</p> <p>LO: Identify the key features of a WAGOLL.</p> <p>Show the children the video for the hook and ask them to turn and talk after providing them with questions based from the hook. 2</p> <p>WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Ensure that the letter is around the theme of allowing you with a Golden Ticket. Ensure that the WAGOLLs have the key features of a letter: Salutation (Dear...); Introduction; Main Body; Conclusion; Closing (Yours sincerely...)</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>LO: Persuasive writing — Preserve the garden?</p> <p>SPaG focus: Modal verbs</p> </div> 
<p><b>Coverage:</b></p> <p>Modal Verbs</p>	<p>Day 2</p>	<p>LO: SPaG lesson – using modal verbs</p> <p>Provide the children with SPaG card to stick into books →</p> <p>Prior to the lesson, students should have a basic understanding of verbs and sentence structure. They may have encountered modal verbs in previous lessons but may need reinforcement of their functions and usage.</p> <p><b>Starter:</b> Begin the lesson by asking students to brainstorm verbs they know. Write these on the board. Introduce the term "modal verbs" and ask students if they have heard of them before. Discuss any prior knowledge they may have.</p> <p><b>Input:</b> Present a clear definition of modal verbs: verbs that help to express possibility, necessity, and permission. Provide examples of modal verbs such as can, could, should, must, may, might, will, would, and shall. Explain their different functions. Discuss how modal verbs can change the meaning of a sentence and show nuances in language.</p> <p><b>Activity:</b> Divide the class into small groups and provide them with sentences where modal verbs are missing. Ask students to identify which modal verb would best fit in each sentence. Students can then create their own sentences using modal verbs to express different meanings (possibility, necessity, permission). Encourage peer collaboration and discussion during this activity.</p> <p><b>Plenary:</b> Bring the class back together and have groups share their sentences. Discuss why they chose specific modal verbs for each sentence. Recap the key functions of modal verbs and their importance in writing and speech.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>SPaG Card: Modal verbs</p> <p>Show possibility, intent, ability, or necessity</p> <p><i>The garden should be preserved due to its...</i></p> </div>
	<p>Day 3</p>	<p>Lesson 3 – Shared/ teacher write (not in books)</p> <p>Before the shared write, children are to stick in the process picture in the middle of their books and mind-map words/ phrases that they can include in the process.</p> <p>I do – writing. Focus on the skill of the process and model writing these within each paragraph. If there is enough time, each table can focus on a paragraph to write as a group and then place this together on a large sheet of paper to create a class shared write.</p> <p>Children can choose to write about the hook image if they choose too, however they can make up their own creative pieces.</p>	




Day 4	<p><b>LO: To plan</b> The children will be using a planning strip to plan each paragraph of their letter. Children need to divide their page into 4 sections to plan (across and down). <b>Starter:</b> KWL Chart: Begin by creating a KWL (Know, Want to know, Learned) chart on the board with the heading 'The Secret Garden'. Ask students what they already know about the Secret Garden and what they would like to learn about it. <b>Input:</b> Introduction to Persuasive Writing: Explain to students the purpose of persuasive writing - to convince the reader of a particular viewpoint. Discussion: Discuss the significance of preserving historical and natural landmarks like the Secret Garden. Model Text: Show an example of a persuasive writing piece on a similar topic to model effective structure and language use. <b>Activity:</b> Brainstorming Session: Divide students into small groups and have them brainstorm reasons why the Secret Garden should be preserved and cared for. Planning Phase: Provide students with planning sheets to outline their arguments including reasons and supporting evidence. Drafting: In pairs, students work on drafting their persuasive pieces ensuring they include an introduction, body paragraphs with arguments, and a conclusion. <b>Plenary:</b> Peer Review: Students swap their written pieces with a partner for peer review. Encourage constructive feedback on persuasive language used and the strength of arguments. Sharing Session: Select a few students to share their persuasive pieces with the class. Discuss what made their arguments effective.</p>
Day 5	<p>LO: To write a persuasive piece</p>
Day 6	<p>During days 5-8, the children will be writing their process (focusing on two paragraphs a day). Provide the children with a personalised word mat for the process. Here is an example →</p>
Day 7	<p>Write the short date in the margin for where the children will be continuing with their writing from the previous writing day.</p>
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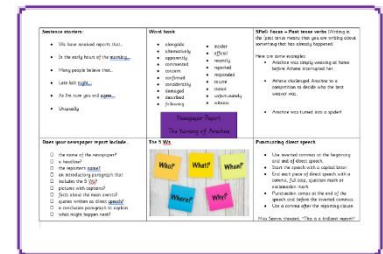
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<p><b>Does your newspaper report include...</b></p> <ul style="list-style-type: none"> <li>the name of the newspaper?</li> <li>a headline?</li> <li>the reporter's name?</li> <li>an introductory paragraph that includes the 5 Ws?</li> <li>pictures with captions?</li> <li>facts about the main events?</li> <li>quotes written as direct speech?</li> <li>a conclusion paragraph to explain what might happen next?</li> </ul>	<p><b>The 5 Ws</b></p> 	<p><b>Punctuating direct speech</b></p> <ul style="list-style-type: none"> <li>Use inverted commas at the beginning and end of direct speech.</li> <li>Start the speech with a capital letter.</li> <li>End each piece of direct speech with a comma, full stop, question mark or exclamation mark.</li> <li>Punctuation comes at the end of the speech and before the inverted commas.</li> <li>Use a comma after the reporting clause.</li> </ul> <p>Miss Samms shouted, "This is a brilliant report!"</p>



<p>Week 13-14</p> <p>Narrative based on Disney Christmas advert 2020</p>	<p>Day 1</p>	<p>Provide the children with the process header to stick in their books:</p> <p>LO: Identify the key features of a WAGOLL.</p> <p>Show the children the video for the hook and ask them to turn and talk after providing them with questions based from the hook. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Ensure that the letter is around the theme of allowing you with a Golden Ticket. Ensure that the WAGOLLs have the key features of a letter: Salutation (Dear...); Introduction; Main Body; Conclusion; Closing (Yours sincerely...)</p>	<div style="border: 1px solid cyan; padding: 5px;"> <p>LO: To write a narrative</p> <p>SPaG focus: Pathetic fallacy</p> </div> 
<p>Hook:</p> <p><a href="https://www.youtube.com/watch?v=t157Gy5X_Kg">https://www.youtube.com/watch?v=t157Gy5X_Kg</a></p> <p>Coverage:</p> <p>Pathetic fallacy</p>	<p>Day 2</p>	<p>LO: SPaG lesson – pathetic fallacy</p> <p>Provide the children with SPaG card to stick into books →</p> <p><b>Starter:</b> Show the children the images of weather on resource 3a- ask them, if a story were to be set whilst each weather type was happening, what genre do they think the story would be? What mood does each image echo and why? Explain pathetic fallacy and how writers can use the device to enhance mood and atmosphere. Consider showing the children examples from other clips- lots of Disney films use pathetic fallacy.</p> <p><b>Input:</b> In the beginning of the clip, when Lola is a girl receiving the toy, it is a clear, starry night with a full moon, enhanced further with the use of coloured lanterns. Watch the clip together and discuss the fact that the weather in the Philippines in December is really quite warm. How could we use the weather and nature to try and conjure up the feeling of magic? Show the children the description of this night on resource 3b, spending some time identifying the pathetic fallacy and what effect it has on the description. Can they sense the magic? How/why? Look at the descriptive language used. Discuss why the author chose to use words like inky. Can they find examples of metaphors within the piece? On the IWB together create a collection of useful words and phrases to describe stars and the moon. Can the children each create a simile and a metaphor about the stars and moon to use within their writing.</p> <p><b>Activity:</b> Children are to independently create their own version of the description of the setting and the moment Lola receives the gift. Expect precision over language choices and use of both simile and metaphor.</p> <p><b>Plenary:</b> Ask the children to consider how a storm might have altered the mood of the scene. Can the children suggest sentences, which use a storm within pathetic fallacy, could be used to present the giving of the gift in a different light?</p>	<div style="border: 1px solid cyan; padding: 5px;"> <p>SPaG Card: Pathetic fallacy</p> <p>the attribution of human feelings and responses to inanimate things or animals</p> <p><i>The sun was smiling down at her</i></p> </div>
	<p>Day 3</p>	<p>Lesson 3 – Shared/ teacher write (not in books)</p> <p>Before the shared write, children are to stick in the process picture in the middle of their books and mind-map words/ phrases that they can include in the process.</p> <p>I do – writing. Focus on the skill of the process and model writing these within each paragraph. If there is enough time, each table can focus on a paragraph to write as a group and then place this together on a large sheet of paper to create a class shared write.</p> <p>Children can choose to write about the hook image if they choose too, however they can make up their own creative pieces.</p>	



Day 4	<p><b>LO: To plan</b>                  The children will be using a planning strip to plan each paragraph of their letter. Children need to divide their page into 4 sections to plan (across and down).  <b>Starter:</b> Show the class the colours on resource 1a, getting them to write down an answer for each. Discuss what they have written and why they think each colour represents different things. Explain the term 'figurative language'- a colour is just a colour but can be used to represent an idea or meaning of something- this is called 'symbolism'— when an object etc. is used to express a deeper meaning. Then show them the Christmas images on resource 1b, talking about the literal image followed by what its symbolic meaning could be/ what it represents.  <b>Input:</b> Talk to the children about the two main scene changes (life in the Philippines and life in what we are presume is the UK). Watch the clip again and ask the children to focus on the first part of the clip- the part set in the Philippines)- and ask the children to make a note of what they see- this should be themes, objects, emotions. Use 1c to record their observations. Next, ask the children to look at the next section of the clip- the part we presume is the UK. What do they notice about the scene? Jot down in the second column the objects or themes they notice as they watch. Now, with a highlighter, can they find any which feature in both lists. (The children should have jotted things like family, lights, decorations, the toy, love, kindness etc.) Ask the children to discuss what common symbols or themes are used within both scenes. They may not be used in the same way but where can we find common ideas shared in both scenes? Allow the children some time to discuss as a class why they think some of these are common to both parts of the clip.  <b>Activity:</b> Children should write a short paragraph discussing how light, love, traditions and family are shown throughout the clip. How are these themes represented with different objects?  <b>Plenary:</b> Give each child a copy of resource 1e to complete. Why have they chosen these colours and why do they think they are symbolic.</p>
Day 5	<p><b>LO: To write a persuasive piece</b>                  During days 5-8, the children will be writing their process (focusing on two paragraphs a day). Provide the children with a personalised word mat for the process. Here is an example →</p>
Day 6	<p>Write the short date in the margin for where the children will be continuing with their writing from the previous writing day.</p>
Day 7	<p>Ensure that the skills are revisited and have a quick recap activity before each writing session.</p>
Day 8	<p>Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.</p>
Lesson 9	<p><b>LO: To edit and improve my work</b>                  Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus are available.</p>
Lesson 10	<p> <b>Hot Write</b>                  Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write.                  Ensure that candles and a calming atmosphere is established within the classroom.</p>





<p>Week 15</p> <p>Write a book review of The Secret Garden</p> <p>Hook: <a href="https://www.youtube.com/watch?v=XMfg6fKa2t4">https://www.youtube.com/watch?v=XMfg6fKa2t4</a></p> <p><b>Coverage:</b></p> <p>Features of book reviews, including summary, opinion, introduction to the author, and star rating.</p> <p>Writing a structured book review that includes an introduction, summary, critical evaluation, and conclusion.</p>	<p>Lesson 1</p>	<p>Provide the children with the process header to stick in their books:</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p>LO: To write a book review</p> <p>SPaG focus: Pathetic fallacy</p> </div>  <p>LO: Identify the key features of a WAGOLL.</p> <p>Watch the video to recap the story with the children: <a href="https://www.youtube.com/watch?v=XMfg6fKa2t4">https://www.youtube.com/watch?v=XMfg6fKa2t4</a></p> <p>2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGET and has a key features checklist. Model this with a visualiser.</p> <p>Please ensure that the book reviews are written in their books and not completed on a worksheet or template then stuck into books (some children may require a widget scaffolded writing frame).</p> <p>E.g:</p> 
	<p>Lesson 2</p>	<p>LO: To develop opinions and justify them with evidence.</p> <p>In this lesson, children will be writing their opinions about the book and support their views with evidence from the text. Use the visualiser and demonstrate how to do this for a few examples. Children can work in mixed ability pairings or table groups for this. Alternatively, clip extracts of the book for children to use and write their opinion of.</p>
	<p>Lesson 3</p>	<p>LO: Planning and writing a complete book review</p> <p>Provide the children with an planning strip for the process (along with a personalised word mat). Allow the children 15/20 mins to plan their book reviews and then begin writing. Children can also use session 4 to complete their writing and edit and improve after.</p>
	<p>Lesson 4</p>	<p>LO: To edit and improve my work</p> <p>Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus available.</p>
	<p>Lesson 5</p>	 <p>Hot Write</p> <p>Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write.</p> <p>Ensure that candles and a calming atmosphere is established within the classroom.</p>