




Charlie and the Chocolate Factory

Week/s and coverage:	Activity Outline	
<p>1-2</p> <p>Writing a letter to Willy Wonka asking him for a Golden Ticket to visit the Chocolate Factory!</p> <p>Hook: Watch the video clip of the characters entering the factory https://www.youtube.com/watch?v=4u6n9IICJTg</p> <p>Coverage:</p> <p>Form nouns using prefixes</p>	<p>Lesson 1&2 (Thursday 5th)</p>	<p>Provide the children with the process header to stick in their books:</p> <div style="border: 1px solid red; padding: 10px; text-align: center; margin: 10px 0;"> <p>LO: To write a letter to Willy Wonka</p> <p>SPaG focus: Expanded noun phrases</p> </div>  <p>LO: Identify the key features of a WAGOLL. Watch the clip of the characters entering Willy Wonka’s factory to hook the children: https://www.youtube.com/watch?v=4u6n9IICJTg – ask the children to turn and talk: What kind of character is Mr Wonka? What can you understand about his personality? Is he kind? Why did Mr Wonka struggle to say the word ‘parents?’ What does the eerie music in the clip suggest about Mr Wonka? Would you like to visit Mr Wonka?</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 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> <p>LO: SPaG lesson – Expanded Noun Phrases Provide the children with SPaG card to stick into books →</p> <p>Starter: Begin with a quick warm-up activity where students match simple noun phrases to pictures or objects displayed in the classroom. This will activate their prior knowledge of basic noun phrases.</p> <p>Input: Introduce the concept of expanded noun phrases using engaging visuals and examples. Explain that an expanded noun phrase includes describing words (adjectives) that provide more detail about the noun. Model how to turn a simple noun phrase like “dog” into an expanded noun phrase like “the fluffy, playful dog”.</p> <p>Activity: Divide the class into small groups and provide them with a set of nouns and adjectives (relating to Charlie and the Chocolate Factory). Students will work together to create multiple expanded noun phrases using the given words. Encourage students to be creative and use a variety of adjectives to enrich their expanded noun phrases.</p> <div style="border: 1px solid red; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">SPaG Card: Expanded Noun Phrase</p> <p style="text-align: center;"><i>An expanded noun phrase has two adjectives before noun with a comma.</i></p> <p style="text-align: center;"><i>I would love to visit your magical, creative factory.</i></p> </div>



Use expanded noun phrases

Understanding the conventions and structure of a persuasive letter.

Knowledge of persuasive language techniques and strategies to engage the reader effectively.

Lesson 3&4 (Friday 6th)

Lesson 3 – Shared/ teacher write (not in books)
 Before the shared write, children are to stick in a picture of a Golden Ticket in the middle of their books and mind-map words/ phrases that they can include in their letter. Emotions, adjectives, and conjunctions.

I do – writing the letter. Focus on the skills of 2A sentences 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.

- Paragraph 1 – Introduce yourself
- Paragraph 2 – What have you heard about the factory that makes you want to go?
- Paragraph 3 – Stating reasons why you should be selected
- Paragraph 4 – Ending with a persuasive closing statement

LO: To plan my letter

The children will be using a planning strip to plan each paragraph of their letter.

Starter: Begin the lesson by discussing with the students the concept of persuasion and its importance. Define persuasive writing and provide examples of persuasive language. Show a clip from the movie "Willy Wonka and the Chocolate Factory" to spark students' interest and connection to the task.

Input: Introduce the task of planning a letter to Willy Wonka to request a ticket to visit the chocolate factory. Explain the purpose of persuasive writing and discuss the audience's needs and interests when writing to Willy Wonka. Model how to structure a persuasive letter using a template or referring back to the WAGOLL. Discuss and identify persuasive language and devices that can be used in the letter.

Activity: Have students brainstorm reasons why they should be chosen to visit the chocolate factory with their table groups on A3 paper. Encourage students to plan their letters independently, focusing on introducing themselves, stating reasons why they should be selected, and ending with a persuasive closing statement. Provide support and guidance to students as they draft their letters along with sentence stems.



Day 5

LO: To write my letter to Willy Wonka

During days 5-8, the children will be writing their letters to Mr Wonka (focusing on one paragraph a day). Provide the children with a personalised word mat for the process. Here is an example →

Day 6

Write the short date in the margin for where the children will be continuing with their writing from the previous writing day.

Day 7



Ensure that the skills are revisited – expanded noun phrases – and have a quick recap activity before each writing session.

Day 8

Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.

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



	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 available.</p>												
	Lesson 10	 <p>Hot Write 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 3-4</p> <p>Non-chronological report about chocolate</p> <p>Hook: https://www.youtube.com/watch?v=zJdeQABAc_w</p> <p>Coverage:</p> <p>Organise paragraphs around a theme</p> <p>In non-narrative material, use simple organisational devices (headings & subheadings)</p> <p>Proofread for spelling and</p>	Day 1	<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 0;"> <p>LO: To write a non-chronological report about chocolate</p> <p>SPaG focus: Third person and information in paragraphs</p> </div>  <p>LO: Identify the key features of a WAGOLL. Watch the information video about how chocolate is created: https://www.youtube.com/watch?v=zJdeQABAc_w – ask the children to turn and talk: What is a cacao tree? How big are the cacao pods? What is fermentation?</p> <table border="1" data-bbox="1585 927 2152 1171"> <tr> <td>Topic title covers the whole subject.</td> <td>Non-chronological reports use factual language.</td> </tr> <tr> <td>Brief introduction paragraph gives who/what/where overview.</td> <td>Present tense verbs (unless it is a historical report, then it would be past tense).</td> </tr> <tr> <td>The information is organised into paragraphs.</td> <td>Technical language may be explained in a glossary.</td> </tr> <tr> <td>Each category has a sub-heading.</td> <td>Third person makes it impersonal.</td> </tr> <tr> <td>Some information may be in fact boxes or bullet-point lists.</td> <td>Non-chronological reports have a formal tone.</td> </tr> <tr> <td>Extra details support the main points.</td> <td>General language, not particular examples.</td> </tr> </table> <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 WIDGIT and has a key features checklist. Model this with a visualiser. Ensure that the WAGOLLs have the key features of a letter →</p>	Topic title covers the whole subject.	Non-chronological reports use factual language .	Brief introduction paragraph gives who/what/where overview.	Present tense verbs (unless it is a historical report, then it would be past tense).	The information is organised into paragraphs .	Technical language may be explained in a glossary.	Each category has a sub-heading .	Third person makes it impersonal.	Some information may be in fact boxes or bullet-point lists.	Non-chronological reports have a formal tone .	Extra details support the main points.	General language , not particular examples.
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Extra details support the main points.	General language , not particular examples.													
	Day 2	<p>LO: SPaG lesson – Third Person Provide the children with SPaG card to stick into books →</p> <p>Starter: Begin the lesson by revising what a non-chronological report is. Show examples and discuss their features. Introduce the concept of third person perspective. Explain that third person pronouns are used to refer to others. Engage students in a discussion about the difference between writing in first person, second person, and third person. Provide examples of sentences written in first, second, and third person for students to identify.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">SPaG Card: Third Person</p> <p style="text-align: center;">When you're talking about someone else, rather than speaking about yourself or directly addressing someone.</p> <p style="text-align: center;"><i>The farmer then harvests the cacao bean.</i></p> </div> <p>Input: Display a non-chronological report on the board or screen. Explain the importance of using the third person in formal writing such as reports. Highlight and discuss the use of third person pronouns in the report. Model how to rewrite sentences from the report in third person, emphasising the use of third person</p>												



punctuation errors		<p>pronouns. Activity: Divide the class into small groups and provide each group with a different non-chronological report. Instruct students to identify sentences written in first or second person and rewrite them in the third person. Encourage peer collaboration and discussion while completing the task. Monitor and support the groups as they work through the activity.</p>
	Day 3	<p>Lesson 3 – Shared/ teacher write (not in books) Before the shared write, children are to stick in a picture of a cacao bean in the middle of their books and mind-map words/ phrases that they can include in their non-chronological report. They can also mind-map facts and other information that they need to include.</p> <p>I do – writing the letter. Focus on the skill of the process and model sentences and 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>
	Day 4	<p>LO: To plan my non-chronological report The children will be using a planning strip to plan each paragraph. Starter: Begin the lesson by showing students a non-chronological report example about a different topic. Discuss the key features of the report with the class. Ask students to share what they know about chocolate. Input: Introduce the concept of non-chronological reports and explain its purpose and structure. Display a mind map on the board with headings like 'Origins', 'Types of Chocolate', 'Uses of Chocolate', and 'Interesting Facts'. Discuss these categories with the class. Activity: Divide the class into small groups and provide each group with research materials on chocolate. This can include books, websites, and printed articles. In their groups, students research the different aspects of chocolate under the categories from the mind map. Use the planning strip in books to record ideas and concepts to include in their writing. Guide a whole-class discussion on how the information gathered can be structured into a non-chronological report.</p>
	Day 5	<p>LO: To write a non-chronological report about chocolate During days 5-8, the children will be writing (focusing on one paragraph 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	<p>LO: To edit and improve my work 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</p>



<p>Sentence starters:</p> <ul style="list-style-type: none"> We have received reports that... In the early hours of the <u>morning</u>... Many people believe that... Like last <u>night</u>... As I'm sure you will agree... Unusually 	<p>Word bank</p> <ul style="list-style-type: none"> altruistic altruistically apparently convenient crept confirmed constantly damaged detached following insider spiral recently repeated responded source issued unintentionally witness 	<p>SHO Focus – Past tense verbs (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"> Anachee was already working at home before Athena disappeared here. Athena challenged Anachee to a competition to decide who the best writer was. Anachee was turned into a spider!
<p>Does your newspaper report include...</p> <ul style="list-style-type: none"> the name of the newspaper? a headline? the reporter's name? an introductory paragraph that includes the 5 Ws? pictures with captions? facts about the main event? quotes written in direct speech? a conclusion paragraph to explain what might happen next? 	<p>The 5 Ws</p>	<p>Punctuating direct speech</p> <ul style="list-style-type: none"> Use inverted commas at the beginning and end of direct speech. Start the speech with a capital letter. End each piece of direct speech with a comma, full stop, question mark or exclamation mark. Participle comes at the end of the speech and before the inverted commas. Use a comma after the reporting clause. <p>Miss Smeeth shouted, "This is a brilliant report!"</p>






		<p>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 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 5-6</p> <p>Descriptive writing – a scene from the film</p> <p>Hook:</p> <p>https://www.youtube.com/watch?v=LIYNk4ARUR8</p> <p>Coverage:</p>	<p>Day 1</p>	<p>Provide the children with the process header to stick in their books:</p> <div style="border: 1px solid green; padding: 10px; text-align: center;"> <p>LO: To write a setting description</p> <p>SPaG focus: Conjunctions</p> </div>  <p>LO: Identify the key features of a WAGOLL. Hook the children: https://www.youtube.com/watch?v=LIYNk4ARUR8 – ask the children to turn and talk, providing them with questions from the clip to spark conversation.</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 WIDGIT and has a key features checklist. Model this with a visualiser.</p>
<p>Conjunctions</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing</p>	<p>Day 2</p>	<p>LO: SPaG lesson – Conjunctions</p> <p>Provide the children with SPaG card to stick into books →</p> <p>Starter: Start the lesson by displaying sentences on the board that use conjunctions. Ask students to identify the words that are joining the different parts of the sentence.</p> <p>Input: Define conjunctions as words that join words, phrases, or clauses in sentences. Explain the purpose of conjunctions in making sentences more interesting and connecting ideas. Teach the three main types of conjunctions: coordinating conjunctions (e.g. and, or, but), subordinating conjunctions (e.g. because, although), and correlative conjunctions (e.g. either...or, neither...nor).</p> <p>Activity: Provide students with a list of sentences and a set of conjunction cards. Ask them to match the sentences with the appropriate conjunctions. This can be done individually or in pairs (stick in books). In pairs, students write short paragraphs using conjunctions to connect ideas. Encourage them to use a variety of conjunctions to show understanding.</p> <div style="border: 1px solid green; padding: 10px; text-align: center;"> <p>SPaG Card: Conjunctions</p> <p>a word that is used to connect words, phrases, and clauses</p> <p>Inside Willy Wonka's factory, chocolate waterfalls cascade down rocky cliffs <i>and</i> candy flowers bloom in vibrant colours.</p> </div>



range of sentence structures	Day 3	<p>Lesson 3 – Shared/ teacher write (not in books)</p> <p>Before the shared write, children are to stick in the picture for the process and mind-map words/ phrases that they can include in their writing. They can also mind-map facts and other information that they need to include.</p> <p>I do – writing the letter. Focus on the skill of the process and model sentences and 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>	
	Day 4	<p>LO: To plan my setting description</p> <p>The children will be using a planning strip to plan each paragraph.</p> <p>Starter: The teacher starts by reminding students about the story of "Charlie and the Chocolate Factory". Show illustrations of the factory in the book and ask students what they remember about it if they have watched the film. Discuss with students why setting descriptions are important in stories and how they influence the reader's imagination.</p> <p>Input: Introduce key vocabulary: setting, description, vivid, detail. Discuss the key features of a setting description: sights, sounds, smells, textures, and atmosphere (senses). Model writing a descriptive sentence about the factory from "Charlie and the Chocolate Factory". Provide examples of effective setting descriptions from other texts.</p> <p>Activity: Divide the class into groups and provide them with images of different settings from the factory. In their groups, students brainstorm descriptive words and phrases for each setting. Each group chooses one setting to focus on and collaboratively write a paragraph describing it. Encourage students to include vivid details and sensory language in their descriptions. Feedback to the class and children to write their ideas using the planning strip.</p>	
	Day 5	<p>LO: To write a setting description</p> <p>During days 5-8, the children will be writing (focusing on one paragraph 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>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>	




	Lesson 10	 <p>Hot Write 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 7-8</p> <p>Instructions – How to make chocolate</p> <p>Hook:</p> <p>https://www.youtube.com/watch?v=xPe1jMuX32s&t=26s</p> <p>Coverage:</p>	Day 1	<p>Provide the children with the process header to stick in their books:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>LO: To write instructions: <u>How to make chocolate</u></p> <p>SPaG focus: Imperative Verbs</p> </div>  <p>LO: Identify the key features of a WAGOLL. Hook the children: https://www.youtube.com/watch?v=xPe1jMuX32s&t=26s and ask the children to turn and talk, providing them with questions from the clip to spark conversation.</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 WIDGIT and has a key features checklist. Model this with a visualiser.</p>
<p>Imperative verbs</p> <p>Organise paragraphs around a theme</p> <p>In non-narrative material, use simple organisational devices (headings & subheadings)</p>	Day 2	<p>LO: SPaG lesson – Imperative Verbs Provide the children with SPaG card to stick into books →</p> <p>Starter: Begin the lesson by discussing with the students what instructions are and why they are important. Introduce imperative verbs as verbs that are used to give commands or instructions. Provide examples of imperative verbs. Ask students to identify imperative verbs in sentences.</p> <p>Input: Show a step-by-step guide on how to make chocolate. Highlight the imperative verbs used in the instructions. Discuss the role of imperative verbs in giving clear and concise instructions. Model how to identify and use imperative verbs in writing.</p> <p>Activity: Divide the class into small groups. Provide each group with a different set of instructions on how to make chocolate (varying in complexity). Ask students to identify imperative verbs in the instructions and rewrite them using imperative verbs if necessary. Encourage students to create their own set of instructions on how to make chocolate using imperative verbs.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>SPaG Card: Imperative verbs</p> <p>used to give commands or directions directly and clearly</p> <p><i>Pour the melted chocolate into moulds.</i></p> </div>
<p>Propose changes to grammar and vocabulary to improve</p>	Day 3	<p>Lesson 3 – Shared/ teacher write (not in books) Before the shared write, children are to stick in the picture for the process and mind-map words/ phrases that they can include in their writing. They can also mind-map facts and other information that they need to include. I do – writing the letter. Focus on the skill of the process and model sentences and writing these within each paragraph. If there is</p> 




consistency, including the accurate use of pronouns in sentences		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.
	Day 4	<p>LO: To plan my instructions The children will be using a planning strip to plan each paragraph.</p> <p>Starter: Introduce the topic by showing a short video or a series of images of chocolate being made. Engage students in a short discussion about their favourite types of chocolate and whether they have ever made chocolate before. Explain the concept of instructions and why they are important.</p> <p>Input: Present a model set of instructions for making a simple dish, like a sandwich. Discuss the key features of instructions: clear steps, imperative verbs, and time connectives. Introduce the purpose of planning instructions and discuss why it's important to be clear and detailed in writing them. Explain the task: planning instructions for making chocolate. Model following the instructions to make a sandwich.</p> <p>Activity: Divide the class into pairs or small groups. Provide students with a template for planning instructions, including sections for ingredients, equipment, method, and safety tips. Encourage students to brainstorm and map out the steps involved in making chocolate. Circulate to support and scaffold students where necessary. Feedback to the class and children to write their ideas using the planning strip.</p>
	Day 5	<p>LO: To write instructions: How to make chocolate During days 5-8, the children will be writing (focusing on one paragraph 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>LO: To edit and improve my work 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>
	Lesson 10	<p> Hot Write 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>








Day 4	<p>LO: To plan my recipe The children will be using a planning strip to plan each paragraph.</p> <p>Starter: Show students a simple recipe and discuss its key features. Brainstorm words related to cooking and recipes. Introduce the concept of imperative verbs and explain their importance in giving clear instructions.</p> <p>Input: Present a sample chocolate bar recipe, breaking it down into steps. Model how to use imperative verbs in instructional writing. Discuss the importance of sequencing steps logically.</p> <p>Activity: Provide students with a template for a chocolate bar recipe. Students work in pairs to brainstorm ingredients and write out the steps. Encourage students to use imperative verbs and maintain a clear sequence. Feedback to the class and children to write their ideas using the planning strip. Select a few students to share their completed chocolate bar recipes. Discuss the importance of clarity in instructions. Reflect on the sequencing of steps and the use of imperative verbs.</p>
Day 5	<p>LO: To write a recipe During days 5-8, the children will be writing (focusing on one paragraph a day). Provide the children with a personalised word mat for the process. Here is an example</p>
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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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<p>Sentence starters:</p> <ul style="list-style-type: none"> We have received reports that... In the early hours of the <u>morning</u>... Many people believe that... Last <u>last night</u>... As I'm sure you will <u>agree</u>... Unusually 	<p>Word bank</p> <ul style="list-style-type: none"> alongside alternatively apparently commented concern confirmed considerably damaged described following insider official recently responded source stated unfortunately witness 	<p>SPaG Focus – Past tense verbs (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"> Anachne was simply weaving at home before Athena interrupted her. Athene challenged Anachne to a competition to decide who the best weaver was. Anachne was turned into a spider!
<p>Newspaper Report The turning of Anachne</p>		
<p>Does your newspaper report include...</p> <ul style="list-style-type: none"> <input type="checkbox"/> the name of the newspaper? <input type="checkbox"/> a headline? <input type="checkbox"/> the reporter's <u>name</u>? <input type="checkbox"/> an introductory paragraph that includes the 5 Ws? <input type="checkbox"/> pictures with captions? <input type="checkbox"/> facts about the main events? <input type="checkbox"/> quotes written as direct <u>speech</u>? <input type="checkbox"/> a conclusion paragraph to explain what might happen next? 	<p>The 5 Ws</p> 	<p>Punctuating direct speech</p> <ul style="list-style-type: none"> Use inverted commas at the beginning and end of direct speech. Start the speech with a capital letter. End each piece of direct speech with a comma, full stop, question mark or exclamation mark. Punctuation comes at the end of the speech and before the inverted commas. Use a comma after the reporting clause. <p>Miss Samma shouted, "This is a brilliant report!"</p>



<p>Week 11-12</p> <p>Diary entry based on the short film 'Reverso'</p> <p>Hook:</p> <p>https://www.youtube.com/watch?v=QTsdNLbFh04</p> <p>Coverage:</p> <p>Abstract Nouns</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 0;"> <p>LO: To write a recipe for how to make chocolate</p> <p>SPaG focus: Imperative Verbs and expanded noun phrases</p> </div>  <p>LO: Identify the key features of a WAGOLL.</p> <p>Hook the children: https://www.youtube.com/watch?v=QTsdNLbFh04 and ask the children to turn and talk, providing them with questions from the clip to spark conversation.</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 WIDGIT and has a key features checklist. Model this with a visualiser.</p>
<p>'An 'abstract noun' is what we call a word that names emotions, feelings, ideas or concepts. In simple terms, nouns that cannot be physically experienced by our five senses are abstract. They are the direct opposite of concrete nouns.'</p>	<p>Day 2</p>	<p>LO: SPaG lesson – Abstract nouns and first person</p> <p>Provide the children with SPaG card to stick into books →</p> <p>Starter: Display a list of concrete nouns (e.g., cat, book, tree) and ask students to identify what they all have in common. Lead a discussion on the difference between concrete and abstract nouns.</p> <p>Input: Introduction to Abstract Nouns: Define abstract nouns as words that represent ideas, feelings, or qualities (e.g., love, happiness, courage). Provide examples and discuss how they cannot be seen or touched. First Person Pronouns: Introduce first person pronouns (I, me, we, us) and explain their usage in writing, highlighting that they refer to the speaker or writer.</p> <p>Activity: Interactive Task: Distribute a list of sentences containing concrete nouns and challenge students to identify and replace them with appropriate abstract nouns. Writing Practice: Provide a short paragraph prompt and ask students to rewrite it using first person pronouns correctly. Select a few students to share their rewritten paragraphs using first person pronouns. Review examples of abstract nouns used in the sentences.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>SPaG Card: Abstract Nouns and First Person</p> <p>Abstract nouns as words that represent ideas, feelings, or qualities.</p> <p>First person pronouns include I, me, we, us.</p> <p>I woke up and walked on the ceiling! It was surreal.</p> </div>
<p>Past Tense</p>	<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 picture for the process and mind-map words/ phrases that they can include in their writing. They can also mind-map facts and other information that they need to include.</p> <p>I do – writing the diary entry. Focus on the skill of the process and model sentences and 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 my diary entry</p> <p>The children will be using a planning strip to plan each paragraph.</p> <p>Starter: Show a brief clip from the short film 'Reverso'. Ask students to note down any feelings or emotions they experienced during the clip (e.g., happy, sad,</p>




<p>Verbs dictate the tense a sentence is written in. Sentences in the past tense have actions that began and ended at some point in the past.</p>	<p>scared). Discuss as a class and introduce the concept of abstract nouns by explaining that these words represent feelings or concepts rather than physical objects. Input: Define abstract nouns and first-person pronouns for the class: Abstract noun: A noun that refers to ideas, emotions, qualities, or states, e.g., love, happiness, bravery. First-person pronoun: Pronouns like 'I', 'me', 'my', 'mine' used to refer to oneself in a text. Activity: Provide students with a worksheet containing excerpts from the short film 'Reverso'. Ask students to identify and underline abstract nouns and first-person pronouns in the text. Discuss the identified words as a class, highlighting their importance in expressing emotions and personal experiences. Guide students in brainstorming ideas for a diary entry based on the short film. Discuss the structure of a diary entry (date, salutation, body, closing). Encourage students to begin planning their diary entry individually or in pairs.</p>
<p>First Person</p>	<p>Day 5 LO: To write a diary entry based on the film 'Reverso' During days 5-8, the children will be writing (focusing on one paragraph a day). Provide the children with a personalised word mat for the process. Here is an example →</p>
<p>A first-person narrative is a way of storytelling through the narrator's point of view. It uses first-person pronouns such as 'I', 'me' and 'we'.</p>	<p>Day 6 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 Ensure that the skills are revisited – and have a quick recap activity before each writing session.</p>
	<p>Day 8 Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.</p>
	<p>Lesson 9 LO: To edit and improve my work 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 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>Sentence starters:</p> <ul style="list-style-type: none"> We have received reports that... In the early hours of the <u>morning</u>... Many people believe that... Last <u>last night</u>... As I'm sure you will <u>agree</u>... Unusually 	<p>Word bank</p> <ul style="list-style-type: none"> alongside alternatively apparently commented concern confirmed considerably damaged described following insider official recently reported responded source stated unfortunately witness 	<p>SPaG Focus – Past tense verbs (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"> Ariane was simply weaving at home before Ariane interrupted her. Ariane challenged Ariane to a competition to decide who the best weaver was. Ariane was turned into a spider!
<p>Does your newspaper report include...</p> <ul style="list-style-type: none"> <input type="checkbox"/> the name of the newspaper? <input type="checkbox"/> a headline? <input type="checkbox"/> the reporter's <u>name</u>? <input type="checkbox"/> an introductory paragraph that includes the <u>5 Ws</u>? <input type="checkbox"/> pictures with captions? <input type="checkbox"/> facts about the main events? <input type="checkbox"/> quotes written as <u>direct speech</u>? <input type="checkbox"/> a conclusion paragraph to explain what might happen next? 	<p>The 5 Ws</p> 	<p>Punctuating direct speech</p> <ul style="list-style-type: none"> Use inverted commas at the beginning and end of direct speech. Start the speech with a capital letter. End each piece of direct speech with a comma, full stop, question mark or exclamation mark. Punctuation comes at the end of the speech and before the inverted commas. Use a comma after the reporting clause. <p>Miss Simra shouted, "This is a brilliant report!"</p>







Day 4	<p>LO: To plan my biography</p> <p>The children will be using a planning strip to plan each paragraph. Before starting the lesson, the teacher can assess students' prior knowledge by discussing what a biography is and what information is typically included in one. Additionally, a brief discussion on who Roald Dahl is and what the students know about him can provide insight into their prior knowledge.</p> <p>Starter: Begin the lesson by showing students the cover of a Roald Dahl book and asking them if they know who Roald Dahl is. Discuss their prior knowledge about the author. Display a short example of a biography (not about Roald Dahl) and ask students to identify the key features of a biography (e.g., facts about a person's life, chronological order).</p> <p>Input: Introduction to Roald Dahl: Share some key facts about Roald Dahl's life and achievements. Introduce his popular works and mention his writing style.</p> <p>Components of a Biography: Explain the key components of a biography (e.g., early life, significant achievements, personal characteristics). Biography Planning: Provide a template or structure for planning a biography (e.g., headings for different sections).</p> <p>Activity: Researching Roald Dahl: Divide the class into groups and provide each group with information about a specific aspect of Roald Dahl's life. Students research their allocated topic and take notes on important details. Biography Planning: Using the information gathered, students work individually to plan the structure of a biography on Roald Dahl. Encourage them to include key dates, events, and personal details.</p>
Day 5	<p>LO: To write a biography of Roald Dahl</p> <p>During days 5-8, the children will be writing (focusing on one paragraph 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>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>
Lesson 10	<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. Ensure that candles and a calming atmosphere is established within the classroom.</p>

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



<p>Week 15</p> <p>Write a book review of Charlie and the Chocolate Factory</p> <p>Coverage:</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>	Lesson 1	<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 auto; width: fit-content;"> <p>LO: To write a book review</p> <p>SPaG focus: Present tense verbs</p> </div>  <p>LO: Identify the key features of a WAGOLL. 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>
	Lesson 2	<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>
	Lesson 3	<p>LO: Planning and writing a complete book review of Charlie and the Chocolate Factory.</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>
	Lesson 4	<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>
	Lesson 5	 <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>