



The Firework Maker's Daughter




Year 4 Coverage:

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discuss and record ideas compose and rehearse sentences orally (including dialogue)
- Progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organise paragraphs around a theme
- In narratives, create settings, characters and plot
- In non-narrative material, use simple organisational devices (headings & subheadings)
- Assess the effectiveness of their own and others' writing and suggest improvements
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proofread for spelling and punctuation errors
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use the present perfect form of verbs in contrast to the past tense
- Form nouns using prefixes
- Use the correct form of 'a' or 'an'
- Use word families based on common words (solve, solution, dissolve, insoluble)
- Use a wide range of fronted adverbials correctly punctuated
- Use a wide range of conjunctions, adverbs and prepositions to express time and cause
- Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
- Use commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with singular and plural nouns
- Use and punctuate direct speech (including punctuation within and surrounding inverted commas)
- Grammatical terminology; determiner; pronoun; possessive; pronoun; adverbial


Year 5 coverage:

- Note and develop initial ideas, drawing on reading and research where necessary
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- Precising longer passages
- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure text and to guide the reader
- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proofread for spelling and punctuation errors
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use the perfect form of verbs to mark relationships of time and cause
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- Convert nouns or adjectives into verbs
- Use verb prefixes
- Use devices to build cohesion, including adverbials of time, place and number
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Grammatical terminology; modal verb; relative pronoun; relative clause; parenthesis; bracket; dash; cohesion; ambiguity



Week/s and coverage:	Activity Outline	
<p>1-2</p> <p>Writing a character description of Lila</p> <p>Hook image:</p>  <p>Coverage:</p> <p>Year 4: • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Year 5: • Use expanded noun phrases to convey complicated information concisely</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 purple; padding: 10px; margin: 10px 0;"> <p>LO: To produce a character description of Lila</p> <p>SPaG focus Year 4: Nouns and Pronouns</p> <p>SPaG focus Year 5: Expanded Noun Phrases</p> </div>  <p>LO: Identify the key features of a WAGOLL.</p> <p>Hook the children by providing them a copy of the image blown up in groups. – ask the children to turn and talk, providing them with questions about the character 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> <div style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p>SPaG Card: Nouns and Pronouns (YR4)</p> <p>A pronoun takes the place of a noun in a sentence. Pronouns are short words like 'it', 'she', 'he', 'you', 'we', 'they', 'us' and 'them'.</p> <p>Lila is a brave individual and <i>she</i> is determined to become a firework maker.</p> </div> <div style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p>SPaG Card: Expanded Noun Phrases (YR5)</p> <p>add more detail to the noun by adding one or more adjectives</p> <p>Lila, the <i>ambitious, determined daughter</i> of the renowned firework maker Lalchand...</p> </div> <p>LO: SPaG lesson – Nouns and Pronouns, Expanded Noun Phrases</p> <p>Provide the children with the appropriate SPaG card to stick into books →</p> <p>Starter: Begin the lesson by displaying an image of Lila from <i>The Firework Maker's Daughter</i>. Ask students to write down as many adjectives to describe her as possible. Discuss the importance of vivid descriptions when talking about characters in a story.</p> <p>Input: Key Vocabulary: Nouns: words that represent a person, place, thing, or idea. Pronouns: words that can take the place of a noun. Expanded Noun Phrases: a group of words that act as a noun, providing more detail. Review the concept of nouns and pronouns with examples. Introduce the character Lila from the book <i>The Firework Maker's Daughter</i>. Explain the use of expanded noun phrases to create detailed descriptions.</p> <p>Activity: Provide students with sentences describing Lila using basic nouns and pronouns. In pairs, ask students to enhance these sentences by replacing basic nouns and pronouns with expanded noun phrases. Encourage students to be creative and descriptive in their choices. Circulate the classroom to support and guide students as they work on their sentences. Gather the class to share some of the enhanced sentences created by the pairs. Discuss how the sentences have been improved by using expanded noun phrases. Connect this activity to the importance of choosing nouns and pronouns carefully for clarity and cohesion in writing.</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 process. 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>Lesson 3&4 (Friday 6th)</p>	




		<p>LO: To plan my character description</p> <p>The children will be using a planning strip to plan each paragraph. Before starting the lesson, assess students' prior knowledge by asking questions such as: What are pronouns? Can you provide examples of expanded noun phrases? Have you read <i>The Firework Maker's Daughter</i>? What do you know about the character Lila?</p> <p>Starter: Begin the lesson by discussing what makes a good character description. Show examples of character descriptions that use pronouns and expanded noun phrases effectively.</p> <p>Input: Introduce the character Lila from <i>The Firework Maker's Daughter</i>. Explain the concepts of pronouns and expanded noun phrases. Model how to identify pronouns and expanded noun phrases in a text. Discuss why using pronouns and expanded noun phrases can enhance a character description.</p> <p>Activity: Provide students with a description of Lila from the book. In pairs or small groups, ask students to identify pronouns and expanded noun phrases used in the description. Guide students in brainstorming key characteristics of Lila and planning their own character description using pronouns and expanded noun phrases.</p>	
	Day 5	<p>LO: To write a character description of Lila</p> <p>During days 5-8, the children will be writing (focusing on two 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.</p> <p>Ensure that candles and a calming atmosphere is established within the classroom.</p>	



<p>Week 3-4</p> <p>Instructions: How to wash an elephant</p> <p>Hook: https://www.youtube.com/watch?v=ld1AEI6f_8g</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 black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>LO: To write instructions for how to wash an elephant</p> <p>SPaG focus: Organisational Devices</p> </div>  <p>LO: Identify the key features of a WAGOLL. Hook the children by showing them the video - https://www.youtube.com/watch?v=ld1AEI6f_8g – ask the children to turn and talk, providing them with questions from the video. 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>Year 4: In non-narrative material, use simple organisational devices (headings & subheadings)</p> <p>Year 5: Use further organisational and presentational devices to structure text and to guide the reader</p>	<p>Day 2</p>	<p>LO: SPaG lesson – Organisational Devices Provide the children with the appropriate SPaG card to stick into books →</p> <p>Starter: Start the lesson by discussing with students the purpose of instructional writing and why organisational devices are important in making instructions clear and easy to follow. Show examples of poorly organised instructions and ask students to identify what makes them difficult to follow.</p> <p>Input: Introduce various organisational devices such as headings, subheadings, bullet points, and numbers. Provide examples of instructions on how to wash an elephant with and without organisational devices Discuss the importance of sequence and clarity in instructions. Model how to use different organisational devices effectively in writing instructions.</p> <p>Activity: Divide the class into small groups and provide them with a set of instructions on how to wash an elephant with missing organisational devices. Ask each group to identify the missing organisational devices and add them to the instructions. Encourage students to discuss why each organisational device is necessary for clarity. Allow students to peer-assess each group’s revised instructions. In the plenary, ask students to share their revised instructions with the class. Discuss as a class the importance of each organisational device in making the instructions clear and easy to follow.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>SPaG Card: Organisational Devices</p> <p>features within a text that are employed to present essential information to the reader in a straightforward manner</p> <p><i>bullet points, paragraphs, headings and sub-headings</i></p> </div>
	<p>Day 3</p>	<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.</p> <p>I do – writing the process. 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 part each 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 instructional writing The children will be using a planning strip to plan each paragraph.</p> <p>Starter: Begin the lesson by showing the students a set of mixed-up instructions on how to wash an elephant. Ask the students to work in pairs to identify the organisational devices used in the instructions and the importance of having a clear structure in instructional writing.</p>



		<p>Input: Key Vocabulary: Instructional Writing: Writing that provides guidance or directions on a specific topic. Organisational Devices: Techniques used to structure writing effectively, such as bullet points, numbers, headings, and subheadings. Students should understand the importance of clear and logical organization when writing instructions. They should be familiar with different organisational devices used in instructional writing.</p> <p>Activity: Begin by modelling how to organize the instructions for washing an elephant using a flowchart or a storyboard. Divide the class into small groups and provide each group with a set of scrambled instructions on washing an elephant. Ask the groups to work together to rearrange the instructions using appropriate organisational devices. Encourage peer feedback by having groups share their revised instructions with another group for evaluation and feedback. Children are then to plan their instructions using a planning strip.</p>
Day 5	Day 6	<p>LO: To write instructions for how to wash an elephant During days 5-8, the children will be writing (focusing on two paragraphs a day). Provide the children with a personalised word mat for the process. Here is an example →</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>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>
Day 7		
Day 8		
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.</p> <p>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"> abruptly 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"> Anarche was simply weaving at home before Anarche interrupted her. Anarche challenged Anarche to a competition to decide who the best weaver was. Anarche 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 direct <u>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 Samra shouted, "This is a brilliant report!"</p>







Day 4	<p>LO: To plan my diary entry</p> <p>The children will be using a planning strip to plan each paragraph. Initiate a class discussion about diary entries and the purpose of using 'a' and 'an' correctly. Additionally, a brief review of parenthesis usage can be conducted to gauge students' understanding.</p> <p>Starter: Begin the lesson by discussing the importance of diary entries in storytelling. Provide examples of diary entries (possibly from 'The Firework Maker's Daughter') and highlight the use of 'a' and 'an'.</p> <p>Input: Introduce the character Lila from the book and brief students on her adventures. Explain the correct usage of 'a' and 'an' based on the following vowel sound in the word that follows them. Teach students how to use parenthesis to include additional information within a sentence.</p> <p>Activity: Provide students with a short passage/situation where Lila encounters something new or exciting. Ask students to plan a diary entry from Lila's perspective, focusing on the correct use of 'a' and 'an' and incorporating parenthesis. Circulate the classroom to support and guide students as they work on their diary entries. Encourage peer feedback on the use of 'a' and 'an' and parenthesis. Summarise key points on the board for reinforcement.</p>		
Day 5	<p>LO: To write a diary entry</p> <p>During days 5-8, the children will be writing (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>		
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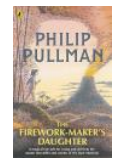
<p>Week 7-8</p> <p>Writing a setting description</p> <p>Hook:</p>  <p>Coverage:</p>	<p>Day 1</p>	<p>Provide the children with the process header to stick in their books:</p> <div style="border: 1px solid green; padding: 10px; text-align: center;"> <p>LO: To write a setting description</p> <p>SPaG focus: Fronted Adverbials</p> </div>  <p>LO: Identify the key features of a WAGOLL.</p> <p>Hook the children by providing them a copy of the image blown up in groups. – ask the children to turn and talk, providing them with questions about the character 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>Fronted adverbials</p> <p>Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe the action that follows. Here</p>	<p>Day 2</p>	<p>LO: SPaG lesson – Fronted adverbials</p> <p>Provide the children with the appropriate SPaG card to stick into books →</p> <p>Starter: Define fronted adverbials as adverbs or adverbial phrases at the beginning of a sentence to describe the action that follows. Provide examples of fronted adverbials related to a jungle setting (e.g., In the heart of the dense jungle, Stealthily, With a rustle, etc.).</p> <p>Input: Define fronted adverbials as adverbs or adverbial phrases at the beginning of a sentence to describe the action that follows. Provide examples of fronted adverbials related to a jungle setting (e.g., In the heart of the dense jungle, Stealthily, With a rustle, etc.).</p> <p>Activity: Distribute a worksheet with sentences describing different jungle scenarios and ask students to identify and underline the fronted adverbials. Provide the jungle image and ask students to write descriptive sentences using fronted adverbials. Students can then share their jungle descriptions with the class, focusing on the creative use of fronted adverbials in their writing.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>SPaG Card: Fronted Adverbials</p> <p>words or phrases placed at the beginning of a sentence which are used to describe the action that follows</p> <p><i>In the distance, there is a...</i></p> </div>
<p>are some examples: Before sunrise, Zack ate his breakfast. After the rain stopped, Sophie</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. I do – writing the process. 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 part each to write as a group and then place this together on a large sheet of paper to create a class shared write.</p> 




went outside to play.	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: Display the picture of a jungle on the board to engage students. Discuss with the students what they already know about jungles and encourage them to describe the setting using adverbs.</p> <p>Input: Explain to students what fronted adverbials are – adverbs or adverbial phrases at the beginning of a sentence. Provide examples of fronted adverbials related to a jungle setting. Model how to use fronted adverbials in sentences to describe a jungle setting, highlighting the impact on the reader.</p> <p>Activity: Distribute pictures of jungle settings to students. Ask students to write a sentence describing the jungle on the picture, focusing on using fronted adverbials. Circulate around the classroom, providing guidance and feedback to students as they work. Children are then to plan their descriptions using senses.</p>
	Day 5	<p>LO: To write a setting description</p> <p>During days 5-8, the children will be writing (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>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.</p> <p>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>night</u>... As I'm sure you will <u>agree</u>... Unusually 	<p>Word bank</p> <ul style="list-style-type: none"> allegedly 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"> Arachne was simply weaving at home before Athena interrupted her. Athena challenged Arachne to a competition to decide who the best weaver was. Arachne 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 <u>name</u>? an introductory paragraph that includes the 5 Ws? pictures with captions? facts about the main events? quotes written as <u>direct speech</u>? 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 Samra shouted, "This is a brilliant report!"</p>






<p>location, place and time.</p>	<p>Day 4</p>	<p>LO: To plan my letter The children will be using a planning strip to plan each paragraph. Before starting the lesson, the teacher should ensure that students have a basic understanding of what conjunctions, adverbs, and prepositions are and how they are used in sentences. It would be beneficial if students have prior knowledge of the characters and plot from 'The Firework Maker's Daughter'. Starter: Begin the lesson by revising the definitions of conjunctions, adverbs, and prepositions. Provide examples of sentences containing these elements and ask students to identify each. Input: Discuss the characters Lila and Latchland and their relationship in the story. Explain the task of planning a letter from Lila to Latchland, focusing on using conjunctions, adverbs, and prepositions. Activity: Provide a template with headings for the letter (e.g., Dear Latchland, Introduction, Body, Conclusion). Encourage students to brainstorm ideas for each section, ensuring they include conjunctions, adverbs, and prepositions in their plan. Circulate the classroom to support students, providing prompts and guidance where needed. Ask students to share their planned letters with a partner. Recap the importance of conjunctions, adverbs, and prepositions in writing.</p>
	<p>Day 5</p>	<p>LO: To write a letter During days 5-8, the children will be writing (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>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. Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.</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... Late last <u>night</u>... As I'm sure you will <u>agree</u>... Unusually 	<p>Word bank</p> <ul style="list-style-type: none"> allegedly 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"> Arachne was simply weaving at home before Athena interrupted her. Athena challenged Arachne to a competition to decide who the best weaver was. Arachne 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 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>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 Samra shouted, "This is a brilliant report!"</p>





<p>Day 4</p>	<p>LO: To plan my letter The children will be using a planning strip to plan each paragraph. Before starting the lesson, assess students' prior knowledge of persuasive writing techniques such as using emotive language and appealing to the reader's emotions. Additionally, students should have a basic understanding of modal verbs and third person pronouns. Starter: Begin the lesson by discussing with students what persuasion means and why it is important in writing. Show examples of persuasive texts and ask students to identify the persuasive techniques used. Input: Introduce modal verbs and third person pronouns, explaining their functions in persuasive writing. Provide examples of how these elements can enhance persuasive writing. Discuss the purpose of the writing task: to persuade the reader why Lila should be allowed to become a Firework Maker. Activity: Divide the class into small groups and assign each group a different reason why Lila should be allowed to become a Firework Maker. In their groups, students brainstorm ideas using modal verbs and third person pronouns to support their reason. Encourage students to plan their persuasive piece, considering structure, language, and tone.</p>
<p>Day 5</p>	<p>LO: To write a persuasive piece During days 5-8, the children will be writing (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 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 atmposphere 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... Late last <u>night</u>... As I'm sure you will <u>agree</u>... Unusually 	<p>Word bank</p> <ul style="list-style-type: none"> allegiant 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"> Arachne was simply weaving at home before Athena interrupted her. Athena challenged Arachne to a competition to decide who the best weaver was. Arachne 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 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>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 Samra shouted, "This is a brilliant report!"</p>



Week 13-14

Poetry: Lila's Climb

Hook:

<https://www.youtube.com/watch?v=fGXYULMDPhSk>

Coverage:

Alliteration

Alliteration poetry is a form of poetry that plays on the use of words with the same beginning sound.


Alliteration can be created when two or more words in a line or verse of a poem start with the same letter or sound, for example, "the slippery snake slithered past"

Day 1

Provide the children with the process header to stick in their books:

LO: To write a poem: Lila's Climb

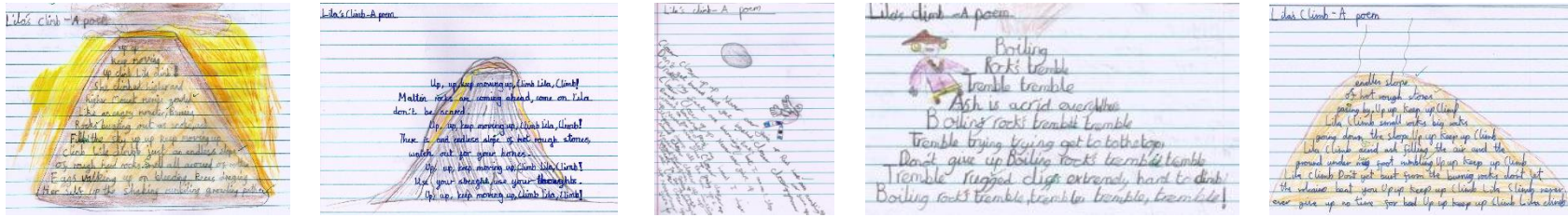
SPaG focus: Alliteration



LO: Identify the key features of a WAGOLL.

Hook the children by watching the hook video and providing them a copy of the image blown up in groups. – ask the children to turn and talk, providing them with questions about the character to spark conversation. 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.

WAGOLLS can be found following this link: https://www.tiverton.bham.sch.uk/wp-content/uploads/2018/10/Lila_s-Climb-Up-Mount-Merapi2.jpg



Day 2

LO: SPaG lesson – Alliteration

Provide the children with the appropriate SPaG card to stick into books →

Starter: Before starting the lesson, the teacher will assess students' prior knowledge by asking questions such as: Can anyone explain what alliteration is? Have you encountered alliteration in any poems before? How can alliteration enhance the meaning and imagery in poetry?

Introduce the lesson by showing an image of 'Mount Merapi' and asking students what they know about volcanoes. Students will discuss vocabulary related to volcanoes like 'eruption', 'lava', 'crater', etc. Write the word 'alliteration' on the board and ask if anyone knows what it means.

Input: Explain that alliteration is the repetition of initial consonant sounds in words close to each other. Using the poem about Lila's journey up Mount Merapi (WAGOLL), identify examples of alliteration and discuss how it enhances the description. Key vocabulary like 'consonant', 'repetition', and 'descriptive language' will be explained.

Activity: Students will read the poem individually and underline any examples of alliteration they find. In pairs, students will discuss why the poet might have used alliteration in certain lines. Students will then work in small groups to create their own lines of poetry about Lila's journey using alliteration.

SPaG Card: Alliteration

Two or more words that appear close together and have the same initial

The **monumental mountain** in the distance



<p>the slippery slide.”</p>	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 process. 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 part each 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 poem</p> <p>The children will be using a planning strip to plan each paragraph. Prior to the lesson, students should have a basic understanding of what alliteration is and how it can be used in writing. It would be beneficial if students have some knowledge of descriptive language and how it can enhance a piece of writing.</p> <p>Starter: Mind Map: Start the lesson by asking students to create a mind map of words that come to mind when they think about volcanoes and adventures.</p> <p>Discussion: Encourage a brief discussion about what makes poetry interesting and engaging.</p> <p>Input: Define alliteration as the repetition of initial consonant sounds in words. Share a sample poem about a volcano using alliteration to highlight its impact.</p> <p>Activity: In small groups, have students brainstorm words and phrases associated with Lila’s journey up Mount Merapi. Provide a planning template with space for students to draft their poem, focusing on incorporating alliteration. Students pair up to review each other’s planned poems, providing feedback on the use of alliteration. Select a few students to share their planned poems with the class, highlighting effective use of alliteration.</p>	
	Day 5	<p>LO: To write a poem</p> <p>During days 5-8, the children will be writing (focusing on two paragraphs a day). Provide the children with a personalised word mat for the process. Here is an example →</p>	
	Day 6		
	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>	
	Day 8	<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>	
	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.</p> <p>Ensure that candles and a calming atmosphere is established within the classroom.</p>	



<p>Week 15</p> <p>Write a book review of The Firework-Maker's Daughter</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/zhxhy9q</p> <p>Coverage:</p> <p>Features of book reviews, including summary, opinion, introduction to the author, and star rating.</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 0;"> <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.</p> <p>Watch the video to recap the story with the children: https://www.bbc.co.uk/teach/class-clips-video/articles/zhxhy9q</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>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>Writing a structured book review that includes an introduction, summary, critical evaluation, and conclusion.</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>	
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