<u>Tuesday 20th October 2020</u>
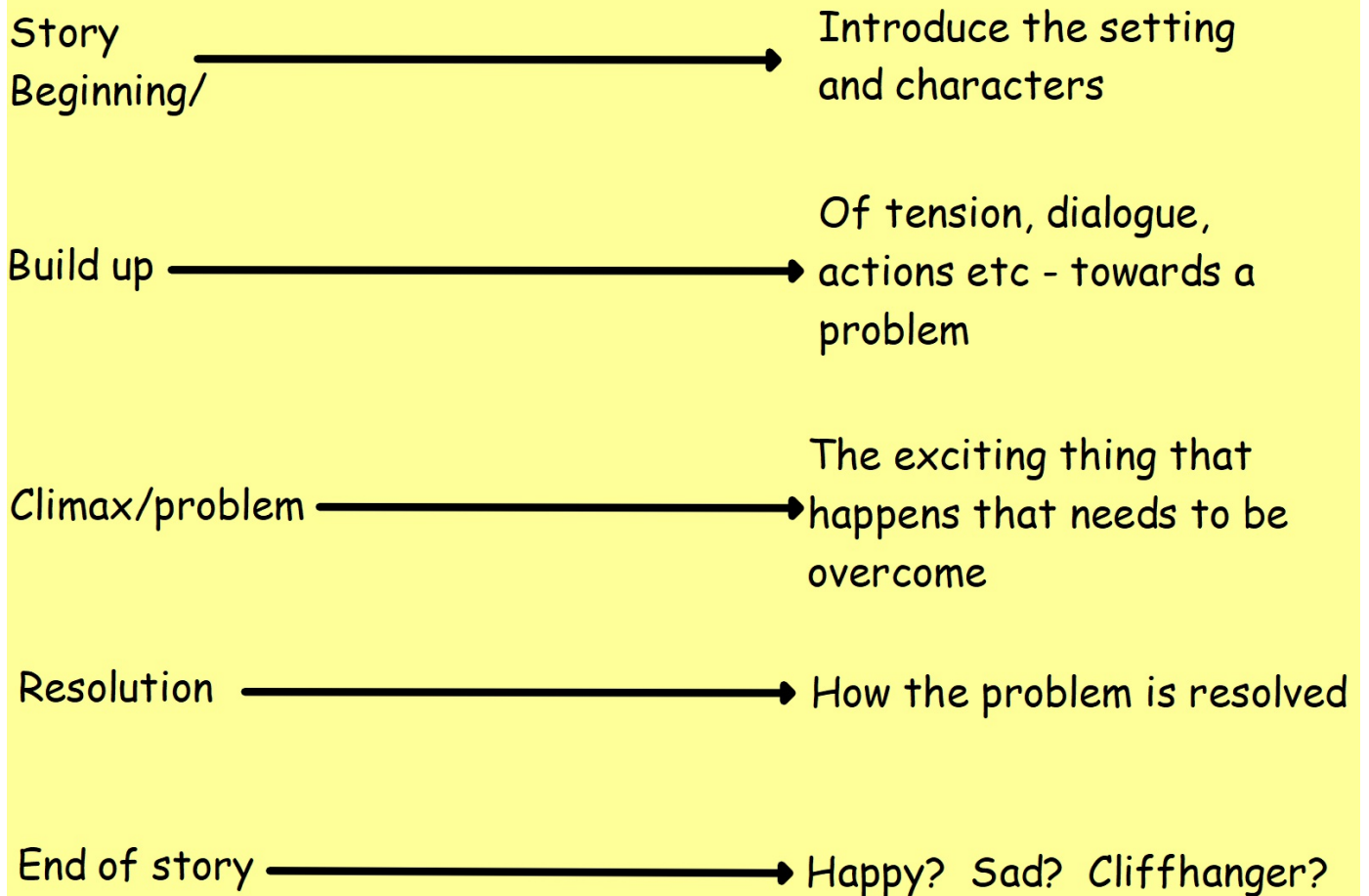
<u>LO: I can plan narrative writing effectively</u>

Start to write here...

When planning a story, what do you think the author has to do?

What elements of the story would be key to developing it?

What about when planning a Chapter?

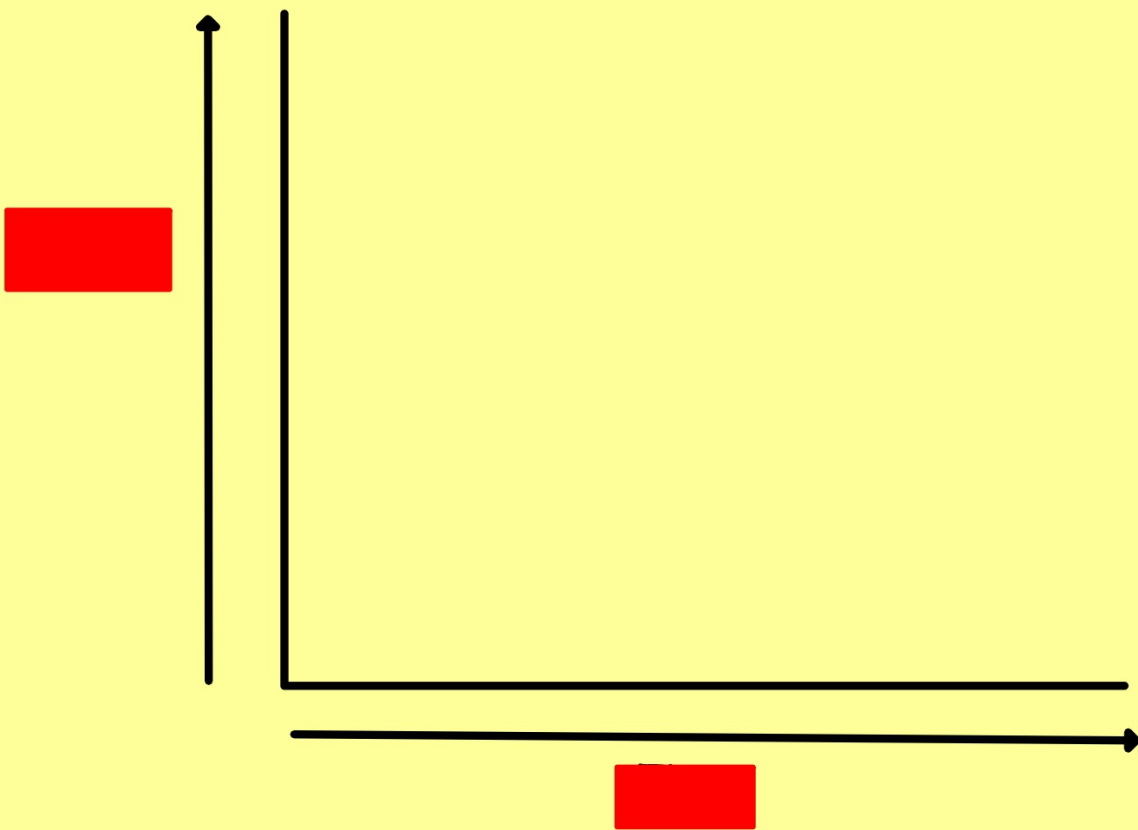|	
Story Beginning/	Introduce the setting and characters
Build up	Of tension, dialogue, actions etc - towards a problem
Climax/problem	The exciting thing that happens that needs to be overcome
Resolution	How the problem is resolved
End of story	Happy? Sad? Cliffhanger?

"Who Let the Gods Out"

To identify key plot moments in a story, we can use story pegs. How many key points can you identify in Who Let the Gods Out so far?
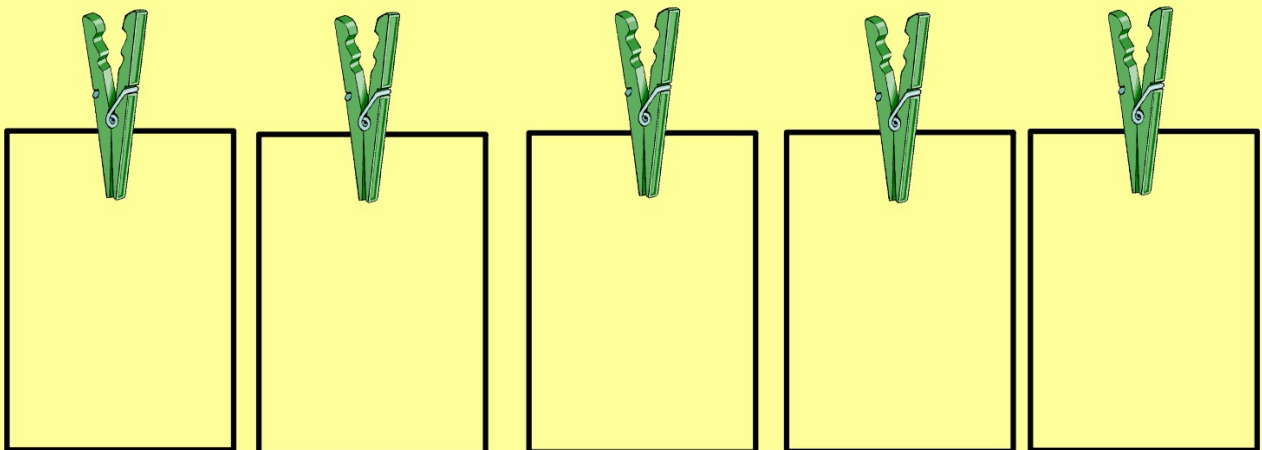
How could we plot this on a graph?
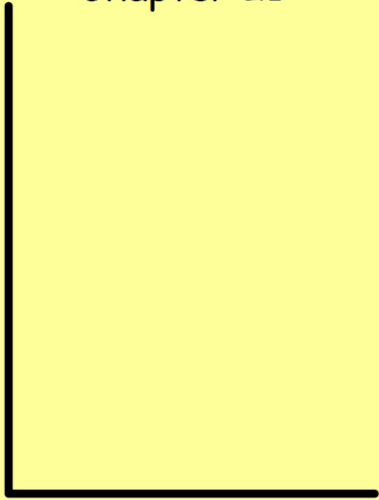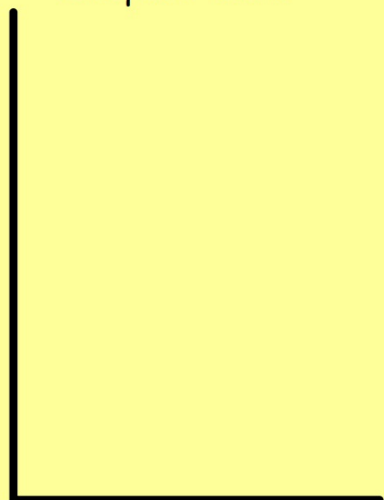## Who Let the Gods Out

What about Chapter 21?

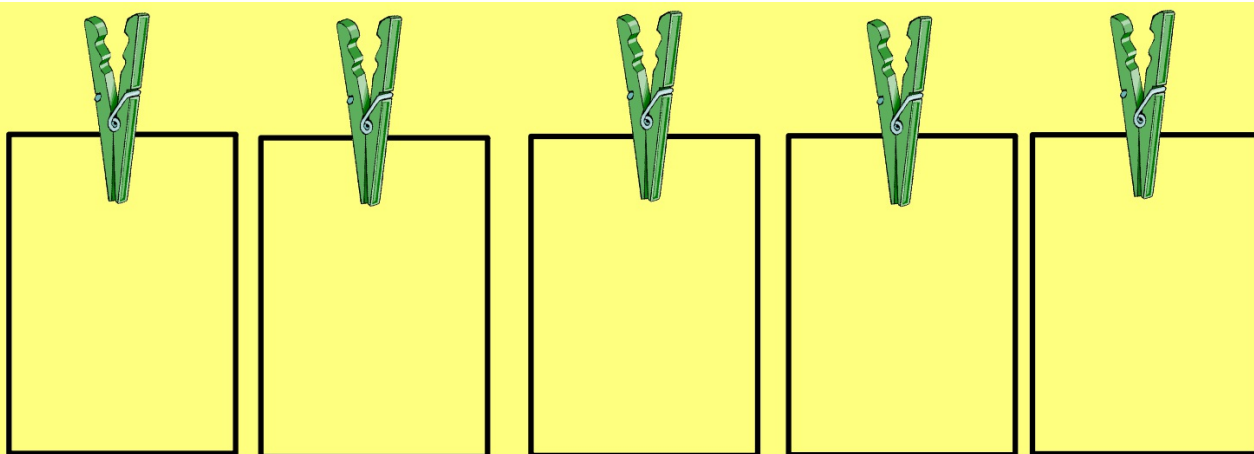Can you identify the key moments in the plot?

Chapter 21

Chapter 22??

Tension

Time

Paragraph 1- Opening
Set the scene on the train and describe the surroundings. NO DIALOGUE

Paragraph 2- Build Up
Conversation between two character- develop the story. No more than 3 said clauses each.

Paragraph 3- Problem
A problem relating to the Chaos Stones and their recovery*

Paragraph 4- Resolution
Short dialogue between two characters leading to the resolution.

Paragraph 5- Ending
End of the journey

*
no ticket for the train
wrong train
someone reveals who Virgo/ Zeus is
train breaks down

Write the name of the punctuation that could be used instead of commas in the sentence below.

.

Finally, after giving it a lot of thought, Isobel agreed to go camping.

_____

When the doorbell rings at three in the morning, it's never good news.

Change/discuss it:

1. If we changed 'when' to 'if', how would the meaning of the sentence change?
2. If we changed 'morning' to 'afternoon', how would the meaning of the sentence change? How might this affect the reader differently?
3. If we changed 'never' to 'always', how would this change the meaning of the sentence? How might this affect the reader differently?

LO: I can write a narrative chapter ending

Start to write here...

What have we seen on this learning journey?

Audience: Year 5
Purpose: To entertain
Form: Narrative Chapter

simple/ compound/ complex sentences

Powerful Language

Expanded Noun Phrases

Third person

Our Learning Journey- recount writing

past tense

Dialogue

humour

character detail

How could we edit and improve:

The train moved down the tracks; Elliot and Virgo onboard.

What have we seen on this learning journey?

Audience: Year 5
Purpose: To entertain
Form: Narrative Chapter

simple/ compound/ complex sentences

Powerful Language   Expanded Noun
                     Phrases
Third person

Our Learning Journey- recount writing
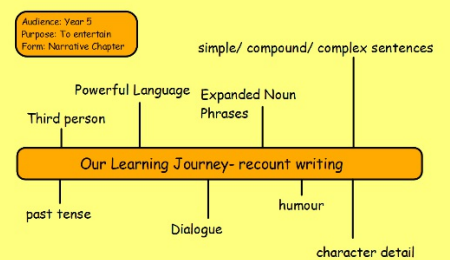
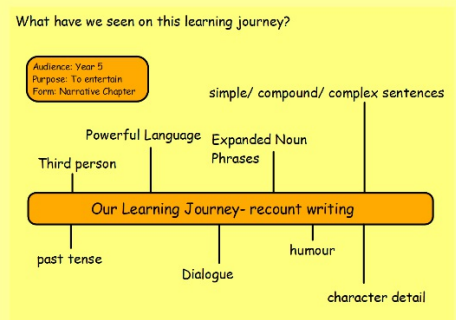past tense   humour

        Dialogue

                            character detail

'Elliot,' Virgo said, 'The ticket collector is coming.'
'We don't have any!' said Elliot.

How many ways can you develop this opening sentence?

Think about the key features.

What have we seen on this learning journey?

Audience: Year 5
Purpose: To entertain
Form: Narrative Chapter

simple/ compound/ complex sentences

Powerful Language   Expanded Noun
                      Phrases
Third person

Our Learning Journey- recount writing

past tense   humour
                    Dialogue
                                    character detail
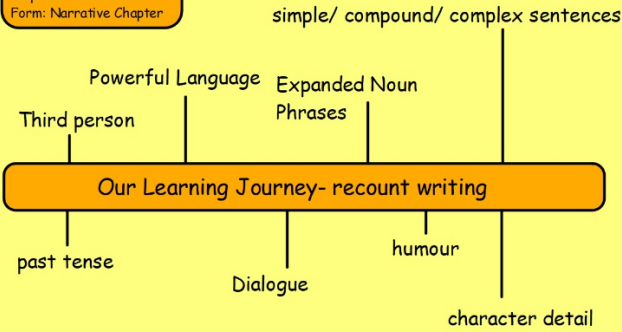
Shared class opening

What have we seen on this learning journey?

Audience: Year 5
Purpose: To entertain
Form: Narrative Chapter

simple/ compound/ complex sentences

Powerful Language

Expanded Noun Phrases

Third person

Our Learning Journey- recount writing

past tense

Dialogue

humour

character detail

Circle **all** words that should begin with a capital letter.

in march, flowers begin to bloom and trees produce new leaves.

The mole had been working hard all the morning

Complete these:

1. The mole had been working hard all the morning, but
2. The mole had been working hard all the morning because
3. The mole had been working hard all the morning, so

<u>Wednesday 5th October 2020</u>

<u>LO: I can edit and improve a narrative chapter ending</u>

Start to write here...

What's the difference?

Editing

The boy shook → Shaking with fear, the boy stood there.

Proofreading

windoe → window

cryed → cried

Class Example

Class Example

Class Example

(teacher to insert paragraph to model proofreading process)

When I got their, I felt excited to see the mortel educashion facility. I felt sevearly disappointed at the hed teecher. He was a puny excuse for a leader, unlike our own great Zeus.

What do we do first?

Proofread? Or Edit?

(monkey ears)

Which sentence is accurately punctuated?

Tick **one**.

"where are you going?" asked Paul. ☐

"Where are you going"? asked Paul. ☐

"Where are you going?" asked Paul. ☐

"Where are you going?" Asked Paul. ☐

The mole had been working hard all the morning.

Change/discuss it:

1. Expand the sentence to give the reader more information about what the mole had been working hard on.
2. Expand the sentence to make the mole sound exhausted.
3. If we changed the sentence so it said 'day' instead of 'the morning', how would the meaning change? What impression might it give the reader of the mole?

<u>Wednesday 5th October 2020</u>

<u>LO: I can publish a narrative chapter ending</u>

Start to write here...