



KPA & GS English Plan Week Commencing 25th January, 2021



Monday	Tuesday	Wednesday	Thursday	Friday
L.O. I can use punctuation to clarify meaning in complex sentences.	L.O. I can use a story hill to help plan my story based on a historical event. Day	L.O. I can write a beginning for my story based on a historical event.	L.O. I can write an exciting story set in the past.	L.O. To write an advert for eBay - Exciting Writing Task.
Teaching input: Recorded video lesson English Day10	Teaching input: Recorded video lesson English Day11	Teaching input: Recorded video lesson Day12	Teaching input: Recorded video lesson 13	Teaching input: Exciting Writing Task – Writing and advert on eBay.
Activity: based on the Story of the Fire of London. Children writing an imagined conversation between: Watch Day 10 video. Y4: William and his father when they climbed Tower Hill. <i>To include description of what they saw.</i> Y5: William and his mother when she asked him to take his 4 younger siblings to Bethnal Green. <i>To include Mother's worries and William's reassurances.</i> Y6: William and his brothers and sisters as they walked to their grandparent's house. <i>To include William's (grumpy) instructions and younger children's whinging.</i> Challenge: Change in formality when William arrives at his grandparent's. Plenary: Children can compare their writing to the last slide. Have they included: speech punctuation and the name of the speaker, archaic	Activity: Children are planning their stories. Previous work on Day 7, where children looked at the chronology of the key events might be useful. Watch Day 11 video. Children need to write short notes about: characters, setting, problem, how problem is solved and the ending. Y4: Using the story hill template (see website), children make a plan of their story. Y5: Plan their story using 'Boxing Up' sheet provided or by writing subheadings in their books. Their story may begin with a flashback. Y6: As for Y5 but they must include either a flashback or a parallel narrative where we have two stories running at the same time with a different viewpoint. Plenary: Consider how they will link their paragraphs together	Activity: In their books, children to begin writing their story. Trying to begin their story in an interesting way e.g. could begin with a piece of dialogue, a mystery, a description of a character or a scene – see power point for example. Y4: Writing a simple, linear narrative using their plan. Try to include fronted adverbials to show time and place. Y5: Straightforward narrative that may include a flashback. Use adverbials to show time and place and include conjunctions to improve cohesion between paragraphs and sentences. Y6: Story will have a flashback or will tell two related stories at	Activity: In their books, children to continue with their stories. Read through what they have written so far to check: • Have they started in an interesting way? • Varied their sentence structure and length? • Used a range on connectives and adverbials to improve cohesion and signpost the reader? • Used a wide range of punctuation? • Pupils to complete their stories. Remember to explain what happens to the characters, what's changed. Try to link the ending back to the beginning.	Activity: Watch the Exciting Writing video. Children to look at some eBay adverts with a grown-up then write an advert for an object that they would like to sell; preferably something that they know well enough to make it easy to sell. Children need to remember to make their advert as persuasive as possible. Include persuasive language, superlatives, details to entice the prospective new owner and a drawing or picture. Don't forget the price.

language, historical details, used their 5 senses to describe the fire?	If using a flashback, how will you introduce it? Perhaps it could be a dream? Or maybe you find an old letter? A photograph or a locket? If you chose to write a story with a double narrative, have you used adverbials and conjunctions of time to show which story you are telling? Is it clear who pronouns refer to?	the same time. Clever use of conjunctions, adverbials of time and place and prepositional phrases to make it clear which story is being told. Children will continue with this tomorrow.	Plenary: Pupils to read their work quietly to themselves – comparing it to the list above. Does it read well? Is the punctuation in the correct place? Children to check comma use/abuse in the example provided.	
Resources: Day 10 saved Zoom lesson; pdf of power point; Copy of text: Raven Boy by Pippa Goodhart p27-28 (on slides) Text: The Story of the Great Fire of London by Jill Atkins is on the website, should children wish to remind themselves of the story.	Resources: Day 11 saved Zoom lesson; pdf of power point; story hill/boxing up sheet, Day 7 work and children's red books. Text: The Story of the Great Fire of London by Jill Atkins is on the website, should children wish to remind themselves of the story.	Resources: Day 12 saved Zoom lesson; pdf of the power point. Children's red books.	Resources: Day 13 saved Zoom lesson. Children's red books to continue the story from yesterday.	Resources: Exciting Writing video – eBay advert. Some examples of eBay adverts. Children's red books.
			Please send a copy of this work to your class teacher for marking.	Please send a copy of this work to your class teacher for marking.