



Ashley Junior School

Autumn

- Setting description - based upon 'Tin Forest'
- Narrative - based upon 'The Tunnel'
- Diary entry - based upon 'Black Dog'
- Informal letter - based upon 'Winter's Child'



Purpose: To describe a setting.
Audience: A friend who has never been to the forest before
Forms: A narrative setting description.

WALT: evaluate and edit our writing

WALT: convey viewpoint through descriptive writing

WALT: organise our writing into a paragraph

WALT: create fronted adverbial phrases

WALT: use adverbs to describe verbs

WALT: generate a verb list and find synonyms

WALT: create expanded noun phrases

WALT: spell words adding the prefix 'im-' before root words starting 'm' or 'p'

WALT: spell words adding the prefix 'in-'

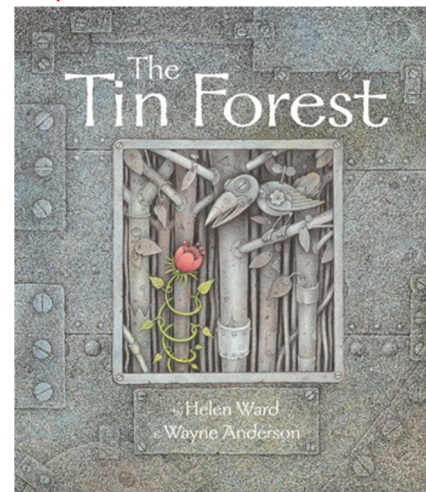
WALT: select effective vocabulary to describe a setting

WALT: create a storyboard

WALT: spell words with 'aw' spelt augh/au

WALT: become familiar with a text

Start





Purpose: To entertain
Audience: Children
Forms: A narrative ending

Start

WALT: produce an apprentice write

WALT: explore portal stories and settings

WALT: familiarise ourselves with a portal story

WALT: describe and compare characters

WALT: design a portal setting

WALT: practise fronted adverbials

WALT: use fronted adverbials in a setting description

WALT: practise inverted commas for speech

WALT: use inverted commas for speech between story characters

WALT: write our portal story ending

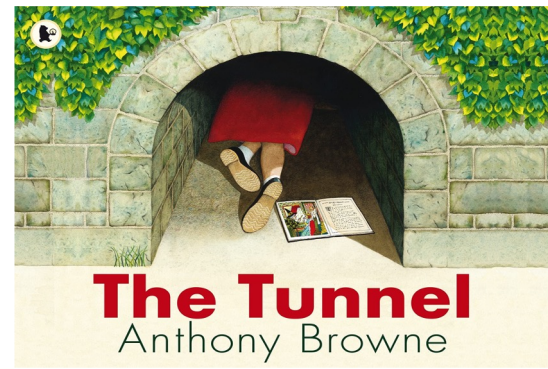
WALT: edit and evaluate our portal story ending

WALT: publish and illustrate our portal story ending

WALT: spell words adding the prefix 'il-' before a root words starting with 'l' and the prefix 'ir-' before root words starting with 'r'

WALT: spell homophones and near homophones

WALT: spell words with 'shun' endings spelt with '-sion' if root words end in '-se', '-de' or 'd'



The Tunnel
Anthony Browne



Purpose: To describe
Audience: Personal Diary
Form: Diary

WALT: Evaluate and edit our writing to make improvements

WALT: Write to describe in role as a character from a book

WALT: Organise ideas effectively into a diary introduction

WALT: Identify the features of a diary entry

WALT: Build a sense of character through description of events, actions and feelings

WALT: Describe events and details through effective use of prepositions

WALT: spell words with a 'shuhn' sound spelt '-tion' if the root words end in 'te' or 't'

WALT: Identify and use prepositions

WALT: Describe a character's thoughts and feelings

WALT: spell words with a 'shuhn' sound spelt '-ssion' if the root words end in 'ss' or 'mit'

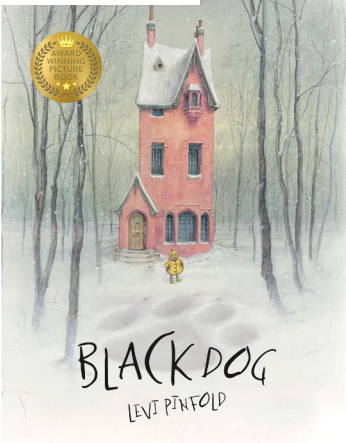
WALT: Explore how the author uses actions to explain feelings

WALT: spell words with a 'shuhn' sound spelt '-sion' if the root words end in 'se', 'de' or 'd'

WALT: Sequence the events of the story Black Dog



WALT: Respond to a new text 'Black Dog'



Start



Purpose: To say thank you
Audience: Winter's Child
Form: Letter

WALT: Evaluate and edit our writing to make improvements

WALT: Convey a character's personality through writing

WALT: Identify features of an informal letter

WALT: Write a character description.

WALT: spell statutory challenge words

WALT: Vary the use of nouns and pronouns to avoid repetition

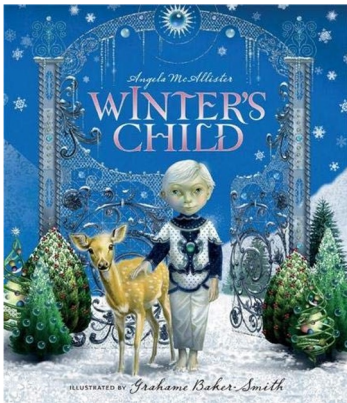
WALT: spell words with 'ough' to make a long /o/, /oo/ or /or/ sound

WALT: Build vocabulary word bank for description

WALT: spell words with a 'shuhn' sound spelt '-cian' if the root words end in 'c' or 'cs'

WALT: Become familiar with a text

Start



Spring

- Engage with new book - 'How To Train Your Dragon'
- Instruction writing - How to catch your own dragon
- Inform with a profile page - based upon 'The Incomplete Book Of Dragons'
- Narrative - Own Viking saga based upon a range of shared sagas from 'The Dragon's Hoard'



Purpose: To engage with a new book

Audience: Young readers

Form: character descriptions, illustrations and book review.

WALT: write a Reading River entry using our Thinking Hats

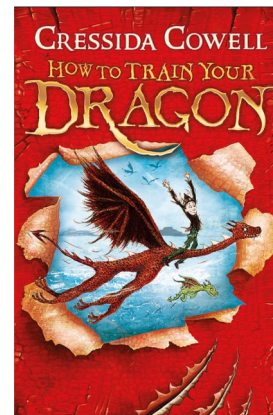
WALT: design a setting and annotate with descriptive and informative language

WALT: describe a character in an apprentice write

WALT: engage with and share thoughts about a new book

WALT: spell nouns ending in the suffix '-ation'

Start





Purpose: To inform and instruct

Audience: young Vikings on the Dragon Initiation Programme

Form: A set of instructions

WALT: Evaluate and edit our writing to make improvements

WALT: Write a set of instructions

WALT: use conjunctions, prepositions and adverbs to express time, place and cause

WALT: identify and use imperative verbs

WALT: spell plural words with plural possessive apostrophes

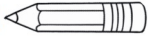
WALT: identify and label the features of a set of instructions

WALT: use apostrophes for contraction

WALT: use apostrophes for possession

WALT: spell nouns ending in the suffix '-ation'

Start



Instructions

Do your instructions include...	
a heading and sub-headings?	
a simple introduction with a few sentences?	
a list of equipment, ingredients or what is needed?	
a method or list of steps in chronological order?	
imperative verbs?	
time conjunctions to clarify steps?	
adverbs to clarify verbs and steps?	
accurate descriptions and technical language?	
prepositions to clarify time, place and cause?	
subordinate conjunctions?	
bullet points or numbers?	
words from the year 3 and year 4 list?	
a conclusion sentence directed at the reader?	

Examples of Prepositions within Instructions

Carefully, fold over one side...	Tuck the corners under each other completely...
Slowly, push the pin into ...	Twist the pipe cleaner around the pencil delicately...
Neatly, place the shape onto ...	

Gently, thread the string **through**...

Word Bank

how to	organise	release	
collect	replace	fasten	heat
place	utensils	fold	process
repeat	complete	turn	divide
use	gather	mix	along
measure	tools	cut	arrange
attach	hold	chop	prepare
begin	grip	stir	

Time Conjunctions

First,	Next,	Then,
When,	While,	Before,
After that,	Now,	Finally,

Subordinate Conjunctions

until	if	although	whether
.....	because	as	once

Adverbs

- Thoroughly,...
- Gently,...
- Carefully,...
- Safely,...
- Neatly,...
- Slowly,...
- Quickly,...
- Cautiously,...
- Easily,...
- Repeatedly,...
- Frequently,...
- Regularly,...
- Completely,...
- Delicately,...
- Significantly,...
- Often,...
- Gingerly,...



Purpose: To describe and inform

Audience: Young Viking warriors

Form: Dragon profile page

WALT: evaluate and edit our writing to make improvements

WALT: write a dragon profile page

WALT: plan a dragon profile page

WALT: recognise and use similes

WALT: create a collection of expanded noun phrases for a dragon profile

WALT: spell homophones and near homophones

WALT: identify when to use 'an' and 'a' determiners

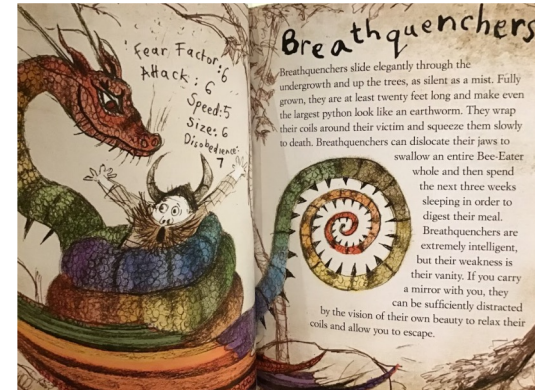
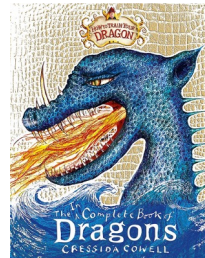
WALT: spell homophones and near homophones

WALT: recognise and use determiners

WALT: identify features of a dragon profile

WALT: spell words adding the prefix 'sub' and the prefix 'super-'

Start





Purpose: To entertain

Audience: Vikings

Form: Narrative

WALT: evaluate and edit our writing to make improvements

WALT: write a Viking saga

WALT: build a plot for a Viking saga

WALT: use multi-clause sentences

WALT: use fronted adverbials

WALT: appreciate and write sentences of varying length

WALT: produce an apprentice write from a picture prompt

WALT: spell words with a soft c spelt with 'ci'

WALT: identify the characteristics of a Viking saga

WALT: spell words with a soft c spelt with 'ce'

WALT: familiarise ourselves with Viking sagas

WALT: spell words with the /s/ sound spelt with 'sc'

Start



Summer

- Engage with new book using a range of Reading River based tasks - 'The Minpins'
- Persuasive advert - Suction boots for Minpins
- Formal letter - to complain about damaged suction boots
- Play script - based upon A Midsummer's Night Dream
- Narrative - based upon 'The Tin Forest', 'The Minpins' and 'The Tree Keepers'

<h2>Task One</h2> <p>WALT: demonstrate our listening skills with illustrations</p> <p>Draw illustrations.</p>	<h2>Task Two</h2> <p>WALT: express a character's feelings inferred from an extract</p> <p>Use red hat thinking to write.</p>	<h2>Task Three</h2> <p>WALT: state information retrieved from an extract</p> <p>Use white hat thinking to write.</p>
<h2>Task Four</h2> <p>WALT: describe a character</p> <p>Use Role on the Wall.</p>	<h2>Task Five</h2> <p>WALT: consider the problems and positives of an extract</p> <p>Use black and yellow hat thinking in writing.</p>	<h2>Task Six</h2> <p>WALT: make predictions based upon information in an extract</p> <p>Use green hat thinking in writing.</p>
<h2>Task Seven</h2> <p>WALT: identify effective vocabulary and explain our choices</p> <p>Use either a list or diagram to collect vocabulary.</p>	<h2>Task Eight</h2> <p>WALT: express our opinions using reasoning</p> <p>Use own thoughts in writing or a drawing.</p>	<h2>Task Nine</h2> <p>WALT: clarify our understanding of the story so far</p> <p>Use drawing and writing to explain.</p>

Spelling focus -WALT: spell words adding the prefix 'inter-'

As an introduction to The Minpins this week, we have a series of mini tasks about the opening of the story that can be completed in our Reading Journal and Reading River books. Some tasks we will complete as a class and others you can choose to complete independently. Use the following link to access:

['24 version](#)



Purpose: To persuade.
Audience: The Minpins
Form: Advert

WALT: evaluate and edit a persuasive advert

WALT: write a persuasive advert

WALT: plan a persuasive advert

WALT: use comparatives and superlatives

WALT: spell words adding the prefix 'non-'

WALT: use powerful adjectives

WALT: spell words adding the prefix 'auto-'

WALT: identify the features
of a persuasive advert

WALT: spell words adding the prefix 'anti-'

Start



Adjective

- big
- happy
- fast
- good
- bright

Comparative

- bigger
- happier
- faster

Superlative

- biggest
- happiest
- fastest

Persuasive Adverts

The name of the product.

A statement saying what the item is and what it is used for. Give a LOT of detail.

A catchy slogan; use alliteration, rhyming words and word play to make it memorable and fun!

Exaggerate all the positive points of your product using words such as 'best', 'cheapest' and 'most'.

Ask the reader questions that will make them think they would need the product and change their life e.g. Have you ever needed relief from the scorching sun?

Say why the reader should buy the product.



Purpose: To formally persuade.
Audience: Suction boot seller
Form: Formal letter

WALT: evaluate a formal letter

WALT: write a formal letter

WALT: persuade formally

WALT: distinguish between informal and formal language

WALT: spell words adding the suffix '-ous' (no change to root word)

WALT: identify the features of a formal letter


WALT: spell words ending in '-ar/-er'

Start



Writing to Persuade

Structure	Sentence Starters	Persuasive Language
Introduction Grab the reader's attention and clearly state your opinion.	First, lets talk about... Another important point worth considering... Astonishingly, some people don't know that... Yet another incredible thing about...	Modal Verbs (must, will, should) Modal Adverbs (definitely, absolutely, certainly)
Main Body Paragraphs Give reasons for your opinions and explain these in detail.	Finally, and most importantly... Best/Worst of all...	Evaluative Language (incredible, outstanding, awful, revolting)
Conclusion Remind the reader of your opinion and leave them with something to think about.	Powerful Statements Just think about it! It's out of this world! We can't let this go on!	Remember: Consider your audience. Make your opinion clear. Use a strong voice. Give reasons for your opinion. Check your spelling and punctuation.
	Persuasive Devices Tell a personal story. Give an expert's opinion. Include statistics.	Ask rhetorical questions. Use repetition.





Purpose: To entertain
 Audiences: Young children
 Forms: Narrative -
 adventure story



WALT: edit and evaluate a story

WALT: produce a story

WALT: use speech in story writing

WALT: use fronted adverbials of time
 and place in a sentence

WALT: spell words adding
 the suffix '-ous'
 (words ending in 'e' drop)

WALT: use our fronted adverbial -ly spellings

WALT: use an S plan to plan a story

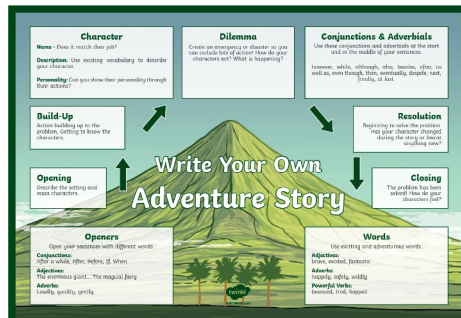
WALT: use an S plan to summarise a story

WALT: spell words adding the suffix '-
 ous' (words ending in 'y' become 'i' and
 words ending in 'our' become 'or')

WALT: complete an
 apprentice write

WALT: spell words adding the suffix '-ous' (no
 definitive root word)

Start



Purpose: To entertain
Audience: Families with young children
Form: Play script



WALT: perform our own plays

WALT: evaluate and edit a play script

WALT: write a play script

WALT: plan a playscript

WALT: spell adverbials of frequency and possibility

WALT: identify the difference between a narrative and a playscript

WALT: identify features of a play script

WALT: spell adverbials of manner

WALT: read a playscript

WALT: spell words with the prefix 'ex-'

Start

