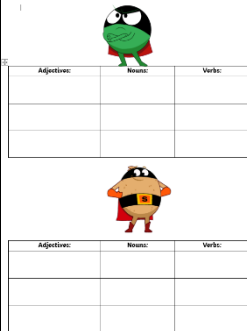
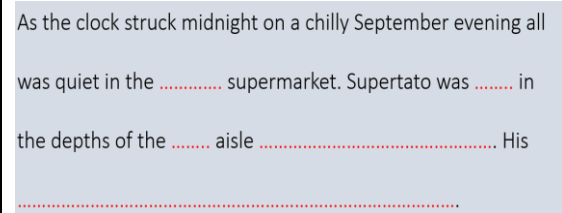



Aims	To entertain the reader by using effective adjectives and verbs to describe setting and characters. <ul style="list-style-type: none"> Learn how to use noun phrases to describe and specify. Use adverbials of time and place. 				
	SPAG/ game	Text – outcomes Cohesion/ Purpose and Audience What is the effect we are aiming to achieve today?	Modelled: Grammar teaching/sentence writing (Short Burst Writing)	Activity	Review of learning
Day 1	When do I use apostrophes? -Recap contraction (covered last week). -This week our focus is possession. Share video.	Recap what an adventure story is, what it contains and how it makes the reader feel. Remind them the purpose of an adventure story is to entertain the reader. Share Supertato- how did it make you as the audience feel? Which parts made you feel that way? Why? This week you will be writing the opening to a new Supertato story describing both the characters and setting. Today we will be thinking about effective descriptions for our vegetable superhero and evil villain.	Identify nouns on the Evil Pea picture. Use these to complete adjective verb choice flip chart grid. Supertato After completing pair work, use a grid from each table to model forming sentences using the verbs and adjective choices. When writing out noun phrases highlight the terminology (noun, verb adjective, noun phrase).	 <p>Using the nouns we have identified altogether in pairs add adjectives and verbs for each characters in the grid.</p> <p>Work with a partner to generate 3 sentences.</p>	Evaluate sentence structure and descriptions. Does this sound right? As a reader can we see the picture?
Day 2	Identify where the apostrophes should go and why.	Share Supertato (Valley of Doom) really focus on the description of the evil aisle setting. How did the author bring the setting to life?	Model the activity by completing as a class first. Generate a list of options: One more One more One more Write on flip chart paper for the children to use.	In partners ‘play’ with word choices/ think it – say it – write it. 	Share with other partners on the table. Read aloud and evaluate.

Year 3

Writing Unit Plan: Opening to an adventure story

			Articulate the reasons for choices.		
Day 3	Spot my mistakes (apostrophes missing and in wrong place.)	Share Supertato (evil pea rules) really focus on the description of the freezer setting. How did Evil Pea's setting captivate his evil ways? Pick out words/phrases and rhetorical question.	Complete whole class P/A grid- what's the purpose of our adventure story opening? How will we achieve this? Create a vocab bank (add to the ones given on slide and save for following day). Print and add to working wall.	Generate ways to achieve and add further examples. 	Magpie 2 ideas to add to the grid.
Day 4	Correctly add in the apostrophe.	Share Supertato (Run Veggies Run). Ask what engaged them the most as the audience- the rhetorical q, language choices (pick out), descriptions, cliff hanger.	Identify adverbials Model completing each sentence using the opener – orally first. (Refer to grid from Monday – description) Then children discuss each sentence in pairs and feedback. Then write	Use sentence openers to complete their own story opening including effective character description/setting description and a rhetorical question/cliff hanger ending. As the clock struck..... Supertato was Suddenly Meanwhile in the distance..... In the blink of an eye, Evil Pea Then his Beside him?	Children read aloud their favorite descriptive sentence to the class.