

Monday

LO: To up-level a mystery story using a range of writing techniques.

Monday - Fluency of skills - 5

Brackets, dashes, or commas to indicate parenthesis.

Underline the parenthesis in this sentence.

Tom Daley (the Olympic bronze medallist) is a great role model for young people in society.

Monday - Fluency of skills - 3

Apostrophe for contractions.

Write these as contracted apostrophe words:

was not _____

could have _____

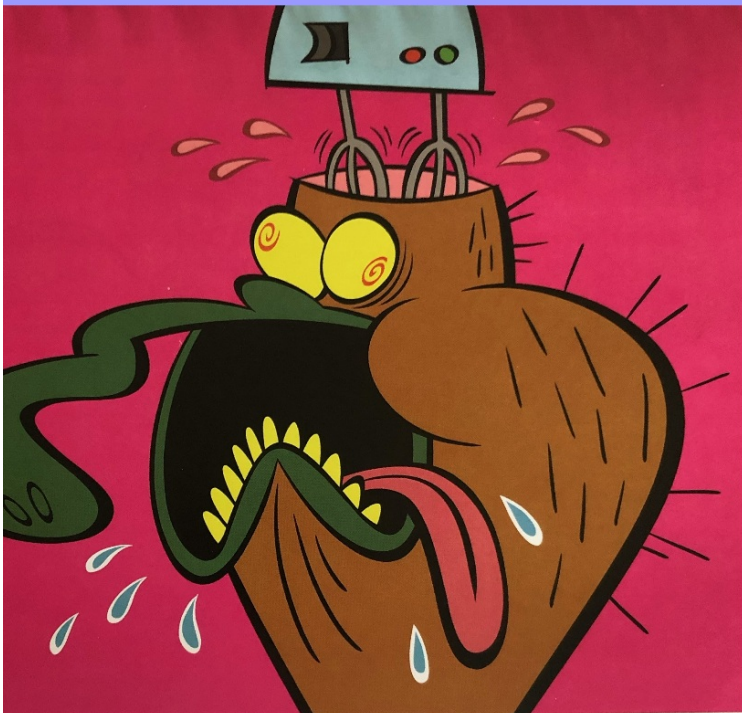
Monday - Fluency of skills - 2

Questions.

Write a **question** about the picture.



Word of the Day



delirious

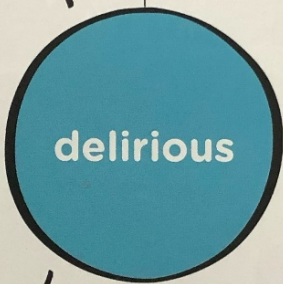
adj. incoherent, babbling, or frenzied

like someone who has stopped making any sense

mrswordsmith.com

word pairs

delirious joy
delirious fever
delirious excitement



“
“I’m delirious. Spots are crawling before my eyes.”
Howl’s Moving Castle
by Diana Wynne Jones
”

tell a story

Plato was delirious.
He started ranting about...

Recap similes and metaphors.



Learn about using similes and metaphors to help your creative writing.

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zkygrj6>

Recap highlighted features
and what they add to a
piece of writing.

<u>Mystery Stories</u>
<i>First or third person</i>
<i>Dialogue</i>
<i>Mainly past tense (differing tenses)</i>
<i>Use of the passive verb form</i>
<i>Literacy effects - alliteration, assonance, words to describe (adjectives, verbs, nouns)</i>
<i>Mixture of simple sentences and complex sentences</i>
<i>Figurative language - simile, metaphor, personification</i>
<i>Connections used to shift attention (meanwhile, previously, at that very moment)</i>
<i>Time conjunctions (then, next, afterwards)</i>
<i>Connectives used for suspense (suddenly, without warning)</i>

What does it mean to up-level a piece of writing?

Uplevelling Descriptive Writing: Mystery

Has the author included...

- a description of what can be seen?
- a description of what can be heard?
- a description of what can be felt?
- a description of the weather?
- powerful adjectives to describe the atmosphere?
- a variety of sentence structures?



Read through the descriptive writing below and use this to see which features the author has managed to include. When finished, give the author feedback on their writing using the boxes below.

Features that I really liked:

1. _____
2. _____

Features that I would improve:

1. _____
2. _____
3. _____

Returning to the scene of the crime, Betty decided to take one last look around the room to see if she could discover any more clues. The living room belonged to Filbert Figg and looked like it did the last time she was there. Part of a large manor house, the room was grand with an imposing fireplace. Lots of things had been knocked over and they had also been broken. A clock was on the floor next to broken pieces of a side table. There was a gap on the wall where the painting had been stolen from. Everything was covered in a thin layer of dust except a letter which was sitting on the mantelpiece.

"Hang on," said Betty, looking again at the letter. "This wasn't here before. It must be a clue!"

Consider features that could be included to improve this writing.

s
son
ing tenses/
rb form
eration,
describe
owns)
nces and
es
simile,
cation
ft attention
y, at that
en, next,
suspense
arning)

nses/
m
n,
be
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and
le,
.
ention
that
ext,
rise
ng/

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Model up-levelling

Mystery Stories

First or third person

Dialogue

Only past tense (differing tenses)

Use of the passive verb form

Literacy effects - alliteration, assonance, words to describe (adjectives, verbs, nouns)

Mixture of simple sentences and complex sentences

Figurative language - simile, metaphor, personification

Transitions used to shift attention (anwhile, previously, at that very moment)

Time conjunctions (then, next, afterwards)

Interjections used for suspense (suddenly, without warning)

Choose some of the features of mystery stories to fill in your checklist.

These will be used in your writing today.

Re-write and up-level this paragraph using mystery story features.
Don't just stop at this paragraph - continue the story!

I could not stop looking through the small window at the side of my house. Every night I stared through it, waiting to see it again. The spaceship that I had seen in the sky. It was a Tuesday evening and I had been waiting for about an hour when a shadow began to fill the sky and it was there again.

Remember to use the features from your checklists!

T - Discuss opportunities to include features.

Tuesday

LO: To gather vocabulary and plan a mystery story.

Tuesday - Fluency of skills - 2

Apostrophes to mark possession.

Tick the correct sentence. Tick **one** box.

s doll had long, black hair and a spotty, red dress.

's doll had long, black hair and a spotty, red dress.

s' doll had long, black hair and a spotty, red dress.

Tuesday - Fluency of skills - 3

Past tense verbs.

Write these verbs in their past

simple form: I grow _____

I feel _____

I ring _____

Tuesday - Fluency of skills - 5

Punctuation for direct speech.

Can you rewrite this direct speech sentence with **all** the missing punctuation?

the pantomime villain chuckled slyly i have a cunning plan

Word of the Day



cunning

adj. devious or crafty

someone who cleverly gets out of doing their chores

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word pairs

cunning plan
cunning fox
cunning disguise

“

“But first they must catch you,
digger, listener, runner, prince
with the swift warning.
Be **cunning** and full of tricks
and your people shall never
be destroyed.”

Watership Down
by Richard Adams

”

cunning

tell a story

Grit's **cunning** plan had worked...

What are synonyms and antonyms?



How can we use synonyms and antonyms in our writing?

Using Miss Cheng's vocabulary books (photocopied pages) find adventurous vocabulary for the mystery story.

Vocabulary to describe feelings:

Scared synonyms:

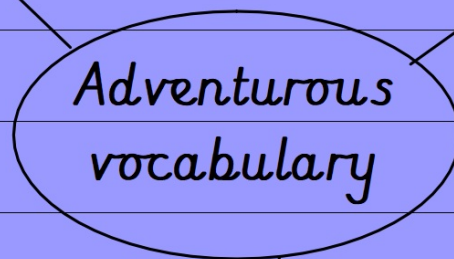
Worried synonyms:

Curious synonyms:

Vocabulary to describe settings:

Spooky synonyms:

Empty synonyms:



Synonyms for important:

Big paper in groups - shrunk for books

Opening:

Build Up:

Recap purpose of each section.

<i>Opening</i> <i>Description of the setting and</i>
<i>Build Up</i> <i>Getting to know the characters. up to the proble</i>
<i>Dilemma</i> <i>What is happening? How do respond?</i>
<i>Resolution</i> <i>The problem beginning to</i>
<i>Ending</i> <i>The problem is solved. How do feel?</i>

LA - comic strip each section
Cut out including description and glue it

Dilemma:

Opening

Description of the setting and

Build Up

*Getting to know the characters.
up to the proble*

Dilemma

*What is happening? How do
respond?*

Resolution

The problem beginning to

Ending

*The problem is solved. How do
feel?*

Resolution:

Opening

Description of the setting and

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Dilemma

*What is happening? How do
respond?*

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The problem beginning to

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*The problem is solved. How do
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Ending:

Opening

Description of the setting and

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*Getting to know the characters.
up to the proble*

Dilemma

*What is happening? How do
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Annotate with examples of how to use:

Working Towards the Expected Standard
junctions, adverbs and prepositions to express time, place or cause.
resent perfect form of verbs in contrast to the simple past tense
used correctly
after fronted adverbials
Working at the Expected Standard
settings, language and atmosphere.
igrate dialogue to convey a character's thoughts and feelings.
raphs to organise information and ideas around a theme
ials of time, place and number to link ideas across paragraphs
onouns and nouns to aid cohesion and clarity and to avoid repetition
es to build cohesion within a paragraph (e.g. then, after that, this,
ct subject and verb agreement throughout a piece of writing
ard English forms for verb inflections
and noun phrases modified by preposition phrases to expand and
less, informative and description
degrees of possibility using adverbs (for example, perhaps, surely) or
bs (for example, might, should, will, must)
ed adverbials to vary sentence structure
ive clauses beginning with who, which and that (or an omitted relative
to add detail and description

Use mostly correctly	CL 5.2.1
	Apostrophes to mark singular and plural possession
	brackets, slashes or commas to indicate parentheses
	punctuation for direct speech including a comma after the reporting clause, and end punctuation within inverted commas
	use of commas to clarify meaning or avoid ambiguity
Accurately spell most prefixes and suffixes for Y5/6	
Spelling most of the words from the Y3/4 spelling list and half of the words on the Y5/6 spelling list	
Accurately spelling of most homophones and other words which are often confused	
Working at Greater Depth	
Changes to vocabulary, grammar and punctuation, including use of tense.	
Use and apply adventurous vocabulary	
using a wide range of clause structures, sometimes varying their position within the sentence	
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, organisation and precision	
Use sometimes	Hyphens
	Dashes
	Seven colons in a list

	Colons
Spell most the Y5/6 words correctly.	

Wednesday

Assessed Write



Can you write a Mystery Story based on The War of the Worlds?

Mystery stories

Apprentice Writing Targets

Using coordinating conjunctions to establish links

Using adverbials to vary sentence structure

Assessed Independent Writing

My Checklist:



Assessed Write

Can you write a Mystery Story based on The War of the Worlds?

Mystery stories

Technician Writing Targets

Use relative clauses beginning with who, which and that to add description.

Use devices to build cohesion within a paragraph (e.g. then, after, firstly).

Assessed Independent Writing

My Checklist:



Assessed Write

Can you write a Mystery Story based on The War of the Worlds?

Mystery stories

Expert Writing Targets

Using adverbs, preposition phrases and expanded noun phrases to add detail, qualification and precision.

Indicate degrees of possibility using adverbs (for example, perhaps).

Assessed Independent Writing

My Checklist:

Fill in your checklist:

- One from your targets

<i>Mystery stories</i>
Apprentice Writing Targets
Use subordinating conjunctions to establish links.
Use fronted adverbials to vary sentence structure.

<i>Mystery stories</i>
Technician Writing Targets
Use relative clauses beginning with <i>who</i> , <i>which</i> and <i>that</i> to add detail and description.
Use fronted adverbials to build cohesion within a paragraph (e.g. <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>).

<i>Mystery stories</i>
Expert Writing Targets
Use prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.
Use adverbials of possibility using adverbs (for example, <i>perhaps</i> , <i>surely</i>).

- Two from this box

- Use prepositional phrases
- Use relative clauses
- Use adverbials of time, place and manner
- Use devices to build cohesion
- Fronted adverbials with a comma
- Parenthesis with brackets, commas and dashes
- Modal verbs and adverbs of possibility

dreary, dim Monday morning, on which I thought nothing would take place. I commenced my usual morning routine into the typical tumult of cars that is London's weekday journey to work consisted of congested roundabouts, horns and a frustrated stampede of vehicles. Everything would be, until I saw him. The man who was about to change squinted, unsure whether my eyes were deceiving me but it, the dishevelled, erratic figure was hammering on my car me in!" he demanded, in a frantic, unnerving manner. Of his request.

"I retorted rather sternly, "Move out of the way, I have to be!"

increasingly perturbed and began to exclaim, "You don't know what you do not let me in, you will be putting everyone here in danger!"

His eyes unsettled me so deeply that I felt compelled to unlock the door and let the bizarre man in. The man's name was Peter and that was the day he delivered some devastating news.

Opening

Description of the setting and main characters

Build Up

Getting to know the characters: action, build up to the problem

Instead of driving to work and having a mundane morning, I found myself involved in a situation like one out of a movie. One day, while sitting at a table with a jittery cup of coffee, Peter informed me that he had discovered a crater in the ground south of Cambridge. Surrounding the crater was scorch marks that looked like metal, along with footprints that were so strange that it was impossible to think what might have caused them. The crater was filled with a white substance that had drained away, leaving it as white as a ghost as I could not imagine what might have caused this destruction.

"The only thing I can think this must be is - "Peter started to say.

"Don't say it," I interrupted, with audible horror in my voice. Peter studied my expression closely before responding with a list of possible options. Believe it or not, we have encountered another

at the site of Cambridge's catastrophic crater, scratching could
something unsightly stirred below the surface.

right, I was understandably distressed, which meant that sleep
option. Suddenly, an abnormal noise caught my attention.
distinct whirring. Furrowing my brow, I tried to locate the
sound. Tentatively, I let my feet find the floor and pulled
of bed, while the tedious sound continued. The window
sensing my apprehension. At that very moment, there was a
crash that echoed resoundingly. Without warning, a blade of
rough the sky. My eyes shielded themselves as the blaze
loser and closer in my direction. "What am I looking at?" I
as a sense of urgency began to develop within me. All of a
dismal, desolate veil of clouds began to disperse. Emerging
darkness appeared a contraption that seemed to be the source of
7. Aware of the danger before me, I stepped outside. What lay
unimaginably sickening. Destruction. That is truly the only
describe the landscape I saw. The city that I once called home
obliterated, but by what? I was determined to discover the
its havoc and to put an end to it. Nervously, I advanced
where the contraption had landed, unsure of how this might end.

Build Up

Getting to know the characters: action, build
up to the problem

Dilemma

What is happening? How do the characters
respond?

Whilst completing my search, I stumbled upon
(who I was relieved to discover had the same intent
some time, Peter and I found ourselves gazing down
crater that had formed in Cambridge. This is where
even worse than we had anticipated. Writhing at the
squirring out of the soil were hundreds of monstrous
Their bodies were skeletal, their faces were gaunt, a
black holes, draining the life out of anyone who looked
mesmerised by them, frozen in awe and terror. We
came to stop. A sense of resolution came over me as
defeat these creatures, or I would not live to see another
could do anything, Peter launched himself into the

The creatures were prepared. Peter did not stand a chance. There was another way to defeat them.

At that very moment, it occurred to me. The only way to save us. In the crater, there was smoke emitting from a crevice. I observed the creatures were shying away from the source of the smoke, which was mysterious. Like a valiant hero, I raced into the crater, heading towards the cloud of smoke. Finally, I could see a fractured tank, which was where the smoke was seeping from. I knew what I had to do. To my theory, I lured one of the creatures towards me, like a dog to a bone. The creature dragged its repulsive, grotesque body towards me. Closer. Closer. With one mighty strike, I shattered the wing and the smoke to disseminate across the space. The creature as its body began to disintegrate. I waited as the smoke continued until it vanquished each and every one of the loathsome

Resolution

The problem beginning to be

Ending

The problem is solved. How do they feel?

Finally. Peace was restored. I can't say that we returned to normal lives immediately after this cataclysmic event, as I am not sure anyone felt particularly normal. Needless to say, however, we were relieved. I, for one, felt somewhat proud. Proud of the sense of togetherness that followed this tragedy as we worked tirelessly to rebuild what was lost in the event that almost ended life as we know it.

Thursday

LO: To proof-read, edit and improve my writing.

Thursday - Fluency of skills - 2

Spell contractions correctly.

ies to match the groups of words that have the **same meaning**.
en done for you.

will	it's
you are	I'll
it is	doesn't
is not	you're

Thursday - Fluency of skills - 5 Modal verbs.

Circle the modal verbs in the sentence below.

'We should leave,' he whispered. 'They could come back at

Thursday - Fluency of skills - 3

Conjunctions.

Read the sentence below. **Underline** the correct **conjunction** to c

Suresh always takes time to warm up before a race he doesn't
get injured.

so when because



Editing checklist - year 5

Working Towards the Expected Standard

Use conjunctions, adverbs and prepositions to express time, place or cause.

Using Conjunctions, Adverbs and Prepositions

- to express time, place and cause

Conjunctions link words and phrases together. Adverbs modify verbs, adjectives and clauses. Prepositions describe location, place and time.

Remember that some words can appear in more than one column because they can belong to more than one word class.

conjunctions	adverbs	prepositions
when	then	before
before	next	after
while	soon	during
so	always	in
because	yesterday	because of
since	here	above
where	eventually	below
later	later	under
unless	now	through
until	therefore	on
yet	frequently	beside
once	inside	due to
that	outside	with
if	everywhere	

Deep within the crater, there was smoke emitting from a crevice.

use the present perfect form of verbs in contrast to the simple past tense

The lifeforms *have been* wreaking havoc for three days now.

CL FS ? ! used correctly

Commas after fronted adverbials

Without warning, a blade of light tore through the sky.



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