




### 3-Phase Writing Model Planning

Year Group: 6		Term: Autumn 1	Model Text:
Text & Context:	Harry Potter and the Philosopher's Stone		<p>As <b>the multiple moons</b> exchanged places with the sun in the now azure sky, <b>a misty haze</b> began to form under the canopy of swaying, rugged trees. <b>What was this place? Why was it so eye catching and yet so unnerving?</b> Curling around thick spiraling branches were constricting vines, <b>which braced and creaked</b>, taking choking holds of the helpless trunks within. <b>Dangling down</b> from the layer of moss, vast, bold leaves flickered like flames in the growing bluster of wind. <b>Dust</b>, grit and grime drifted through the archways created by the curving branches, <b>which overshadowed the dimming the forest</b>, leaving areas of unknown and <b>bewilderment</b>.</p> <p><b>However</b>, the most puzzling of all the sights was the strange, exotic, unfamiliar plants which throbbed with glowing rage. Sapphire, ruby and <b>emerald</b> pierced the sometimes dull surroundings <b>(filling it with an eeriness)</b> <b>In addition</b>, these supernatural forms danced and twisted in an odd attempt to hypnotize and entice any vulnerable being. Vulnerable and crestfallen was exactly how Suzie felt as she stood lost and engulfed in this strange and threatening setting. This place was truly special, but for the wrong reasons. Because, in the chaos of the natural surroundings, <b>(where vines choked vines and branches beat down branches)</b> she could feel the eyes of the forest fixed upon her! It was hypnotising! On top of this, there was a sense that perhaps this was all a mask for an even darker presence... or even a being...</p> <p><b>Through</b> a small gap in the flickering leaves, two dull, piercing eyes emerged followed by a gaping mouth full of teeth that jutted out like yellow pegs of evil! Before Suzie had time to spin and flee, the furious beast came charging through foliage <b>like a steam train</b>. <b>Smashing and bursting</b> the tress, splintered due to the strength of this vile being which took its first lunge towards the helpless, scrambling girl. Like a clamp, its jaws came chomping down around Suzie's bag and lifted her high up into the air. Fortunately, <b>as quick as a flash</b>, the young explorer, grasped hold of the fastening and sprang it open causing her to escape from the monster's raging mouth. <b>As she</b> landed onto the damp, saturated ground, she took a forward roll which removed her from the immediate danger of being stamped on. However, the disorientated beast was only temporarily distracted.</p> <p>Within seconds, it had caught sight of the now fleeing young girl and made another dart towards her. Leaping over fallen branches, and stumbling around sharp rocks, Suzie's heart was now pounding like an exploding drum. Suddenly, she caught sight of a cliff! If she could make it over the cliff, perhaps there would be a small chance she would escape! Faster and faster her legs carried her. Closer and closer the creator came! Reaching the edge of the land, she took a desperate leap out over the surging, frothing water below - she closed her eyes. Behind her, <b>the horrid mamma!</b> took one final snap towards her, its feet clinging on to the edge of the cliff. Suzie felt its warm putrid breath on the back of her neck but slipped out of its grasp, plunging down towards the deep river below... <b>With a frustrated growl</b>, the beast retreated back into the depths of the wood in which it belonged... Suzie, meanwhile, was nowhere to be seen...</p>
Writing Outcome:	Setting Description		
Purpose:	To entertain		
Audience:	UKS2		
Narrative Perspective:	1 <sup>st</sup> person ( adapting from 3 <sup>rd</sup> person in the book)		
Tense:	Past tense		
Features & Techniques for Writing Toolkit:	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Verb/adjective choice for effect – similes,</li> <li>Variety of sentence starters - prepositions, ed/ing verbs, pronouns</li> <li>Relative clauses</li> <li>Parenthesis</li> <li>Rhetorical question</li> </ul>		
Teaching Points: Recap & New Learning			
Word Level:	Verb choice – Adjective/ adverb choice to add more detail. word classes - expanded noun phrases tense conjunctions adverbials of place Expanded noun phrases prepositions Contractions Conjunction  Parenthesis		
Sentence Level:	Relative clauses Varied sentence starters - changing order of sentences for effect. Rhetorical questions first person		
Text Level:	Paragraphs Chronological		
Punctuation:	Capital letters Commas Full stops Apostrophe's for contractions and possession		
Teaching Terminology:	Noun adjective adverb relative clause, fronted adverbial, preposition, simile		

## Overview of Lessons

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Week 2(9/9)</b> <b>Study</b> 	LO: To read and understand a setting description  Outcome: Children to highlight and identify focus of week  Teaching: Children read through shared text and discuss features. Children to highlight the focus effective verbs/adjectives, relative clause, rhetorical question, parentheses  Begin reading Harry Potter chapter 1  Oracy - What do you like, dislike about the text? What words do you think are effective?	WALT use expanded noun phrases for effect  Outcome: Children to write 8-10 sentences with effective expanded noun phrases  Teaching Continue to read Harry Potter Recap examples from text read yesterday – Look examples of what an expanded noun phrase is. <a href="#">What is an expanded noun phrase? - BBC Bitesize</a> Also discuss the use of a determiner <a href="#">SPaG - Determiners</a> Children then to write sentences adding in their own adjective choice – encourage use of thesaurus to develop synonyms	WALT: use effective sentence openers  Outcome: Children to use their sentences from yesterday and to rearrange their order so sentences being with ed/ing verbs  Teaching Use visualiser to share sentences from Tuesday – model how to change word order – complete some examples together and then children to complete independently  DADWAVERS	WALT use relative clauses in sentences  Outcome: Children to write 8-10 sentences which include a relative clause  Teaching What is a relative clause? ( introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.) <a href="#">What are relative clauses? - BBC Bitesize</a>  Task 1 - whole sentence - add in clause Task 2 - Give children a determiner adj noun which they then complete the sentence using a relative clause and remembering the comma.	
	Assessment week Reading - Tues  Week 3 (16/9)	Assessment week Grammar - Wed  Spelling GGR focus for week - go through test paper and teach how to answer questions.	Assessment week - Look at grammar paper and spelling - address misconceptions. - Thurs Go through reading during grammar.	grammar lesson based on misconceptions. - Friday	
<b>Week 4 (23/9)</b> <b>Twist</b> 	WALT build vocabulary for a setting description  Outcome: Children to create a vocab bank of descriptive words for Hogwarts  Teaching Read /watch next part of the text up to when the children the first time. <i>et off the train and see Hogwarts for</i> Paint a picture task - Use senses grid to describe the view. Use senses – emotions	WALT write effective sentences.  Outcome: Children to write 8- 10 sentences about the setting of the Hogwarts  Teaching Recap list from yesterday - generate a class word bank of expanded noun phrases and verbs. Model using words and phrases to construct sentences.	WALT relative clauses  Outcome: Children to write 8- 10 sentences using relative clauses  Teaching Recap relative clauses and model how to use sentences from yesterday and adapt by adding relative clause.	WALT write a setting description  Outcome: Children to write a setting description as if they Harry from book.  Teaching: ORACY - Describe Hogwarts to your partner - use ideas from writing this week. Recap description from modelled task - look at features and model opening sentence for Harry seeing Hogwarts for the first time. .	

<b>Week 5</b> <b>(30/9)</b> <b>Create</b> 	WALT build vocabulary for a setting description	WALT write effective sentences.	WALT write my own setting description	WALT edit my own setting description	
	<p>Outcome: Children to create a vocab bank of descriptive words for their own setting</p> <p>Teaching: If you could design a school for witches and wizards - what would it look like? How would you get there? Share images of different types of settings -</p> <p>Oracy - Would you rather? a school in a forest, a school underwater, a school in the air/space. Why?</p>	<p>Outcome: Children to write 8- 10 sentences about their new school setting</p> <p>Teaching Using their ideas generated yesterday the children are to write effective sentences - recap openers, relative clauses, expanded noun phrases, punctuation, rhetorical questions - look back at text from week 1 to illustrate effective sentences.</p>	<p>Outcome: To write a setting description in the 1<sup>st</sup> person</p> <p>Teaching Explain that they are going to write their own description of the new school for witchcraft and wizardry. They are going to still write as though they are Harry Potter.</p>	<p>Outcome: To edit their writing.</p>	<p>Outcome:</p>

\* LOs should be short and reflect what the written outcome of the lesson will be. (LO: To use adjectives to describe a noun.)

\*\* Outcomes should include exactly what the written outcomes are expected to be. (Three sentences using adjectives)