

Narrative unit 2: traditional tales, fables, myths and legends
4th week of 4 Phase 3

Grangehurst Primary School

Class: 5 G & 5P Term: Spring Judge Date 3.3.08		Year Group: 5 Teachers: Miss G Clarke, Mrs T	Outcome: Children will produce their own written version of a Robin Hood legend showing an awareness of audience and using techniques such as humour or repetition.		
NLS Objectives: 9. Creating and shaping texts <ul style="list-style-type: none"> Reflect independently and critically on their own writing and edit and improve it Experiment with different narrative forms and styles to write their own stories 10. Text structure and organisation <ul style="list-style-type: none"> Experiment with the order of sections and paragraphs to achieve different effects 12. Presentation <ul style="list-style-type: none"> Adapt handwriting for specific purposes, for example printing, use of italics 			Class Writing Target(s): Must: I can add extra information into my sentences. Should: I can add extra information into the middle of my sentences using commas. Could: I can add extra information into my sentences in a variety of different ways.		
Text(s): Robin Hood – different versions			Inclusion Notes: (<i>Cross Reference to IEP, G+T, ALS, FLS, EAL etc...</i>) M – special provision for reading/writing. J. F/ H – behaviour issues/literacy support. G? May need extra challenge.		
	Whole Class	Whole Class	Independent Task (differentiated to meet the needs of all groups)	Plenary	Guided Group with Class Teacher
MON	Re-read last week's modelled opening and demonstrate how to edit and improve with chn. Refer to success criteria. Chn then read their opening out loud to a partner who checks they have met the success criteria so far and suggests any improvements.	Teacher to model how to continue the story – How to write the action. Discuss dialogue and revise use of speech marks through modelled writing.	Chn to do any editing they feel they need to do so far, following on from the start of today's lesson, then continue to write the main action of their story. (Refer to story mountains)	Read through and check today's work- Encourage chn to refer back to their story mountains to check they have stuck to their plan.	CT to work with chn identified from last weeks marking as needing extra support with speech punctuation.

TUE	<p>Allow chn time to look at their post-its and consider how they need to edit their work accordingly (AfL)</p> <p>Teacher to use one sample of a child's work as an example –read the post it, find the point to improve and edit it</p>	<p>Time given for Chn to adapt what they have written so far using their post-it notes to help them. Ask a friend/ partner to read your amendment through – is it better?</p>	<p>Writing time</p> <p>Continue with main section of story, heading towards the end of the story.</p> <p>(Refer to story mountains)</p>	<p>Chn to share their story with their partner again. They have to write at least 1 good thing about their partner's work so far, and 1 thing they could do to improve it. Write on a post it note and place in books.</p> <p>(peer assessment)</p>	<p>CT to work with chn identified as needing focused guidance when assessing progress so far.</p>
WED	<p>Shared reading of some endings from different Robin Hood legends.</p> <p>Talk about how they always leave something open, or an idea that leads into the next legend.</p>	<p>Teacher to model writing the ending.</p>	<p>Writing time</p> <p>Children to edit previous work with reference to post it notes in books. Children continue to write their stories and bring them to a suitable conclusion.</p> <p>(Refer to story mountains)</p>	<p>Teacher to select a couple of examples of children's work-evaluate against success criteria and original story mountains.</p>	<p>CT to work with chn identified as needing focused guidance when assessing progress so far.</p>
THURS	<p>Address any issues that arise having read through what the chn have done so far e.g.</p> <ul style="list-style-type: none"> • Sentence openings, • Use of connectives, conjunctions, • Consistency of tense etc. 		<p>Children to finishing off writing those who have finished writing can make a final draft into best, starting with illuminated letter designed in art.</p>	<p>Teacher to select a couple of examples of children's work-evaluate against success criteria and original story mountains.</p>	<p>CT to work with chn identified as needing focused guidance when assessing progress so far.</p>
FRI	<p>Quick revisit of sentence openings etc</p> <p>Then plenty of time given to finishing off writing and writing final draft into best, starting with illuminated letter designed in art.</p> <p>CT to work with chn identified as needing focused guidance when assessing progress so far.</p>				
<p>Cross-curricular Links/ Themes:</p> <p>History</p> <p>Art</p> <p>ICT - spreadsheets (planning a banquet)</p>		<p>Speaking and Listening Opportunities:</p> <p>Question and answer.</p> <p>Class discussion.</p> <p>Partner talk.</p>	<p>ICT Opportunities:</p> <p>Electronic texts.- Comic Life to create comics</p>	<p>Home/School Links:</p>	