Charlotte's Web

Week/s and coverage:		Activity Outline
Week 1-2) Creative Writing – Mystery Scenario	Day 1 - WAGOLL	Provide the children with the process header to stick in their books: Tell the students: "You are on a farm early in the morning. You hear a lot of commotion—geese are honking, a piglet is squealing, and you see a little girl running toward the barn with a worried look on her face. Something important is happening, but what could it be? Write a short story imagining what might be going on." LO: Identify the key features of a WAGOLL. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Make sure that the SPaG skills are in the WAGOLL and this is discussed during the lesson. LO: Creative writing - a mystery scenario SPaG: Third person and expanded noun phrases.
Hook: Image of a farm SPaG Skills: Third person and expanded noun phrases.	Day 2 – SPaG lesson 1	LO: To understand third person pronouns Provide a SPaG card for this (see example). Begin by asking the class what pronouns are and why we use them (to avoid repetition and make writing smoother). Write these third-person pronouns on the board: SPaG Card: Third person pronouns Belongs to the person (or people) being talked about She hesitated for a moment before opening the creaky barn door. Subject Pronouns: he, she, it, they Object Pronouns: him, her, it, them Possessive Pronouns: his, her, its, their Reflexive Pronouns: himself, herself, itself, themselves. 1. Quick Task: Ask students to give examples of how they could replace proper nouns (e.g., The girl ran to the barn → She ran to the barn). 2. Show a short example paragraph describing the mystery using third-person pronouns: Before (Repetitive Writing): The boy saw the piglet running toward the barn. The boy called for the girl to help. The piglet squealed as the piglet darted through the open barn door. After (Improved with Pronouns): The boy saw the piglet running toward the barn. He called for the girl to help. The piglet squealed as it darted through the open barn door. Discuss how the second version flows better and avoids repetition. 3. Activity: "Fix the Paragraph" Provide students with a short, repetitive paragraph and ask them to rewrite it using third-person pronouns. For example: Original: The farmer opened the gate. The farmer walked into the barn. The animals stared at the farmer. The animals were scared. Rewrite: The farmer opened the gate. He walked into the barn. The animals stared at him. They were scared. 4. Independent task: Students write a short paragraph describing the "Farm Mystery" scene, using at least 5 third-person pronouns. Prompt them with questions like: Who is in the story? (e.g., a boy, a girl, a piglet) What is happening? (e.g., the piglet escapes, and the children try to catch it) How do the characters react?

Day 3 – SPaG lesson 2

<mark>Make sure a SPaG card is stuck into their books.</mark>

LO: To apply expanded noun phrases in my writing

1. Recap Noun Phrases: Begin by explaining what a **noun phrase** is:

A noun phrase consists of a **noun** (the main thing) and any words that describe or modify it.

Example: *The pig* or *A small, frightened piglet*

What is an Expanded Noun Phrase?

An expanded noun phrase adds more description to the noun phrase using adjectives, determiners, or prepositional phrases.

Example: *The small, frightened piglet* or *A dirty, muddy pig running through the yard*

Examples on the Board:

Simple Noun Phrase: *The barn*

Expanded Noun Phrase: *The old, creaky barn with a broken door*

2. Step 1: Write a basic sentence on the board:

The boy walked to the barn. Ask students how we could make this sentence more interesting by adding details about the boy or the barn.

Step 2: Demonstrate expanding the noun phrase.

The boy walked to the barn. → *The tired boy with a muddy hat walked to the old, creaky barn.* Explain how we expanded the noun phrases to make the description more vivid and engaging.

Step 3: Use more examples:

Simple: *The pig*   Expanded: *The small, brown pig with big, floppy ears*   Simple: *The tree*   Expanded: *The tall, leafy tree standing in the corner of the yard*

3. Activity: "Expand the Noun Phrases"

Provide students with basic noun phrases and ask them to work in pairs or small groups to expand them.

Example 1: *The barn* → *The old, abandoned barn with a rusty roof*

Example 2: *The pig* → *The small, squealing pig with a pink, shiny nose*

Example 3: *The girl* → *The worried girl with messy brown hair*

After expanding, have students share their new sentences with the class, emphasising the added details that create a stronger image in the reader's mind.

4. Independent task: Students write a short descriptive paragraph about the "Farm Mystery" using expanded noun phrases.

Prompt: *Describe what the children see when they first discover something unusual happening on the farm. Use expanded noun phrases to describe the animals, the barn, and the people in the scene.*

Example Sentence Prompts:

"The _____ (noun) _____ (adjective) _____."   "In the corner of the barn, _____ (adjective) _____ (noun) was _____ (verb)."

Encourage them to use at least 3 expanded noun phrases in their writing.

SPaG Card: Expanded noun phrases

When you add more detail to the noun by adding one or more adjectives

A frightened, squealing piglet darted across the yard.

Day 4 – Planning

LO: To plan my creative writing

1. Briefly explain the objective of the lesson: To plan a mystery story set on a farm using third-person pronouns and expanded noun phrases. Recap **third-person pronouns** (he, she, it, they) and **expanded noun phrases** (e.g., *the small, frightened piglet*).

Discuss the basic structure of the story:

Beginning: Introduce the setting and characters (e.g., the farm, a child, animals).

Middle: Present the mystery or problem (e.g., a missing animal, unusual sounds).

		End: *Resolution (e.g., the mystery is solved, and the characters figure out what's going on).* *Encourage students to think of possible conflicts or mysteries (e.g., a lost piglet, strange noises in the barn).* **2. Planning** **Step 1: Character and Setting** – *In pairs or individually, students draw and/or write about their main characters (e.g., a boy, a girl, animals) and describe the farm setting using expanded noun phrases.* **Step 2: Plot Development** – *Students brainstorm the key events of the story, focusing on how the mystery will unfold and how characters will respond. They should include at least one moment of suspense.* **Step 3:** *Use a story planner template with sections for characters, setting, problem, and solution.*
	Day 5 Day 6 Day 7 Day 8	*LO: To write my creative writing* *During days 5-8, the children will be writing (focusing on one paragraph a day).* ==Provide the children with a personalised word mat== *for the process.* **Write the short date in the margin** *for where the children will be continuing with their writing from the previous writing day.* *Ensure that the skills are revisited – and have a quick recap activity before each writing session.* *Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.*
	Lesson 9	*LO: To edit and improve my work* *Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap.* *Ensure that iPad/dictionaries/ thesaurus available.*
	Lesson 10	*Hot Write* *Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write.* *Ensure that candles and a calming atmopshere is established within the classroom.*

Week/s and coverage:		Activity Outline
Week 3-4) Write a detailed description of one of the main characters (e.g., Wilbur, Charlotte, Fern, or Templeton). Hook: https://www.youtube.com/watch?v=zS3qOr0zAJg&pp=ygUiV2lsYnVyIG9yIENoYXJssb3R0ZSBjaGFyYWN0dGVzHdlYg%3D%3D SPaG Skills: Adverbs and Direct Speech	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). LO: Identify the key features of a WAGOLL. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Make sure that the SPaG skills are in the WAGOLL and this is discussed during the lesson.
	Day 2 – SPaG lesson 1	<mark>Make sure a SPaG card is stuck into their books.</mark> Students will use adverbs to enhance their character descriptions of one of the main characters from Charlotte's Web (e.g., Wilbur, Charlotte, Fern, or Templeton), adding depth and detail to their writing. LO: To understand and apply adverbs 1. Begin by explaining that adverbs modify verbs, adjectives, or other adverbs, and they tell us **how**, **when**, **where**, or **to what extent** something is done. **Examples: How**: Wilbur ran **quickly**. **When**: Charlotte worked **tirelessly**. **Where**: Templeton scurried **everywhere**. **To what extent**: Fern cared **deeply** for Wilbur. Explain that adverbs help to describe how a character behaves or performs an action, which can give the reader more insight into their personality and actions. 2. **Choose a Character:** Select **Charlotte** as an example. Write a basic description on the board: "Charlotte is a spider." Ask students: "How does Charlotte behave as a spider?" Add adverbs to enhance the description: "Charlotte is a **kind** spider who works **tirelessly** to help her friends." **Powerful Adjectives:** kind **Adverbs:** tirelessly (how she works) **Expanded Noun Phrase:** kind spider. Emphasise how adding adverbs like *tirelessly* makes the character's actions clearer and more vivid. **Example of Using Multiple Adverbs:** "Charlotte, a wise and caring spider, worked **steadily** and **patiently** on her web, ensuring every detail was **carefully** placed." 3. **Step 1:** Ask students to choose a character from *Charlotte's Web* (Wilbur, Charlotte, Fern, or Templeton). **Step 2:** Provide a list of verbs (e.g., runs, speaks, looks, thinks) and adverbs (e.g., kindly, nervously, quickly, softly). Ask students to select an adverb and use it to describe how their chosen character performs an action. *Examples:* **Wilbur:** *Wilbur ran* **quickly** *to the gate.* **Templeton:** *Templeton ate* **greedily** *from the garbage.* **Fern:** *Fern spoke* **gently** *to the animals.* **Step 3:** Students write a short paragraph (4-5 sentences) describing their chosen character, using at least 3 adverbs to enhance their description. *Example (Wilbur):* "Wilbur was a **small, innocent** pig who ran **nervously** when he heard the farmer's footsteps. He looked **longingly** at the other animals, hoping to make a friend." 4. Independent Practice: Students will complete a character description of their own, using adverbs to describe their chosen character's actions and personality. They should aim to include: At least 3 adverbs At least 2 expanded noun phrases Describe both appearance and behaviour using adverbs *Example (Charlotte):* "Charlotte, a **calm** and **delicate** spider, worked **steadily** on her web. She spun each strand **carefully**, making sure every word was placed **perfectly**."

	Day 3 – SPaG lesson 2	<mark>Make sure a SPaG card is stuck into their books.</mark> Students will learn how to use direct speech effectively in character descriptions, incorporating punctuation and appropriate speech tags. LO: To understand and apply direct speech https://www.youtube.com/watch?v=ukBuvObbAVE **1. Introduction to Direct Speech.** Explain that direct speech is when we report exactly what someone says, using quotation marks. **Example:** *"I am hungry," said Wilbur.* Direct speech always includes: Quotation marks around the words spoken. A speech tag (e.g., "said," "asked"). Punctuation (comma, question mark, exclamation mark) inside the quotation marks. Example: *Wilbur said, "Please don't let me go!"* Emphasise the placement of punctuation and how the speech tag (said) comes after the speech. **2. Modelling. Step 1:** Select a character from *Charlotte's Web* (e.g., Wilbur). **Step 2:** Write a simple sentence with direct speech on the board: *Wilbur said, "I want to make friends."* Discuss how the speech tag (said) is used to explain who is speaking and that the direct speech is in quotation marks. **Step 3:** Show different variations of direct speech using different punctuation, and not using 'said': *Templeton whispered, "Don't tell anyone!" Charlotte asked, "Would you like to help me?" Fern exclaimed, "I will save Wilbur!"* **Step 4:** Discuss how the punctuation marks (comma, question mark, exclamation mark) are used depending on the tone of the sentence. **3. Guided Practice: Step 1:** Provide students with a list of speech tags (e.g., said, asked, shouted, whispered, replied) and examples of direct speech (e.g., "I'm tired," "What time is it?"). **Step 2:** Ask students to match speech tags with appropriate sentences from *Charlotte's Web*. **Example:** *Templeton* (whispered, shouted, grumbled) *Charlotte* (asked, replied, explained) **Step 3:** Have students write their own sentences in pairs, using direct speech to show a character's emotion or action. **Example:** *"I'm starving," said Templeton as he scurried toward the food.* **4. Independent Practice:** Students will write a short character description of one of the main characters (Wilbur, Charlotte, Fern, or Templeton) from *Charlotte's Web*, incorporating at least two examples of direct speech. They should: Introduce the character with a description (e.g., *Wilbur was feeling lonely and sad.*; Use direct speech to show the character's emotions or actions (e.g., *"I don't want to be alone," Wilbur sighed.*)**;** Include speech tags and correct punctuation. Example (Wilbur): *"I'm so scared," Wilbur whispered, trembling. "Will anyone help me?"*
	Day 4 - Planning	LO: To plan my creative writing. Students will plan a detailed character description of a main character from Charlotte's Web (Wilbur, Charlotte, Fern, or Templeton), focusing on key features such as appearance, personality, and actions. They will use this plan to structure their writing in a later lesson. **1. Introduction:** Begin by explaining that a **character description** tells the reader what a character looks like, how they behave, and what kind of person they are. Ask the students: *What do you think makes a good character description?* Look for answers such as: clear physical traits, personality traits, actions, and emotions. **Focus on *Charlotte's Web* Characters:** Introduce the main characters from *Charlotte's Web* (Wilbur, Charlotte, Fern, and Templeton). Ask the students to share what they know about one of the characters (e.g., Wilbur is a shy, innocent pig, Templeton is greedy, Charlotte is wise and kind). **2. Modelling the Planning Process (10 minutes) Choose a Character:** Select **Charlotte** as the example character. **Planning Template:** Provide students with a simple planning template, divided into sections: **Appearance:** What does the character look like? **Personality:** What is the character like on the inside? **Actions/Behaviour:** What does the character do? How do they act? **Fill in the Plan for Charlotte:** As a class, fill in each section of the plan for Charlotte. For example: **Appearance:** Charlotte is a large, graceful spider with delicate, silken threads. **Personality:** She is wise, patient, and caring, always thinking about others. **Actions/Behaviour:** Charlotte works tirelessly on her web and helps Wilbur by writing messages. Write this information using a visualiser and discuss how these details can help create a vivid description of Charlotte. **3. Independent Practice:** Have students choose a character from *Charlotte's Web* (Wilbur, Charlotte, Fern, or Templeton). Provide them with the planning template and ask them to complete the sections based on their knowledge of the character. Walk around the classroom to support students as needed. Encourage them to include both **physical traits** and **emotional traits**.

		Example for **Wilbur: Appearance:** Wilbur is small, pink, and fluffy with a soft, gentle look. **Personality:** He is kind-hearted, but also shy and insecure. **Actions/Behaviour:** He often tries to make friends and is scared of being alone.
	Day 5	LO: To write my character description.
	Day 6	During days 5-8, the children will be writing (focusing on one paragraph a day). <mark>Provide the children with a personalised word mat</mark> for the process. **Write the short date in the margin** for where the children will be continuing with their writing from the previous writing day.
	Day 7	Ensure that the skills are revisited – and have a quick recap activity before each writing session.
	Day 8	Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.
	Lesson 9	LO: To edit and improve my work Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus available.
	Lesson 10	Hot Write Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write. Ensure that candles and a calming atmopshere is established within the classroom.

Week/s and coverage:		Activity Outline
Week 5-6) Write a set of instructions for how Charlotte spins her web. Students can use imperative verbs and time conjunctions Hook: https://www.youtube.com/watch?v=zNtSAQHNONo SPaG Skills: Imperative verbs and time conjunctions	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). LO: Identify the key features of a WAGOLL. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Make sure that the SPaG skills are in the WAGOLL and this is discussed during the lesson.
	Day 2 – SPaG lesson 1	Make sure a SPaG card is stuck into their books. Students will understand and apply imperative verbs (bossy verbs) to write a set of instructions on how Charlotte spins her web in Charlotte's Web. LO: To understand and apply imperative verbs **1. Introduction to Imperative Verbs.** Explain that **imperative verbs** are verbs used to give orders, instructions, or directions. These verbs tell someone to do something and are often found at the start of a sentence. **Examples:** *Start, draw, cut, mix, watch, build.* Discuss that imperative verbs make sentences clear and easy to follow, especially in instructions or recipes. **Key Characteristics of Imperative Verbs:** They usually appear at the start of a sentence. They do not include the subject (because the subject is understood, e.g., *You*). They give a clear command or direction. **Examples on the board:** *Build your web with care. Spin the silk thread carefully. Watch the pattern grow as you work.* **2. Modelling:** Tell students that they will be writing a set of instructions about how Charlotte spins her web. To do this, they need to use imperative verbs to clearly explain the process. Demonstrate how to use imperative verbs by writing a short set of instructions on the board. **Examples:** *Choose a location to spin your web. Start by releasing silk from your spinnerets. Move carefully to create the first threads. Repeat the process to form the next few lines. Be patient and make sure the web is symmetrical.* Discuss how each sentence begins with an imperative verb and how the instructions are clear because they directly tell the reader what to do. **3. Guided Practice:** Ask the students to think about how Charlotte might spin her web. What steps does Charlotte take to spin her web? How does she begin? What happens next? **Model the Brainstorming Process:** Create a mind map on the board with ideas about Charlotte spinning her web. For example: Start with selecting a location; Release silk; Create a basic structure; Fill in the web; Ensure it's strong and stable. Ask students to help you turn each step of the mind map into an instruction using imperative verbs. For example: *Choose a quiet place to spin your web; Stretch the silk from your spinnerets; Form the basic framework of the web first; Weave the remaining threads carefully.* **4. Independent Practice:** Students will now write a set of **at least 5 instructions** for how Charlotte spins her web. Encourage them to use their previous work and brainstorm ideas. They should: Begin each instruction with an imperative verb; Think about the process Charlotte would follow to create the web; Write clearly and in order. Example set of instructions: *1. Find a place with a sturdy surface to start.* *2. Release a fine thread from your spinnerets.* *3. Anchor the first thread to a strong surface.* *4. Weave the threads back and forth to create a pattern.* *5. Ensure the web is balanced and secure.*

Day 3 – SPaG lesson 2

<mark>Make sure a SPaG card is stuck into their books</mark>. Students will understand and apply time conjunctions (e.g., before, after, when, while, as soon as) to improve the flow and sequence of their writing, particularly when describing events in Charlotte's Web.

LO: To understand and apply time conjunctions

1. Introduction to Time Conjunctions: Explain that **time conjunctions** are words that help us connect ideas and events in the correct order. They show the relationship between actions based on time. **Examples:** *before, after, when, while, as soon as, until, during*. **Purpose of Time Conjunctions:** Emphasise that time conjunctions make writing clearer and help the reader understand the order in which events happen. They link actions and events together, making a story flow smoothly. **Example Sentences:** *Before Charlotte spins her web, she carefully chooses the perfect spot; After Wilbur was born, Fern promised to take care of him; When Charlotte starts weaving, she moves with great patience; While Wilbur waited, Charlotte worked tirelessly to finish the web; As soon as the web was finished, Charlotte admired her work.*

2. Modelling: Explain that the students will be using time conjunctions to write about events from *Charlotte's Web*. **Example:** Ask the students to think about the events in the story and how time conjunctions can be used to show the order of these events. **Model Writing a Paragraph:** Write a short paragraph on the board using time conjunctions. Example: *After Charlotte saw that Wilbur was in danger, she decided to help him. She spun a message in her web to save his life. While she worked, Wilbur anxiously waited nearby. As soon as the web was finished, everyone came to admire it.* **Highlight Time Conjunctions:** Underline the time conjunctions (*after, while, as soon as*) in the paragraph and explain how they connect the actions and events.

3. Guided Practice: In pairs or small groups, provide students with a list of events from *Charlotte's Web*. Example Events: Charlotte decides to save Wilbur; Charlotte begins spinning her web; Wilbur waits nervously for the web to be finished; People come to see the web; Wilbur gets saved. **Task:** Ask students to use time conjunctions to arrange these events in a logical order and write a short paragraph about what happened using at least 3 time conjunctions. Encourage them to use time conjunctions such as *before, after, when, while,* and *as soon as* to make the paragraph flow smoothly. **Example Response:** *Before Charlotte decided to help Wilbur, she thought carefully. When she started spinning the web, Wilbur waited nervously. As soon as the web was finished, everyone gathered around to see it, and Wilbur was saved.*

4. Independent Practice: Students will write their own paragraph about a different part of *Charlotte's Web* using time conjunctions. They should focus on describing the events in sequence, such as: How Charlotte plans to save Wilbur; What Wilbur does while Charlotte works; How people react when they see the web. Example: *While Charlotte spun her web, Wilbur stood nearby, worried. After Charlotte finished her work, everyone marveled at the message in the web. As soon as they saw the words, they knew Wilbur was safe.*

Day 4 - Planning

LO: To plan my set of instructions. Students will plan the structure and content for a set of instructions on how Charlotte spins her web, focusing on the clear use of imperative verbs and time conjunctions to organise their writing.

1. Introduction to Instruction Writing: Recap that instructions are written to guide someone through a process step by step. Good instructions are clear, easy to follow, and usually include **imperative verbs** (e.g., *spin, create, start*) and **time conjunctions** (e.g., *before, after, while, as soon as*). **Purpose of the Lesson:** Remind students know that today they will be planning how to write clear instructions for how Charlotte spins her web, making sure to organise their steps in a logical order.

2. Modelling the Planning Process (10 mins) Provide students with a planning sheet that will help them organise the main steps of their instructions. Include the following sections: **Step-by-Step Actions**: The specific actions involved in spinning the web. **Imperative Verbs**: Identify the bossy verbs for each step. **Time Conjunctions**: Plan when to use time conjunctions to link steps. **Example Planning for Charlotte's Web:** Use the visualiser to model how to fill out the planning sheet for Charlotte spinning her web:

Step 1: Choose a Location : Action: Charlotte carefully chooses a strong spot to start spinning. **Imperative Verb:** *Choose* **Time Conjunction:** *Before*

Step 2: Release the Silk: Action: Charlotte releases a fine thread of silk from her spinnerets. **Imperative Verb:** *Release* **Time Conjunction:** *While*

Step 3: Create the Web: Action: Charlotte spins and weaves the threads to form a web. **Imperative Verb:** *Spin | Weave* **Time Conjunction:** *After*

Step 4: Admire the Web: Action: Charlotte admires her beautiful, completed web. **Imperative Verb:** *Admire* **Time Conjunction:** *When*

3. Guided Practice (10 minutes) Ask students to work in pairs or small groups to plan their own instructions for how Charlotte spins her web. They should start by brainstorming the main steps involved (e.g., choosing a location, spinning silk, creating the web, etc.). Then, they can list the imperative verbs and time conjunctions they might use to describe each step. **Example Questions for Guidance:** *What happens first when Charlotte starts to spin her web?* (Choosing a location). *What does Charlotte do while she is spinning?* (Releases silk, weaves threads). *What happens at the end of the process?* (Admiring the web, checking for stability). Walk around the classroom and provide support to groups as they plan their instructions.

4. Independent Practice: Students will now independently complete their own planning sheet for writing the instructions on how Charlotte spins her web. Encourage them to include at least 4 steps in their instructions, using imperative verbs and time conjunctions to connect each step. Remind them to focus on the order of actions and the use of clear, direct language.

Example (student planning):

Step 1: Find a place to start Action: Choose a quiet, strong spot. <u>Imperative Verb</u>: *Choose*. <u>Time Conjunction</u>: *Before*

Step 2: Begin spinning the silk Action: Start releasing the silk from the spinnerets. <u>Imperative Verb</u>: *Release*. <u>Time Conjunction</u>: *While*

Step 3: Weave the web Action: Move back and forth to create the structure of the web. <u>Imperative Verb</u>: *Weave*. <u>Time Conjunction</u>: *After*

Step 4: Admire your work Action: Step back and admire the completed web. <u>Imperative Verb</u>: *Admire*. <u>Time Conjunction</u>: *When*

Day 5 / Day 6 / Day 7 / Day 8

LO: To write my set of instructions

During days 5-8, the children will be writing (focusing on one paragraph a day). Provide the children with a personalised word mat for the process.

Write the short date in the margin for where the children will be continuing with their writing from the previous writing day.

Ensure that the skills are revisited – and have a quick recap activity before each writing session.

Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.

Lesson 9

LO: To edit and improve my work

Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap.

Ensure that iPad/dictionaries/ thesaurus available.

Lesson 10

Hot Write

Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write.

Ensure that candles and a calming atmosphere is established within the classroom.

Week/s and coverage:		Activity Outline
Week 7-8) Describe Zuckerman's barn or the fairground using sensory details. Encourage students to imagine what they might see, hear, smell, touch, and feel if they were there Hook: https://www.youtube.com/watch?v=TZ70g6-EdbY SPaG Skills: Correct form of a or an mostly correctly and similes/ metaphors	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). LO: Identify the key features of a WAGOLL. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Make sure that the SPaG skills are in the WAGOLL and this is discussed during the lesson.
	Day 2 – SPaG lesson 1	Make sure a SPaG card is stuck into their books. Students will understand and apply the correct use of 'a' and 'an' when writing a setting description, focusing on applying the rules in the context of writing about Zuckerman's barn or the fairground. LO: To apply the correct use of 'a' and 'an'. 1. **Introduction to 'A' and 'An':** Explain that we use **'a'** before words that begin with a consonant sound and **'an'** before words that begin with a vowel sound. **'A'** is used when the next word starts with a consonant sound: *a dog, a barn, a fairground*. **'An'** is used when the next word starts with a vowel sound: *an apple, an orange, an hour* (note: the sound of the first letter matters, not the letter itself). Write some examples on the board: *a barn, a fairground, a tree* (consonant sounds); *an apple, an umbrella, an egg* (vowel sounds). **Interactive Check:** Ask students to identify whether the following words take "a" or "an" (show images or say the words aloud): *an elephant* or *a elephant*; *a bicycle* or *an bicycle*; *a house* or *an house*. 2. **Guided Practice: Modelling with Setting Descriptions:** Write a short setting description about Zuckerman's barn or the fairground on the board, leaving blanks where **'a'** or **'an'** should go. Example: "Zuckerman's barn was ___ old, ___ cozy place. ___ spider sat quietly in ___ corner." Ask students to choose the correct article and fill in the blanks: "Zuckerman's barn was **a** old, **a** cozy place. **A** spider sat quietly in **a** corner." **Group Activity:** Break students into small groups. Give each group a short setting description with missing articles (a or an). The group must work together to fill in the blanks with the correct article. Example: "The fairground was ___ busy place. ___ ride went round and round, while children ate ___ cotton candy." Corrected version: "The fairground was **a** busy place. **A** ride went round and round, while children ate **a** cotton candy." 3. **Independent Practice:** Students will now write their own setting description of either Zuckerman's barn or the fairground. As they write, they must include the correct use of **'a'** or **'an'** for at least five different items or objects in their description. Encourage students to focus on sensory details and descriptive language. Example: "The fairground had **a** big Ferris wheel and **an** ice cream stall. The air smelled of **a** hot dog and **an** apple pie."
	Day 3 – SPaG lesson 2	Make sure a SPaG card is stuck into their books. Students will understand and apply similes and metaphors to enhance their writing, focusing on describing settings like Zuckerman's barn or the fairground in Charlotte's Web. LO: To apply similes and metaphors in my work 1. **Introduction to Similes and Metaphors. Similes:** Explain that a **simile** compares two things using "like" or "as." Similes make descriptions more vivid and imaginative. **Example:** "The barn was **as quiet as a mouse**." Ask the class: *Can you think of other things that are "as quiet as a mouse"?* **Metaphors:** Explain that a **metaphor** is a direct comparison, where one thing is said to be something else. **Example:** "The barn was **a sleeping giant**." Ask the class: *What does the metaphor "a sleeping giant" tell us about the barn?* **Differences: Simile:** "as... as" or "like" **Metaphor:** "is" or "was" Example: "The fairground was **like a dream**." (simile) vs. "The fairground was **a carnival of lights**." (metaphor). 2. **Modelling Similes and Metaphors: Example 1: Zuckerman's Barn.** Write a simple description of Zuckerman's barn, leaving spaces for students to help add similes or metaphors. **Base sentence:** "The barn was quiet and still." Ask the students: *What simile could we use to describe how quiet the barn was?* **Example simile:** "The

barn was **as quiet as a sleeping mouse**." Ask the students: *Can we make this a metaphor?* **Example metaphor:** "The barn was **a place of silence**."

Example 2: The Fairground: Write another sentence about the fairground: **Base sentence:** "The fairground was full of noise and lights." Ask the students: *What simile could we use to describe the noise?* **Example simile:** "The fairground was **like a symphony of sounds**." Ask the students: *What metaphor could we use to describe the lights?* **Example metaphor:** "The fairground was **a glittering sea of lights**."

3. Guided Practice (10 mins) - Collaborative Writing: Break the students into small groups and give them either a description of Zuckerman's barn or the fairground. Ask them to come up with at least two similes and two metaphors to describe the setting. **Example for Zuckerman's barn:** Similes: "The barn was as dark as **a cave**." Metaphors: "The barn was **a quiet sanctuary**." **Example for the fairground:** Similes: "The fairground was like **a whirlwind of colour**." Metaphors: "The fairground was **a glowing jewel**." After 10 minutes, ask groups to share their similes and metaphors with the class. Discuss how these comparisons help to create a more vivid image of the setting.

4. Independent Practice: Students will write their own **similes** and **metaphors** to describe Zuckerman's barn or the fairground. **Challenge:** Encourage students to use at least one simile and one metaphor in their description. Remind them to focus on sensory details (sight, sound, smell) and use comparisons that are relevant to the setting. Example student sentence: "The fairground lights were **a rainbow of colours**, and the noise was **like a thousand voices calling out at once**."

Day 4 - Planning

LO: To plan my setting description. Students will plan their setting descriptions for a scene from Charlotte's Web, focusing on sensory details and creating vivid, engaging imagery through the use of similes, metaphors, and adjectives.

1. Introduction: Recap of Setting Descriptions: Begin by reviewing what a setting description is: the part of a story that describes where and when the events are happening. Explain that setting descriptions help readers imagine the world of the story. Focus on Zuckerman's Barn or The Fairground: Let students know that today they will be planning their own setting descriptions, either of Zuckerman's barn or the fairground. Discuss some key sensory details to consider: Sight: What does the barn or fairground look like? Sound: What sounds can be heard? Smell: Are there any notable scents? Touch: How does the environment feel? Taste: Are there any tastes that come to mind? Share an example of a setting description: **"The fairground was a flurry of lights, with the scent of sweet popcorn in the air. The ride was a loud, spinning whirlwind, and the sound of laughter and shouting filled the space."**

2. Brainstorming Sensory Details: Group Activity: Divide students into small groups. Have each group choose either **Zuckerman's barn** or the **fairground**. Ask them to list sensory details (sight, sound, smell, touch, taste) for their chosen setting. **Example for Zuckerman's barn:** Sight: **Wooden beams, straw, dusty corners**; Sound: **Creaking floorboards, rustling hay, soft animal noises**; Smell: **Fresh hay, musty wood**; Touch: **Warm air, rough wooden walls**; Taste: **Sweet pies baking in the air**

Example for the fairground: Sight: **Flashing lights, bright tents, spinning rides**; Sound: **Laughter, carnival music, the whoosh of the Ferris wheel**; Smell: **Popcorn, hot dogs, candy apples**; Touch: **Cold metal of ride handles, warm ground**; Taste: **Sweet cotton candy, salty popcorn**. After 5 minutes, have each group share their sensory details with the class.

3. Planning the Description (10 minutes) Storyboarding/Graphic Organisers: Provide students with a **graphic organiser** or a simple **storyboard** with space to plan out their setting description. The organizer should include sections for: **Main sensory details (sight, sound, smell, etc.) Adjectives and expanded noun phrases Similes and metaphors** (students can brainstorm these as they go) **Mood/Atmosphere** (Is the setting peaceful, busy, mysterious, etc.?) **Guided Planning:** Walk students through how to fill out the graphic organiser using the example from earlier. Guide them to think about how they want to make the setting feel—e.g., **peaceful** (for the barn) or **exciting** (for the fairground).

Example Organiser:

Sight: Wooden beams, hay, spinning rides, flashing lights**; Sound:** Animals rustling, creaky floorboards, carnival music**; Simile:** "The barn was as **quiet as a sleeping mouse**."**; Metaphor:** "The fairground was **a swirl of excitement**."

4. Independent Planning: Students will now complete their own graphic organiser for their setting description. Encourage them to think deeply about their chosen

		setting and gather detailed sensory information. Remind them to include similes, metaphors, and expanded noun phrases where possible. Walk around and offer support where needed, guiding students to think creatively about the sensory details and language they use.
	Day 5	LO: To write my setting description
	Day 6	During days 5-8, the children will be writing (focusing on one paragraph a day). Provide the children with a personalised word mat for the process. **Write the short date in the margin** for where the children will be continuing with their writing from the previous writing day.
	Day 7	Ensure that the skills are revisited – and have a quick recap activity before each writing session.
	Day 8	Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.
	Lesson 9	LO: To edit and improve my work Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus available.
	Lesson 10	Hot Write Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write. Ensure that candles and a calming atmosphere is established within the classroom.

Week/s and coverage:		Activity Outline
Week 9-10) Compose a poem about friendship, inspired by the bond between Charlotte and Wilbur. Students can focus on imagery, rhyme, or rhythm. Hook: https://www.youtube.com/watch?v=0zs9ZiOBIwY SPaG Skills: Form some nouns using prefixes – super – anti and expanded noun phrases	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). LO: Identify the key features of a WAGOLL. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Make sure that the SPaG skills are in the WAGOLL and this is discussed during the lesson.
	Day 2 – SPaG lesson 1	Make sure a SPaG card is stuck into their books. Students will compose a poem about friendship, inspired by the bond between Charlotte and Wilbur, while practicing forming nouns using the prefixes super- and anti-. Students will focus on imagery, rhyme, and rhythm in their poetry. LO: To form some nouns using prefixes 1. **Introduction to Prefixes**. Explain that a **prefix** is a letter or group of letters added at the beginning of a word that changes its meaning. **Example: super-** (meaning "above," "beyond," or "more than"): **superhero, superpower**: **anti-** (meaning "against" or "opposed to"): **antihero, antivirus**. **Activity:** Write a few base words on the board (e.g., hero, power, virus) and ask students to form nouns using the prefixes **super-** and **anti-**. **Example: superhero** (a hero with special abilities) **antivirus** (software that protects against computer viruses) **Discussion:** Discuss how these words are often used in storytelling and literature. For example, in *Charlotte's Web*, Charlotte is like a "superhero" to Wilbur. 2. **Poetry Example: Shared Writing:** Begin writing a short poem with the class about the friendship between Charlotte and Wilbur. Encourage students to incorporate **super-** and **anti-** words to express the strength of their friendship. **Example Poem:** "Charlotte, my **superhero**, so kind, She weaves her web, a **superpower** in mind. Wilbur, the pig, was feeling so small, But with her help, he stood **anti-weak**, standing tall." **Discussion:** Talk about how the prefixes **super-** and **anti-** add extra meaning to the poem. For example, "superhero" suggests that Charlotte has extraordinary qualities, and "anti-weak" implies that Wilbur becomes strong and confident.
	Day 3 – SPaG lesson 2	Make sure a SPaG card is stuck into their books. Students will learn how to use expanded noun phrases to create more descriptive and vivid writing. They will apply their knowledge by using expanded noun phrases in a poem about friendship, inspired by the bond between Charlotte and Wilbur in Charlotte's Web. LO: To apply expanded noun phrases in my work 1. **Introduction to Expanded Noun Phrases:** Begin by reminding children what an **expanded noun phrase** is: A **noun phrase** is a group of words that work together to describe a noun. An **expanded noun phrase** adds more detail to the noun using adjectives, prepositional phrases, or other descriptive words. **Example: Simple noun phrase:** "The spider." **Expanded noun phrase:** "The wise, gentle spider with the silken web." **Why Use Expanded Noun Phrases?** Explain that expanded noun phrases help make writing more interesting and create a clearer picture for the reader. In poetry, they can help express emotions, setting, and character traits more vividly. **Example for Poetry:** "The strong, quiet bond of friendship" is a more vivid description than just "friendship." 2. **Modelling Expanded Noun Phrases (10 minutes): Class Example:** Take a sentence from *Charlotte's Web* or create a new one based on the relationship between Charlotte and Wilbur. **Simple Sentence:** "Charlotte is a friend." **Expanded Version:** "The wise, caring spider, Charlotte, is the best friend anyone could have." Break

down the expanded noun phrase: **Adjectives:** wise, caring; **Noun:** spider; **Prepositional phrase:** no prepositional phrase needed here, but this could be added: "in the corner of the barn."

Model the Process: Ask students to take simple noun phrases and expand them with adjectives or prepositional phrases. Write these on the board as a class.

Example for Wilbur: Simple noun phrase: "The pig." **Expanded noun phrase:** "The small, eager pig with a big heart."

3. Guided Practice (10 minutes) Activity: Provide students with several simple sentences about Charlotte and Wilbur. In pairs or small groups, students will work together to expand these noun phrases using adjectives, prepositional phrases, or other details. **Example Sentences:** "Charlotte is kind." "Wilbur is lonely." "The web is strong." **Guiding Questions:** What words can we add to make these descriptions more interesting? How can we describe their friendship with more detail? **Possible Expanded Noun Phrases:** "The kind, generous spider who always helps." "The lonely, young pig who needed a friend." "The strong, shimmering web that holds everything together."

4. Independent Practice: Now that students have practiced expanding noun phrases, ask them to write their own sentences about Charlotte and Wilbur's friendship, using expanded noun phrases. Encourage them to focus on the qualities of their friendship and the characters themselves. **Example Prompts:** Write a sentence describing Charlotte using expanded noun phrases. Describe Wilbur's feelings towards Charlotte using expanded noun phrases. Use expanded noun phrases to describe the bond between Charlotte and Wilbur.

Day 4 - Planning

LO: To plan my poem. Students will plan a poem about friendship, inspired by the bond between Charlotte and Wilbur in Charlotte's Web. They will focus on using expanded noun phrases to enhance the descriptive quality of their poem.

1. Introduction to Planning: Explain to the students that today they will be planning their poem about friendship. This poem will be inspired by the strong bond between Charlotte and Wilbur, and will include **expanded noun phrases** to make the writing more descriptive. Review **expanded noun phrases** with the class. **Example:** Simple noun phrase: "The spider." **Expanded noun phrase:** "The wise, gentle spider with silken webs." Emphasise that these phrases will help make their poem more vivid and create a clearer image in the reader's mind.

2. Brainstorming Ideas for the Poem: Students will brainstorm ideas for their poems, focusing on the bond between Charlotte and Wilbur. Encourage them to think about: What makes Charlotte and Wilbur's friendship special? What emotions are involved in their relationship? What words can describe their friendship? How does their friendship make them feel? **Guiding Questions:** What does a good friend do? How can you show loyalty, kindness, and support in a poem? **Example Ideas:** Charlotte's wisdom and caring nature; Wilbur's admiration and love for Charlotte; The emotional support they give each other; How their friendship brings out the best in each other.

3. Creating a Word Bank: As a class, create a word bank to help students with their poem. This should include adjectives, nouns, and verbs that describe: **Friendship:** caring, loyal, support, trust, bond; **Charlotte:** wise, gentle, patient, kind; **Wilbur:** small, brave, eager, loving; **Feelings/Emotions:** happiness, warmth, joy, comfort, togetherness. **Example Word Bank: Adjectives:** gentle, loyal, supportive, wise, brave; **Verbs:** help, care, trust, love, protect; **Nouns:** friend, bond, support, love, comfort.

4. Planning the Poem: Students will start planning their poem by focusing on the following structure: **First Line (Introduction):** Introduce the theme of friendship. What is friendship like? **Middle Lines:** Describe the qualities of Charlotte and Wilbur's friendship using expanded noun phrases. **Final Line (Conclusion):** Summarize the message or the feelings of friendship. **Modelling the Structure: First Line Example:** "Friendship is a gentle bond between hearts." **Middle Lines Example:** "The wise, caring Charlotte with her silken web, The small, loving Wilbur with a big heart." **Final Line Example:** "Together, they share a love that never fades."

Students' Task: Ask students to use their word bank and brainstorming notes to draft a plan for their own poem. Encourage them to include at least three **expanded noun phrases** in their poem.

Day 5	LO: To write my poem	
Day 6	During days 5-8, the children will be writing (focusing on one paragraph a day). Provide the children with a personalised word mat for the process.	
Day 7	**Write the short date in the margin** for where the children will be continuing with their writing from the previous writing day.	
Day 8	Ensure that the skills are revisited – and have a quick recap activity before each writing session. Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.	
Lesson 9	LO: To edit and improve my work Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus available.	
Lesson 10	Hot Write Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write. Ensure that candles and a calming atmosphere is established within the classroom.	

Week/s and coverage:		Activity Outline
Week 11-12) Non-chronological report about the miracle of the words appearing in Charlotte's web or Wilbur winning at the fair Hook: SPaG Skills: Formal language and tone and possessive apostrophe with plural nouns	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). LO: Identify the key features of a WAGOLL. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Make sure that the SPaG skills are in the WAGOLL and this is discussed during the lesson.
	Day 2 – SPaG lesson 1	Make sure a SPaG card is stuck into their books. Students will understand the importance of using formal language and tone in writing a non-chronological report. They will learn to differentiate between formal and informal language and apply this understanding when writing a non-chronological report about Charlotte's Web. LO: To understand formal language and tone **1. Introduction to Formal Language:** Explain the difference between **formal** and **informal** language. **Formal language** is used for professional, academic, or informative writing, while **informal language** is more conversational and personal. **Examples of formal vs. informal language:** Informal: "Wilbur was super happy when he won." Formal: "Wilbur experienced a great sense of accomplishment upon winning." **Key Features of Formal Language:** Avoid contractions (e.g., "will not" instead of "won't"); Use full sentences; Avoid colloquialisms or slang; Use more complex vocabulary for description. **2. Modelling Formal vs. Informal Language:** Provide students with examples of sentences written in both formal and informal language. **Examples:** Informal: "Charlotte's web was like magic!" Formal: "The appearance of the words in Charlotte's web was a remarkable event." **Informal:** "Everyone at the fair was cheering for Wilbur!" **Formal:** "Wilbur's victory at the fair was met with great admiration from the crowd." Discuss the tone and language choices in each example. Why does one sound more formal than the other? **Student Task:** Have students transform a few informal sentences into formal ones. Write both versions on the board. **3. Analysing the Tone of a Non-Chronological Report:** Read an example of a non-chronological report (could be about the words in Charlotte's web or Wilbur's fair victory). Ask students to identify key phrases and sentences that demonstrate a formal, informative tone. **Discussion Points:** How does the writer maintain a neutral, objective tone? What words or phrases contribute to the formality? How do these choices help the reader understand the facts clearly without feeling too personal or emotional? **4. Practice Exercise: Applying Formal Language to Report Writing:** Give students a prompt related to their report, for example, "Describe the miracle of the words in Charlotte's web," or "Explain Wilbur's victory at the fair." Instruct students to write a short paragraph that answers the prompt using **formal language** and a **neutral tone**. Encourage them to: Avoid slang or personal pronouns like "I" or "we." Use more descriptive and academic vocabulary. Maintain a factual tone. Walk around and provide feedback as they work. **5. Peer Review and Discussion:** Once students have written their paragraphs, have them swap with a partner. Partners should read each other's work and check for: Use of **formal language** (no contractions or slang). Consistent **neutral tone** (no overly emotional or casual language). Students should provide constructive feedback on how well their partner maintained the formal tone and suggest improvements.

	Day 3 – SPaG lesson 2	<mark>Make sure a SPaG card is stuck into their books</mark>. Students will learn how to correctly use the possessive apostrophe with plural nouns in their writing. They will understand the difference between singular and plural possessive apostrophes and apply this knowledge to sentences and context. LO: To apply the possessive apostrophe in my writing. **1. Introduction to Possessive Apostrophes:** Introduce the concept of possessive apostrophes and how they are used to show ownership. **Explanation: Singular Possessive:** For singular nouns, the apostrophe comes before the "s" (e.g., "the dog's toy" – the toy belonging to one dog). **Plural Possessive:** For plural nouns ending in "s," the apostrophe comes after the "s" (e.g., "the dogs' toys" – the toys belonging to multiple dogs). **Example Sentences: Singular Possessive:** "The cat's bowl is on the table." **Plural Possessive:** "The cats' bowls are on the table." **Class Discussion:** Ask students to give examples of singular and plural nouns. Discuss how the possessive apostrophe changes based on whether the noun is singular or plural. **2. Guided Practice: Identifying Possessive Apostrophes Activity:** Display sentences with missing apostrophes. Students will identify whether the noun is singular or plural and place the apostrophe in the correct position. **Examples for students to complete:** "The dog ____ leash is red." (dog's) "The teachers ____ rooms are on the second floor." (teachers') "The children ____ books are on the shelf." (children's) **Class Discussion:** Review the answers as a class. Focus on the correct placement of the apostrophe in both singular and plural nouns. Emphasise how for plural nouns ending in "s," the apostrophe goes after the "s." **3. Modelling: Using Possessive Apostrophes in Context:** Demonstrate how possessive apostrophes can be used in sentences about familiar topics. Provide a short story or context about a group of animals or people (e.g., a family of cats, a team of dogs, or a class of children). Ask students to identify and correct possessive apostrophes in the sentences. **Example:** "The cats' tails were wagging in excitement." "The children's lunchboxes were on the table." "The dogs' paws were muddy after their walk." **Interactive Writing:** Have students work together to build a few sentences, correctly applying possessive apostrophes with plural nouns. They can write on the board or use mini whiteboards. **4. Independent Practice: Writing Sentences:** Provide students with a list of plural nouns (e.g., teachers, dogs, books, families, cats) and ask them to write their own sentences showing possession using the correct placement of the apostrophe. Example Sentence Starters: "The ____ toys are scattered on the floor." "The ____ backpacks are in the hall." "The ____ games were fun to play." Walk around the classroom to provide support and feedback as students work.
	Day 4 - Planning	LO: To plan my non-chronological report. Students will plan a non-chronological report about a specific topic (e.g., The Miracle of the Words in Charlotte's Web or Wilbur's Victory at the Fair). They will organise their ideas and structure their report, using subheadings, bullet points, and other planning tools. SPaG Focus: Headings and Subheadings to organize information; Formal language and tone for factual reporting; Paragraphs to structure content clearly; Bullet points for summarizing key facts. **1. Introduction to Non-Chronological Reports:** Remind what a non-chronological report is: a factual text that presents information in an organised, clear way without following a specific timeline. Discuss the typical **structure** of a non-chronological report: **Title; Introduction** (brief overview of the topic); **Subheadings** (to organise information); **Paragraphs** (to group similar information together); **Conclusion** (summary or final thoughts). **2. Planning the Report:** Provide students with a **planning template** or **mind map** for organising their ideas. Focus on **main headings** (e.g., Introduction, The Miracle of the Words, Wilbur's Victory, Conclusion). Under each heading, students will write **bullet points** or **short phrases** that summarise the key facts they will include in each section of their report. **Example: Introduction:** Overview of *Charlotte's Web* and the main events. **The Miracle of the Words:** How the words appeared in the web, the impact on the farm. **Wilbur's Victory:** What happened at the fair, how Wilbur won. **Conclusion:** The significance of these events for the characters. **3. Modelling Report Planning:** Model how to plan a report with the class. Take one of the subheadings (e.g., *Wilbur's Victory*) and collaboratively fill in the bullet points with the class. Ask questions to guide the planning: What happened when Wilbur went to the fair?; How did he win?; What were the reactions of other characters?; Write the bullet points on the board for all to see.; Encourage students to ask further questions to develop their ideas.

		4. Independent Planning: Now that students understand the process, they will work independently to plan their own non-chronological report. Provide time for students to fill in the template or mind map with their ideas for each section of their report. Students should think carefully about the **key facts** they want to include and how to organize these into clear sections. Walk around and provide support as necessary.
	Day 5 Day 6 Day 7 Day 8	LO: To write non-chronological report During days 5-8, the children will be writing (focusing on one paragraph a day). Provide the children with a personalised word mat for the process. **Write the short date in the margin** for where the children will be continuing with their writing from the previous writing day. Ensure that the skills are revisited – and have a quick recap activity before each writing session. Provide the children with sentence stems and WIDGET resources. Some children may require additional scaffolding, provide them with visual cues.
	Lesson 9	LO: To edit and improve my work Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. Use editing flaps if appropriate (children to write what they'd like to change a sentence to on a whiteboard first, then teacher/ TA to check before writing on a flap. Ensure that iPad/dictionaries/ thesaurus available.
	Lesson 10	Hot Write Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write. Ensure that candles and a calming atmosphere is established within the classroom.

Week/s and coverage:		Activity Outline
Week 13) Book Review Charlotte's Web SPaG Skills: Using adverbs and adjectives	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). LO: Identify the key features of a WAGOLL. 2 WAGOLLs (scaffolded and expected), have a key features checklist for the children to identify features with. Ensure that the scaffolded WAGOLL has been created with WIDGIT and has a key features checklist. Model this with a visualiser. Make sure that the SPaG skills are in the WAGOLL and this is discussed during the lesson.
	Day 2 – SPaG lesson	LO: To use adjectives and adverbs 1. **Introduction (5 minutes)** Recap the key features of a book review from Day 1. Explain that today they will focus on making their reviews **descriptive and engaging** by using adjectives and adverbs. 2. **Adjectives and Adverbs: Adjectives**: Words that describe nouns (e.g., exciting, heartbreaking). **Adverbs**: Words that describe verbs (e.g., quickly, thoughtfully). **Modelling:** Write an example sentence from *Charlotte's Web* (e.g., "Wilbur was a small, pink pig who lived in the barn.") and show how adjectives can add detail. Then show an example using an adverb (e.g., "Charlotte carefully wrote the words in her web."). 3. **Activity: Adding Descriptive Words:** Provide a list of simple sentences from *Charlotte's Web*. Students will work in pairs to add adjectives and adverbs to these sentences to make them more descriptive. Example: Original: "Wilbur was excited." Improved: "Wilbur was very excited and happily trotted around the barn." **SPaG Practice: Individual Practice:** Have students write 3-4 sentences describing the plot or characters from *Charlotte's Web* using adjectives and adverbs. Walk around and support where needed.
	Day 3 – SPaG lesson 2	LO: To plan my book review 1. **Recap and Review Features:** Quick review of the features of a book review. Discuss the purpose of each section: Introduction, Plot Summary, Evaluation, and Recommendation. 2. **Planning Template:** Provide students with a **planning sheet** that includes the following headings: **Introduction**: Title, author, and brief introduction to the book. **Plot Summary**: Key events without spoilers. **Evaluation**: What did you like or dislike? Why? **Recommendation**: Would you recommend this book? To whom? Students will fill out the template using bullet points, brainstorming their ideas. 3. **Brainstorming Session:** Encourage students to think about specific moments in *Charlotte's Web* that stood out to them (e.g., Wilbur's friendship with Charlotte, the miracle of the words in the web). Provide prompts: What is the main theme of the book? Who is your favourite character and why? What message does the book teach? Share ideas with the class, ensuring all students are focused on the key parts of the book. 4. **Organising Thoughts:** Students now organise their ideas into sentences or short paragraphs on their planning sheet. Ensure students use the **features checklist** from Day 1 to guide their planning.
	Day 4 - Planning	LO: To write my book review 1. **Introduction and Recap:** Briefly go over the features of a book review and the planning template. Explain that today they will write their own book reviews. 2. **Writing the Book Review:** Students begin writing their reviews based on their planning from Day 3. Remind students to include: A **brief introduction** (book title, author, short intro). A **summary** of the book, keeping it concise. Their **evaluation** (positive or negative opinions with reasons).

	A **recommendation** (who they think would enjoy the book).	
	Encourage students to use descriptive adjectives and adverbs from Day 2 to make their reviews engaging.	
	Walk around to provide feedback, encouraging students to stay focused on their structure and use of descriptive language.	
Day 5	Hot Write	
	Best Writing (1 hour) (2nd Draft). All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson. Some children may require additional support with knowing which edits to write.	
	Ensure that candles and a calming atmosphere is established within the classroom.	