Week/s and coverage:		Activity Outline
Week 1-2) Non-chronological report based on 'Dragon Slayer' - film unit from EdShed

Hook:

https://www.youtube.com/watch?v=S_f3AtPfuiw

SPaG Skills: Headings and Subheadings

Formal Language | Day 1 - WAGOLL | Provide the children with the process header to stick in their books:
Tell the students:
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. |
| | Day 2 – SPaG lesson 1 | LO: To understand the use of headings and subheadings
Aims: Understand the purpose of headings and subheadings in organising information. Identify appropriate headings and subheadings for sections of a non-chronological report. Write clear and relevant headings and subheadings for a report on *Dragon Slayer*.

SPaG Card: Third person pronouns
Belongs to the person (or people) being talked about
She headed for a moment before opening the creaky barn door

1. **Starter Activity:** Heading or Not? Display a mix of headings, subheadings, and random sentences on the board (e.g., "Introduction," "Dragons are dangerous creatures," "Training the Slayer," "Swords and Shields," "They are huge," etc.). Ask students to identify which are appropriate headings or subheadings and explain why. **Key Question**: *What makes a good heading or subheading?* Answer: Short, clear, relevant, and reflects the content of the section.
2. **Teach: Key Points**: **Purpose of Headings and Subheadings**: Headings introduce the main topic of a section. Subheadings break down the topic into smaller, related parts. **How to Write Effective Headings**: Be concise (e.g., *"Types of Dragons,"* not *"All the different kinds of dragons you can find"*). Use capital letters at the start of each main word (title case). Ensure relevance to the section's content. **Examples in Context**: Show an example report section with an appropriate heading and subheadings: **Heading**: "Types of Dragons" **Subheadings**: "Fire-Breathing Dragons", "Sea Serpents", "Wingless Dragons". **Model Writing**: Together, write a heading and subheadings for a paragraph about a dragon slayer's equipment.
3. **Guided Practice Activity**: Planning Headings and Subheadings - Provide students with a brief paragraph or section titles related to *Dragon Slayer* (e.g., "Introduction to the Dragon Slayer," "Dragon Habitats," "Weapons and Tools," etc.). In pairs, students create headings and subheadings for each section. **Example Output**: Heading: "Weapons and Tools", Subheading: "Sword of Legends", Subheading: "Protective Armor"
4. **Independent Activity**: Applying Skills to the Non-Chronological Report: Students write their own headings and subheadings for a report about *Dragon Slayer*. Suggested sections: Introduction; Types of Dragons; Dragon Slayer's Training; Weapons and Equipment; Famous Battles; Conclusion.
5. **Plenary Activity**: Students swap their headings and subheadings with a partner. Partners check if they are clear, concise, and relevant.
Question for Reflection:
- *How do headings and subheadings help the reader?*
- *What would happen if a report didn't have headings or subheadings?*
- *Why do headings need to be clear and relevant?*
- *How do headings help organise your ideas before you start writing?* |

	Day 3 – SPaG lesson 2	<mark>Make sure a SPaG card is stuck into their books</mark> (see above for an example) LO: To apply formal language in my writing Aims: Understand the difference between formal and informal language. Identify examples of formal language in writing. Apply formal language to a non-chronological report. **1. Starter Activity: Formal or Informal?** Display pairs of sentences, one written formally and the other informally. *"The Dragon Slayer is a highly skilled warrior."* vs. *"The Dragon Slayer is super cool and awesome!"* *"Dragons are fearsome creatures, often found in remote habitats."* vs. *"Dragons are scary and live far away."* Students work in pairs to identify which is formal and which is informal. Discuss the differences (e.g., vocabulary, tone, sentence structure). **Key Question**: *What makes language formal?* Examples: Polished vocabulary, clear and precise sentences, absence of contractions or slang. **2. Teach: Characteristics of Formal Language. Key Points**: **Vocabulary**: Use specific, subject-related terms (e.g., *"formidable," "habitats," "legendary skills"*). **Tone**: Maintain a serious and respectful tone suitable for informative writing. **Grammar**: Avoid contractions (*"do not"* instead of *"don't"*). **Sentence Structure**: Use complete sentences, avoiding overly casual phrasing. **Model Example**: Informal: *"The Dragon Slayer is a hero who goes out and beats the bad dragons."* Formal: *"The Dragon Slayer is a heroic figure renowned for defeating dangerous dragons."* **3. Guided Activity**: Provide a list of informal sentences about *Dragon Slayer*. In pairs, students rewrite them in formal language. *"Dragons are super scary and really dangerous."* → *"Dragons are fearsome creatures, known for their danger and unpredictability."* *"The Dragon Slayer's job is to get rid of dragons."* → *"The role of the Dragon Slayer is to eliminate the threat posed by dragons."* **4. Independent Activity**: Students write a short paragraph for their non-chronological report using formal language. Suggested topic: *"The Role of the Dragon Slayer"* or *"Characteristics of Dragons."* Encourage students to include: Formal sentence structures; Subject-specific vocabulary (e.g., *"mythical," "valour," "ancient legends"*); Proper grammar and punctuation. **5. Plenary:** In pairs, students swap their paragraphs and identify: Examples of formal language. Opportunities for improvement (e.g., replacing casual words or phrases). **Reflection Questions**: *What changes did you make to ensure your writing sounded formal?* *Why is formal language important in a non-chronological report?*
	Day 4 – Planning	LO: To plan my non-chronological report Aims: Understand the structure of a non-chronological report. Organise ideas into clear sections using headings and subheadings. Create a detailed plan that outlines the content of their report. **1. Starter Activity**: *Spot the Features*: Provide students with an example non-chronological report about a different topic (e.g., *Mythical Creatures* or *Roman Gladiators*). In pairs, students highlight and label key features: Headings and subheadings. Introduction and conclusion. Factual information. Formal language. **Discussion Question**: *Why is it important to plan the sections of your report before writing?* **2. Teach: Planning a Non-Chronological Report. Key Points**: **Structure Overview**: Introduction: Introduce the topic briefly: Main sections: Organised under clear headings/subheadings (e.g., *"Types of Dragons," "The Dragon Slayer's Training," "Famous Battles"*). Conclusion: Summarise the topic or provide final thoughts. **Organising Ideas**: Brainstorm main ideas for each section. Use bullet points or mind maps to group related information. **Example Planning**: Model a brief plan on the board, e.g.: **Heading**: *Introduction*

- Introduce *Dragon Slayer* as a legendary profession.
- Explain why dragons were a significant threat.

Heading: *Types of Dragons*
- Fire-breathing dragons.
- Sea serpents.

3. Guided Activity: In small groups, students brainstorm ideas for one section of the report (assigned by the teacher, e.g., *Dragon Slayer's Training* or *Weapons and Tools*). Each group creates a mini-plan using headings, subheadings, and bullet points.

Example Output:

Heading: *Dragon Slayer's Training*

Subheading: *Skills Required*
- Swordsmanship.
- Shield defence.

Subheading: *Training Locations*
- Remote mountain camps.

4. Independent Activity: Students use a planning template to organise their ideas for their entire report. Sections to include: Introduction. Three to four main sections (e.g., *Dragon Habitats, Famous Dragon Slayers*). Conclusion.

5. Plenary: Share and Reflect Activity: Students swap their plans with a partner for peer feedback. Discuss as a class: *What makes a strong plan? How does planning help when writing your report?*

Day 5 - 8	LO: To write a non-chronological report During days 5-8, the children will be writing (focusing on two paragraphs 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 3-4) Diary Entry from the POV of main character/s SPaG Skills: First-Person Perspective Past Tense	**Day 1 - WAGOLL**	Provide the children with the process header to stick in their books (see above for an example). Tell the students: 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== (see above for an example). LO: To understand first-person perspective Aims: Understand the features of first-person perspective. Identify and use first-person pronouns correctly. Write a short paragraph in the first-person perspective. **1. Starter Activity (Who's Talking?)**: Display sentences written in the first-person, second-person, and third-person perspectives (e.g., *"I crept through the dark alley," "You need to stay hidden," "She walked silently into the room"*). In pairs, students identify which sentences are written in the first-person perspective and explain how they know. **Key Question**: *What clues tell us a sentence is written in the first person?* Answer: Use of pronouns such as *I, me, my, we, our*. **2. Teach: What Is First-Person Perspective? Key Points**: **Definition:** Writing from the perspective of the character or narrator experiencing the events. **Features:** Use of first-person pronouns (*I, me, my, mine, we, us, our, ours*). Describes thoughts, feelings, and actions from the writer's viewpoint. Creates a personal connection with the reader. **Model Example** Provide a third-person description of a scene and rewrite it in the first person. Third Person: *"Flavia entered the marketplace and scanned the stalls for clues."* First Person: *"I entered the bustling marketplace and scanned the stalls for clues."* **3. Guided Practice: Rewriting Perspective Activity**: Provide a short paragraph written in the third person about *The Thieves of Ostia* or another familiar story. In pairs, students rewrite the paragraph in the first person. **Example Paragraph**: Third Person: *"The children gathered in the forum, whispering about the strange events of the day. Flavia felt determined to uncover the truth."* First Person: *"We gathered in the forum, whispering about the strange events of the day. I felt determined to uncover the truth."* **4. Independent Task: Writing in First-Person Perspective Activity**: Students write a short diary entry in the first-person perspective as one of the main characters from *The Thieves of Ostia*. Prompt: *"Write about an event from the story so far. Describe what happened, how you felt, and what you think will happen next."* **Scaffold**: Start with *"Dear Diary,"* Use personal pronouns to describe actions and feelings (*"I saw," "I thought," "I felt"*) Include sensory details to describe the scene (*"The air smelled of fresh bread from the stalls," "My heart pounded as I turned the corner"*) **5. Plenary: Share and Reflect Activity**: Invite a few students to share their diary entries with the class. As a group, identify first-person pronouns and discuss how the writing shows the character's perspective. **Reflection Questions**: *How does writing in the first person help the reader understand the character's thoughts and feelings? What would change if this entry was written in the third person?*
	Day 3 – SPaG lesson 2	==Make sure a SPaG card is stuck into their books== (see above for an example). LO: To apply past tense verbs in my writing Aims: Understand what the past tense is and why it is used. Identify past tense verbs in sentences. Write a short paragraph using the past tense accurately. **1. Starter Activity: Verb Detective Activity**: Display a short paragraph in the past tense about a familiar topic or story (e.g., *The Thieves of Ostia*). Example: *"Yesterday, Flavia and her friends searched the market for clues. They noticed a suspicious man near the fruit stall."* In pairs, students underline all the verbs and identify them as past tense. **Discussion Questions**: *How do you know these verbs are in the past tense? What do you notice about how the past tense is formed?* **2. Teach: What Is the Past Tense? Key Points**: **Definition** The past tense describes actions that have already happened. **Formation:** Regular verbs: Add *-ed* (e.g.,

walk → walked, jump → jumped). Irregular verbs: Change form (e.g., run → ran, go → went). **Examples:** "The dragon roared loudly." "The children climbed over the broken gate."

Interactive Activity: Write a list of present tense verbs (e.g., *run, play, eat, find, look, sit*) on the board. As a class, convert them into the past tense, discussing irregular forms as needed.

3. Guided Practice: Sentence Transformation Activity: Provide students with sentences written in the present tense. *"Flavia finds a strange footprint." "The dog chases the thief through the alley."* In pairs, students rewrite the sentences in the past tense. *"Flavia found a strange footprint." "The dog chased the thief through the alley."* **Challenge Extension**: Ask students to expand the sentences using time adverbials (e.g., *"Yesterday, Flavia found a strange footprint near the gate."*).

4. Independent Task: Writing in the Past Tense Activity: Students write a short diary entry from the perspective of a character in *The Thieves of Ostia*. Prompt: *"Write about an exciting or mysterious event from the story."* Encourage students to: Use past tense verbs consistently. Include regular and irregular verbs. Add time adverbials (e.g., *earlier, yesterday, last night*).

5. Plenary: Class Share and Verb Hunt Activity: Invite a few students to read their diary entries aloud. As a class, identify the past tense verbs in their writing and discuss any irregular forms. **Reflection Questions**: *What makes the past tense different from the present tense? Why is it important to stay in the past tense when writing about events that have already happened?*

Day 4 – Planning

LO: To plan my non-chronological report

Aims: Understand the structure of a diary entry. Plan and organise ideas for a diary entry based on a story. Develop skills in reflecting on events, emotions, and perspectives from a character's viewpoint.

1. Starter Activity: Diary Entry Features Activity: Display a model diary entry written from the perspective of a character in *The Thieves of Ostia* or a similar book. Example (from Flavia's perspective):

"Dear Diary,

Today, I discovered a hidden clue at the marketplace. My heart raced as I followed the trail, but I wasn't sure who to trust. Could the thief be someone close to me?"

In pairs, students identify the key features of a diary entry: Opening phrase (*Dear Diary*). Personal reflection (e.g., feelings, thoughts). Event description (e.g., *"I discovered a hidden clue"*). Time references (e.g., *"Today, last night"*). **Discussion Question**: *What makes a diary entry personal and reflective?*

2. Teach: Planning a Diary Entry. Key Points: **Structure of a Diary Entry: Opening**: Salutation and brief introduction (e.g., *"Dear Diary, today was..."*). **Body**: Description of events, emotions, and reflections (e.g., *"I saw something unusual at the market..."*). **Conclusion**: Thoughts or reflections on the day, sometimes ending with plans or feelings for the next day (e.g., *"I wonder what tomorrow will bring."*).

Planning Process: Brainstorm what happened in the story (events that are fresh in the character's mind). Reflect on the character's feelings and thoughts during these events. Decide on how the character would end the entry (e.g., an emotional reaction or wondering about the future).

Model Example: Show a simple plan for a diary entry from the perspective of Flavia: **Opening**: *"Dear Diary, today was..."* **Body**: **Event 1**: *"I discovered a clue..."* **Feelings/Thoughts**: *"I was confused but excited. Could this be the start of something bigger?"* **Conclusion**: *"I can't wait to see what happens next!"*

3. Guided Practice: Group Planning Activity: In small groups, students plan a diary entry based on a key event from *The Thieves of Ostia*. Each group works on one part of the story (e.g., *Flavia discovering a clue, solving a mystery, meeting a new character*). They use the following prompts to guide their planning: **What event(s) will you focus on? How does the character feel about this event? What will the character reflect on in the diary entry? How will the entry end?**

4. Independent Task: Individual Planning Activity: Students plan their own diary entry based on an event from the book. They can use a planning template to help organise their ideas: **Opening**: Write the first few sentences (e.g., *"Dear Diary, today I..."*). **Event 1**: Describe one key event from the story that you want to include. **Feelings/Thoughts**: How does the character feel about what happened? **Conclusion**: How will the entry end? What thoughts might the character have for

		tomorrow? **5. Plenary: Share and Reflect Activity**: Invite a few students to share their plans with the class. Ask the class: *What makes a strong diary entry plan? How can you make sure your writing sounds like it's from the character's perspective?*
	Day 5 - 8	LO: To write a diary entry During days 5-8, the children will be writing (focusing on two paragraphs 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. *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 5-6) Letter from one character to another SPaG Skills: Time Adverbials Modal verbs	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). Tell the students: 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> (see above for an example). LO: To understand and apply time adverbials. Aims: Understand what time adverbials are and how they are used. Learn how to incorporate time adverbials into a letter to clarify when events happened. Practice writing a letter using time adverbials for structure and clarity. **1. Starter Activity: Time Adverbials Activity**: Begin by explaining what time adverbials are: words or phrases that describe when something happens (e.g., *yesterday, soon, in the morning, last night*). Write a few examples of time adverbials on the board: *Yesterday, Last week, In the evening, At 3 o'clock, This morning, Soon, Recently, After the meeting*. Discuss how they can help make writing clearer by showing the sequence of events. **Discussion Question**: *Why is it important to know when events happened in a letter? How do time adverbials help the reader understand the timeline of events?*

2. Teach: How Time Adverbials Work in a Letter. Key Points: Purpose of Time Adverbials Time adverbials help show the timeline of events in the letter. For example, when a character describes a discovery or decision, the adverbial tells us *when* it occurred. **Examples in a Letter Context**: *"Yesterday, I discovered a clue at the market.", "This morning, I followed the trail behind the bakery.", "Soon after, I saw a shadow moving in the alley."* **Placement of Time Adverbials:** At the beginning of the sentence: *"Yesterday, I saw something unusual at the marketplace."* In the middle of the sentence: *"I decided to follow the clue after breakfast."* At the end of the sentence: *"I arrived at the market this morning."* **Linking Time Adverbials to Past Tense:** Emphasise how time adverbials work with the past tense (e.g., *"Last week, I found something suspicious."*).

3. Guided Practice: Identifying Time Adverbials Activity: Display a short letter on the board written from Flavia to Marcus, incorporating time adverbials.

"Dear Marcus,

Yesterday, I found something strange in the alley near the marketplace. I had been searching for hours, but suddenly I saw a shadow. It moved quickly, and I followed it right after lunch. I wonder what it all means..."

Together, underline the time adverbials in the letter. *"Yesterday," "Suddenly," "Right after lunch."* **Discussion Question**: *How do the time adverbials help us understand the sequence of events in the letter?* **Next Step**: Ask students to identify time adverbials in another sample letter you provide. Discuss how each adverbial indicates when something happened.

4. Independent Task: Writing a Letter with Time Adverbials Activity: Students will now write their own letter from the perspective of a character in *The Thieves of Ostia*, using time adverbials to describe key events from the story. Provide a writing scaffold to help them get started. **Opening**: *"Dear [Character], today I..."* **Body**: Use time adverbials to describe the events (e.g., *"Yesterday, I discovered something strange..."*). **Closing**: *"I wonder what will happen tomorrow..."* Encourage students to: Use a variety of time adverbials (e.g., *soon, after breakfast, later, in the afternoon*). Use them in different positions within their sentences to practice flexibility.

5. Plenary: Share and Reflect Activity: Ask students to share their letters with the class, focusing on how they've used time adverbials. Discuss how these adverbials help the reader follow the sequence of events in the letter. **Reflection Question**: *What did you learn about using time adverbials in your writing? How did they help clarify when things happened?*

Day 3 – SPaG lesson 2

==Make sure a SPaG card is stuck into their books== (see above for an example).

LO: To apply modal verbs in my letter

Aims: Understand what modal verbs are and how they function in a sentence. Learn how to use modal verbs to express different shades of meaning (e.g., possibility, necessity, advice). Practice incorporating modal verbs into sentences to create more nuanced and varied writing.

1. Starter Activity: Introduction to Modal Verbs Activity: Begin by explaining what modal verbs are: auxiliary verbs that express a range of meanings such as possibility, ability, necessity, permission, or advice. Examples of modal verbs: *can, could, may, might, must, should, would, will, shall* Write a list of modal verbs on the board and go through their meanings with the class: **Can** – ability or permission. **Could** – past ability or polite request. **May** – permission or possibility. **Might** – possibility. **Must** – necessity or strong recommendation. **Should** – advice or recommendation. **Will** – future prediction or willingness. **Would** – polite requests or hypothetical situations.

Discussion Question: *How do modal verbs change the meaning of a sentence? Can they make a statement more polite or more certain?*

2. Teach: How Modal Verbs Work in Sentences. Key Points: Expressing Ability: *"I can solve this puzzle."* (ability) *"He could swim when he was younger."* (past ability) **Expressing Permission:** *"May I borrow your pen?"* (permission) *"You can go to the park after school."* (permission). **Expressing Possibility:** *"It might rain tomorrow."* (possibility) *"This could be a dangerous place."* (possibility). **Expressing Necessity or Obligation:** *"You must finish your homework before playing."* (necessity) *"We should leave now to avoid being late."* (advice). **Expressing Advice:** *"You should talk to your friend about this."* (advice) *"I would suggest you take a break."* (advice) **Examples in context**: *"Flavia must be careful when investigating. She should always look for clues at the scene of the crime."* **"Marcus could help

Flavia solve the mystery, but he might be too busy." **Challenge**: Ask students to identify which modal verbs express possibility, permission, advice, etc., in the sentences.

3. Guided Practice: Using Modal Verbs in Sentences Activity: Display sentences with missing modal verbs, and ask students to choose the correct one based on context.

1. *"You ___ come to the party if you finish your homework."* (can/should)
2. *"I ___ believe how quickly we solved the mystery!"* (can/might)
3. *"We ___ be able to find more clues tomorrow."* (might/must)
4. *"You ___ ask Flavia for advice; she knows a lot about solving mysteries."* (could/should)
5. *"She ___ have seen something suspicious earlier today."* (must/might)

Discussion: Go over the answers and discuss how the different modal verbs affect the meaning of each sentence

4. Independent Task: Using Modal Verbs in a Letter Activity: Students will now write a short letter from the perspective of a character in *The Thieves of Ostia* (e.g., Flavia to Marcus or vice versa). They should use modal verbs in their letter to express different meanings, such as:

Possibility: *"I might have discovered something important at the market."*

Necessity: *"We must meet tomorrow to discuss the next steps."*

Advice: *"You should be careful when you follow the clues."*

Ability: *"I can solve this mystery if we work together."*

Writing Prompt: *Write a letter to a friend explaining an event that happened, and use at least four different modal verbs in your letter to express possibility, permission, advice, and necessity.*

5. Plenary: Share and Reflect Activity: Ask a few students to share their letters and highlight the modal verbs they used. Discuss how modal verbs changed the tone of the letter and how they added nuance to the message. Review the different functions of modal verbs. **Reflection Question**: *How did using modal verbs make your writing more interesting or precise?*

Day 4 – Planning

LO: To plan my letter

Students will plan a letter from one character to another in The Thieves of Ostia, incorporating modal verbs to express possibility, necessity, advice, permission, and ability.

1. Starter Activity: Recap of Modal Verbs Activity: Begin with a quick recap of modal verbs, ensuring students remember their different uses (e.g., possibility, necessity, permission, advice). Show a few examples on the board: *"You must find the clues before it's too late."* (necessity). *"I might have discovered something important."* (possibility). *"You should ask for help if you're stuck."* (advice). *"We can meet tomorrow to discuss it."* (permission) **Discussion**: Ask students why it's important to use modal verbs when writing a letter to convey different tones and meanings.

2. Teach: Letter Structure and Purpose. Key Points: Discuss the key features of a letter: **Salutation**: Start with a greeting (e.g., *"Dear Flavia,"* or *"To my dearest Marcus,"*). **Introduction**: Open with an introductory sentence about why you are writing. **Body**: Main content of the letter, including key details or events. **Closing**: Polite sign-off (e.g., *"Yours sincerely,"* or *"Best wishes,"*).

Purpose of the Letter: In this case, the letter will be between two characters in *The Thieves of Ostia* (e.g., Flavia writing to Marcus about an investigation or a mystery they are solving). Emphasise the importance of including modal verbs to express different meanings in the body of the letter.

3. Guided Practice: Planning the Letter Activity: Provide students with a letter planning template or scaffold that includes key sections to fill out: **Salutation** (e.g., *"Dear Marcus,"*). **Introduction**: What is the character writing about? (e.g., *"I wanted to tell you about what happened at the marketplace..."*) **Body**: What events are being described? Use at least three modal verbs in the body of the letter to show possibility, advice, necessity, or permission. Students should plan where to

place modal verbs in their sentences (e.g., at the start, middle, or end). Example prompts to guide them: *What might have happened during the investigation? What advice might you give to the character? What do you need to do next?* **Closing**: How will the letter end? (e.g., *"Looking forward to hearing from you soon."*).

Guided Example: Work through an example together as a class. Write the plan for a letter from Flavia to Marcus on the board, showing how modal verbs are used in the body.

Salutation: *"Dear Marcus,"*

Introduction: *"I hope this letter finds you well. I wanted to tell you about an unusual event at the marketplace today."*

Body:

"I might have found a clue, but I'm not sure what it means yet."

"You should meet me at the bakery tomorrow so we can discuss our next move."

"We must be careful, as I think someone might be following us."

Closing: *"I'll write again soon with more news."*

4. Independent Task: Plan Your Letter Activity: Students now work independently to plan their own letter using the template/scaffold provided. Encourage them to use at least four different modal verbs (e.g., *can, could, should, must, might*) in their letter. They should focus on: Describing events using modal verbs; Structuring the letter clearly (salutation, introduction, body, closing); Ensuring they express different shades of meaning (e.g., possibility, advice, necessity).

5. Plenary: Share and Discuss Activity: Ask a few students to share their letter plans with the class, highlighting the modal verbs they've chosen and why. Discuss how the modal verbs change the tone or meaning of the letter (e.g., making it sound more polite, more urgent, or more uncertain). **Reflection Questions**: *How do the modal verbs help the reader understand the character's feelings or intentions? What would happen if you didn't use modal verbs in your letter?*

Day 5 - 8	LO: To write a letter During days 5-8, the children will be writing (focusing on two paragraphs 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.
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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) Poetry - The Fall of Rome – writing their own poems SPaG Skills: Line Breaks and Stanzas Use of Rhyme and Rhythm (ABAB or AABB)	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). Tell the students: 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 (see above for an example). LO: To understand the use of line breaks and stanzas Students will understand and practice using line breaks and stanzas in poetry, using *The Fall of Rome* by W.H. Auden as a model text. **1. Starter Activity: Introduction to Line Breaks and Stanzas**: Begin by introducing **line breaks** and **stanzas**: **Line Breaks**: The place where a poet ends a line, which can control the pace, rhythm, and emphasis. **Stanzas**: A group of lines in a poem that form a unit of meaning. Similar to paragraphs in prose, stanzas help organize ideas and set a tone. **Examples from** *The Fall of Rome* **by W.H. Auden**: Read aloud the first stanza of *The Fall of Rome* by W.H. Auden: "The piers are pummelled by the waves, In the aftermath, the trains are gone, The ghosts of the city are wandering the streets, As the empire crumbles down." Ask students: *Where do you notice the line breaks? What effect do they have on the rhythm? How does the stanza structure influence the meaning of the poem? How does each stanza seem to hold different ideas?* **Discussion**: Emphasise that **line breaks** can make a poem more dramatic, cause the reader to pause, or create rhythm. **Stanzas** help organize the poem into sections that can shift in mood, time, or theme. **2. Explore: Analysing** *The Fall of Rome* **Activity**: Break down an excerpt from *The Fall of Rome* by W.H. Auden. Read it aloud and focus on the use of line breaks and stanzas. Example (from *The Fall of Rome*): *"The stars are not wanted now: put out every one; Pack up the moon and dismantle the sun."* **Questions to guide students**: Why do you think Auden breaks the lines where he does? How do these breaks affect the flow of the poem? How do the **stanzas** change the meaning of the poem? Are they connected, or do they represent separate ideas or moods? What happens to the poem when Auden shifts between stanzas? **Group Discussion**: Discuss how the structure of the poem affects its impact. How do line breaks emphasise the collapse of the empire? How does the pacing of the poem mirror the fall of Rome? **3. Guided Practice: Writing with Line Breaks and Stanzas Activity**: Model writing a short poem using line breaks and stanzas, using *The Fall of Rome* as inspiration. Start by choosing a theme related to decline or change (e.g., a crumbling building, the passage of time). Example (guided writing): *"The walls fall silent, The stones crack and split, As time ticks on, The city does not rest."* **Focus**: **Line Breaks**: Where to place line breaks for meaning, emphasis, and rhythm. **Stanzas**: Organise ideas into separate stanzas for different effects or moods. **Questions to guide students**: How will the placement of your line breaks affect how the poem is read? What can each stanza represent in your poem? How does it change the overall meaning? **4. Independent Task: Plan and Write a Poem Activity**: Students will plan and write their own short poem, using **line breaks** and **stanzas**.

Poem Template:

Theme: Choose a theme such as decay, change, or the passage of time.

Stanza Plan: Decide how many stanzas the poem will have (e.g., 3-4 stanzas).

Line Breaks: Plan where line breaks will occur, thinking about how the poem should flow and what words need emphasis.

Write: Create the poem using line breaks and stanzas to convey meaning and rhythm.

Guidelines: Think about the message or feeling you want to convey in each stanza; Use line breaks to control pacing and create pauses for effect.; Experiment with stanza lengths to change the tone or focus of different parts of the poem.

5. Plenary: Share and Reflect Activity: Ask students to share their poems with the class. Focus on how they used **line breaks** and **stanzas** to shape the meaning of their poems. **Reflection Questions**: *How did you use* **line breaks** *to control the rhythm of your poem? How did the* **stanzas** *help organize your ideas or change the tone of the poem? How did using stanzas and line breaks improve the overall flow and meaning of your poem?*

Day 3 – SPaG lesson 2

==Make sure a SPaG card is stuck into their books== (see above for an example).

LO: To apply use of rhyme or rhythm in my poem

Students will explore and practice using rhyme and rhythm in poetry, focusing on the patterns ABAB and AABB.

1. Starter Activity: Introduction to Rhyme and Rhythm Activity: Begin by explaining what **rhyme** and **rhythm** are: **Rhyme**: The repetition of sounds at the ends of words, usually at the end of lines in poetry. **Rhythm**: The pattern of stressed and unstressed syllables in a line of poetry, which creates the flow or beat.

Examples:

- Read a short poem aloud that uses an **ABAB** rhyme scheme: *"The moonlight shone so bright (A)*
  Upon the silver sea (B)
  The stars were out that night (A)
  And whispered words to me (B)."

- Then read a poem with an **AABB** rhyme scheme: *"The river winds so deep (A)*
  Through valleys dark and wide (A)
  The trees in shadows sleep (B)
  As ripples gently glide (B).

Discussion: Ask students: *What do you notice about the end sounds of each line? What is the rhyme pattern in each poem? How does the pattern affect the poem's flow and rhythm?*

2. Explore: Analysing Rhyme Schemes Activity: Show a few more examples of poems that use **ABAB** and **AABB** rhyme schemes. Discuss the different effects of each rhyme scheme on rhythm and mood.

ABAB Example: *"The wind blows gently through the trees (A)*
As leaves are swirled in air (B)
It whispers softly in the breeze (A)
With beauty everywhere (B)."

AABB Example: *"The sky is blue and bright (A)*
The clouds drift by in flight (A)
The grass is green and tall (B)
And flowers bloom in the fall (B)."

Questions to Guide Discussion: *How does the* **ABAB** *rhyme scheme create a more alternating, flowing rhythm? How does the* **AABB** *rhyme scheme create a different effect—more of a paired, predictable rhythm? How might each pattern influence the tone or mood of a poem?*

3. Guided Practice: Writing with Rhyme Schemes: Guide students through writing a short poem with a specific rhyme scheme. Choose a simple theme (e.g., nature, seasons, animals). Start with a brainstorm of potential words that rhyme. For example: **ABAB**: night, light, trees, breeze. **AABB**: sky, high, sound, ground

Model Writing: Create a couple of lines together using the **ABAB** rhyme scheme, focusing on how the rhyming words at the end of each line match the pattern. Example: *"The sky turns dark with evening light (A)*

As stars appear above the trees (B)

The moon will rise, a shining sight (A)

While whispers ride the autumn breeze (B)."

Guided Writing: Ask students to write 4 lines using the **ABAB** rhyme scheme and share them with a partner for feedback.

4. Independent Practice: Write a Poem with Rhyme Scheme: Students will independently write their own short poem using either the **ABAB** or **AABB** rhyme scheme. Provide a list of themes to help them get started (e.g., pets, family, dreams, a rainy day). Encourage students to use the rhyming words brainstormed earlier and experiment with their chosen rhyme scheme. **Guidelines**: Ensure that students follow the rhyme pattern (either **ABAB** or **AABB**). Remind them to focus on the rhythm of the poem, ensuring that each line flows well with the others.

5. Plenary: Share and Reflect: Ask students to share their poems with the class or in small groups. Focus on how they used the **ABAB** or **AABB** rhyme scheme. Reflect on how the rhyme scheme influenced the rhythm and overall feel of their poem.

Reflection Questions: *How did choosing a specific rhyme scheme affect the way you wrote your poem? How does the rhythm of your poem change when you follow the rhyme scheme? Did the rhyme scheme help convey a certain mood or tone in your poem?*

Day 4 – Planning

LO: To plan my poem

Students will plan and draft their own poems about Ancient Rome, taking inspiration from The Fall of Rome by W.H. Auden, focusing on the themes of decline, change, and the passage of time, while experimenting with rhyme and rhythm.

1. Starter Activity: Introduction to Themes in *The Fall of Rome*: Briefly introduce *The Fall of Rome* by W.H. Auden. Discuss the themes in the poem, focusing on: The decline of Rome; The passage of time; The idea of decay and destruction; The fragility of power and empire. **Discussion**: Ask students to reflect on: What is happening in *The Fall of Rome*?; How does Auden use language to depict the fall of the Roman Empire?; What images or ideas come to mind when thinking about Ancient Rome's decline? **Prompt**: *"If you were to write a poem about the fall of Rome, what images or feelings would you want to include?"*

2. Explore: Analyse *The Fall of Rome* **Activity**: Read aloud a few excerpts from *The Fall of Rome*. Focus on Auden's use of vivid imagery and the rhythm of the poem. Example (from *The Fall of Rome*): *"The piers are pummelled by the waves, In the aftermath, the trains are gone, The ghosts of the city are wandering the streets, As the empire crumbles down."* **Analysis**: Discuss how Auden uses specific words and imagery to depict the fall of an empire (e.g., *"pummelled," "crumbling," "ghosts"*). Ask students to note how the poem's **rhyme scheme** and **rhythm** contribute to its sense of decline and destruction.

Guided Discussion: Ask: *How does the choice of words in these lines create a sense of decay? What words or phrases make you think of the fall of an empire? How do you think rhyme and rhythm help convey the mood of the poem?*

3. Guided Practice: Planning Poems about Ancient Rome: Students will plan their own poems, using **The Fall of Rome** as inspiration. They will focus on incorporating similar themes of decline, change, and the passage of time. **Step-by-Step Guide**:

Theme: Choose a specific aspect of Ancient Rome that interests you, such as: The fall of the Roman Empire; Roman architecture and ruins; The shifting power of Roman rulers; The rise and fall of Roman cities.

Imagery: Brainstorm words and images related to your theme. For example: Words like "crumble," "decay," "dust," "ruins," "ghosts," "empire," and "destruction."

Visual images like fallen columns, broken statues, empty streets, fading mosaics.

Rhyme Scheme: Decide whether you want to use a rhyme scheme (e.g., ABAB, AABB) and experiment with how it might enhance the rhythm and flow of your poem.

ABAB example:

The city stands in ruins tall (A)

The empire's fate a distant cry (B)

The stones will crumble, one and all (A)

As time moves on and years slip by (B).

Rhythm: Think about the rhythm of the poem. Would a slow, steady rhythm reflect the slow decline of Rome? Or would a faster rhythm capture the sudden fall?

Stanzas: Plan how many stanzas your poem will have. Each stanza could represent a different stage of decline or a different perspective on the fall of Rome.

Example Poem Plan (using **ABAB rhyme scheme**):

Theme: The decay of the city of Rome.	**Imagery**: Ruins, dust, fading monuments, broken statues.
Rhyming Words: fall, all, stone, alone, crumbled, struggled.	**Stanzas**: 3 stanzas.

4. Independent Writing: Drafting the Poem: Students will independently draft their poems based on the plan they have created. Remind them to: Use strong imagery to evoke the sense of decay and decline; Experiment with rhyme and rhythm to reflect the themes of their poem; Break the poem into stanzas to organize their ideas.

5. Plenary: Share and Reflect: Allow students to share their poems in small groups or with the class. Reflect on: How did they use imagery from Ancient Rome to enhance their poems? How did the rhyme scheme and rhythm contribute to the poem's mood and meaning? Did the students capture a sense of decline or change in their poems? **Reflection Questions**: How did planning your poem help you organize your ideas about Ancient Rome? How did the rhythm and rhyme scheme affect the tone of your poem? How did using imagery help convey the idea of decline or destruction?

Day 5 - 8	LO: To write a poem During days 5-8, the children will be writing (focusing on two paragraphs 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. 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 9-10) Persuasive Argument to convince a character to take action SPaG Skills: Extend sentences to include more than one clause by using a range of conjunctions, including: if, because. Imperative verbs	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). Tell the students: 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 (see above for an example). LO: To extend sentences with more than one clause Students will learn to extend sentences by including more than one clause using a range of conjunctions, improving sentence complexity and fluency in their writing. 1. **Starter Activity: Introduction to Conjunctions Activity**: **Quick Definition**: Write "Conjunction" on the board. Define it as a word that connects clauses or sentences. **Examples of Conjunctions**: Write some conjunctions on the board and categorise them into: **Coordinating Conjunctions**: *and, but, or, so, for, nor, yet* **Subordinating Conjunctions**: *because, although, since, if, when, while, unless, before* **Correlative Conjunctions**: *either...or, neither...nor, not only...but also*. **Ask the class**: "Can anyone give me a sentence with 'and' in it?" "What about a sentence with 'although'?" 2. **Model Activity: Extending Sentences Using Conjunctions**: **Modelling**: Start with a simple sentence and demonstrate how to extend it using conjunctions. Simple sentence: *The sun was shining.* **Model Extension**: **Coordinating Conjunction**: *The sun was shining, and the birds were singing.* **Subordinating Conjunction**: *Although the sun was shining, it was still quite cold outside.* **Correlative Conjunction**: *The sun was shining, not only were the birds singing, but also people were enjoying the weather.* **Discussion**: Ask the class how each conjunction changes the meaning of the sentence. Focus on: How the **coordinating conjunctions** connect similar ideas. How the **subordinating conjunctions** show cause and effect, contrast, or time. How **correlative conjunctions** are used in pairs to link ideas. 3. **Guided Practice: Extending Sentences**: **Sentence Extensions**: Provide the class with a set of simple sentences. Students will work with a partner or individually to extend each sentence by adding a second clause using appropriate conjunctions. Example Simple Sentences: *The cat slept on the windowsill. I was tired after school. It started to rain.* **Conjunction Options**: Give them a list of conjunctions to choose from: *because, but, when, or, although, and, if.* **Examples of Student Extensions**: *The cat slept on the windowsill, and the dog lay by the door. I was tired after school, but I still did my homework. It started to rain when we were walking home.* 4. **Independent Practice: Extending Sentences**: Provide students with **5 simple sentences** and ask them to extend each sentence by adding another clause using different conjunctions. Example Simple Sentences: *The garden was full of flowers. The children played outside all afternoon. The pizza arrived late. She smiled brightly. We saw a movie last night.* **Challenge**: Ask students to use at least one subordinating conjunction in each sentence. **Support**: For students who need additional support, provide a sentence starter sheet with conjunction options. 5. **Plenary: Share and Reflect**: **Sharing**: Invite a few students to share their extended sentences with the class. Focus on the use of conjunctions to connect ideas. **Reflection Questions**: "What is the difference between coordinating and subordinating conjunctions?" "How does using conjunctions make your sentences more interesting?" "How did using conjunctions help you explain more about the ideas in your sentence?"

	Day 3 – SPaG lesson 2	<mark>Make sure a SPaG card is stuck into their books</mark> (see above for an example). LO: To apply imperative verbs in my writing. Students will learn to use imperative verbs effectively in persuasive writing to make strong, direct requests or commands. **1. Starter Activity: Introduction to Imperative Verbs. Definition**: Write "Imperative Verbs" on the board. Define them as verbs that give a command, make a request, or offer advice. They tell someone to do something. **Examples**: Write some common imperative verbs on the board: *Eat, Listen, Write, Read, Stop, Help, Go, Think, Look, Take*. **Ask the class**: "What do you notice about the way imperative verbs are used in sentences?" "Can anyone give me a sentence with the verb 'help'?" **Key Points**: Imperative verbs do not have a subject (the subject is understood to be 'you'), and they give a direct command or suggestion. **2. Model Activity: Identifying Imperative Verbs: Modelling**: Provide several sentences and underline the imperative verb in each. Examples: "Stop right there!" (Stop is the imperative verb). "Think about what you're doing!" (Think is the imperative verb). "Write your name at the top of the page." (Write is the imperative verb) **Class Participation**: Ask students to help you identify the imperative verbs in the following sentences: "Help me solve this mystery!". "Take action before it's too late.". "Don't forget to bring your notebook tomorrow.". Discuss how the imperative verb helps to make the sentence direct and urgent. **3. Guided Practice: Using Imperative Verbs in Persuasive Arguments. Context**: Explain that in persuasive writing, imperative verbs are used to give direct instructions or commands, making the argument stronger and more urgent. **Group Work**: Provide students with a simple scenario, such as trying to convince someone to help with a task or solve a problem. Ask them to write a short persuasive statement or argument using at least three imperative verbs. **Example Scenario**: *Convince your friend to help investigate the theft that happened in the story of Thieves of Ostia.* **Examples of Imperative Verbs to Use**: "Investigate this now!", "Look for clues carefully.", "Find the thief before it's too late!" **Group Sharing**: Have students share their persuasive statements with the class. Focus on how the imperative verbs make the argument more persuasive and compelling. **4. Independent Practice: Writing a Persuasive Argument Using Imperative Verbs:** Provide students with a prompt where they need to write a persuasive argument using imperative verbs. For example: *Write a persuasive argument from Flavia to her friends, convincing them to help solve the theft mystery. Write a persuasive argument from Nubia explaining why justice is important and why others should support her.* **Task**: Students should use at least 4 imperative verbs in their argument to make it strong and persuasive. Encourage them to use conjunctions and other persuasive techniques (like emotional appeals) as well. **5. Plenary: Review and Reflection: Discussion**: Ask students to reflect on how the use of imperative verbs made their argument more effective. *"How did using imperative verbs change the tone of your argument?" "Why do you think imperative verbs are important in persuasive writing?"* **Example Sentences**: Have a few students share their arguments, focusing on the use of imperative verbs. **Reinforce the Concept**: Summarise how imperative verbs help to create urgency and command attention, which is essential in persuasive writing.
	Day 4 – Planning	LO: To plan my persuasive argument Students will plan their persuasive arguments by identifying the purpose, audience, and key points, and by organising their ideas in a clear and logical structure. **1. Starter Activity: Introduction to Persuasive Writing. Class Discussion**: Ask the class, "What makes a good argument?" and "What techniques can we use to persuade someone?". Discuss the concept of persuasion and how it is used in everyday life (advertisements, convincing friends, etc.). List common persuasive techniques on the board. **Appeal to Emotion**: Using emotional language or scenarios to influence feelings. **Use of Facts and Statistics**: Supporting arguments with evidence. **Appeal to Authority**: Referring to experts or authoritative figures. **Imperative Verbs**: Giving direct commands to prompt action. **2. Teaching Focus: Structure of a Persuasive Argument. Explain the structure** of a persuasive argument: **Introduction**: State the position or opinion clearly. **Body (Arguments)**: Present reasons and evidence to support the argument. Each argument should be in its own paragraph. **Conclusion**: Summarise the key points and restate the position, with a call to action or a final persuasive statement. **Example**: **Introduction**: "It is crucial that we investigate the theft in the market square." **Argument**: "Without solving this mystery, we risk more thefts occurring in the future." **Conclusion**: "Therefore, we must take action now before it's too late."

3. **Guided Practice: Identifying Key Components of a Persuasive Argument. Scenario**: Provide students with a persuasive scenario (e.g., convincing friends to investigate a theft or explaining why justice matters). **Planning**: As a class, work through the key components of a persuasive argument together. **Example Scenario**: *Flavia is trying to persuade her friends to help investigate the theft in the market square.* **Class Discussion**: **Introduction**: What would Flavia say to grab attention? **Arguments**: What reasons can Flavia give for why her friends should help? (e.g., "If we don't act now, we may never find out who did it.") **Conclusion**: What should Flavia say to wrap up? (e.g., "Together, we can solve this mystery and protect our village.") **Use of Imperative Verbs**: Help students identify where they could include imperative verbs (e.g., "Let's investigate," "Help me solve this!").

4. **Independent Practice: Planning Their Own Persuasive Argument:** Provide students with a **persuasive argument planning sheet** that includes the following sections: **Scenario**: What is the issue or topic they are persuading someone about? **Introduction**: Write a statement introducing their opinion or position. **Arguments**: List 3-4 reasons they would use to persuade their audience. **Conclusion**: Write a concluding statement that sums up their argument and includes a call to action.

Example Planning Sheet: **Scenario**: Convince your friends to help solve the theft in the market square. **Introduction**: "We need to act fast before the thief strikes again!" **Arguments**: 1. "We can uncover important clues if we investigate now." 2."The thief could strike again if we don't stop them." 3. "If we solve the mystery, we'll protect our village." **Conclusion**: "We must solve this mystery together. Let's act now!" **Support**: Walk around the class, providing support where needed. Encourage students to use imperative verbs in their planning and organize their ideas logically.

5. **Plenary: Share and Reflect on Plans.** Ask students to share their plans with a partner or small group. Discuss: *Did the introduction clearly state the position? Are the arguments persuasive and well-supported? Does the conclusion have a clear call to action?* **Class Reflection**: Ask the class how the planning process helps them organize their ideas before writing. "What would happen if we didn't plan our arguments first?" "Why is it important to think about the structure of our argument before writing?"

Day 5 - 8	LO: To write a persuasive argument During days 5-8, the children will be writing (focusing on two paragraphs 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 11-12) Descriptive Writing based on a scene or provided image Example image/s: SPaG Skills: Expanded noun phrases Possessive apostrophe with plural nouns mostly correctly.	Day 1 - WAGOLL	Provide the children with the process header to stick in their books (see above for an example). Tell the students: 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 (see above for an example). LO: To apply expanded noun phrases in my writing Students will learn how to use expanded noun phrases to add detail and description to a setting. **1. Starter Activity: Introduction to Noun Phrases. Recap**: Ask students if they remember what a noun phrase is. **Example**: "The red apple" or "The tall man in a green coat." **Definition**: A noun phrase is a group of words that describes a noun, consisting of a noun and its modifiers (like adjectives or determiners). **Discussion**: Ask students why they think noun phrases are important in writing (they provide more detail and help create clearer imagery). **Introduce Expanded Noun Phrases**: **Definition**: An expanded noun phrase includes additional words, such as adjectives, prepositional phrases, and determiners, to give more detail about the noun. **Example**: "The crumbling stone pillars in the ancient Roman ruins" is an expanded noun phrase, where "stone pillars" is the noun phrase, and "crumbling" and "in the ancient Roman ruins" are the expansions. **2. Teaching Focus: Breaking Down Expanded Noun Phrases. Modelling**: Break down a few expanded noun phrases as examples. **Example 1**: "The broken stone columns" Noun: Columns, Adjective: Broken. **Example 2**: "The tall, crumbling pillars of ancient Rome" Noun: Pillars, Adjectives: Tall, crumbling, Prepositional Phrase: Of ancient Rome. **Class Participation**: Ask students to help you break down other examples on the board: "The overgrown grassy path winding through the ruins.", "The magnificent marble columns still standing tall in the forum.". **Key Points**: **Adjectives** (e.g., tall, crumbling) modify the noun and give more description. **Prepositional phrases** (e.g., in the ruins, of ancient Rome) add context about where or how the noun exists. **3. Guided Practice: Expanding Noun Phrases Together. Group Work**: Show students the image of the Roman ruins. Ask them to describe what they see using expanded noun phrases. Model a few examples first: "The towering, weathered columns of the ancient Roman temple.", "The vast, open forum filled with broken stone remains.". **Collaborative Expansion**: As a class, work on expanding a simple noun phrase together. Start with a basic phrase, like "The ruins." Ask the class to help expand it, adding adjectives and prepositional phrases: "The crumbling ruins of an ancient Roman city." "The ancient, overgrown ruins in the heart of Rome.". **Focus on Variation**: Encourage students to use a variety of adjectives and phrases for different effects (e.g., using words like "weathered," "ancient," "overgrown," "forgotten"). **4. Independent Practice: Writing Expanded Noun Phrases for Setting Descriptions. Task**: Provide students with a writing prompt to describe the Roman ruins in the image using expanded noun phrases. **Prompt**: *Look at the image of the ruins. Write a description using expanded noun phrases to bring the scene to life. Think about the details—what is crumbling, what stands tall, what are the colours, and what is the atmosphere like?* **Writing Time**: Allow students time to independently write their descriptions, focusing on using expanded noun phrases to add detail and interest. **Support**: Offer sentence starters to help struggling students: "The _____ ruins of _____" "The _____ stone pillars still stand _____" **5. Plenary: Sharing**: Ask a few students to share their descriptions with the class. Discuss how the expanded noun phrases helped to create vivid images and how they added to the setting's atmosphere. "How did expanding noun phrases improve your description?" "What new details did you include in your description?"

	Day 3 – SPaG lesson 2	<mark>Make sure a SPaG card is stuck into their books</mark> (see above for an example). LO: To confidently apply the possessive apostrophe with plural nouns Students will learn how to use possessive apostrophes with plural nouns in the context of writing a setting description. They will understand how to form and use possessive apostrophes correctly in sentences. **1. Starter Activity: Introduction to Possessive Apostrophes. Class Discussion**: Begin by asking students what they know about apostrophes and when they are used. **Definition**: An apostrophe shows possession, indicating that something belongs to someone or something. **Example**: Write two simple examples on the board: **Singular Possession**: *The dog's bone* (The bone belongs to the dog). **Plural Possession**: *The dogs' bones* (The bones belong to the dogs). **Explain**: Discuss the difference between using an apostrophe with singular and plural nouns: **Singular possessive**: Add an apostrophe + "s" (e.g., the dog's bone). **Plural possessive**: For plural nouns ending in "s," add only an apostrophe (e.g., the dogs' bones). **Irregular plural possessive**: For irregular plural nouns (e.g., children, men), add an apostrophe + "s" (e.g., the children's toys). **2. Teaching Focus: Using Possessive Apostrophes with Plural Nouns. Modelling**: Explain how to form possessive apostrophes with plural nouns, using examples related to the setting description. **Example 1 (Plural Noun ending in "s")**: *The columns' shadows* (The shadows belong to the columns). **Example 2 (Irregular Plural Noun)**: *The children's laughter* (The laughter belongs to the children). **Example 3 (Another Plural Noun)**: *The ruins' stones* (The stones belong to the ruins). **Class Participation**: Ask the class to help form sentences with possessive apostrophes using plural nouns. Example base words: temples, trees, statues, ruins. Encourage students to think of possessive nouns related to the image of the Roman ruins. **3. Guided Practice: Applying Possessive Apostrophes. Group Work**: Provide students with a list of plural nouns related to the setting (e.g., ruins, pillars, stones, statues, temples). Ask students to add possessive apostrophes to each noun and create sentences that describe the scene in the Roman ruins. **Example**: *The pillars' columns stood tall in the bright sunlight. The statues' broken limbs lay scattered on the ground. The temples' grand entrances were still visible, despite the erosion.* **Sentence Sharing**: Invite a few students to share their sentences with the class, and correct any mistakes as a group. **4. Independent Practice: Writing a Setting Description. Task**: Ask students to write a short setting description of the Roman ruins using possessive apostrophes with plural nouns. Encourage them to include details like the ruins, statues, columns, or other objects that could have ownership. **Example Prompt**: *Imagine you are walking through the ruins of an ancient Roman city. Use possessive apostrophes to describe the different features of the ruins in your writing.* **Key Words to Include**: pillars; statues; ruins; temples; columns. **Writing Time**: Allow students time to independently write their descriptions. They should aim to use at least three possessive apostrophes with plural nouns. **5. Plenary: Reviewing Possessive Apostrophes. Class Review**: Ask students to review the possessive apostrophe rules: "When do we add an apostrophe and 's' to plural nouns?"; "When do we just add an apostrophe to plural nouns?". **Share Sentences**: Ask a few students to share their sentences or descriptions with the class, highlighting how they used possessive apostrophes. **Reflect**: Discuss how using possessive apostrophes correctly can help make descriptions clearer and more detailed.
	Day 4 – Planning	LO: To plan my setting description Students will plan a setting description based on an image (in this case, Roman ruins), focusing on structuring their ideas effectively and using descriptive language. They will also incorporate possessive apostrophes with plural nouns into their planning. **1. Starter Activity: Introduction to Setting Descriptions. Class Discussion**: What makes a good setting description? Ask students to think about descriptive language and how it helps create a mental image. Encourage responses about sensory details: sights, sounds, smells, etc. **Modelling**: Show the students the image of the Roman ruins (or any other relevant image) and describe it briefly, using sensory details to make the setting come to life. **Example**: "The tall, broken columns cast long shadows on the stone floor, and the sound of the wind whistling through the crumbling walls filled the air. The ruins' ancient stones were weathered by time, and the scent of moss lingered in the damp corners."

Explain that when planning a setting description, it's important to consider: The physical features of the setting (buildings, objects, landscape); Sensory details (sight, sound, smell, texture); Using figurative language (similes, metaphors, personification).

2. Teaching Focus: Planning the Description. Structure: Explain how to break the description into sections for planning:

Introduction: Briefly introduce the setting. What is the scene? Where are we? Example: "I am standing in the heart of the ancient Roman ruins, where the past echoes through the crumbling stone." **Physical Description**: Focus on the visual elements of the setting, such as architecture, objects, and landscape. Example: "The shattered columns tower over the broken statues, their once-majestic forms now worn down by centuries of wind and rain." **Sensory Details**: Add sights, sounds, and smells to immerse the reader in the setting. Example: "The wind whistles through the empty halls, and the faint smell of damp moss fills the air." **Ending**: End with a thought or feeling the character might have about the setting. Example: "As I gaze at the ruins, I can't help but wonder what secrets they might hold from the days long past." **Possessive Apostrophes with Plural Nouns**: Remind students to incorporate possessive apostrophes with plural nouns where applicable (e.g., the columns' shadows, the statues' broken limbs).

3. Guided Practice: Planning Together. Group Work: In small groups, students will plan a setting description based on the image of the Roman ruins. **Steps**: **Discuss the Scene**: Have students look at the image and share ideas about the physical features they notice. **Write the Plan**: Using the structure provided, students will write down their ideas for each part of the description (Introduction, Physical Description, Sensory Details, Ending). **Incorporate Apostrophes**: Encourage students to think about possessive apostrophes with plural nouns and to include them where appropriate. **Support**: Circulate to support students as they develop their ideas. Prompt them to use vivid, descriptive language and sensory details.

4. Independent Practice: Planning Their Own Setting Description. Task: Ask students to individually plan their setting description using the same structure. Provide them with a planning sheet that includes headings for each section of the description: **Introduction**: Where is the scene set? What does it look like? **Physical Description**: What features or objects stand out in the scene? **Sensory Details**: What can be seen, heard, smelled, or felt in the scene? **Ending**: How does the character feel about the scene? What thoughts might they have? Remind students to incorporate possessive apostrophes with plural nouns.

Day 5 - 8	LO: To write my setting description During days 5-8, the children will be writing (focusing on two paragraphs 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 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. **1. Introduction to Book Reviews. Class Discussion**: Ask the students, "What makes a good book review?" List ideas on the board (e.g., summary of the plot, evaluation of characters, recommendation). **Example of a Book Review**: Present a WAGOLL book review of *Thieves of Ostia* (or any other book). This could be one you've prepared beforehand or a real example if available. **2. Identifying Features in the WAGOLL. Activity**: Distribute the WAGOLL book review to students. Read it aloud together as a class. Ask students to identify key features such as: Title and author of the book; Short summary of the plot (without spoilers); Evaluation of characters (who were the main characters, what did they like/dislike about them?); Personal opinion on the book (recommendation or not); Any other relevant details (setting, themes, writing style). **Guiding Questions**: What is the structure of the review? Where does the reviewer mention the main characters? How does the reviewer give their opinion on the book? What do you notice about the language used in the review? **3. Class Discussion:** Review the features identified and discuss why each is important in writing a good book review.
	Day 2 – SPaG lesson	LO: To use adjectives and adverbs in my book review Students will learn to use adjectives and adverbs effectively to make their book reviews more engaging. **1. Introduction to Adjectives and Adverbs. Class Discussion**: Explain the difference between adjectives (words that describe nouns) and adverbs (words that describe verbs, adjectives, or other adverbs). **Examples**: Provide examples of adjectives and adverbs. For instance: *Adjectives*: exciting, mysterious, adventurous, brave. *Adverbs*: quickly, cleverly, strangely, dramatically. **2. Adjective and Adverb Practice. Activity**: Create a list of characters, places, and events from *Thieves of Ostia*. Ask students to describe them using a range of adjectives and adverbs. Example: Describe the main character, Flavia, using adjectives and adverbs: "Flavia is a clever and resourceful young girl who solves mysteries quickly." **3. Group Practice.** In pairs or small groups, students can choose a scene from the book and describe it using a variety of adjectives and adverbs. Encourage them to think about how these descriptive words can make their reviews more vivid. **4. SPaG Activity. Worksheet**: Provide a worksheet where students fill in missing adjectives or adverbs in a passage from *Thieves of Ostia* or a similar text. **Plenary Review**: Ask a few students to share their descriptions using adjectives and adverbs and provide feedback on how their sentences can be made more descriptive.
	Day 3 –	LO: To plan my book review Students will plan their book review by organising their thoughts and ideas into sections. **1. Recap of Key Features.** Review the key features of a book review discussed on Day 1 (title, author, summary, evaluation, opinion). **2. Planning Template.** Provide students with a planning sheet or template for their book review. This could include: **Introduction**: Title, author, genre. **Summary of Plot**: A brief, spoiler-free summary of the main events. **Character Evaluation**: Main characters and their qualities. **Personal Opinion**: What did they like or dislike

about the book? **Recommendation**: Would they recommend the book, and to whom?

3. Group Activity. In pairs or small groups, students will discuss and plan their book reviews, sharing ideas for each section. Encourage them to refer back to the WAGOLL for inspiration.

4. Independent Planning. Students will fill in their planning templates independently, organising their ideas for each section. Encourage them to focus on using adjectives and adverbs (from Day 2) to describe characters, settings, and events.

Plenary: Sharing Plans: Ask a few students to share their planned sections of the book review.

Day 4 – writing

LO: To write my book review

Students will write a full book review based on their plan from Day 3.

1. Recap and Writing Tips. Class Discussion: Recap the structure of a book review.

- o   Remind students to use their planning sheets as a guide.

- o   Encourage them to use adjectives and adverbs (from Day 2) to add detail and make their review more engaging.

2. Writing Time

- Students will write their book reviews independently.

  - o   They should aim to include all the key features of the review: introduction, summary, evaluation, personal opinion, and recommendation.

  - o   Remind them to check for correct punctuation, grammar, and spelling as they write.

3. Peer Review

- After writing, students will swap their reviews with a partner.

  - o   Provide a checklist for the peer review: Does the review have an introduction, a clear summary, and a recommendation? Are there any spelling or grammatical errors to fix?

Plenary: Class Reflection: Ask students to reflect on what they have learned about writing book reviews and how they improved their writing over the course of the week.

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.