

Adventure Stories

National curriculum Objectives:

plan writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

discussing and recording ideas

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

organising paragraphs around a theme

in narratives, creating settings, characters and plot

proofread for spelling and punctuation errors

extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

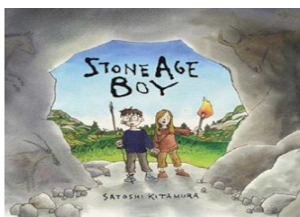
Key Vocabulary

| | | |
|----------------------|-------------|---------------|
| setting | punctuation | powerful verb |
| characters | full stops | conjunction |
| adventure | noun | re-read |
| expanded noun phrase | adverbs | problem |
| paragraphs | adjectives | resolution |

Key: Substantive Bigger picture

Glossary

| | |
|------------|--|
| setting | |
| problem | |
| resolution | |



| Learning intents questions | Pupil | Teacher |
|---|-------|---------|
| Does my story have a gripping introduction that engages the reader with the potential for danger? | | |
| Did I write a descriptive setting to create a picture in the reader's mind? | | |
| Have I described the characters in detail? | | |
| Have I described the feelings and emotions of characters? | | |
| Did I use time conjunctions to order ideas? | | |
| Is my story organised into paragraphs? | | |
| Are my sentences punctuated accurately with . ABC , ! ? "" | | |