

ACTIVE
LISTENING



JOB DONE



EVERYONE
ENGAGED



EXPLAIN AND
ELABORATE



TEACH AND
SUPPORT



McKieMastery

Power Literacy
Days 4 & 5

LO: To write an effective recount of the events which makes the reader fully sense Zoe's desperation and despair from the immense danger she is faced with.

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GUIDED PRACTICE – SPaG MINI LESSON

7a. Insert the fronted adverbial that tells us how the verb takes place in the sentence below.

_____, the girl sped off down the street, for she was late for class.

Frantically

Sometimes

Nearby

SPaG Success Steps:

- Capital letters
- Full stops
- Past tense
- A fronted adverbial
- Appropriate punctuation

2a. Rewrite the sentence below with the adverbial at the beginning.

Two boys waited patiently in the ice cream queue.

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PARTNER PRACTICE- – SPaG MINI LESSON

1a. Complete the sentence below using the word bank to help you.

Slowly, _____.

paint

dried

canvas

SPaG Success Steps:

- Capital letters
- Full stops
- Past tense
- A fronted adverbial
- Appropriate punctuation

8a. Choose the most appropriate clause to follow the fronted adverbial below.

Without a sound, _____.

A. the picture fell off the wall, breaking the frame.

B. the children put their heads down and got on with their work.

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INDEPENDENT APPLICATION - – SPaG MINI LESSON

1b. Underline the fronted adverbial that tells us how something happened.

Nervously, the kitten stepped outside.

Before long, the kitten stepped outside.

8b. Choose the most appropriate clause to follow the fronted adverbial below.

Mysteriously, _____.

A. the flowers from her friend looked lovely on the windowsill in a pretty vase.

B. the money raised in the raffle had disappeared from inside the safe.

2b. Replace the underlined fronted adverbial using an antonym.

Slowly, Sinead crossed the finish line.

7b. Insert the fronted adverbial that tells us how the verb takes place in the sentence below.

_____, the poppies fell from the ceiling and everyone bowed their heads.

Far away

Before
long

Silently

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GUIDED PRACTICE – CLASS CONTENT PLANNING

REMEMBER TO LOOK AGAIN AT
CONTENT PLANNING TRAINING –
USE THAT PROCESS AND SCRIPT IT
HERE.

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Guided Practice

20 Minute Content Plan

**1: Describe the scene as a whole. What do you see? What grabs your attention first?
Try to find some words that show despair and desperation.**

2: Describe Zoe's escape. How do you feel? What can you see? What can you hear? What's around you that adds to dangerousness of what's happening.

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Success Steps Matrix:

THIS IS JUST FOR SLIDES
ALL CHILDREN WILL HAVE
THEIR OWN IN BOOKS
UNDER THEIR TITLE.

They should read the **LO**
first then take turns reading
each SPaG success criteria.

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Success Matrix		
	My Judgement	Partner Judgement
<u>LO: To write an effective recount of the events which makes the reader fully sense Zoe's desperation and despair from the immense danger she is faced with.</u>	Professional	Professional
	World Class	World Class
	Legendary	Legendary
Write for a range of purposes and audiences.		
Select language that shows good awareness of the reader.		
Select vocabulary that are appropriate for the audience and purpose.		
Use a range of devices to build cohesion within and across paragraphs.		
Use verb tenses consistently and correctly throughout most writing.		
Use a range of punctuation (commas, colons, parentheses, etc).		
Spell correctly words from year 5/6 spelling lists.		
Write legibly, fluently and with increasing speed.		
Use language that is designed to be persuasive to convince the reader.		
Use appropriate detail to explain/describe something and the tasks it performs.		

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INDEPENDENT APPLICATION – FIRST DRAFT 45-50 MINUTES

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