


Task 1: Read yesterday's story starter, '*The Underneath*', again. Use the writing frame below to plan how you will complete the story. You will begin to write the story tomorrow. Then, look at the checklists and details on the second page.

<h1>The Underneath</h1> <h2>Story Plan</h2>	
Introduction Main character introduced and story setting	<ul style="list-style-type: none">• Boy and his family• Seemingly ordinary, boring life• Underneath the ground was a place he was unaware of• His life was about to become a lot more interesting...
Build up What happens next? Develop the characters and the setting. How does the story hint at a problem?	
Problem What is the problem in the story? How do the characters react?	
Resolution How is the problem resolved?	
Ending How does the story end? Does it end happily or is there a twist to the plot?	

Task 2

Choose 1 of the lesson options to learn about.

Which feature do you think you should try to learn more about so that you can include it in your writing tomorrow?

These writing features have been taken from the writing checklists for Y5 and Y6 below.

Option 1 –Using brackets (from first Y5 checklist)

<https://www.bbc.co.uk/bitesize/articles/zn8c47h>

Option 2- Using apostrophes (from second Y5 checklist)

<https://www.bbc.co.uk/bitesize/articles/zdstbtk>

Option 3- Using semi-colons (from Y6 checklist)

<https://www.bbc.co.uk/bitesize/articles/zdtny9q>

We will use the following checklists when writing tomorrow:

This is the Y5 checklist which we use in class.

Year 5 Writing Checklist 2019-20	
Working at the expected standard:	
I can use brackets to indicate parenthesis	
I can use dashes to indicate parenthesis	
I can use commas to indicate parenthesis	
I can use commas to clarify meaning/avoid ambiguity	
I can use expanded noun phrases to convey complicated information concisely	
I can use cohesive devices (pronouns) within and across sentences and paragraphs	
I can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, must)	
I can use relative clauses beginning with who, which, where, when, whose and that	
I can create and correctly punctuate complex sentences including –ed opening clauses, -ing opening clauses and similitude openers	
I can spell most words correctly (year 3 & 4)	
I can spell most words correctly (year 5)	
I can increase the legibility, quality and consistency of my handwriting	

**When you are confident in adding the above features to your work,
we would move to use this checklist as well:**

Year 5 Writing Checklist 2019-20	
Working at Greater Depth within the expected standard:	
I can select vocabulary and grammatical structures that demonstrate a growing awareness of the required formality	
I can use a wide range of clause structures, sometimes varying their position within a sentence	
I can use a range of cohesive devices within and across sentences and paragraphs	
I can use the full range of punctuation taught correctly	
I can use apostrophes for possession (singular and plural) and contraction consistently	
I can use commas to mark boundaries correctly, eg – after a subordinate clause, before a relative clause	

This is the writing checklist that you will use in Y6:

Year 6 Writing Checklist 2019-20	
Working at the expected standard:	
I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	
In narratives, I can describe settings, characters and atmosphere	
I can integrate dialogue in narratives to convey character and advance the action	
I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
I can use a wide range of clause structures	
I can use verb tenses consistently and correctly throughout my writing	
I can use inverted commas and other punctuation to indicate direct speech mostly correctly	
I can use brackets, commas and dashes to indicate parenthesis mostly correctly	
I can use commas for clarity mostly correctly	
I can use some semi-colons, colons, dashes and hyphens	
I can spell correctly most words (Y5/6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
I can maintain legibility in joined handwriting when writing at speed	