

Marking Feedback



LO: to write a narrative.



Yesterday we wrote our plan for our stories.

- What problem is affecting the planet?
- How is the problem solved?
- What happens when people find out about the solution?
- What is the world like now the problem is solved?

*Re-cap your paragraph 1 and tell your partner what you have included.*

|                                                                  | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The problem –<br/>What is<br/>affecting<br/>planet Earth?</b> | Introduce MC – <u>Seb</u> , 14yr, saved planet earth. How?<br>2 yrs ago, Golden cove, turtle pic for his <u>insta</u> , rocky dunes, clear, blue ocean, children laughing, lapping waves,<br>Ran to beach but skidded to a halt, everywhere he looks in plastic, all the sand is covered. Makes it to the sea, more plastic bottles that don't belong there. <u>Seb</u> feels angry – no turtles today. Remembers seeing the loggerhead turtle, future generations won't have chance if plastic pollution continues. |

Watch how I put these language features in to sentences for my first paragraph.

I  
do

we  
do

|                                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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*rhetorical questions   parenthesis   rhetorical questions  
short sentences*

## HOME LEARNING

*Look at the example below.*

Meet Seb. A 14 year old boy. A 14-year old extraordinary boy. A 14 year old extraordinary boy who has single-handedly saved planet earth. But how? Well, it all started two years ago when Seb visited Golden Cove for what he thought would be a fun-filled day; a day of snorkelling and sunbathing on pristine sand. Little did he know what horrors awaited him...

"Here we are! Don't forget to grab your underwater camera Seb!" David, his dad,  
announced as the car came to a halt in the parking bay.

"Of course I won't. How else will I document my meeting with a turtle for my Insta followers?" Seb replied. The vista in front of them was unbelievable: rocky dunes of sand led the way to the beach, framing the clear, blue ocean. The sound of children laughing, seagulls calling to one another overhead and the lapping of the waves on the shore made Seb smile to himself as he checked he had everything he needed.

He bounded down to the beach whilst shouting back to his dad "I'll be in the water if you need me!"

As soon as his foot touched the sand, Seb came skidding to a halt. What had happened here? His eyes scanned the beach for a patch of sand. Not a big ask for a beach, thought Seb. But everywhere he looked the sand was covered in plastic. The laughter from the children wasn't from them building sandcastles or running into the sea, it was from a game where they had to dodge in and out of bottles, bags and b..... The seagulls calling overhead were struggling to land and the waves weren't lapping the shore at all- they were pushing against a line of plastic that had collected over time.

Watch how I put these language features in to sentences for my first paragraph.

I  
do

we  
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|                                                      | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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alliteration    adverbs    repetition    short sentences  
descriptive language

## HOME LEARNING

*Look at the example below.*

As soon as his foot touched the sand, Seb came skidding to a halt. What had happened here? His eyes scanned the beach for a patch of sand. Not a big ask for a beach, thought Seb. But everywhere he looked the sand was covered in plastic. The laughter from the children wasn't from them building sandcastles or running into the sea, it was from a game where they had to dodge in and out of bottles, bags and b..... The seagulls calling overhead were struggling to land and the waves weren't lapping the shore at all- they were pushing against a line of plastic that had collected over time.

Slowly, carefully, painstakingly, he made his way through the rubbish and debris before finally reaching the water's edge. Bottles of all different shapes and sizes made up the majority of litter running the full length of the beach. Water bottles, shampoo bottles, spray bottles- bottles that shouldn't be anywhere near the beach were polluting this idyllic coastline. Seb's blood boiled. There would be no turtles today he thought. The realisation hit. There would be no turtles. Seb thought back to his memories of playing on the beach over the years. The time he had (unsuccessfully) tried to build a sandcastle taller than his dad and the time they had finally, after years of trying, seen the elusive Loggerhead turtle swimming out to sea after laying their eggs. His thoughts turned to the younger children he had seen earlier. If plastic pollution continued, they would never have the chance to see the turtles; to visit early in the morning to watch the hatchlings struggle out of the sand and towards the cool blue sea; to marvel as they started swimming as soon as they touch the water.

Use your plan and write your first paragraph  
of your narrative.

you  
do

Include:

- Range of sentence types
- Repetition
- Alliteration
- Parenthesis
- Descriptive language
- Rhetorical questions

## Use your writing ladder to check your work.

|             | Y6                                                                                                                                                                                                                                        |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Length      | 15+ sentences to tell a story, give an account, discuss or persuade.<br>Writing is well organised right to the end.                                                                                                                       |
| Punctuation | All sentences have a capital letter and a full stop.<br>All proper nouns have a capital letter. Using pronouns to avoid repetition.                                                                                                       |
|             | Using , ? , ! " " ... - ( ) ; : ' contraction and possession - correctly                                                                                                                                                                  |
| Grammar     | Using different sentences; long and short sentences for effect.<br>Moving phrases and clauses around for effect.<br>Including interesting vocabulary for effect.<br>Using dialogue for effect.<br>Use modal verbs to express possibility. |
|             | Organising information inside paragraphs.<br>Bullet points, sub-headings in non-fiction                                                                                                                                                   |
|             | Using the same tense (past, present progressive and perfect) and person throughout                                                                                                                                                        |
| Spelling    | Make spelling changes accurately when adding affixes.<br>Using the correct homophone - there / they're / their etc.<br>Spell most words correctly including subject specific words.                                                       |
| Handwriting | Handwriting is joined and legible even when writing at speed.                                                                                                                                                                             |

