

Monday 9th March 2026

Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 'ing' and 'ed'

Setting description

Mischief

Imagination

wild

Forest

Woodlands

Adjectives

Verbs



Phonics assessment week

Shared write
Short narratives
Edit

Publish
Suffixes (ing, ed and er)

Introduce genre
Understanding 'Where the wild things are'
Time conjunctions
Using our senses and adjectives

Recapping
Adjectives and nouns
Suffix 'ing'
Suffix 'ed'
Writing a sentence



LQ: Can I relate to the character?



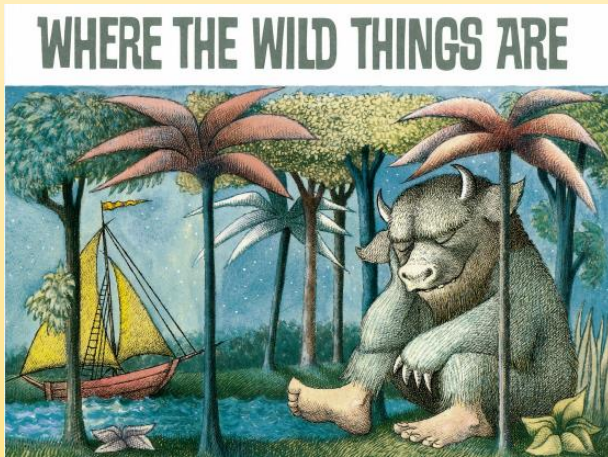
Steps to success

- *I can recap key events in a story.*
- *I can identify a short narrative.*
- *I can use adjectives.*

Star Words

Short narrative

Where The Wild Things Are



adjectives



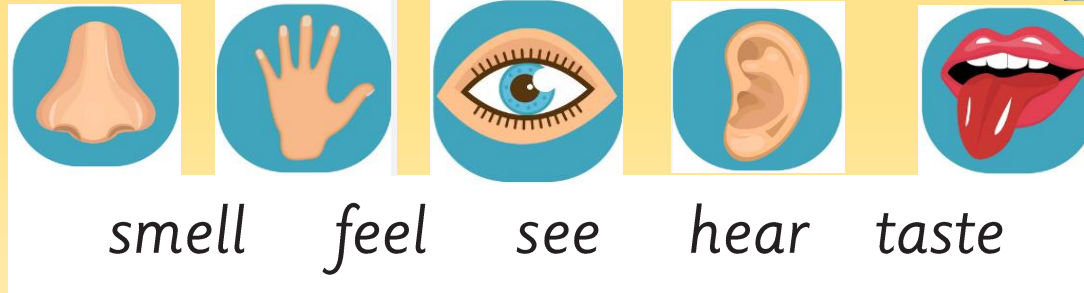
ADJECTIVES:

describe, identify or further define nouns and pronouns

sequence



senses



We are going to use adjectives to make our adventure more interesting.
What **adjectives** did I use in this sentence? What **sense** am I exploring?

I can smell the fresh air.

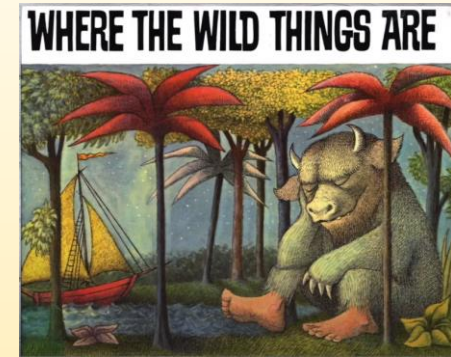
I can feel the spikey green leaves.

I can taste the salty blue ocean.

LQ: Can I relate to the character?

Monday 9th March 2026

We are going on a **forest adventure**.
We will use our imagination and pretend that we are Max to describe how we explore our senses.



TP: What do you think we will do on our forest adventure?

TP: What do you think we will **hear, see, smell, touch,**
taste on our travels?

TP: I think I will _____.

LQ: Can I relate to the character?

Monday 9th March 2026

Let's listen to this forest music.

<https://www.youtube.com/watch?v=KL7VADWgGUI>

Start curled up in a ball, then then slowly rise up, pretending to be the forest that grew in our bedroom.



Use adjectives to describe what sense you are exploring.

I can _____.

What verb can you use to explain how you moved?

CT is to scribe some of their ideas.

LQ: Can I relate to the character?

Monday 9th March 2026

Let's listen to the 2nd forest music.

<https://www.youtube.com/watch?v=vtu7s8HyF7Y>



We are still in the forest but have now seen *The Wild Things*.

What verb can you use to explain how you moved?

Use adjectives to describe what sense you are exploring.

I can _____.

Self assessment

Do you understand how to relate to the character?



Task

Children to write their experiences in their books. Encourage the children to use the sentence starters, remember to use **adjectives** to describe your **senses**. E.g. I can smell delicious food.

Remember **YOU** are **Max**.

I can smell_____.

I can feel_____.

I can hear_____.

I can taste_____.

I can see_____.

CT is to model for working wall.

Self assessment

Do you understand the task?



Tuesday 10th March 2026

Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 'ing' and 'ed'

Setting description

Mischief

Imagination

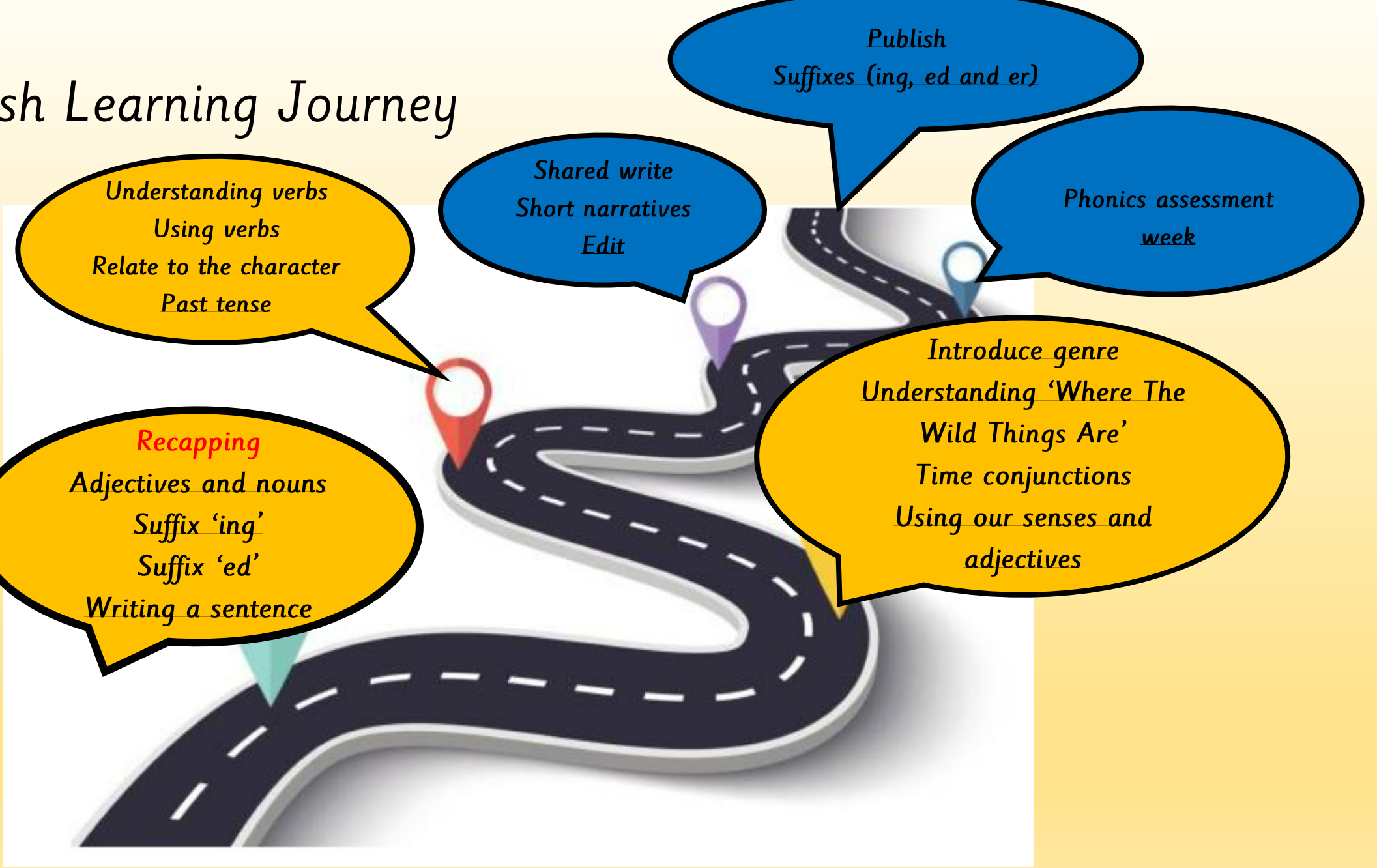
wild

Forest

Woodlands

Adjectives

Verbs



Understanding verbs
Using verbs
Relate to the character
Past tense

Shared write
Short narratives
Edit

Publish
Suffixes (ing, ed and er)

Phonics assessment week

Recapping
Adjectives and nouns
Suffix 'ing'
Suffix 'ed'
Writing a sentence

Introduce genre
Understanding 'Where The Wild Things Are'
Time conjunctions
Using our senses and adjectives

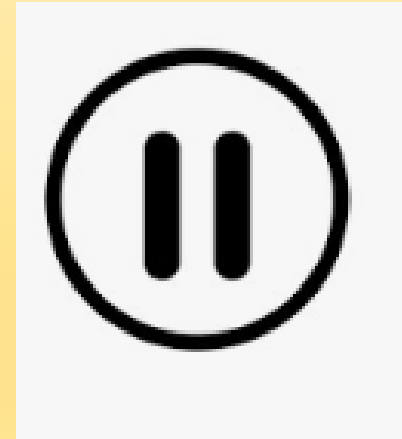
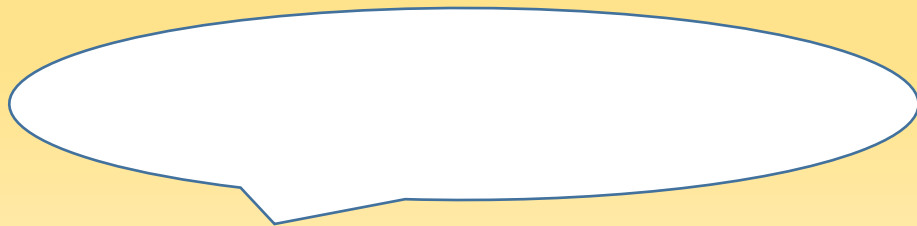
Pause(d)

To stop temporarily (for a short amount of time).

Sentence

“I paused the TV to get a snack.”

TPs- Can you use it in a sentence?





LQ: Can I sequence a story?



Steps to success

- *I can plan my short narrative.*
- *I can sequence a story.*
- *I can use time adverbials.*

Recap

What do *time adverbials* tell us?

Time adverbials words or phrases are used to tell the reader **WHEN** something is happening.

Can you remember any time adverbials?

| | | | |
|---------------------|----------------------|------------------|------------|
| after | as soon as possible | before | earlier |
| eventually | finally | in the beginning | in the end |
| just at that moment | just then | later | meanwhile |
| next | several months later | suddenly | while |
| first | without warning | second | after that |

LQ: Can I sequence a story?

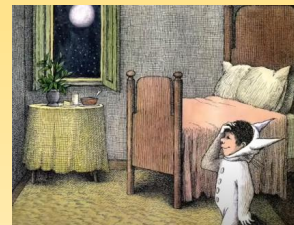
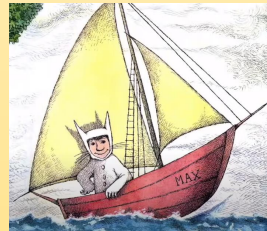
Recap

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What is a sequence?

A sequence is a set of events that follow each other in a particular order.

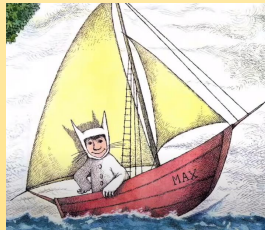
Can you sequence the story and add a time adverbials before each image?



LQ: Can I sequence a story?

Tuesday 10th March 2026

We are going to create a plan. In this plan we need to sequence the story and add time adverbials. Let's do it together before completing the task independently.



| | | | |
|---------------------|----------------------|------------------|------------|
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CT to model cutting and sticking the images from the story on their story map plan.

Then add time adverbials (not SEN/N2E)

Self assessment

Do you understand how to sequence a story?






Task

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| | | | |
|---------------------|----------------------|------------------|------------|
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Self assessment
Do you understand the task?

Wednesday 11th March 2026



LQ: Can I sequence a story?



Steps to success

- *I can plan my short narrative.*
- *I can use verbs.*
- *I can write a sentence.*

Verbs

Verbs can be used to describe an action (doing word) . For example, the word 'jumping' in this sentence: *The rabbit was jumping in the field.*



<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs>

TP: A verb is an _____.

LQ: Can I sequence a story?

Wednesday 11th March 2026

Spot the verbs

As I am **sailing** on my private boat.

I am **stomping** around the spiky green grass.

While I am **sitting** on my red hard boat.



Verbs

bowing sailing
jumping sitting roaring
walking waiting stomping
banging sailing balancing
standing

Use verbs to describe what actions you can see

I am _____.

The Wild Things are _____.

LQ: Can I sequence a story?

Wednesday 11th March 2026

Verbs



TP: I am _____.

Verbs

bowing sailing
jumping sitting roaring
walking waiting stomping
banging sailing balancing
standing

LQ: Can I sequence a story?

Use **verbs** to describe the images.

I can see the Wild Things **swinging** through the tall trees.



Wednesday 11th March 2026

Verbs

bowing sailing

jumping sitting roaring

walking waiting stomping

banging sailing balancing

standing



Self assessment

Do you understand how to use
verbs in the plan?



LQ: Can I sequence a story?

Task

Wednesday 11th March 2026

Sentence starters

As I am _____.

I am _____.

I begin _____.

Verbs

bowing sailing

jumping sitting roaring

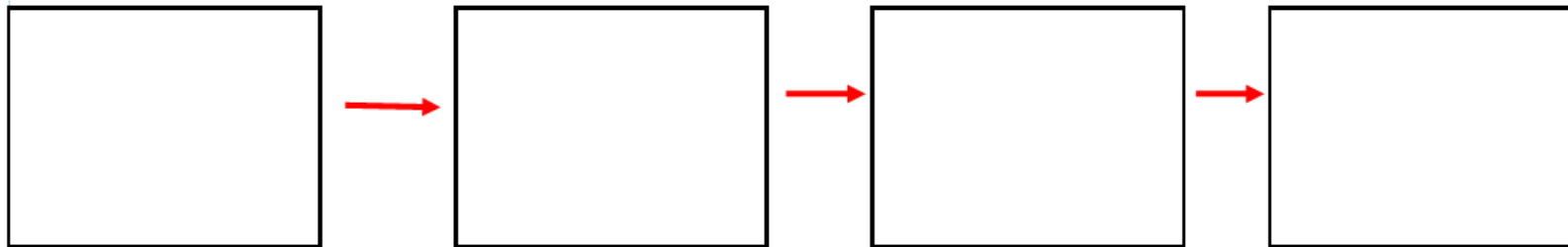
walking waiting stomping

banging sailing balancing

standing

Self assessment

Do you understand the task?



First I am feeling mischievous.

I am **balancing** on the tall stack of books.



CT to model on their plan from the day before.

Thursday 12th March 2026



LQ: Can I sequence a story?



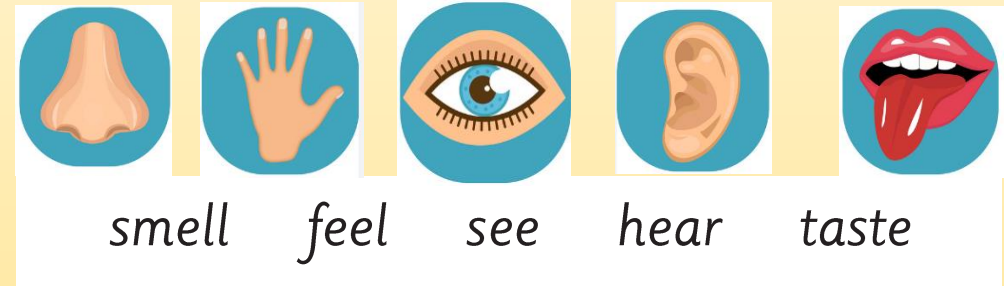
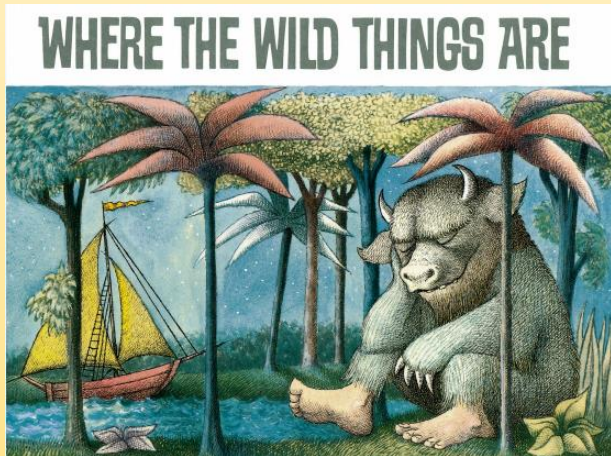
Steps to success

- *I can plan my short narrative.*
- *I can use adjectives.*
- *I can use senses in the present tense.*

Star Words

senses/ present tense

Where The Wild Things Are



plan

adjectives

| | | | | | | |
|--|---|--|---|--|---|--|
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Adjectives

What are adjectives?

TP: An adjective is a _____.

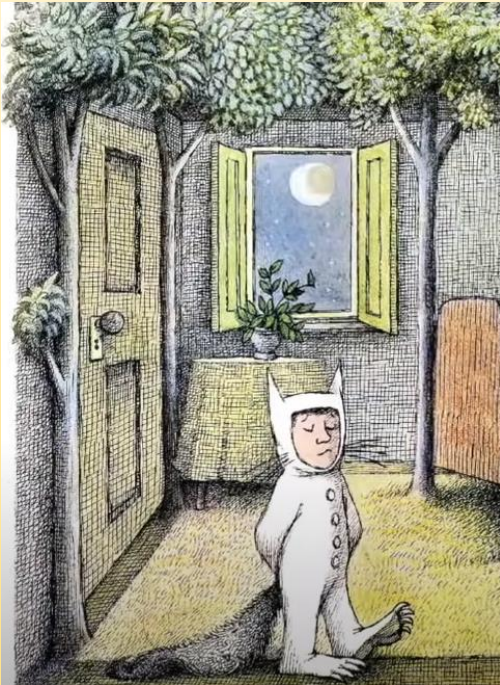
An adjective is a describing word. We use adjectives to make our writing more interesting.



Use adjectives to describe this picture.

Adjectives

What *adjectives* can you spot in these images?



I can *see* the *stinky* Wild Things.

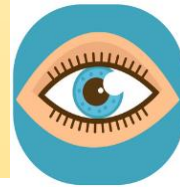
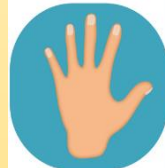
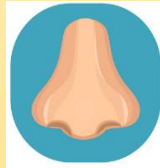
I can *feel* the *cold* ocean air.

Recap

How many *senses* do we have?

TP: I have _____ senses.

Can you tell me the senses in the
present tense?



smell

feel

see

hear

taste



Use your senses to explore this image.

I can **smell** the fresh air.

LQ: Can I sequence a story?

Thursday 12th March 2026

Use adjectives to describe the senses.

I can **taste** the **salty** ocean.

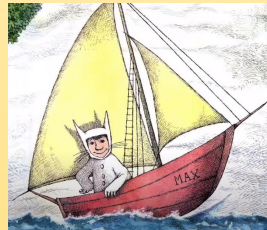
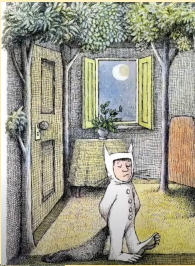
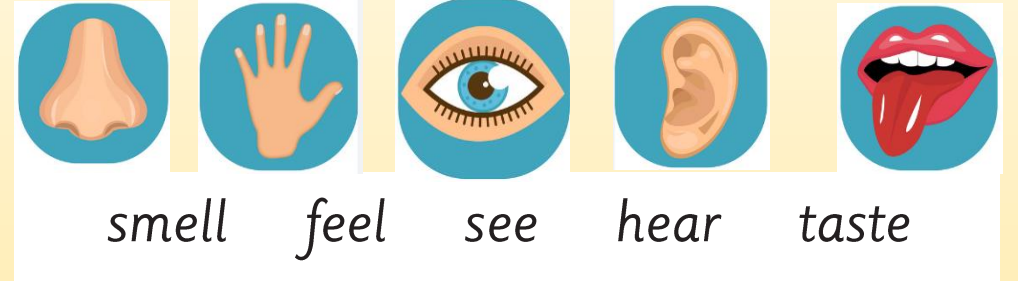
TP: I can smell _____. I can taste _____. I can hear _____. I can feel _____. I can see _____.



LQ: Can I sequence a story?

Thursday 12th March 2026

We are going to add to our plan from yesterday. Today we will add present tense senses and adjectives to our plan.



Adjectives

loud wild smelly spiky
hard cold heavy yummy
sharp mischievous green red

CT to model adding present tense senses and adjectives to their plan remember to write in first person (as though they are Max). E.g I can **smell** my **yummy** hot supper.

(SEN/N2E To write present tense senses. E.g I can **see** the hammer)

Self assessment

Do you understand how to use past tense senses and adjectives in the plan?



LQ: Can I sequence a story?

Thursday 12th March 2026

Task

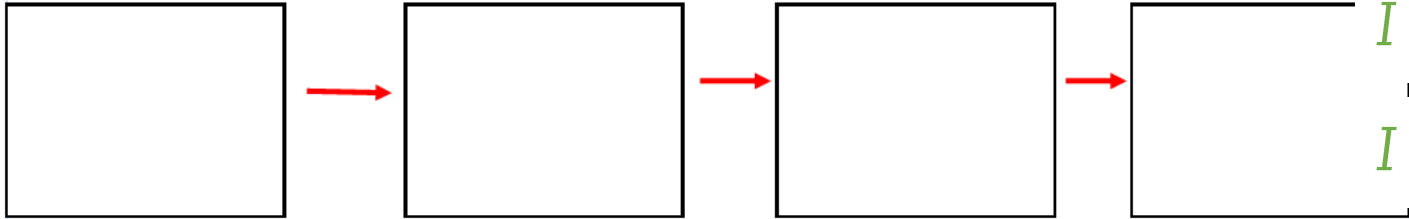
I can taste _____.

I can feel _____.

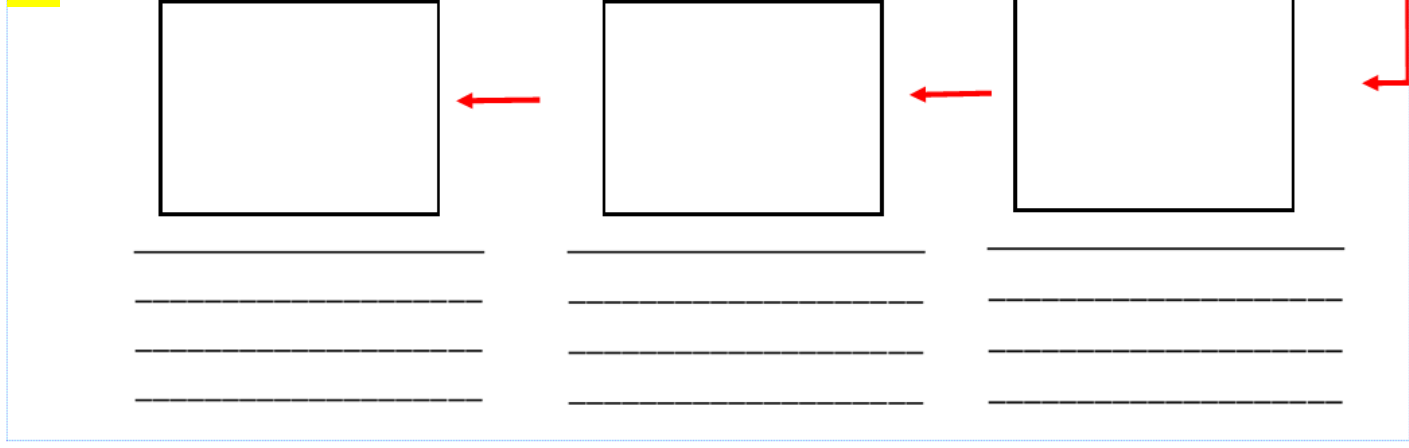
I can hear _____.

I can smell _____.

I can see _____.



First I am feeling mischievous.
 I am balancing on the tall stack of books. I can feel the hard hammer.



- ### Adjectives
- loud
 - wild
 - smelly
 - spiky
 - hard
 - cold
 - heavy
 - yummy
 - sharp
 - mischievous
 - green
 - red

Self assessment
 Do you understand the task?

CT to model on their plan from the day before.

Friday 13th March 2026



LQ: Can I build on the contribution of others?



Steps to success

- *I can share my ideas.*
- *I can expand on my peers ideas.*
- *I can use the 'Must Haves' to make a 'good' shared short narrative.*

LQ: Can I build on the contribution of others?

Friday 13th March 2026

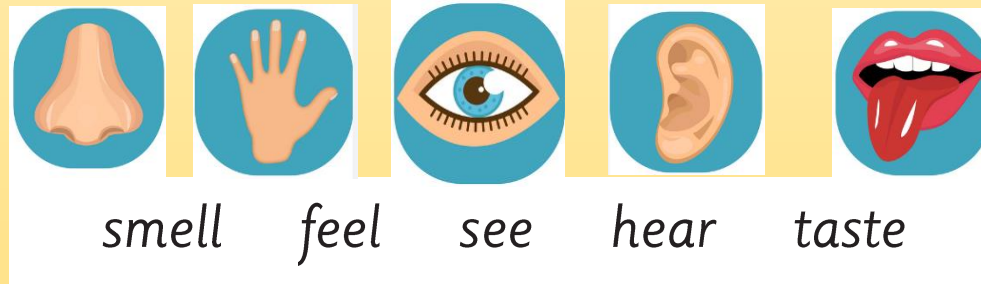
Recap

What makes a 'good' short narrative. Name the 'Must haves'

TP: What is a verb?
Name one.



TP: What does our senses help u do? How can you name a sense in the present tense?



TP: What is a time adverbial? Name one.

| | | | |
|---------------------|----------------------|------------------|------------|
| after | as soon as possible | before | earlier |
| eventually | finally | in the beginning | in the end |
| just at that moment | just then | later | meanwhile |
| next | several months later | suddenly | while |
| first | without warning | second | after that |

TP: What is an adjective?
Say a sentence with an adjective.



TP: What does sequence mean?



Today we are going to use our knowledge and learning from previous lessons and use our skills to create a 'good' short narrative as a class.

Writing Checklist

Writing/genre focus: Short Narrative

- Hearing—I can hear
- Sight—I can see
- Taste—I can taste
- Smell—I can smell
- Touch —I can touch
- Sequence
- Adjectives
- Verbs
- Time adverbials

Remember we have to use our must haves! Keep looking at your working wall if you need help.

TP: Does this sentence have the 'must haves'? How do you know?

Writing Checklist

Writing/genre focus: Short Narrative

- Hearing—I can hear
- Sight—I can see
- Taste—I can taste
- Smell—I can smell
- Touch —I can touch
- Sequence
- Adjectives
- Verbs
- Time adverbials

First, I am **feeling mischievous**. I can **see** a **hard black** hammer. While I am **banging** it on the **rough** wall. I am **balancing** on the **tower** of books, wearing my **white** romper with **sharp** claws on its feet.



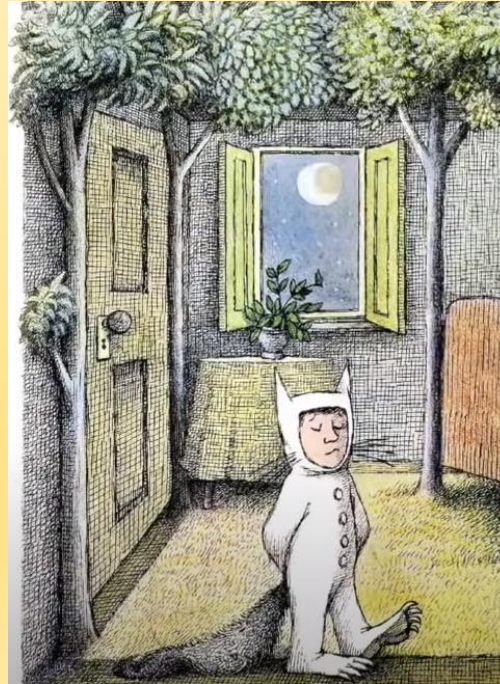
TP: Does this sentence have the 'must haves'? How do you know?

After that my mum sends me to my cold room without any hot supper. As I am looking up I can see tall, green trees growing around me.

Writing Checklist

Writing/genre focus: Short Narrative

- Hearing—I can hear
- Sight—I can see
- Taste—I can taste
- Smell—I can smell
- Touch—I can touch
- Sequence
- Adjectives
- Verbs
- Time adverbials



Self assessment

Do you understand how to create a short narrative as a class?



Lets make a shared write. We will create a 'good' short narrative together!



CT to write the short narrative as the children contribute. Model using your plan to write it.

As a class, create a short narrative together. Remember to use the 'must haves' to ensure it is a 'good' short narrative. – To be shrunk to A5 and stuck in chns books.

Self assessment

Do you understand the task

