

Year 6– Stories of Mysteries and Suspense

Entry Point (Hook)		Exit Point (Writing Outcome)	
<ul style="list-style-type: none"> Listen to a piece of music from Alma (literacy shed) – Ask them to say how they feel. Brainstorm words – introduce the word suspense. Discuss the term Mystery and Suspense. Children then complete and Online Escape game collaborating with the person next to them. (Possible trip - Muscat Escape Rooms). 		<ul style="list-style-type: none"> Children invent their own mystery story based on ‘An Old Fort.’ Hand out picture prompt and get children to plan a five-part (Introduction, build up, problem, resolution and end) Mystery and Suspense story. 	
Terminology		Text Structure	
<ul style="list-style-type: none"> Ellipses Dash Comma Past Tense Adjective Adverb Powerful Verbs 	<ul style="list-style-type: none"> Simile Metaphor Onomatopoeia Speech Marks Paragraph Adverbial Phrase Empty words 	<ul style="list-style-type: none"> Use 'Boxing up' grids – Use the ‘Old House text’ Adapted from Pie Corbett’s ‘Old Mill’. Imitate, innovate – The Hidden library etc. Use 5 part story structure - Introduction – Write story a beginning that include action dialogue and detailed description of setting and characters. – DASH openings. Build-up – develop suspense techniques within their writing. Problem/Dilemma – to include detailed action/dialogue to move the story on. Resolution and Ending – to resolve story by linking ideas with the problem/dilemma. To construct paragraphs which show each part of a story and indicate a change in place, jump in time or change of action. Link ideas across paragraphs using cohesive devices- eg time connectives. 	
Word Structure/Language		Sentence Construction	
<ul style="list-style-type: none"> Use language techniques – such as metaphor, simile, onomatopoeia, and personification. Empty words – eg someone, somewhere was out to get him. 		<ul style="list-style-type: none"> Use noun phrases and adjectives to create a richer text with fuller description. Use powerful verbs and action in dialogue, - e.g.,” Stop!” he shouted, picking up the stick and sprinting after the thief. Use expanded ‘ed’ clauses as starters – e.g. Encouraged by the bright weather, Jane set out for a long walk. Use a variety of adverbial phrases to start sentences - e.g., Beyond the dark gloom of the cave, Zach saw the wizard move. 	
Punctuation		Speaking & Listening	
<ul style="list-style-type: none"> Use ellipses – to keep the reader hanging on. Use dashes to mark the boundary between two independent clauses. 		<ul style="list-style-type: none"> Discuss and predict what may happen next in a story. Draw inferences such as inferring characters’ feelings, thoughts, and motives from their actions, justifying inference with evidence. 	

