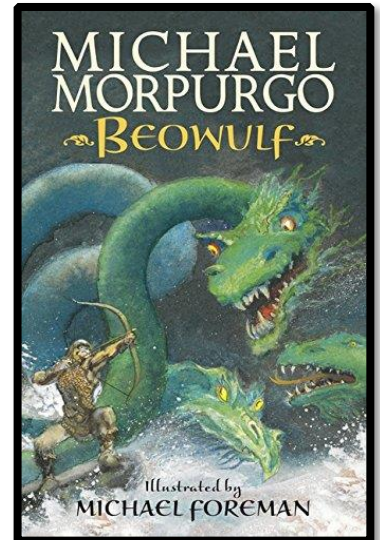
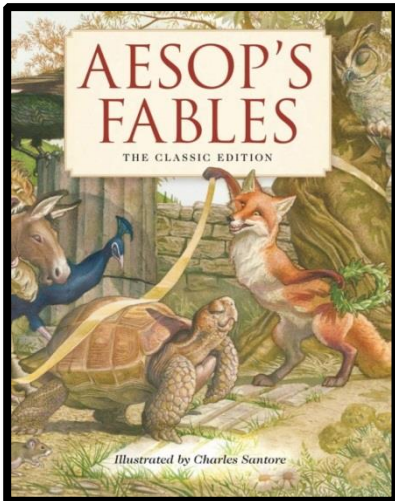
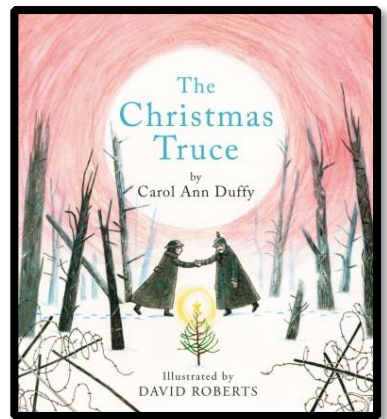
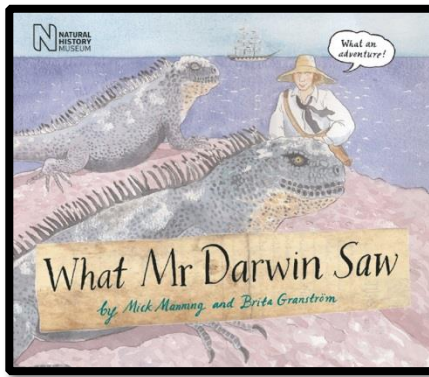
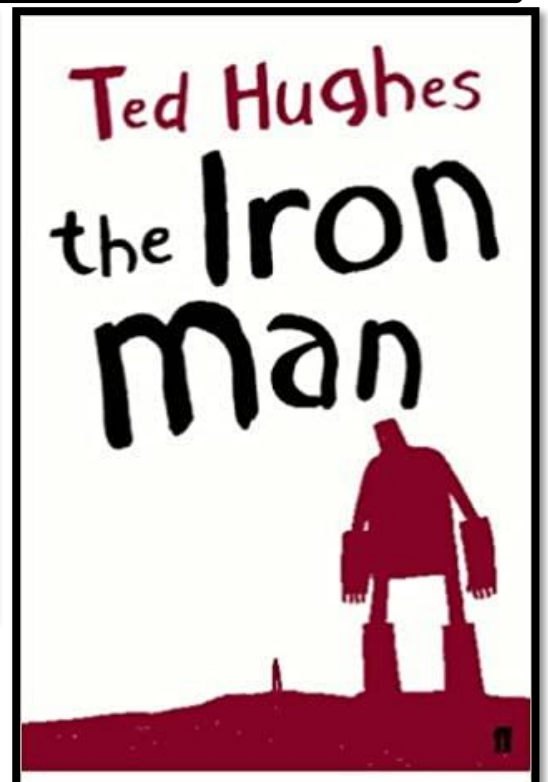
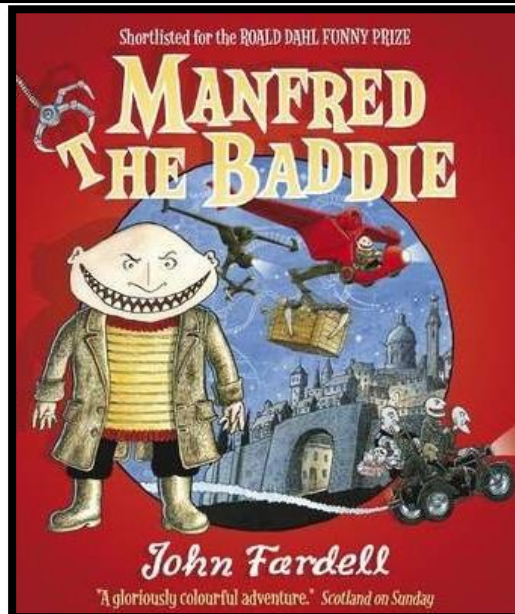
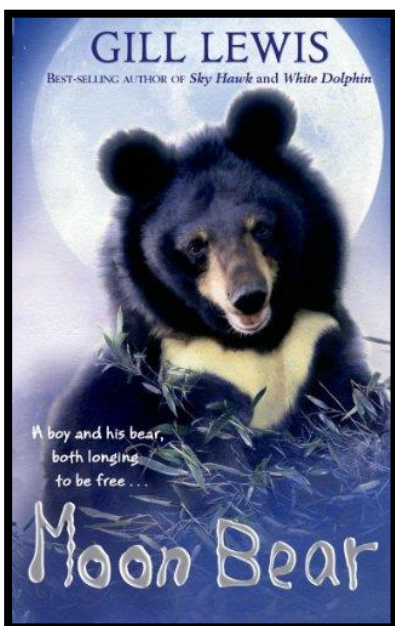


**Grammar Matters**

**SUCCESS. NOTHING LESS.**



**THE GRAMMAR AND WRITING JOURNEY  
BRUCHE PRIMARY 2024/25**



# RESEARCH BASED SCHOOL PRACTICE

Explicit teaching of grammar is very important as it gives us more conscious control and choice in our language.

Whether developing oral confidence in EYFS or choosing grammatical structure and organisation for a persuasive letter in Year 6, concepts should be explicitly taught and children guided in their effective selection and application – NC 2014.

There is powerful research evidence, including a large scale study from Exeter University (Myhil et al, 2013) that demonstrates the benefit of relevant grammar when explicitly taught and in context; teachers who contextualised the study of grammar within the reading of literature and discussed real-life texts reported a positive impact on pupils' writing and a deeper knowledge and understanding of language.

Harrity et al, 2012 - relevant research on the teaching of grammar has shown that traditional grammar instruction focused on memorisation and isolated drills is not effective at helping students learn grammar and improve their writing skills. Instead, teaching grammar in context is much more effective. Teaching grammar in context involves immersing students in authentic reading and writing opportunities.

**Anything introduced whole school should show consistency, progression and sustainability to be truly impactful.**

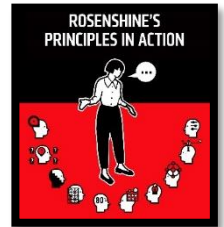
**Each year group from Y2 to Y6 will complete 6 reading to grammar to writing journeys every academic year.**

1) Read and grammatically dissect a text (WAGOLL).

2) Build on language and sentence structures.

3) Use sentences and vocabulary created in a contextually similar extended writing task.

# RESEARCH BASED SCHOOL PRACTICE



Our whole school grammar programme will incorporate Rosenshine's Principles of Instruction as a result of the following:

- As **working memory is finite** and we can only absorb a limited amount of new information at once, **learning and practicing small chunks of new skills** in a **contextual experience** will allow children to process information and **store it in their long term memory**, which will aid them when they are required to write at length at the end of a unit.
- The programme allows **significant independent practice**: this practice is necessary because a good deal of practice (overlearning) is needed in order to become **fluent and automatic in a skill**. When material is overlearnt, it can be **recalled automatically and it doesn't take any space in our working memory, allowing children's creative ideas to flow**.
- The grammar learning journey model allows significant opportunity for **guided practice and independent practice**; we encourage as much **guided practice as possible as teachers who guide their students for more time are usually more successful**.
- **A varied sequential diet of retrieval activities and lesson types throughout the programme keeps the children inspired, confident and motivated to improve their writing**; when dissecting a contextually similar exemplar, our expert teachers have opportunity to **review/retrieve** and begin to extend learning of grammatical features.
- Typically, **we can only process new information if we can connect it to knowledge that we already have**. Analysing (with the support of an expert teacher) a contextually similar piece of writing to the writing expected at the end of a unit will give the children the **prior knowledge** that they will need to be successful when writing independently: **the more connected and complex our schemata are, the easier it is for us to make sense of new information and the better we are able to organise it so that it makes sense; thus this will free up cognitive space to allow children to be more creative with their writing**.
- **Children will have access to models** and will be regularly encouraged to refer to the original **exemplar, their small-chunk independent work** and the working wall, helping them to **retrieve key information** and **providing scaffolds** to help them become mature writers; it will allow them to be able to **free up more cognitive** space to think about the audience and the purpose of the writing and help them to stay on task.
- Through careful dissection and analysis of the exemplar text, the children are able to have experience of applying the correct grammatical ideals for the particular end piece of writing. The opportunity to dissect allows the children to **organise information into secure, well-structured schemata**.
- **Rosenshine tells us that it is important for students to undergo a form of cognitive apprenticeship, whereby they learn cognitive strategies from a master teacher who models, coaches and supports them as they develop a level of independence**.
- Through expert collaboration, we have created an **effectively sequenced** bespoke writing curriculum that will build upon learning year after year, allowing children to layer their schemata will knowledge effectively.
- Dissecting contextually similar exemplars at the start of a unit allows teachers to **ask a large number of questions to check understanding**, gives **children opportunity to explain what they have learned** and allows the **teacher to check understanding**.
- **Our effective staff are encouraged to ask lots of questions, involve all students, probe in more depth and take sufficient time to explain, clarify and check understanding- the grammar journey allows this through its sequential structure**.
- Through excellent marking and **next step feedback**, the children are able to improve upon work or **correct misconceptions/mistakes** after every lesson; our robust marking policy allows teachers to consistently and rigorously check grammatical understanding at every stage of the writing process and also allows teachers to **challenge learners to consistently improve**.

# YEAR 1

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

# YEAR 2

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

# YEAR 3

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Terminology for pupils</b>	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

# YEAR 4

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

# YEAR 5

Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p><b>Verb prefixes</b> [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>
<b>Sentence</b>	<p><b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i>, <i>surely</i>] or <b>modal verbs</b> [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
<b>Text</b>	<p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>
<b>Punctuation</b>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
<b>Terminology for pupils</b>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>



# YEAR 6

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

# YEAR 1 WRITING COVERAGE

## YEAR 1 TERM 1

### Grammar and Punctuation Opportunities

Capital letters

Full stops

Finger space

Conjunction – ‘and’

Adjectives

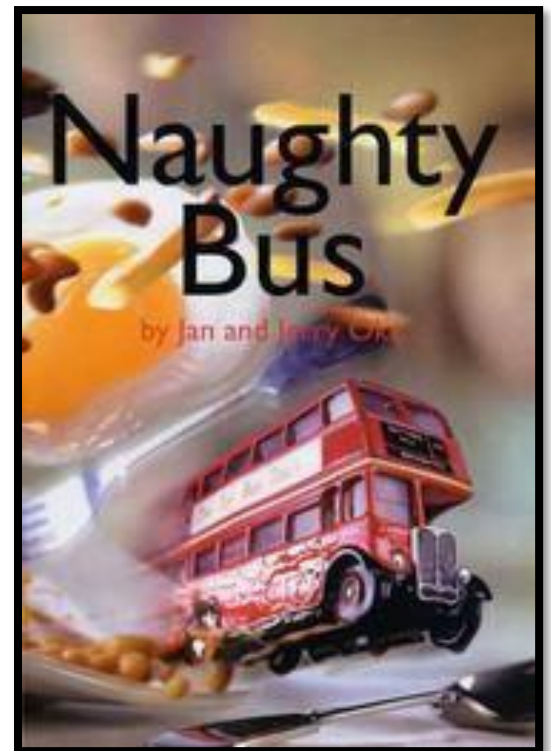
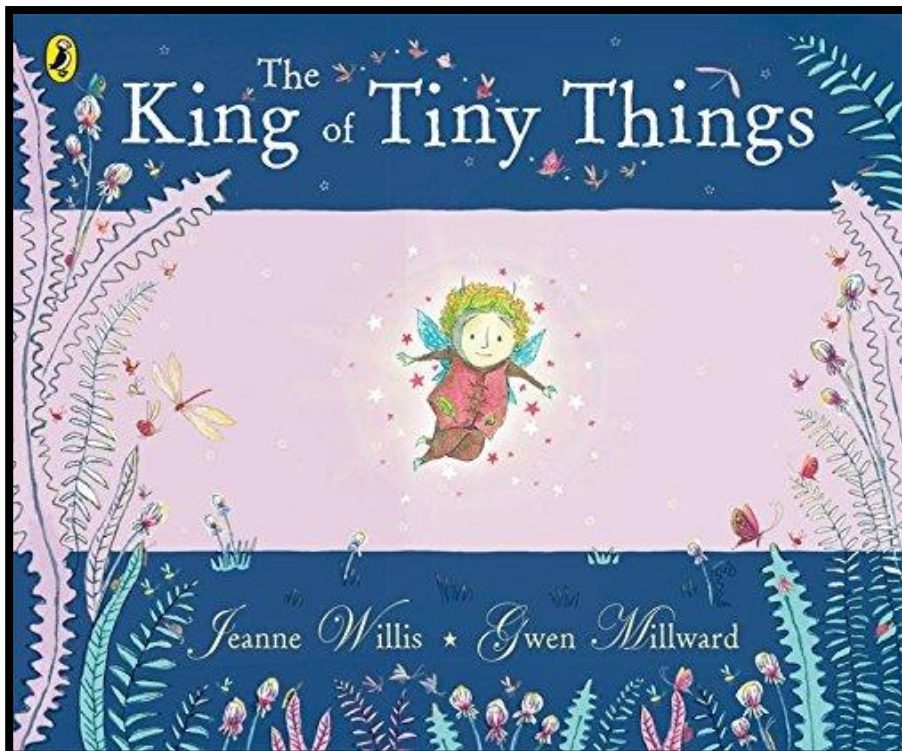
Adverbs of time

Prepositions

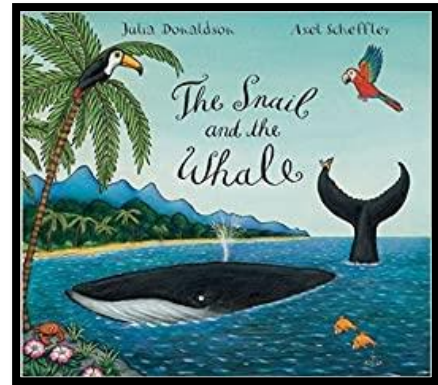
In Term 1, Year 1, a hook (a wrapped present) along with the text, *The Naughty Bus* is used to ensure all the children can create phonetically plausible sentences, where the children predict what the present is. The teacher supports the children in highlighting key grammatical features of texts and works with the children to produce a whole class shared write responding to the bus driver.

In the first half term, the children will be focusing specifically on identifying capital letters, finger spaces and full stops, when writing independent sentences.

In the second half-term, Y1 focus on extending sentences using the conjunction ‘and’. They are guided to add detail to their sentences with the introduction of adjectives.



# YEAR 1 TERM 2



## Grammar and Punctuation Opportunities

AS ABOVE

Question marks

Question words (who/what/when/why/how)

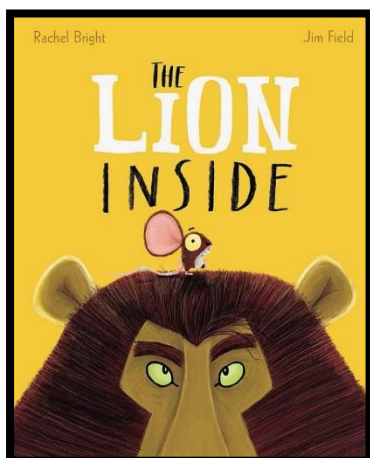
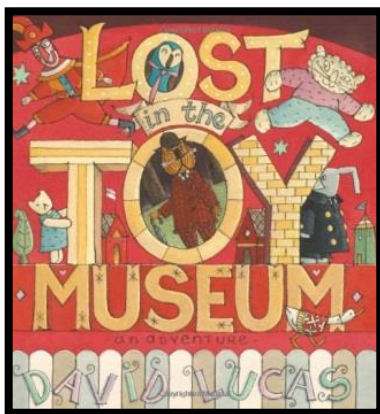
Suffix -ing/-ed

Verbs

Nouns

Bullet points

Chronological order

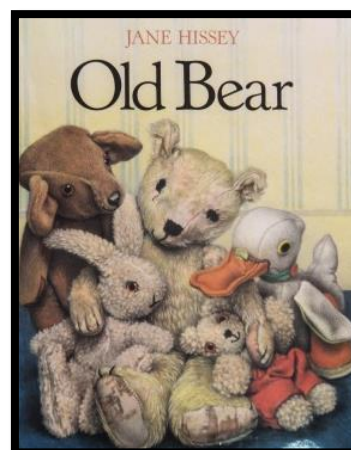


In Term 2, Year 1, use the texts, 'Old Bear' and 'Lost in the Toy Museum' to look at how things have changed since the children's grandparents were 5 and 6. The children compare fiction and non-fiction to highlight the concept of history being real and to begin to understand the concept of time. For the first end point, the teacher completes another whole class shared write where the children explain to their grandparents what it is now like to be 5 and 6.

In order to reach our end-point of producing an independent letter, we focus on using the personal pronoun 'I' and we explore question marks and question words. We also look at the suffix -ed and compare past and present tenses, which we include in our letter.

For the second end point, the teacher completes a whole class shared write where the children retell the story of 'Old Bear'.

We introduce adverbs of time to help us sequence our re-tell and we look at the suffix -ing.



# YEAR 1 TERM 3

## Grammar and Punctuation Opportunities

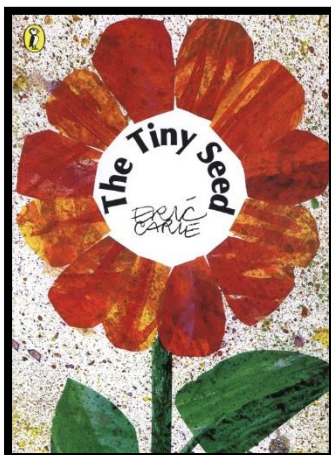
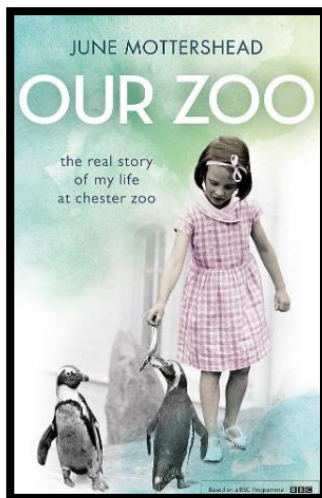
### REINFORCEMENT OF PREVIOUSLY COVERED OBJECTIVES

Plurals –s and –es

Suffix –er and –est

Exclamation marks

Prefix –un



In Term 3, Year 1, use the text, 'Alice in Wonderland' and link this text to local history. They complete non-chronological reports about Lewis Carroll

During this term, grammar objectives covered in term 1 and 2 are reinforced to ensure learning is embedded in preparation for Y2.

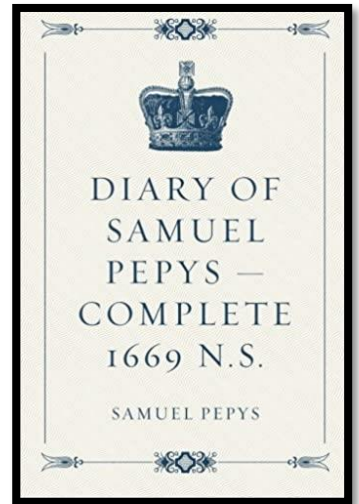
We use our knowledge of adjectives and apply our newly acquired knowledge of suffix –er and –est to write a setting description linking the Alice in Wonderland text.

For our final end-point, we retell the story of Alice in Wonderland, changing the ending and applying the use of exclamation marks and all of the previously covered objectives.



# YEAR 2

## WRITING TASK ONE



Diary entry as Samuel Pepys recounting a day in 1666

### Grammar and Punctuation Opportunities

Pronouns

Conjunctions

Subordination and coordination

Past tense (suffix -ed)

Progressive forms (I was strolling...)

Adjectives

Introduce adverbs

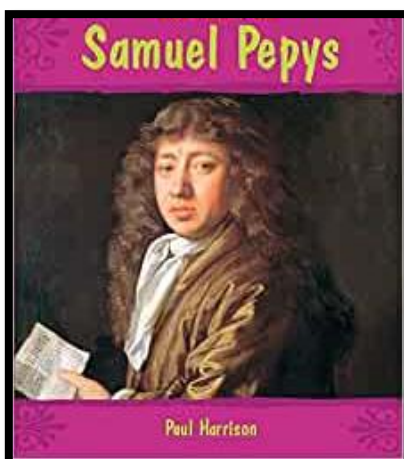
Describe the sense

Paragraphs

Chronological order

Introduce suffix -ly

Capital letters and full stops



**Purpose of writing: to inform the reader about what it was like during the Great Fire of London**

**Tone – relatively formal**

**Audience – people who want to know what life was like during the time of the Great Fire**

**Sunday 2nd September 1666**

I was woken by my servant Jane; she was awfully scared of something and talking rather louder than one should at such an early hour. She dragged me over to the window and, once I had rubbed the sleepy-dust from my eyes, I saw what all the fuss was about. There was the distant, orange glow of fire miles away. It was not close enough to scare me. I told Jane not to worry and went back to bed.

When I woke later on that day, the fire was still glowing, but the glow had grown! I climbed a hill and watched in horror as I saw that more and more houses were catching fire. The houses of London were built tight to each other and all were made of wood, so the fire was jumping from house to house leaving destruction in its wake!

I sailed down the Thames in my boat to see King Charles II and tell him about the fire, it was getting beyond control! The King told the Mayor of London to pull down some buildings to stop the fire and the King's brother. The Duke of York sent some soldiers to put out the fire.

As I go to bed on this first day of the fire, I hope that the Duke and the Mayor put the fire out during the night.

**Monday 3rd September 1666**

I woke up to find the weather was still hot and dry and the wind had blown the fire even further over the city!

The Mayor, who was meant to be stopping the fire, had run away and left the city. The coward! The horrid smell of smoke filled the air and the Thames was full of boats with people and all of their possessions piled up inside. Everyone was very scared, poor Jane could not stop her crying.

By the evening of the second day of the fire, it was nearly at the Tower! The Tower of London, where many of my rich friends had hidden their expensive treasure from the fire!

**Tuesday 4th September 1666**

Oh, what a terrible day! The fire has become a raging inferno and spread through the city like a tidal wave because of the wind! Even St. Paul's Cathedral was destroyed by the fire! The soldiers managed to stop the Tower of London from being burnt by blowing up the houses around it using gun-powder.

I can hear the crackle of flames from my bedroom and the horizon is filled with black smoke and red flame. Today the fire won.

**Wednesday 5th September 1666**

I woke this morning to find the wind had stopped blowing. Oh joy!

The soldiers had been busily pulling down houses to create fire-breaks and stop the fire from spreading. They had finally got it under control.

By the evening, the fire had been put out but 87 churches had been burnt down including St. Paul's and over 13,000 houses were destroyed. People were camping outside London waiting for it to be rebuilt. But thank god that only 6 people lost their lives to the fire; it is a miracle in a city so big.

**LO: I can create sentences for my diary entry by joining clauses using subordinating and coordinating conjunctions.**

**Copy and complete the sentences using the correct conjunctions:**

- 1) I heard today that the fire had started in Pudding Lane, \_\_\_\_\_ there is a bakery.
- 2) Before the fire started, there has been a drought in London that has lasted for 10 months \_\_\_\_\_ the city is very dry.
- 3) \_\_\_\_\_ the fires are spreading so fast, people are frantically using leather buckets, metal hooks and water squirts to fight the fires.
- 4) This fire would not be spreading so fast \_\_\_\_ the city's houses were all made of bricks.
- 5) The smoke is choking us \_\_\_\_\_ you can barely see to the end of the street.
- 6) People have a choice – fight the fire \_\_\_\_\_ risk losing their homes.
- 7) I want to write what is happening \_\_\_\_\_ I know people might be upset, if they read it.
- 8) \_\_\_\_\_ people rebuild their houses, they mustn't use wood or build them so close to each other.
- 9) I hope \_\_\_\_\_ the fires can be put under control soon.

when

so

where

if

or

because

and

but

that



# YEAR 2

## WRITING TASK TWO

Letter writing – children write to the characters in the book, Major Glad Major Dizzy to answer questions about their life.

### Grammar and Punctuation Opportunities

Commas in a list

Question marks

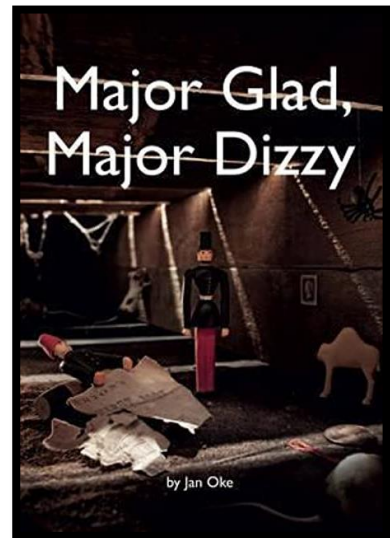
Present and past tense

Capital letters/full stops

Paragraphs

Subordination at the beginning and end of sentences

Coordinating conjunctions (and, but, or)




**Purpose of writing:** to inform the reader of the answers to questions from previous letter

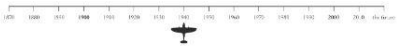
**Tone –** relatively informal

**Audience –** characters in the book


What was that?  
Is anyone there?  
Have all the children gone away?



Yes. All of them.  
All gone away to the country.



**PUT THAT  
LIGHT OUT!**





14 London Road

**WAGOLL**

Watford

London

LP1 763

Dear Year 2,

I am writing to you because I want to tell you that I am feeling quite nervous because I can hear the war planes. My Grandad is keeping me safe though, so I don't want you to worry.

I wanted to begin by telling you about where I live. It is a very large house with cold wooden floorboard. Do you live in a house like mine? Amelia does and she is my friend.

Keeping me busy, I play in my house with my favourite toys Major Glad and Major Dizzy. Do you know who they are? They are very special to me and I can't find them. Do you want to see a picture of them? Can you tell me what toys you like to play with?

Please write back.

Yours Sincerely,

William

**LO: I can decide on the best conjunction to create sentences that I could use in my letter.**

Circle the correct conjunction for each sentence and then use some of these sentences in your own letter:

It is nice to live nowadays **and/because** we don't have any war.

I live in a semi-detached house **and/because** my neighbours are lovely.

My house is special **and/because** I have my own room.

I love my house **and/because** we have a large garden to play in.

My house is next to a main road **and/because** the road is always busy with cars.

My house is always very warm **and/because** my parents put on the central heating in the winter.

I like to play with my x-box **and/because** it gives me chance to connect with my friends.

My favourite toy is my skipping rope **and/because** I can keep fit.

My football is my favourite toy **and/because** I want to be a professional when I am older.

Snakes and Ladders is my favourite toy **and/because** I get to play it with my Grandad.



# YEAR 2

## WRITING TASK THREE

Recount of school trip or a creative day

Grammar and Punctuation Opportunities

Chronological order

Cohesive devices

Adverbs of time

Adjectives for excitement/interest

Past tense

Paragraphs

Nouns

Capital letters and full stops

WAGOLL – recount of a special event/trip

Photos of trip with chronological order adverbs of time

Match adjectives to create sentences (Tudor House)



**Purpose of writing: to describe a trip using chronological order**

**Tone – informal**

**Audience – someone interested about the trip.**



On Friday the 13<sup>th</sup> September, Year 2 went on an extremely exciting school trip to learn more about the Great Fire of London. When we arrived at the very old building, which was called Staircase House, the friendly lady gave us all instructions and directions into the house. She asked questions about the Great Fire and how it started. All of Year 2 were able to answer all the questions and won fifty VIVO stars! How exciting!

First, we dressed up as people who lived in 1666 and I was Samuel Pepys. I wore a very hot wig, a soft but heavy jacket and some big boots. We began our tour of the house and took part in some role play. We began the exciting tour by following the link boy to Samuel Pepys's house. This is where Samuel would fall asleep after a long hard day and pay the link boy some pennies for his work keeping him safe on his journey home. I was able to climb into Samuel Pepys's bed and pretend to fall asleep. Lady Jane, who was Samuel's maid, entered the room and shook me and I woke up. Lady Jane told Samuel about the huge fire that was growing outside but Samuel did not believe her. He went back to bed until Lady Jane woke him again and he realised that the fire was terrible outside.

Next, the maids in Year 2 imagined that they were making Ships biscuits for everybody. This was fun because we were able to use playdough. All of Year 2 were in the bakery and enjoyed working as a team to make all of the biscuits. Year 2 walked sensibly down the stairs and when we got to the bottom of the Tudor house we made a bucket chain. Samuel Pepys and King Charles gave their strict orders and people used leather buckets to try and put the fire out.

Then we entered Samuel Pepys's office and put his possessions safely away. We buried his cheese and wine carefully underground to keep it safe from the fire. All of Year Two were very shocked that Samuel decided to buy cheese and wine and thought that it was disgusting.

After that, we had our delicious lunch together in a small room upstairs. I had a ham sandwich with cucumber, a yogurt and a chocolate flavoured cookie. When we had finished our lunch we were allowed to go outside for a quick playtime. It was great to run around together outside.

A few moments later, the whistle was blown we lined up ready to start our fun afternoon. We entered the Tudor house and walked straight to the Wattle and Daub room. We worked in pairs to create a wall of a Tudor house. We weaved branches of an oak tree to create wattle and daub. We learnt that people used cow poo to make daub! All of Year two found this very funny. After half an hour, we learnt all about what a fire mark is and when it was used.

Finally, we went outside to get some fresh air and walked quickly to the coach to return back to school. What a fantastic day!

# SUCCESS CRITERIA CHECKLIST



a) Written in first or third person: ( <i>I, we, our or he, she they</i> )	
b) Written in past tense: ( <i>we went, we saw, we did etc.</i> )	
c) Chronological order	
<b>Title:</b> a statement of where you went or what you did <i>Going to Staircase House</i>	
<p><b>Paragraph 1:</b> Who, what, where, when, why?</p> <p>(who)                      (what)                      (where)                      (when)                      (why)</p> <p><i>Year 2 went to Staircase House on Monday to learn more about the Great Fire of London.</i></p>	
<p><b>Paragraph 2:</b> First...<i>At the start ...,</i></p> <p><i>Once we arrived ..., First of all we ..., My group first went to see ..., At first I didn't think ...</i></p>	
<p><b>Paragraph 3:</b> <i>Next we ...,</i></p> <p>Include some details to help bring events alive, something you saw, heard, felt, smelt etc.</p>	
<p><b>Paragraph 4:</b> <i>Then we ...</i></p> <p>Further details of later in the day.</p>	
<p><b>Paragraph 5:</b> After that we...</p>	
<p><b>Paragraph 6:</b> Finally...</p>	
<b>Vocabulary:</b> Use specific names of people, places, objects	
<b>Openers:</b> <i>First of all ..., Next we ..., Then ..., After that ..., Later on ..., Following this ..., Finally ...</i>	
<b>Conjunctions:</b> <i>and, but, so, because, before, when, while, during, earlier, then, next, after, meanwhile, eventually</i>	

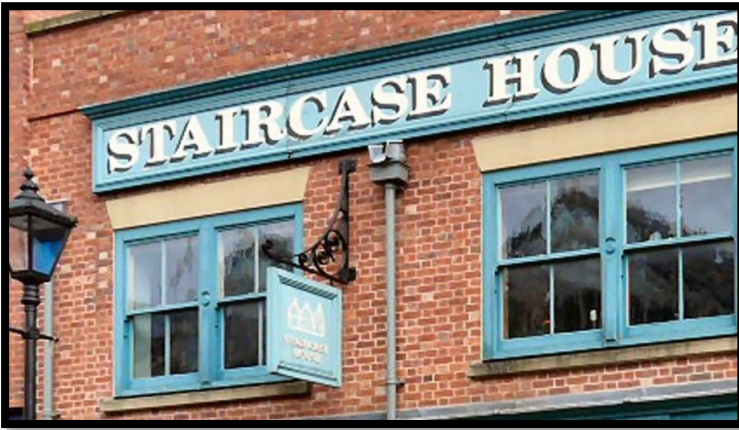
**LO: I can add capital letters and full stops to make my sentences correct and use the sentences in my own recount of a school trip.**

1. Highlight all the adverbs of time (time conjunctions) with a highlighter.
2. Copy out the sentences and make sure that they all have capital letters and full stops where they are needed.
3. Use some of these sentences in your own recount letter.

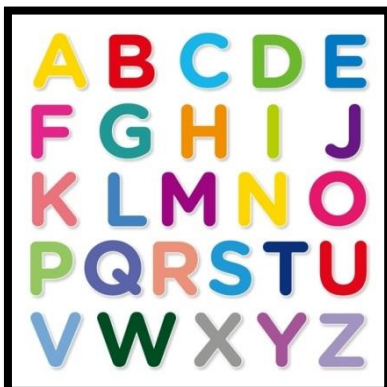
SUCCESS CRITERIA:

Capital letters are needed:

- At the start of sentences
- Names of people (proper nouns)
- Names of places (proper nouns)
- Names of organisations (proper nouns)
- For the pronoun, 'I'



- 1) in the morning, i woke up and was very excited
- 2) next, i got ready for school in record time
- 3) after that, i ran to school faster than a cheetah
- 4) never being happier, we couldn't stop talking when we arrived
- 5) after register, the teacher told us the rules for the trip...boring!
- 6) the bus journey was fantastic as miss kerrigan let us sing in our loudest voices
- 7) when we arrived, we were met by the curator
- 8) entering the house, i felt a spooky feeling in my tummy
- 9) filling me with delight, we got to dress up in tudor costumes
- 10) later in the day, we did role play, where we had to put the fire of London out



# YEAR 2

## WRITING TASK FOUR

**Fact file of a famous explorer (Christopher Columbus)**

**Grammar and Punctuation Opportunities**

Question sentences

Subheadings and headings

Past tense

Paragraphs

Facts and opinions

Statements



**Purpose of writing: to inform the reader facts about Christopher Columbus**

**Tone – relatively formal**

**Audience – people who want to know about Christopher Columbus**



# Christopher Columbus Fact File

## Early Life

His father was a wool merchant. He was born into a time period called the Renaissance. Lots of people were building new ships to explore different parts of the world. Columbus's first trip on the sea was when he was 13 years old. He learnt how to sail on a wooden boat with sails.

## Why is Columbus Significant?

Christopher Columbus is significant because he was a famous explorer. He sailed from Europe to America in 1492 along with his sailors across the Atlantic Ocean, not knowing where they would land. This was a voyage into the unknown.

## Born

Before 31 October 1451  
Genoa, Italy

## Died

20<sup>th</sup> May 1506 (aged 54)  
Valladolid, Spain

## Interesting Fact

Christopher Columbus did not discover America, the Vikings from Europe had already landed in America 500 years before.

He had a dream to travel west and go to China. To follow his dream, he needed money, so the King and Queen of Spain gave him money to buy ships. He set sail on 3rd August 1492 with three ships.

Columbus used a compass to help him find his way. After 36 days, one man spotted an island, it was in the Bahamas. They sailed onto Cuba and discovered new lands. They called it The New World.





# LO: I can turn statements into questions and use the questions in my fact file.

Turn the statements into questions that you could use in your fact file:

**EXAMPLE:**

He was born in Genoa, Italy.

ANSWER: Where was he born?



Christopher Columbus was born on October 31, 1451 in Genoa, Italy.

---

He began sailing when he was just a teenager (He made his first sea trip at age 13).

---

He took his first voyage into the Atlantic Ocean in 1476.

---

Columbus settled in Lisbon and married Filipa. They had one son together.

---

He died aged 54 in Valladolid, Spain.

---

Columbus did not discover the Americas - about 100 million people were living there already.

---

Columbus made four voyages to the New World.

---

**TRICKY ONES:**

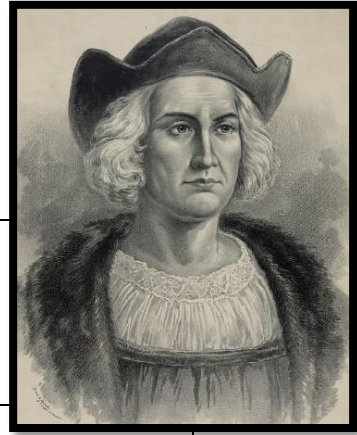
He discovered the Americas by accident - he was trying to find a new route to China and India.

---

He made some people slaves from the Americas and forced them to search for gold.

---

**LO: I can research to find facts for my fact file and come up with my own opinion.**



<i>Which explorer have we researched?</i>	
<i>When was he born?</i>	
<i>Where was he born?</i>	
<i>What did he do?</i>	
<i>How many ships did he sail with?</i>	
<i>What were they called?</i>	
<i>Where did he sail to?</i>	
<i>Why did he sail there?</i>	
<i>What else do you know/</i>	
<i>What did he believe?</i>	
<i>Do you think that his journey was successful?</i>	



# YEAR 2

## WRITING TASK FIVE

Instructions on how to make an adventurous, creative sandwich

Grammar and Punctuation Opportunities

Imperative verbs

Relevant adverbs

Time conjunctions

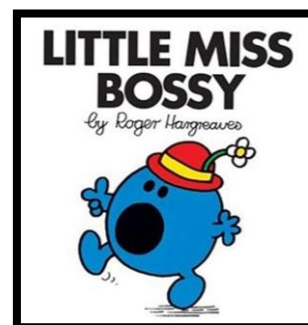
Bullet points

Commas

**Purpose of writing:** to inform the reader on how to make particular sandwich

**Tone** – relatively formal

**Audience** – people who want to know how to make a particular sandwich



LO: I can find the imperative verbs in my instructions and use these words to create sentences for my own set of instructions.

## How to make a jam sandwich


**WAGOLL**

You need: Bread  Butter 

Jam  Plate 

1. First pick up the knife.
2. Spread the butter across the bread.
3. Next spread the jam across the butter.
4. Put the second piece of bread on top.
5. Cut the sandwich in half with the knife.
6. Place the sandwich on a plate.
7. Serve the sandwich.

Put      Mix  
Stir      Pour  
Add      Close  
Chop      Slice  
Get      Heat  
Open  
Cut      Spread



LO: I can use imperative verbs in my instructions and use these words to create quality command sentences.

LO: I can add adverbs to my instructions to make them more precise

Use the bossy imperative verbs and the quality adverbs to create sentences for your instructions; don't forget to make sure that your instructions are in chronological order.

## Imperative Verbs

I'm Little Miss Bossy and I tell you what to do. I use a verb near the beginning of my sentences to change them into a command.



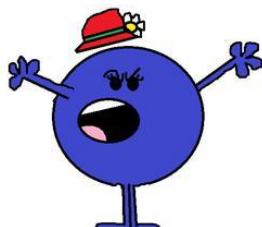
hold	wash	chop
draw	brush	cut
place	rinse	slice
fold	put	peel
tidy	stir	pour
sort	measure	mix
order	bake	take
play	sprinkle	slice
go	add	spread

### ADVERBS FOR INSTRUCTIONS:

carefully      before      completely      delicately      enough

exactly      evenly      imaginatively      properly      perfectly

skilfully      thoroughly      together



# YEAR 2

## WRITING TASK SIX

A story with a beginning/middle/end retelling the story using more extended sentences.

### Grammar and Punctuation Opportunities

Expanded noun phrases

Adjectives/adverbs

A variety of sentences starters

Time conjunctions/Adverbs of time

Subordination/coordination

Past and present progressive

Capital letters and full stops

Commas

Apostrophes



**Purpose of writing - to entertain the reader**

**Tone – informal**

**Audience – children who want to be entertained**



**Intro**

Once there lived a Meerkat called Sunny. Sunny and his family were from the Kalahari Desert where it is very dry and very hot. Sometimes Sunny thinks it is too hot!

**Build up**

Sunny comes from a very large family who work together, play together, learn together, eat together and sleep together. They do EVERYTHING together! They are very, very close.

Unfortunately, Sunny thinks they are too close. Sometimes, Sunny wishes he could live somewhere else. So, one day he packs a big, brown suitcase and writes his family a note to say he is leaving to find a new home.

**Problem**

On Monday, Sunny visits Uncle Bob where everyone is smaller than he is. Sadly, he doesn't fit in.

On Tuesday, he visits Scratch and Mitch, but there he gets very itchy! He decides it's time to move on.

On Wednesday, he arrives at Edward's farm. Sunny is not at all sure that eggs totally agree with him. He much prefers scorpions!

On Thursday he heads off to stay with his cousins Mildred and Frank. The weather is unkind to him and Sunny hates rain, so he decides to leave.

On Friday evening, Sunny has reached Madagascar. It is very dark and Sunny becomes unhappy. He can't think of anything worse than the dark.

Sunny feels very unlucky, as everywhere he goes he is so unlike everyone else.

**Resolution**

Eventually, Sunny arrives somewhere very dry and very hot where everyone is very close.

**Ending**

Home! It is perfect and he finally feels like he really does fit in. After all of his searching, the only thing Sunny really needed was his family.

**LO: I can improve sentences from Meerkat Mail to create sentences with expanded noun phrases that I can use in my story.**

**Add adjectives to the sentences below to create sentences with expanded noun phrases that you could use in your story.**

- 1) Sunny was a \_\_\_\_\_, \_\_\_\_\_ with an \_\_\_\_\_ family.
- 2) The \_\_\_\_\_, \_\_\_\_\_ Kalahari Desert with \_\_\_\_\_, \_\_\_\_\_, air did not please Sunny.
- 3) He wants to live in \_\_\_\_\_, \_\_\_\_\_ place with \_\_\_\_\_ meerkats.
- 4) He packs his \_\_\_\_\_, \_\_\_\_\_ suitcase filled with his \_\_\_\_\_ important possessions.
- 5) On his travels, he comes across \_\_\_\_\_, \_\_\_\_\_ rain with \_\_\_\_\_ power, which soaks him to the bone.

**enormous**

**quieter**

**vast**

**relentless**

**sizzling**

**arid**

**ungrateful**

**selfish**

**cooler**

**less**

**most**

**leather**

**compact**





**Add the correct phrases to the clauses below to create quality sentences that you can use in your story:**

Sunny thinks they are too close. Sometimes, Sunny wishes he could live somewhere else. J \_\_\_\_\_ he packs his compact, leather suitcase with his most important possessions and heads off to find a new home.

F \_\_\_\_\_ Sunny decides to visit Uncle Bob, but everyone there is too small and he doesn't fit in.

N \_\_\_\_\_ he visits Scratch and Mitch, but there, he gets far too itchy.

W \_\_\_\_\_ searching for a new home, Sunny realises that maybe his own home wasn't so bad.

Sunny feels very unlucky, as everywhere he goes he is so unlike everyone else.

E \_\_\_\_\_ Sunny begins to wish, he was back at home.

M \_\_\_\_\_ everyone at home was missing Sunny – it just wasn't the same without him.

E \_\_\_\_\_ Sunny realises that his kind, loving family are what makes his home a very special place.

**Just at that moment**

**Eventually**

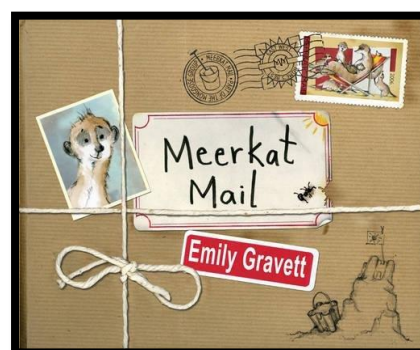
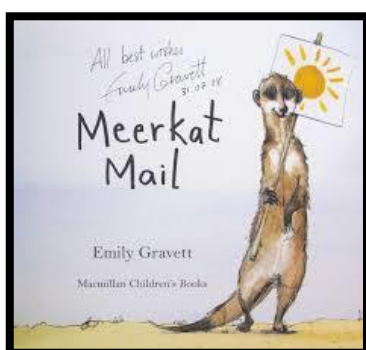
**Whilst**

**Several moments later**

**Meanwhile**

**Next**

**First**



# YEAR 3

## WRITING TASK ONE

**Setting Description: a setting based on a Stormy Mountain**

**Grammar and Punctuation Opportunities**

Prepositions

Adjectives

Similes

Conjunctions

Commas

Ellipsis

Personification

Short and long sentences



**Shades of meaning work - antonyms/synonyms – chilling/comfortable**

**Purpose of writing: to make the reader feel they are there; to thrill the reader.**

**Tone – depends on the audience**

**Audience – children or adults wanting to be entertained.**

LO: I can dissect the grammar from, “The Stormy Mountain” in preparation to write my own descriptive setting.



Dark, purple clouds sprawl across the sky, billowing in from the west. The trees, etched different shades of brilliant green against their ever-darkening backdrop, stretch out their leaf-laden branches expectantly. The suffocating, humid air grows heavy; the scent of rain is dark and heady on the stiffening breeze.

The birds fall silent – a vacant, stillness descends. For a moment, everything stops... Even the wind holds its breath until a jagged, startling, streak of silver splits the indigo sky.

A deep rumble of thunder growls in the distance like an angry lion announcing its presence. Increasing in intensity, it echoes round the mountain, travelling across fields and villages, rattling the rooftops. Heavy drops of rain begin to splatter heavily onto the parched ground until, suddenly, the heavens open and the deluge is unleashed.

**LO: I can find synonyms and antonyms for the words 'chilling/comfortable' to prepare for writing a descriptive setting**

unsettling	sheltered
reassuring	frightening
snug	enjoyable
eerie	terrifying
shocking	disturbing
unnerving	uncomfortable
horrifying	relaxed
secure	safe
pleasant	petrifying
relaxing	pleasant
welcoming	blood-curdling
hair-raising	pleasant

Make sure that you use your new words appropriately in descriptive setting.

1. Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of 'chilling' in blue and the synonyms of 'comfortable' in yellow.

2. Define 5 of your starred words using a dictionary/iPad. If the definition is not synonymous with either 'chilling' or 'comfortable' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your own descriptive setting.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



Shades of Meaning Line

comfortable



chilling

**LO: I can create similes that could be used in my descriptive setting based on 'A Stormy Mountain'.**

Match the first part of the sentence with the correct second part to create similes that you could use in your descriptive setting.

FIRST PART	SECOND PART
I went as white as...	frightened jelly.
The hailstones clattered to the ground like...	crazed marbles spilled from a box.
The winter wind howled like...	like a precious stone.
Branches clattered like...	a wild coyote.
The sky was like...	possessed skeleton bones.
The moon glistened...	dark as coal.
The wind was cutting through me like...	endless crying.
The lightning cut through the sky like...	thick as pea soup.
The clouds were as...	a vicious dagger.
The thunder crashed like...	an angry canvas.
The air felt as...	a knife through butter.
The mist was as...	aggressive cymbals.
My skin trembled like...	cold as a tomb.
The clouds dropped rain like...	a sheet.



## Simile

A figure of speech involving the comparison of one thing with another thing of a different kind, (e.g., as brave as a lion).

## Simile

A comparison using **like, as, resembles, or than.**

# YEAR 3

## WRITING TASK TWO

**Non-chronological report on rocks**

**Grammar and Punctuation Opportunities**

Question sentences

Facts/opinions

Present perfect

Determiners

Subordinate clause

Conjunctions

Paragraphs

Headings/sub-headings

Commas

Summary



**Purpose of writing: to inform the reader facts and info about rocks**

**Tone – relatively formal**

**Audience – children/adults looking for information about rocks**

# SHARKS

There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark and tiger shark.

## Where do they live?

Sharks can be found in every ocean.

The most shark attacks have been in Australia, South Africa, America and Brazil.

## What do they eat?

Some types of shark can be deadly, but only about 12 species have ever attacked humans.

What sharks eat depends on its species and where it is.

Most sharks are meat eaters so they like to eat fish and other sharks. Some larger sharks eat dolphins, sea lions and small whales.

Smaller sharks eat small aquatic life like clams and crabs.



Grey Reef Shark



School of Hammerhead Sharks

**LO: I can dissect the features of a non-chronological report and improve the text by adding 2 subordinate clauses.**

# WAGOLL

## Big Facts

1. A group of sharks is called a shoal, school or shiver.
2. Sharks have a skeleton of cartilage but no bones!
3. A baby shark is called a pup.



## What are they good at?

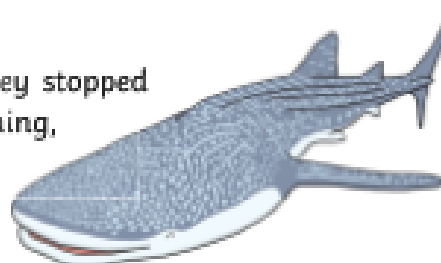
Sharks can smell a single drop of blood in the water from 400 metres away.

They can hear fish moving from around 500 metres away.

Great white sharks can swim up to 18mph!

## Amazing Fact!

Most shark species would die if they stopped moving. As long as they keep swimming, water keeps moving over their gills, which keeps them alive.



**LO: I can create complex sentence by joining the correct main clause with the correct relative to create sentences that I could use in my non-chronological report on rocks.**

**Match the main clause below with the correct subordinate (relative) clause to create sentences that you could use in your non-chronological report on rocks:**

MAIN CLAUSE	RELATIVE (SUBORDINATE) CLAUSE
You can find silver and gold in ores,	which can allow scientists to find out about other planets without having to go there.
There are three different types of rock,	which are igneous, sedimentary and metamorphic.
There are over 4000 different types of minerals,	which excites gold prospectors.
Sedimentary rock is very common,	which is solid.
Metamorphic rock has been put under a lot of pressure,	which leads to it becoming folded.
Geology is the study of the rocks,	which means it can be found in many places.
The chinks that you draw and write with are made from limestone.	which means it allows it to float on water.
Meteorites are rocks that have landed on Earth from space	that is sometimes referred to as natural glass.
Pumice rock is full of air,	which gives geologists lots to study.
Obsidian is an igneous rock	which are generally the hardest and heaviest of all rocks.
The Earth's crust is made up of rock,	which was used a great deal in schools before the 1990's
When magma cools and solidifies it forms igneous rock,	which can help scientists understand climate change or what happened a long time ago.





**LO: I can turn statements into questions that I could use in my non-chronological report on rocks.**

**Create 'How' or 'What' sentences and use a question mark.**

**Remember a capital letter at the start of your sentence**

**Turn the following statements about rocks into questions that you can then use as sub-headings in your non-chronological report:**

<b>STATEMENTS</b>
Permeable rocks have spaces in between their particles that allow water to pass through them.
Impermeable rocks do not have spaces in between their particles, so water cannot pass through them.
Igneous rocks are the hardest types of rocks formed by molten rock solidifying.
Metamorphic rocks are formed from other rocks that are changed because of heat or pressure.
Sedimentary rocks are formed from pre-existing rocks or pieces of once-living organisms.
Fossils are formed when things that have lived are trapped within rock.
Soils are made from rocks and organic matter
We know about the past through studying rocks and rock formations.

**Example:**

**STATEMENT - Permeable rocks have spaces in between their particles that allow water to pass through them.**

**QUESTION - What are permeable rocks?**



# YEAR 3

## WRITING TASK THREE

**Adventure story based on Stone Age Boy**

**Grammar and Punctuation Opportunities**

Direct speech

Inverted commas

Adjectives and adverbs

Commas

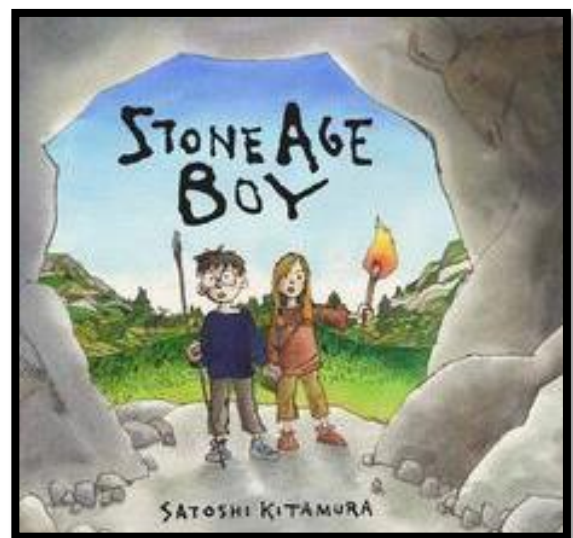
Subordinate clause

Conjunctions

Ellipsis

Paragraphs

Setting/Build-up/Problem/Conclusion



**Shades of meaning work - antonyms/synonyms – adventurous/cautious**

**Purpose of writing: to entertain children**

**Tone – informal**

**Audience – children**

LO: I can dissect the features of "Stone Age Boy" in preparation for writing my own adventure story/ LO: I can add in direct speech to advance the action.

An amazing thing happened to me. I was wandering in the wood, when I tripped and found myself falling down, down, down. When I woke up, I was in a cold, dark place. I could see day light and I stumbled towards it. Outside, everything was different.

Then, to my relief, I saw someone - a girl. She was about my age, but she didn't look like any of the girls I knew. She took me home to meet her family - and what a family it was! They looked very strange, but they were kind to me and gave me some stew. I couldn't understand anything they were saying.

The next morning, Om showed me round the camp. Everyone seemed busy and had a job to do. I saw them.....making tools, using tools, preparing and cooking food.

One afternoon, we went to the river. The little ones picked berries and nuts, but Om and I watched the men fishing. They held their pointed spears high and stood as still as trees. Suddenly, swoosh! Their spears dropped like lightning, spiking wriggling fish.

Suddenly a boy ran up, shouting and pointing to the hills. At once several people grabbed their spears and followed him. Om and I followed them. Slowly, slowly, we crept forwards until we saw - a reindeer! It was standing alone, munching the grass. At a signal, the others ran towards it, yelling and throwing their spears. Om and I didn't have spears, but we yelled anyway. It was so exciting! A spear caught the reindeer in its side, and it fell to the ground. That night we had a party to celebrate.

As the days became weeks, Om and her people taught me many things. Then one day Om took me to a special place. Om struck flint stones together to make fire. She lit a torch and we went into the cave. WOW! It took me a moment to realise the animals were only painting. In the flickering light of the torch, they looked real, as if they were running all around us. Suddenly, I saw something move in the darkness. It was a bear, a big furious cave bear! I shouted at Om to run and turned to face the bear with my spear.

Suddenly the ground gave way....and I found myself falling down, down, down. When I woke up, the bear had gone. So had Om. I rushed outside. The air felt...different. I walked a long way, calling for Om. But I never found her. Instead I found I was back home. When I told my family what had happened, they didn't believe me. They said I'd only been gone a few hours and I must have fallen asleep and dreamt it.

Years passed, but I never forgot my friend Om. I am an archaeologist now. Everywhere I go, I look for signs of Om. And I never stop learning from her and her people.

Was it a dream? Maybe...Maybe not.

**LO: I can find synonyms and antonyms for the words 'adventurous/cautious' to prepare for writing an adventure story.**

daring	careful
tentative	valiant
prudent	mindful
intrepid	circumspect
guarded	Audacious
undaunted	Bold
unshrinking	valorous
daring	unafraid
brave	watchful
wary	Boring
dull	fearless
aware	venturesome

Make sure that you use your new words appropriately in your adventure story

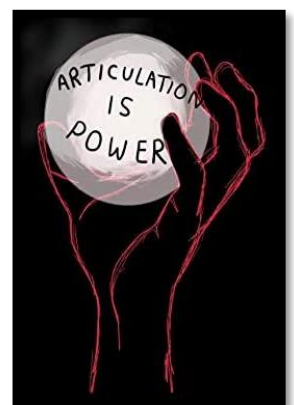
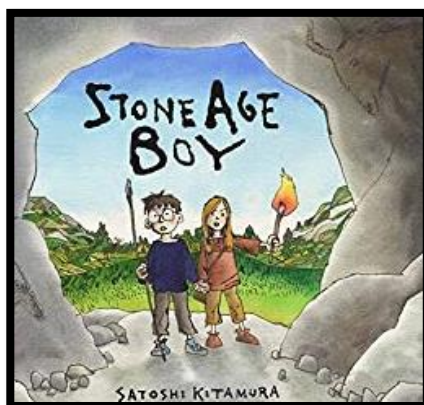
1. Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of 'adventurous' in blue and the synonyms of 'cautious' in yellow.

2. Define 5 of your starred words using a dictionary/iPad.

If the definition is not synonymous with either 'adventurous' or 'cautious' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your own adventure story.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.

Shades of Meaning Line

cautious



adventurous

**LO: I can create improved dialogue for my story by adding correct speech punctuation and by using better words than said/adverbs to show the reader how the person is talking.**

**Add speech punctuation, words better than 'said' and when possible, add adverbs to make these sentences more interesting. Remember that this is practice and we wouldn't add words other than 'said' and adverbs to every speech sentence in a story.**

Synonyms for 'said' you could use:



Do you like hunting?

Yes I get to spend time with my dad.

Do you not feel sad when you have to kill things?

Why should I feel sad? I would be a lot more sad if I was hungry!

Do you hunt?

No of course not

So how do you get your food?

We go to the supermarket.

Do you get your clothes from this same place?

Yes – and from other specialist shops.

Do you steal these things then?

No

So how do you get them?

We exchange them for money?

So you don't hit them with a big club and run away with the stuff?

No

So can you eat this money?

No

So why do people want it?

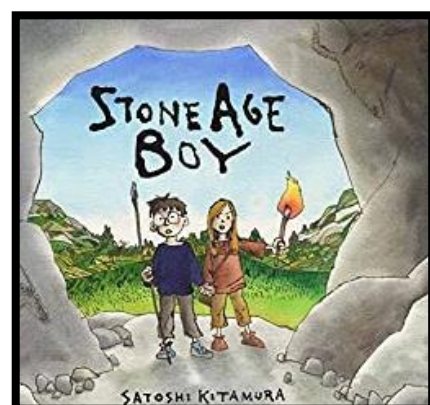
It's used to exchange things

What does exchange mean?

It means swapping one thing for another thing.

That's weird! I love lighting fires. Do you light fires here?

corrected	ridiculed	acknowledged
coughed	laughed	roared
added	countered	admitted
queried	affirmed	joked
maintained	marvelled	screamed
announced	decided	revealed
answered	declared	moaned
mocked	approved	argued
asked	asserted	muttered
disclosed	emphasised	explained
gaped	pondered	gloated
challenged	stated	stressed
suggested	claimed	reasoned
recalled	implied	reiterated
volunteered	commented	remarked
inquired	remembered	warned
concluded	insisted	replied
confirmed	wondered	continued



No – we have central heating

What's that?

It's where we use gas or electricity to heat up water which runs through pipes to things called radiators, which heat our rooms

Adverbs to add

You've lost me. Is gas as pretty as fire?

We don't get to see it.

Sounds pretty boring and weird to me

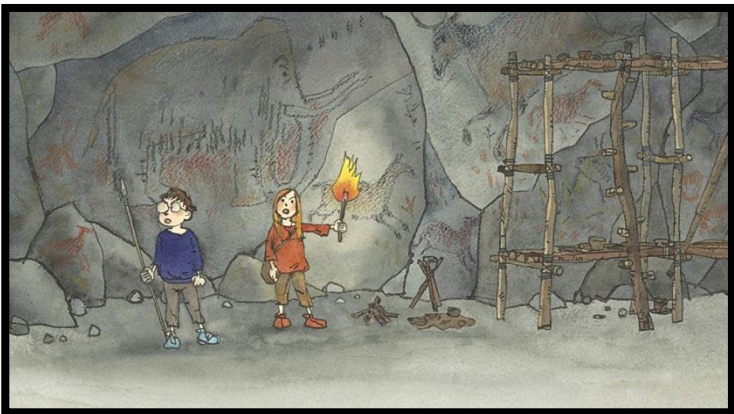
What do you do for fun?

I go fishing, hunting or berry collecting. What do you do?

I go on my X-box or my phone

What on Earth are they?

- |              |              |                  |
|--------------|--------------|------------------|
| confusedly   | excitedly    | bewilderedly     |
| eagerly      | rudely       | oddly            |
| seriously    | passionately | longingly        |
| ridiculously | strangely    | curiously        |
| peculiarly   | heartily     | enthusiastically |
| warmly       | thoughtfully | deeply           |
| keenly       | clearly      | inquisitively    |
| inquiringly  | sceptically  | indignantly      |
| sharply      | hotly        | innocently       |
| naively      | obviously    | confidently      |
| patiently    | explicitly   | stupidly         |
| intently     | attentively  | sincerely        |
| foolishly    | curiously    | bizarrely        |



# YEAR 3

## WRITING TASK FOUR

**Diary entry of an experience travelling back to the Stone Age**

**Grammar and Punctuation Opportunities**

Direct speech

Inverted commas

Synonyms/antonyms

Apostrophes for plural possession

Paragraphs

Expanded noun phrases

Opinion

Emotive language

**Shades of meaning work - antonyms/synonyms – strange/normal**

**Purpose of writing: to recall/describe facts of a day/week in the Stone Age**

**Tone – relatively informal**

**Audience – people interested in being entertained/the Stone Age**

Dear Diary,

Today was a beautiful, bright and sunny day, so I decided to build a boat! I needed to get some large pieces of wood, so I travelled to the forest to collect a huge pile. After I had gathered some wood, I began to nail the pieces together using my flint hammer and dinosaur teeth for nails. It took 2 hours to build, but once it was finished I was very proud of myself. Was it going to float?

After some time, I began to get hungry, so I decided to go fishing on my brand new log boat. Heaving the boat, I pushed it down towards the lake and into the water. Fortunately, the boat floated and so I jumped in! Slowly, I rowed out into the middle of the lake and then threw my fishing rod (made from a stick) into the deep, fresh water. Suddenly, my rod pulled me forward, so I began to lift the fish into the boat. It was really tricky to catch the fish because it was so wriggly and heavy! Eventually, I caught the fish and sailed back to land. The fish was golden and very slippery!

In the afternoon, I decided to have a nap, because I was so tired from fishing! At that moment, a huge brown bear came charging through the woods like thunder. Some hunters from my tribe ran away, but I stood my ground and began to throw spears at the growling, snarling bear! How was I going to get away? The spears didn't work, so I grabbed my hand made bow and arrow and started shooting at it. Whimpering, the bear tumbled to the ground. YES! We had defeated it!

As the sun set in the sky, my belly began to grumble. What was I going to eat? I skipped back to my family's hut and asked my Mum for something to eat whilst my baby sister lay on her fur skin mat. She was cooking some raw, deer meat on the fire and it smelt delicious. We were running out of wood so I went outside to look for some. Fortunately, I had some left over from my boat! Once the deer was cooked, I began to eat it.

Unfortunately, it tasted disgusting, however it filled me up!

I wonder what will happen tomorrow.

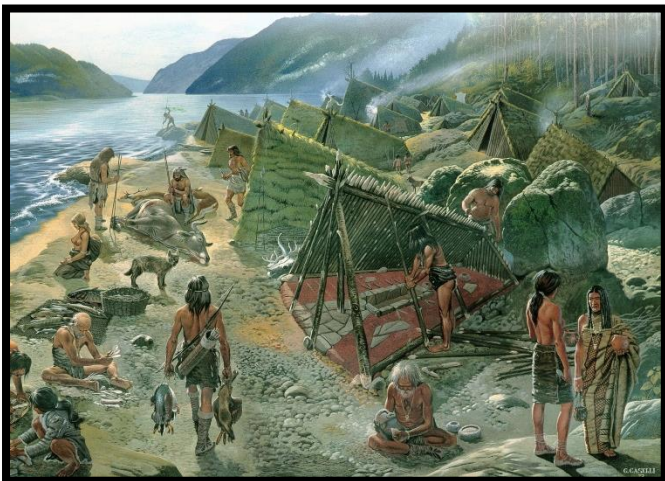


**LO: I can create expanded noun phrases that I could use in my diary entry by adding appropriate adjectives**

**Add in the appropriate adjectives from the box below to create expanded noun phrases; complete the sentences and then highlight your favourites to use in your own diary entry.**

- 1) The \_\_\_\_\_, \_\_\_\_\_ artwork on the cave wall with the \_\_\_\_\_ designs...
- 2) The \_\_\_\_\_, \_\_\_\_\_ cave with the \_\_\_\_\_ with the \_\_\_\_\_, \_\_\_\_\_ floor...
- 3) The \_\_\_\_\_, \_\_\_\_\_ mammoth with the \_\_\_\_\_, \_\_\_\_\_ fur...
- 4) The \_\_\_\_\_, \_\_\_\_\_ stag with the \_\_\_\_\_ antlers...
- 5) The \_\_\_\_\_, \_\_\_\_\_ fire with the \_\_\_\_\_ flames...
- 6) The \_\_\_\_\_, \_\_\_\_\_ forest with the \_\_\_\_\_ of berry bushes...
- 7) The \_\_\_\_\_, \_\_\_\_\_ river filled with \_\_\_\_\_ fish...
- 8) The \_\_\_\_\_, \_\_\_\_\_ sky with the \_\_\_\_\_ sun...
- 9) The \_\_\_\_\_, \_\_\_\_\_ human with the \_\_\_\_\_, \_\_\_\_\_ teeth...
- 10) The \_\_\_\_\_, \_\_\_\_\_ glacier with the \_\_\_\_\_ slopes...

woolly	intricate	magnificent	detailed	clear	blue	
imaginative	thick	petrified	splendid	dancing	angry	dense
cold	hard	eerie	dark	sinister	magnificent	fast-flowing
wavy	rapid	glowing	inviting	thick	multitude	rotting
glistening	plentiful	brilliant	blazing	neolithic	aggressive	foul
spectacular	striking	breath-taking	impressive	endless	vast	



**LO: I can find synonyms and antonyms for the words 'strange/normal' to prepare for writing a diary entry**

unusual	puzzling
standard	usual
typical	odd
freaky	ordinary
unexpected	expected
customary	weird
presumed	inexplicable
curious	unconventional
abnormal	remarkable
bizarre	atypical
uncommon	peculiar
outlandish	conventional

**Make sure that you use your new words appropriately in your diary entry.**

1. Star the words that you don't know.  
  
Using a dictionary and thesaurus, highlight the synonyms of 'strange' in blue and the synonyms of 'normal' in yellow.

2. Define 5 of your starred words using a dictionary/ipad. If the definition is not synonymous with either 'strange' or 'normal' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your own diary entry.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.

Shades of Meaning Line

normal



strange

# YEAR 3

## WRITING TASK FIVE

**Instructions on how to make a healthy sandwich**

**Grammar and Punctuation Opportunities**

Adverbs

Time conjunctions

Bullet points

Commas

Imperative verbs

**Purpose of writing: to inform the reader on how to make a healthy sandwich**

**Tone – relatively formal**

**Audience – people who want to know how to make a healthy sandwich**



**LO: can dissect a set of instructions in preparation for writing my own instructions.**

This should take about **30 minutes**

## You will need:

- Large piece of card
- Green felt (same size as your piece of card)
- Glue or sticky tape
- 2 white margarine tubs
- White tape
- Piece of newspaper
- White paint
- Straw



# WAGOLL

## Method:

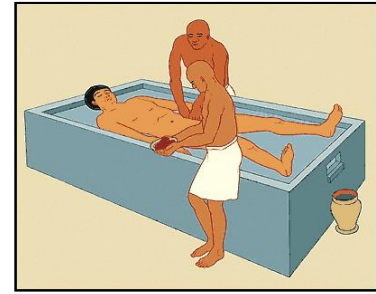
	1. Firstly, get a large piece of card.
	2. Secondly, carefully cut some green felt so that it is the same size as the card and stick it on top. This is your football pitch.
	3. Next, cut out one side of each margarine tub.
	4. Then, stick them on each side of your football pitch firmly using glue or sticky tape. These will be the goals.
	5. After that, stick white tape to the felt for the markings of the football pitch evenly.
	6. Now, scrunch up a piece of newspaper and paint it white. This will be your football.
	7. Finally, gently blow through a straw to move the ball around and see how many goals you can score!

**LO: I can add imperative verbs to sentences and then use imperative verbs to create sentences for my own set of instructions.**

Use the imperative verbs below to complete the instructions:



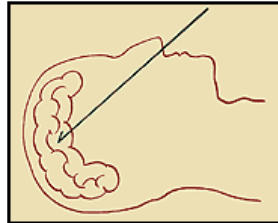
1. \_\_\_\_\_ the body with good-smelling palm wine and \_\_\_\_\_ it with water from the Nile.



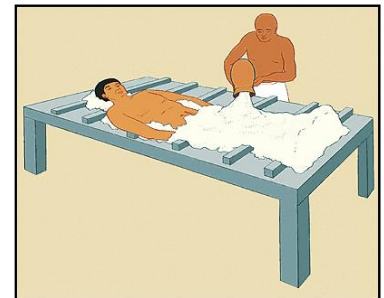
2. \_\_\_\_\_ the left side of the body and \_\_\_\_\_ many of the internal organs.

4. \_\_\_\_\_ the heart inside the body; it is not taken out of the body because it is the centre of intelligence and feeling and the person will need it

3. \_\_\_\_\_ the liver, lungs, stomach and intestines.

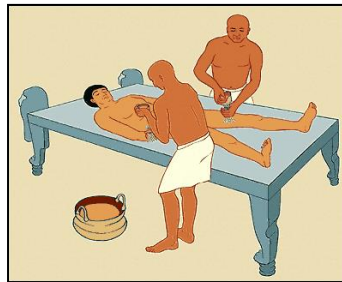


5. \_\_\_\_\_ the brain with a hook and \_\_\_\_\_ it out through the nose.

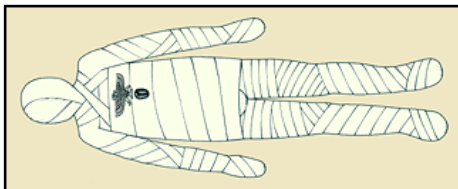


6. \_\_\_\_\_ and \_\_\_\_\_ the body with natron which will dry it out.

7. \_\_\_\_\_ the body again after forty days with water from .. ....



8. \_\_\_\_\_ the various body parts.



stuff      rinse      pull      remove      wash      cut      wash  
break-up      cover      wash      cover      wrap

**TASK ONE: Choose the correct imperative verb to go with each instruction in this recipe to make a Cheese Omelette.**

- a. \_\_\_\_\_ your pan until it's nice and hot.
- b. \_\_\_\_\_ and enjoy- your omelette is ready!
- c. \_\_\_\_\_ some eggs into a bowl and whisk.
- d. \_\_\_\_\_ some cheese and add to your egg mixture.
- e. \_\_\_\_\_ together thoroughly.
- f. \_\_\_\_\_ your egg mixture and cook for 3 minutes.
- g. \_\_\_\_\_ for a final 2 minutes until completely cooked.

Mix	Heat	Add	Grill
Serve	Crack	Grate	

**TASK TWO: The recipe was mixed up! Put it in the right order...**

- Firstly \_\_\_\_\_
- Secondly \_\_\_\_\_
- Thirdly \_\_\_\_\_
- After that \_\_\_\_\_
- Then \_\_\_\_\_
- Next \_\_\_\_\_
- Finally \_\_\_\_\_



Now use the following imperative verbs to create clear instructions on how to make a healthy eating sandwich; you will need to research ingredients that will provide as many nutrients as possible; keep your instructions in chronological order, using the conjunctions above.

cut	slice	spread	wrap	open	rinse	mix	
chop	get	heat	grill	add	toast	put	grate



# YEAR 3

## WRITING TASK SIX

Create your own Magic Box poem in the style of Kit Wright

### Grammar and Punctuation Opportunities

Commas

Verses

Repetition

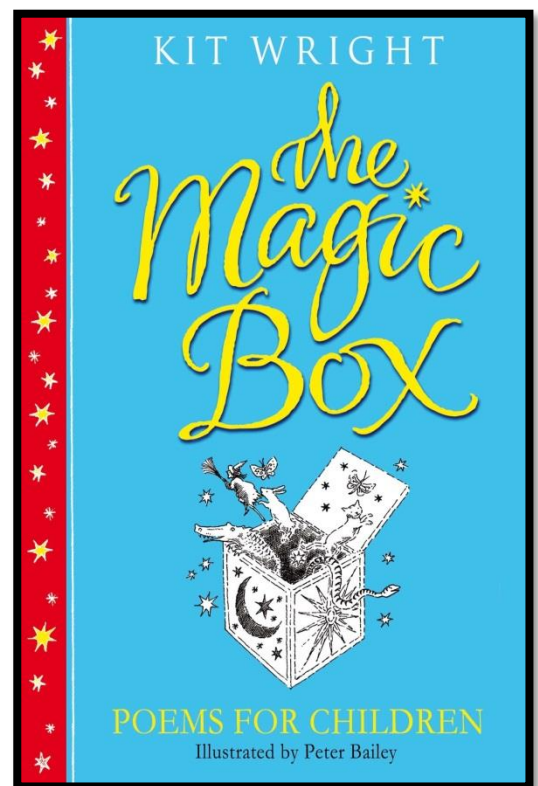
Alliteration

Figurative language

Personification

Similes

Adjectives



**Shades of meaning work - antonyms/synonyms – magical/dull**

**Purpose of writing: to entertain children**

**Tone –informal**

**Audience – children**

**LO: I can dissect, "The Magic Box," in preparation for writing my own poem, using the same style and features.**

**WAGOLL**

I will put in the box

the swish of a silk sari on a summer night,  
fire from the nostrils of a Chinese dragon,  
the tip of a tongue touching a tooth.

I will put in the box

a snowman with a rumbling belly,  
a sip of the bluest water from Lake Lucerene,  
a leaping spark from an electric fish.

I will put into the box

three violet wishes spoken in Gujarati,  
the last joke of an ancient uncle,  
and the first smile of a baby.

I will put into the box

a fifth season and a black sun,  
a cowboy on a broomstick,  
and a witch on a white horse.

My box is fashioned from ice and gold and steel,  
with stars on the lid and secrets in the corners.  
Its hinges are the toe joints of dinosaurs.

I shall surf in my box,  
on the great high-rolling breakers of the wild Atlantic,  
then wash ashore on a yellow beach,  
the colour of the sun.

by Kit Wright



**LO: I can find synonyms and antonyms for the words 'magical/dull' to prepare to write a poem in the style of Kit Wright**

incredible	remarkable
tedious	stunning
astounding	boring
tiresome	paranormal
wonderful	uninteresting
magnificent	drab
monotonous	sensational
phenomenal	uninspiring
wearisome	mundane
inspiring	extraordinary
bland	fabulous
astonishing	unimaginable

Make sure that you use your new words appropriately in your poem

1. Star the words that you don't know.  
Using a dictionary and thesaurus, highlight the synonyms of 'magical' in blue and the synonyms of 'dull' in yellow.

2. Define 5 of your starred words using a dictionary/iPad. If the definition is not synonymous with either 'magical' or 'dull' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your own poem.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



Shades of Meaning Line

dull



magical

**LO: I can create sentences with personification in preparation to write my own version of the 'Magic Box' by Kit Wright**

Link the parts below to create personification ideas that you could use in your poem:

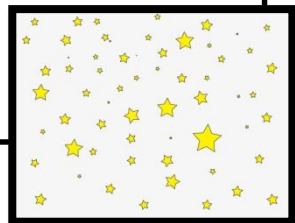
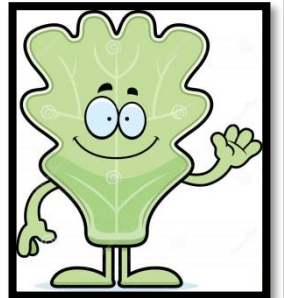
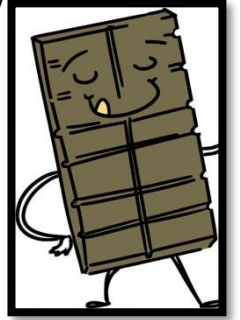
- Wind howling
- Lightning dancing sun
- Thunder which grumbles
- The moon smiling
- Leaves waving in the wind
- A rollercoaster
- A football
- Stars
- A warm fire place
- The first rays of morning
- Bees playing
- Ocean waves
- The smiling sun
- A sofa
- A storm
- Books crying
- A heart that
- Stars winking
- A house made of sweets
- A blanket
- A piece of chocolate cake
- A KFC chicken burger
- A city that
- A love
- A hungry
- An excited stadium
- The cool , glistening sea
- A gigantic chocolate bar



**Personification**  
Giving human characteristics to nonhuman things



- at the stars in the sky
- screaming all the way into the goal
- playing hide and seek with the clouds
- cares for others
- dancing playfully in the moonlit sky
- hide and seek with the flowers
- its mighty objection
- across the sky
- that is calling my name
- lashing out at anyone daring to enter
- that beckons me
- calling my name
- begging to be eaten
- inviting me to dive in
- at me through the clouds above
- tiptoeing through the meadow
- imagination
- down at me from the sky
- trampling a town
- out and reaching out to me
- wrapping its arms around me
- welcoming me to visit
- that never dies
- never sleeps
- waiting for the kick off
- inviting me to sit down
- in the distance like an old man
- smiling at me in delight



# YEAR 4

## WRITING TASK ONE

**Retelling/own version of the Hare and the Tortoise**

**Grammar and Punctuation Opportunities**

Fronted adverbials

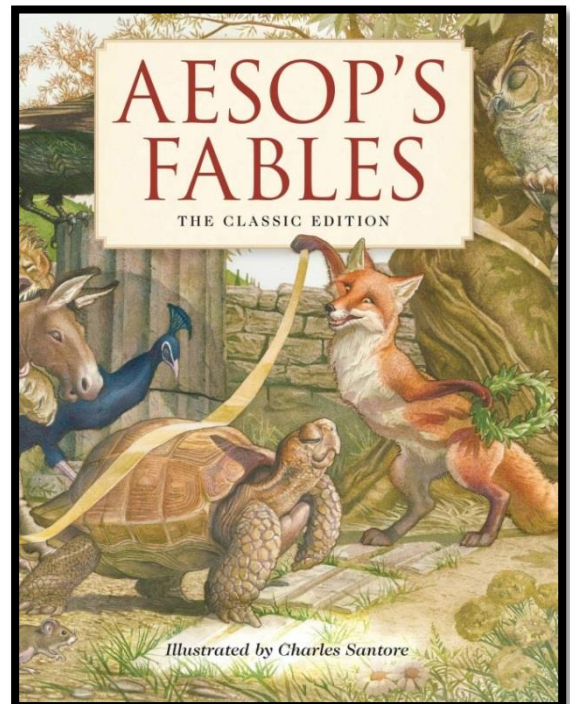
Adverbs of time/manner/place

Nouns and pronouns

Possessive pronouns

Commas to separate clauses and phrases

Paragraphs



**Shades of meaning work - antonyms/synonyms – boastful/humble**

**Purpose of writing: to retell own version of a famous fable**

**Tone – relatively informal**

**Audience – children**

## **LO: I can dissect the, “The Tortoise and the Hare” and write an improved version.**

Once, there was a strong, young hare who bragged about how fast he could run.

Tired of hearing him boast, the wise tortoise challenged the hare to a race. The hare agreed at once, thinking that he would beat the tortoise easily. All of the animals gathered at the finish line to watch the race.

As soon as the race started, the hare dashed ahead. He ran down the road but within minutes, decided to pause for a rest.

“How do you expect to win this race when you are walking along at such a slow pace?” he said smugly to the tortoise.

The hare stretched himself out next to a tree and fell asleep thinking, “There is plenty of time to relax. That tortoise will never beat me!”

The tortoise walked slowly past the hare. He walked and walked. He persevered until he got to the end of the race.

The animals cheered as they saw the tortoise reach the finish line. “Tortoise, you are the winner!” they shouted. The hare heard the cheering and woke with a start. He zoomed as fast as a rocket towards the finishing line, but it was far too late. The tortoise had already crossed the line.

“It’s not fair!” complained the hare. “I was asleep; we have to do the race again!”

But this time no-one listened to the hare. After that, the hare always reminded himself, “Don’t show-off about your speedy pace. Slow and steady won the race!”

**LO: I can find synonyms and antonyms for the words 'humble/boastful' to prepare to write my own version of "The Hare And The Tortoise"**

bragging	mEEK
respectful	vaunting
self-effacing	modest
unassuming	overbearing
nervous	submissive
bumptious	disrespectful
deferential	vain
pretentious	crowing
ostentatious	unobtrusive
discreet	showy
unpresuming	flashy
vulgar	over-confident

Make sure that you use your new words appropriately in your fable retell.

1. Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of 'humble' in blue and the synonyms of 'boastful' in yellow.

2. Define 5 of your starred words using a dictionary/iPad.

If the definition is not synonymous with either 'humble' or 'boastful' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your own fable.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



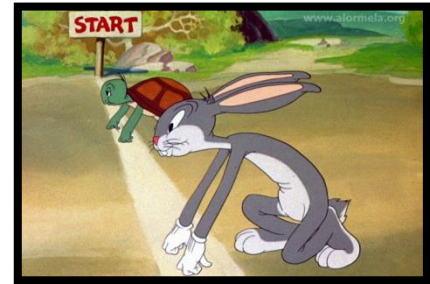
Shades of Meaning Line



**LO: I can create sentences for my story retell using quality fronted adverbials.**

**Use the following fronted adverbials to create sentences that you will use in your own retell of the fable:**

- 1) At the beginning of the track,
- 2) Into the rushing wind,
- 3) Beneath the shady tree,
- 4) Beside the competition track,
- 5) At the bend of the road,
- 6) Inside his lazy, boastful mind
- 7) Under the beating sun,
- 8) In amongst the drips of sweat,
- 9) Towards the end of the race,
- 10) Significantly behind the persistent tortoise,
- 11) Over the inviting finish line,
- 12) From his thumping heart and mind,



**CHALLENGE: can you create some of your own fronted adverbials to create more sentences before starting your retell?**



# YEAR 4

## WRITING TASK TWO

**Newspaper article to recount the story of the Boy Who Cried Wolf**

**Grammar and Punctuation Opportunities**

Inverted commas – used for witness quotes/accounts

Reporting clauses

Commas to separate clauses

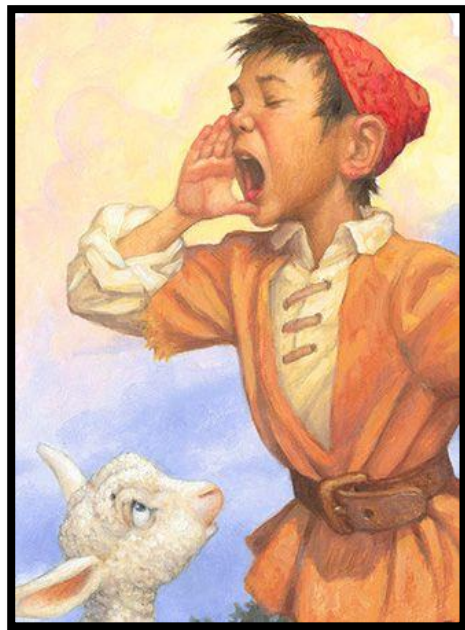
Pronouns

Possessive pronouns

Question sentences

Headline

Fact and opinion



**Shades of meaning work - antonyms/synonyms – honest/dishonest**

**Purpose of writing: to report on a famous story**

**Tone – relatively formal**

**Audience – newspaper readers**

# GIANT WHALE OR GIANT HOAX?

Tuesday 28<sup>th</sup> August

by Melissa Young

Yesterday, two youngsters out on a day's fishing trip claimed to have seen a mythical, magnificent Great Spotted Whale swimming in the waters of this little island of ours. While specialists fervently scoff at these recurring speculations, the boat people make a telling case.

## **Bloated Truth**

Passengers on the whale-spotting boat, "The Big Blue," claim to have seen what was described as a huge spotted creature leap from the depths. They believe that sketches, grainy photos and sightings pulled together, provide an unequivocal amount of evidence.

"It even followed our swimming line – hook, line and sinker!" they said.

## **A Fishy Tail**

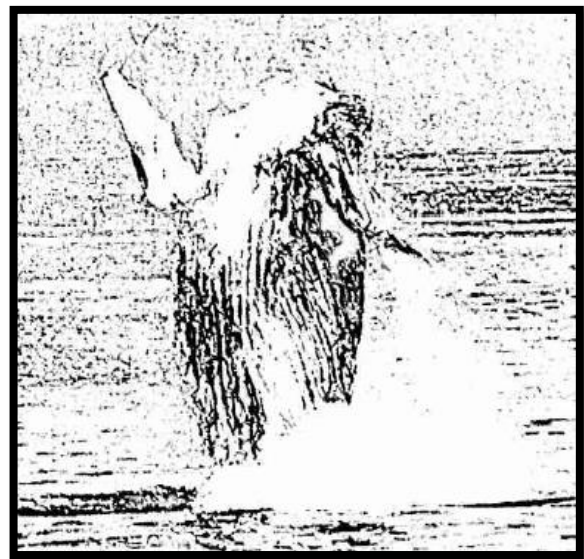
Not everyone swallows their story. One fuzzy picture hard "proof" that this mystical creature was real. Marine biologists and historians alike concur that this fiction is just full of blubber

Professor Dorsal, Head of Marine Biology, claims, "I disagree. Whilst sightings of such a creature have been documented in the past, none of these are in the seas, nor in this region. Beyond this, it is inconclusive as to whether such a species even exists."

## **Take To The Waves**

But still the legend of the Great Spotted Whale continues. Now, on this 50<sup>th</sup> anniversary, it's time to prove once and for all that this creature really does exist.

I invite all serious whale researchers and marine theorists to come out of their labs and studies, to abandon books and microscopes and take to the waves in the name of truth and science



## **Truth Or Bust?**

Is this grainy picture really a Great Spotted Whale?

Let's solve this tale of a whale!

**WAGOLL**



LO: I can put events into chronological order

LO: I can add inverted commas to create quote sentences for a newspaper article.

LO: I can use synonyms for 'said' for my quotes.

**Put the quotes into the best order you can think of by numbering each sentence. Use speech punctuation and a synonym for 'said' to create some quotes that you could use in your recount newspaper article.**

It was a terrible tragedy for the shepherd; the shepherd boy had clearly let his father and his family down, allowing the helpless sheep to be slaughtered. . (Mr Forgiveness – the local policeman)

That wretched boy – we couldn't believe that he fooled us again. (Mr Gullible – the local pub landlord)

Wolf, wolf... HELP! Wolf, wolf (The shepherd boy, Tommy Ruth)

We felt sorry for the boy. He looked like he clearly was in shock and in need of some love and attention and we all gave it to him. (Mr Softheart – a sixty-seven year old local)

We had no idea of the level of deceit this horrible young lad was capable of. (Mr Forgiveness – the local policeman)

I have learnt my lesson – I will only ever tell the truth from now on. (The shepherd boy, Tommy Ruth)

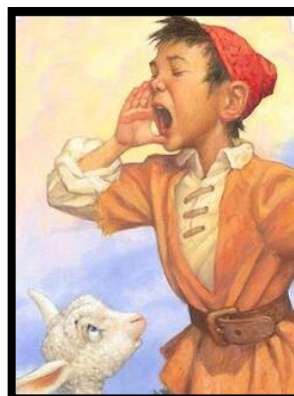
It was clear to us that a leopard is unlikely to change his spots, so we simply didn't believe him third time around – a liar will not be believed, even when he speaks the truth. (Mr Streetwise – the local butcher)

I cannot believe my son has caused so much devastation – he will be grounded for months. (Mr Tony Ruth, father of the village liar)

Wolves have not been seen in the village for over a decade, so the news shocked us greatly when the boy cried out in the streets. (Mrs Lambswool – a seventy year old villager)

I have to admit, it did feel fun to wind up the people of the village...they were so gullible! I fooled them twice! (The shepherd boy, Tommy Ruth)

commented	stated	remarked	recalled	described	cried	boasted	complained
told	added	declared	wrote	advised	shrieked	announced	



**LO: I can find synonyms and antonyms for the words honest/dishonest to prepare to write a newspaper article.**

truthful	cunning
cheating	crafty
swindling	deceitful
underhand	insincere
immoral	sincere
reliable	corrupt
genuine	dependable
principled	deceiving
trustworthy	treacherous
mendacious	unethical
insincere	dissembling
devious	straight

Make sure that you use your new words appropriately in newspaper article.

1. Star the words that you don't know.  
  
Using a dictionary and thesaurus, highlight the synonyms of 'honest' in blue and the synonyms of 'dishonest' in yellow.

2. Define 5 of your starred words using a dictionary/iPad.  
If the definition is not synonymous with either 'honest' or 'dishonest' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your newspaper article.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of

Shades of Meaning Line

honest



dishonest

# YEAR 4

## WRITING TASK THREE

**Non-chronological report on volcanoes**

**Grammar and Punctuation Opportunities**

Paragraphs

Determiners

Adverbials

Proper nouns

Bullet points

Commas in a list

Prepositional phrases



**Shades of meaning work - antonyms/synonyms – spectacular/dull**

**Purpose of writing: to give information about volcanoes**

**Tone – formal**

**Audience – people interested in the natural World/scientist/geographers**

# Twisted Tornadoes **WAGOLL**

Have you ever wondered what happens when the Earth gets angry? In this report, you will discover fascinating facts all about 'Tornadoes' and how they cause destruction in many countries around the world.

## What is a Tornado?

A tornado is a violent rotating column of air extending from a thunderstorm to the ground. The most violent tornadoes are capable of tremendous destruction with wind speeds of up to 300 mph. They can destroy large buildings, uproot trees and hurl vehicles hundreds of yards. They can also drive straw into trees. Damage paths can be in excess of one mile wide to 50 miles long. In an average year, 1000 tornadoes are reported in the United States alone.

## How do tornadoes form?

Most tornadoes form from thunderstorms. You need warm, moist air from the Gulf of Mexico and cool, dry air from Canada. When these two air masses meet, they create instability in the atmosphere. A change in wind direction and an increase in wind speed with increasing height creates an invisible, horizontal spinning effect in the lower atmosphere. Rising air within the updraft tilts the rotating air from horizontal to vertical. An area of rotation, 2-6 miles wide, now extends through much of the storm. Most strong and violent tornadoes form within this area of strong rotation.

## What do tornadoes look like?

Tornadoes can appear as a traditional funnel shape, or in a slender rope-like form. Some have a churning, smoky look to them, and others contain "multiple vortices", which are small, individual tornadoes rotating around a common centre. Others may be nearly invisible, with only swirling dust or debris at ground levels as the only indication of the tornado's presence



### Did you know?

- ❖ Tornadoes can occur at any time of the year.
- ❖ 69% of all tornadoes are labelled "weak tornadoes" meaning they have a lifetime of 1-10+ minutes and winds less than 110 mph.
- ❖ Fujita-Pearson scale (FPP scale), is a scale for rating tornado intensity.

**LO: I can find synonyms and antonyms for the words spectacular/dull to prepare to write a non-chronological report.**

breath-taking	eye-catching
tedious	bland
outstanding	drab
featureless	monotonous
uninspiring	magnificent
marvellous	unexciting
uninteresting	superb
exciting	delightful
glorious	astounding
extraordinary	striking
marvellous	acclaimed
wondrous	wonderful

Make sure that you use your new words appropriately in your non-chronological report.

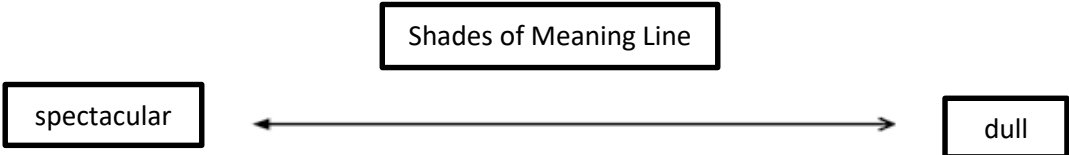
1. Star the words that you don't know.  
  
Using a dictionary and thesaurus, highlight the synonyms of 'spectacular' in blue and the synonyms of 'dull' in yellow.

2. Define 5 of your starred words using a dictionary/iPad.  
If the definition is not synonymous with either 'spectacular' or 'dull' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your non-chronological report



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 4

## WRITING TASK FOUR

**Instructions: How To Make An Electrical Circuit**

**Grammar and Punctuation Opportunities**

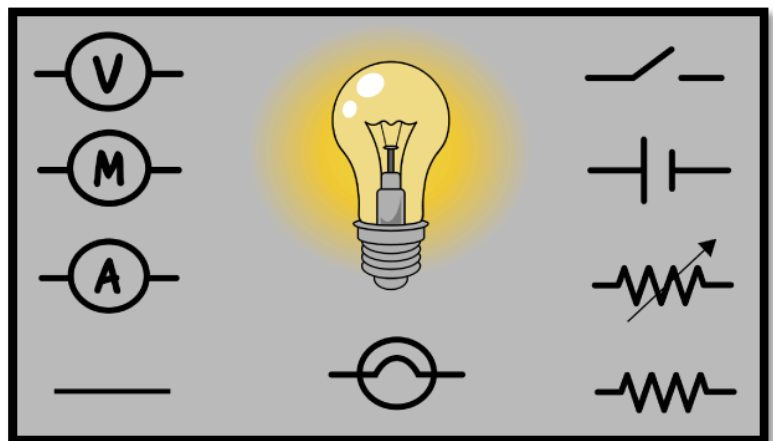
Imperative verbs

Time conjunctions

Bullet points

Chronological order

Headings and Subheadings



**Purpose of writing: to give information about how to construct an electrical circuit**

**Tone – formal**

**Audience – people interested in science/school pupils/ people wanting to know how to build a circuit.**

**LO: I can dissect the features of an instructional text in preparation for writing my own set of instructions.**

**Aim: To investigate whether the volume of water increases rate of evaporation.**

Evaporation occurs when heat is applied to a material in liquid form. The liquid changes state into a gas, as the bonds between particles are broken. In this experiment, I will be investigating whether the volume of water increases the rate of evaporation. I predict that the greater the volume of water, the slower the rate of evaporation.

You will need:

1. A measuring jug
2. A stop watch
3. 2 transparent containers
4. Water
5. A radiator

**WAGOLL**

Method

1. Firstly, measure out 100ml of water, using a measuring jug and pour it into a transparent container, accurately.
2. Then, measure out 200ml of water and pour it into a second transparent container.
3. After that, place both of the containers in a warm area, gently. This warm area may be underneath a radiator.
4. Finally, start your stop watch and record the time taken for the water to evaporate from each container.

Record your results in a table and make note of any observational changes.

**LO: I can put a set of instructions into chronological order and find the sentences that contain imperative verbs in preparation for writing my own set of instructions.**

- 1) Cut out the following instructions and organise them into chronological order.
- 2) Highlight the sentences that contain imperative verbs and use these to make sentences that you could use in your own set of instructions.

## How to Make a Simple Electrical Circuit

Strip the ends of the insulated wires. In order for your circuit to work properly, the wires need to be totally exposed so you must strip the ends.

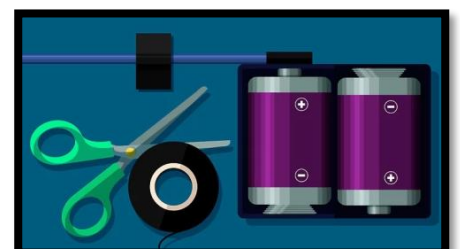
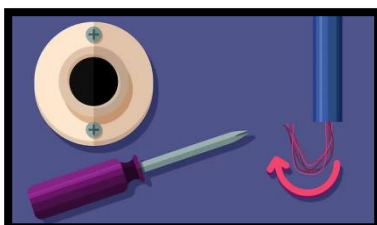
Install batteries into the battery pack. Depending on the type of batteries you are using, you may be able to skip this step. If you are using multiple batteries, you will need a power pack to hold the batteries. Push each battery in by the side taking care to put the positive and negative ends in the correct orientation.

Fasten the other end of the wire to the metal screw of the bulb holder. Take the exposed metal end of each wire and bend it into a U-shape. Loosen each screw on the light bulb holder just enough to slip the U-shape of the wire around the screw. Each wire will be attached to its own screw. Tighten the screw, ensuring that the metal of the wires remains in contact with the screw.

Attach your wires to the battery pack. The wires will be conducting your electric current from the batteries to the light bulb. The easiest way to attach the wires is to use electrical tape. Attach the end of one wire to one side of the battery, making sure that the wire maintains contact with the metal of the battery. Repeat with the other wire on the other side of the battery.

Test your circuit. Screw the light bulb into its holder until it is tight. If your circuit is hooked up properly, the bulb should light up when fully screwed into its socket. Light bulbs can heat up quickly so be careful when installing and removing the bulb.

Gather the necessary materials. To build a simple circuit, you will need a power source, 2 insulated wires, a light bulb, and a light bulb holder. A power source can be any type of battery or battery pack.






# YEAR 4

## WRITING TASK FIVE

### Character Description of the Iron Man

### Grammar and Punctuation Opportunities

Expanded noun phrases

Adjectives

Adverbs

Apostrophes for possession

Similes

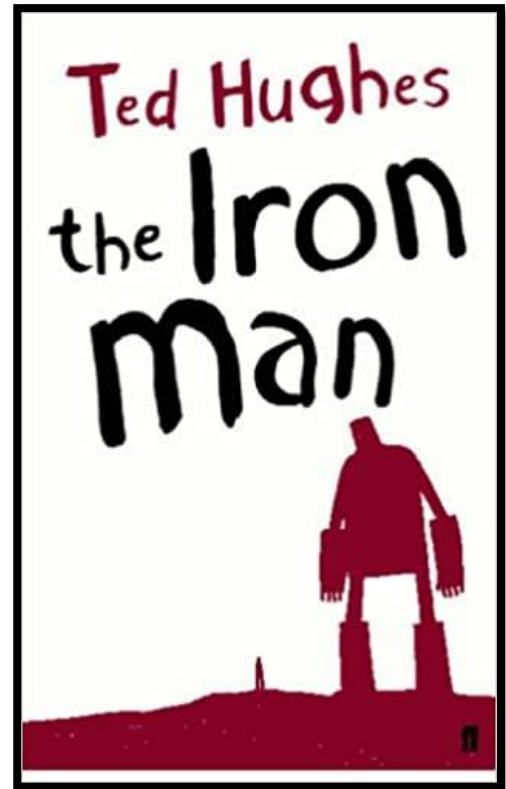
Metaphors

Hyperbole

The senses

Adverbials

Commas to separate clauses and phrases



**Shades of meaning work - antonyms/synonyms – gentle/fierce**

**Purpose of writing: to entertain children**

**Tone – relatively informal**

**Audience – school children**

## WAGOLL

As I punched in the code in the touch screen keypad, the ship's steel door retracted up into the hull. That's when I saw it: half human, half robot. It had clearly been in the craft's container for a while, with rusting starting to take hold of the metal pipes protruding from its body. It was said to be deadly, deadly because it showed no mercy, as it wreaked havoc and carnage to every galaxy it travelled to. It craned its tarnished, copper coloured neck towards me as a beam of red laser shot from its eye socket, scanning me up and down.

Searching, searching for something. I searched as well, scrutinizing every inch of this life form, never before seen by human eyes. Slowly and carefully I took a tentative step forwards. Its body seemed to be an intertwining of flesh, tubes and mechanical plating. Beneath its almost translucent head I could see an intricate weaving of blood vessels, wiring and circuits. I shivered, as fear like ice spread through my veins.

Out of its torso was what looked like the main connection from the thing to the ship: probably the device keeping it from breaking out of its cell. Over its mouth was a built-in breathing mask, making each breath it took sound like a muffled, deathly moan. Bird-like, it sat there perched on a metal ventilation shaft. However, the more I looked at this creature, the more I saw the sadness that enveloped it. As it looked back to the floor, its head stayed staring at the deck, its shoulders hunched and its body seemed to sink into itself. Beneath its robotic plates on its hands, I noticed ghostly white fingers start to shake.

A sense of sorrow fell over me. Could this really have been the creature responsible for billions of deaths across the galaxy?

**LO: I can find synonyms and antonyms for the words gentle/fierce to prepare to write a character description.**

considerate	kind
feral	ferocious
brutal	sympathetic
wild	bloodthirsty
thoughtful	savage
vicious	tender
aggressive	gruesome
soft	amiable
violent	comforting
cruel	light
careful	likeable
genial	dangerous

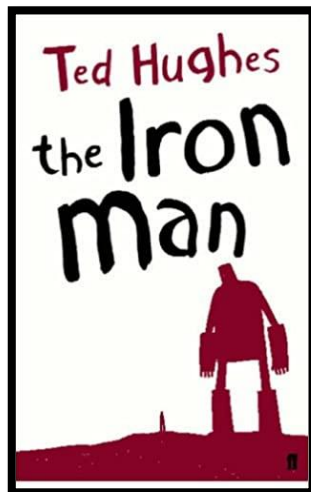
Make sure that you use your new words appropriately in your character description.

1. Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of 'gentle' in blue and the synonyms of 'fierce' in yellow.

2. Define 5 of your starred words using a dictionary/ipad. If the definition is not synonymous with either 'gentle' or 'fierce' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your character description.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.

Shades of Meaning Line

gentle

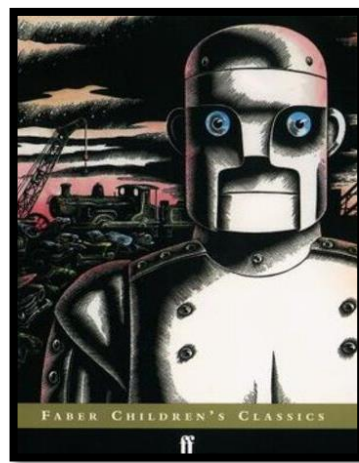
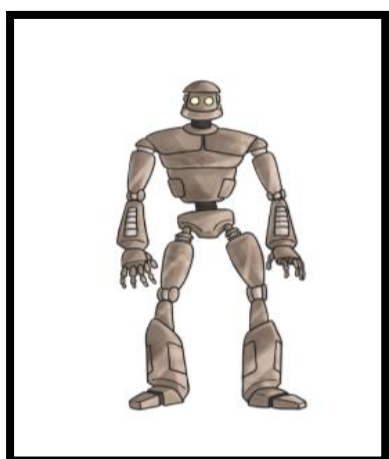


fierce

**LO: I can create a variety of sentences using figurative language (metaphors/similes/hyperboles) to create sentences that I could use in my character description of the Iron Man.**

**Match the 2 sentence sections correctly to create sentences that you could use in your character description of the Iron Man:**

<b>Sentence Section 1</b>	<b>Sentence Section 2</b>
The gigantic Iron Man was	were two colossal feet which made immense footprints as deep and as wide as the biggest craters ever seen by man.
His huge, metallic hands clawed at the earth	as tall as a skyscraper.
He had been created many light years ago and	two bright, full moons
Attached to the bottom of two enormous legs	the giant's dustbin-like head slowly rotated from left to right.
Sitting on top of its thick, steel neck,	like two giant digging machines searching frantically for gold.
Like a pair of hot, menacing searchlights,	like a giant chainsaw screeching through a rusty, old car.
He was	a powerful computer
To those around him, the metal beast sounded	a twinkling star
His body was	taller than ten houses
His eyes were	was older than the hills.
He was stronger	the Iron Man's laser-like eyes scanned the murky horizon for any possible movement.
His brain was	than a thousand tanks



# YEAR 4

## WRITING TASK SIX

**Diary entry of a bear bile farmer**

**Grammar and Punctuation Opportunities**

Direct speech

Inverted commas

Synonyms/antonyms

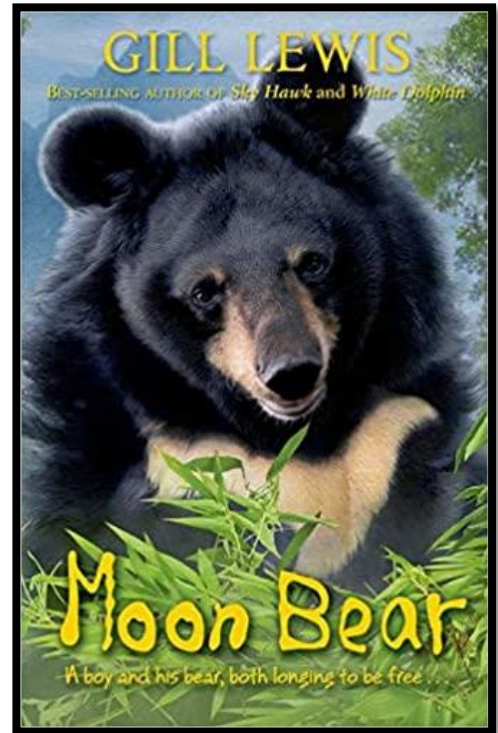
Apostrophes for plural possession

Paragraphs

Expanded noun phrases

Opinion

Emotive language



**Shades of meaning work - antonyms/synonyms – cruel/compassionate**

**Purpose of writing: to recall/describe facts of a day/week**

**Tone – relatively formal**

**Audience – people interested in conservation/bear farming**



15<sup>th</sup> January 1976

**WAGOLL**

Dear diary,

It all started this morning; shivering, I was woken by a bitter, biting wind meandering its way through the many cracks and crevices in the windows. My hunting partner has been missing for several days, so today entered the wild alone. Reluctantly, I gathered my weapons and began to trek through the dense, unforgiving Asiatic forest.

By the time I had reached the thick, green canopy of the bear's habitat, I only had one thing on my mind. If I could capture a black bear today and sell it to a bear bile farm, I would make enough money to feed my family for a week. It is hard to find a job when you live so far away from the city; becoming a hunter was my only choice. It makes me feel crestfallen when I capture a beautiful black bear and steal a mother from her cubs, but I have to put my family first. Without this awful, heart-breaking job, my family would surely starve; my family's welfare was always my priority.

All of a sudden, I stumbled upon a family of black bears. Using my dart gun, I quickly stunned the largest of the pack, causing the helpless, distraught cubs to scamper and hide in the safety of the bushes. I hauled the colossal bear onto my truck, feeling the weight of my guilt. I had shown this amazing, marvellous beast no compassion whatsoever and it was tearing me up inside. I wanted to cry, but my pride would not let me release the pressure that was building up in my mind.

I thought of my own children at this point. Would they be proud if they could see my actions today? Over and over in my mind, all I could think of was my children asking, "Why Daddy? Why?" I knew the answer, but I was not sure if they would understand.

**LO: I can find synonyms and antonyms for the words cruel/compassionate to prepare to write a diary entry.**

inhumane	wicked
empathetic	sympathetic
atrocious	warm-hearted
heartless	devilish
warm	cut-throat
feeling	tender
barbaric	sensitive
thoughtful	understanding
vile	remorseless
ruthless	barbarous
immoral	unemotional
murderous	sinful

Make sure that you use your new words appropriately in your diary entry.

1. Star the words that you don't know.

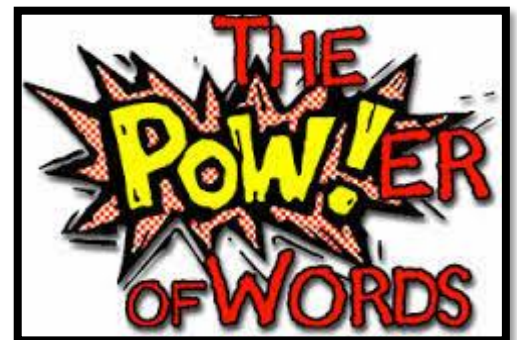
Using a dictionary and thesaurus, highlight the synonyms of 'cruel' in blue and the synonyms of 'compassionate' in yellow.

2. Define 5 of your starred words using a dictionary/iPad. If the definition is not synonymous with either 'cruel' or 'compassionate' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your diary entry.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



Shades of Meaning Line

compassionate



cruel



**LO: I can write from the perspective of a regretful, guilt-ridden bear bile farmer by adding adjectives to expanded noun phrases**

**LO: I can define ambitious adjectives**

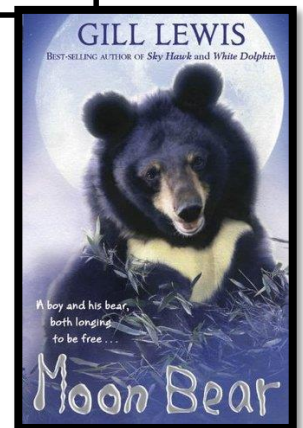
**LO: I can complete sentences to use in my own diary entry.**

- 1) The \_\_\_\_\_, \_\_\_\_\_ extraction process with no thought for the bears' feelings....
- 2) The \_\_\_\_\_, \_\_\_\_\_ stench with its unforgiving potency....
- 3) The \_\_\_\_\_, \_\_\_\_\_ faces without any hope...
- 4) The \_\_\_\_\_, \_\_\_\_\_ cage with its freedom-suppressing bars...
- 5) The \_\_\_\_\_, \_\_\_\_\_ bears with little reason to live...
- 6) My \_\_\_\_\_, \_\_\_\_\_ mind with sorrow and remorse...

ADJECTIVES TO ADD						
depressed	cramped	cruel	vile	disconsolate	inhumane	guilty
putrid	lifeless	unforgiving	malnourished	aching		

- 1) Define the following words using a dictionary or an iPad:  
a) inhumane                      b) extraction                      c) vile                      d) putrid  
e) potency                      f) disconsolate                      g) malnourished

- 2) Add in missing adjectives to make the expanded noun phrase make sense.
- 3) Copy out the expanded noun phrase and complete the sentence
- 4) Use some of the sentences created in your own diary entry.



# YEAR 5

## WRITING TASK ONE

Retelling/ writing own version of *After the Fall*.

### Grammar and Punctuation Opportunities:

Ellipsis

Brackets

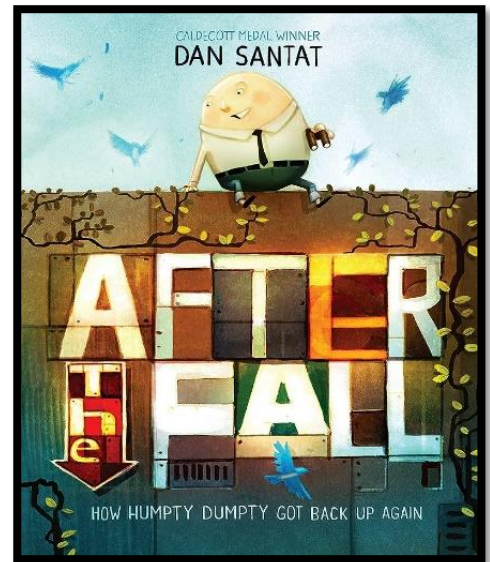
Personal pronouns

Fronted adverbials of time

Fronted adverbials of manner

Co-ordinating conjunctions

Paragraphs



**Shades of meaning work: Antonyms/synonyms – terrified vs confident**

**Purpose of writing: To inspire children to overcome challenge.**

**Tone: Informal**

**Audience: Children**

**LO: I can highlight key features of a text in preparation to retell the story.**

***After the Fall by Dan Santat:***

My name is Humpty Dumpty.

This was my favourite spot, high up on the wall. I know, it's an odd place for an egg to be, but I loved being close to the birds.

Then one day, I fell. (I'm sort of famous for that part.) Folks called it 'The Great Fall', which sounds a little grand.

It was just an accident.

But it changed my life.

Fortunately, all the king's men managed to put me back together again. Well, most of me. There were some parts that couldn't be healed with bandages and glue.

After that day, I became afraid of heights. I was so scared that it kept me from enjoying some of my favourite things.

I walked past the wall every day, and I would think about climbing that ladder again. I really missed the birds and being high above the city. But I could never do it... because I knew that accidents can happen.

I eventually settled for watching the birds from the ground. It wasn't the same, but it was better than nothing.

Then one day, an idea flew by...

Making planes was harder than I thought. It was easy to get cuts and scratches. But, day after day, I kept trying... and trying...until I got it just right.

My plane was perfect, and it flew like nothing could stop it. I hadn't felt that happy in a long time. It wasn't the same as being up in the sky with the birds, but it was close enough.

Unfortunately, accidents happen...

They always do.

I almost walked away, again. But then I thought about all the time I'd spent working on my plane, and all the other things I'd missed. I decided I was going to climb the wall.

But the higher I got, the more nervous I felt. I didn't want to admit it, I was terrified.

I didn't look up.

I didn't look down.

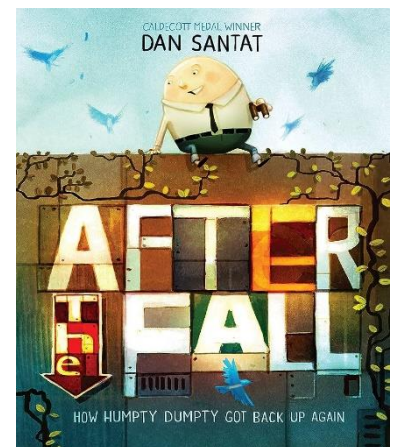
I just kept climbing.

One step at a time...until I was no longer afraid.

**SUCCESS CRITERIA**





<input type="checkbox"/>	Ellipsis
<input type="checkbox"/>	Brackets
<input type="checkbox"/>	Personal pronouns
<input type="checkbox"/>	Fronted adverbial of time
<input type="checkbox"/>	Fronted adverbial of manner
<input type="checkbox"/>	Co-ordinating conjunctions (FANBOYS)





**LO: I can find synonyms and antonyms for the words 'terrified' and 'confident' to prepare to retell a story.**

petrified	courageous
aghast	frightened
positive	unafraid
apprehensive	petrified
assured	fearless
optimistic	consternated
disconcerted	anxious
intimidated	spirited
hopeful	perturbed
horrified	secure
poise	fearful
bold	proud

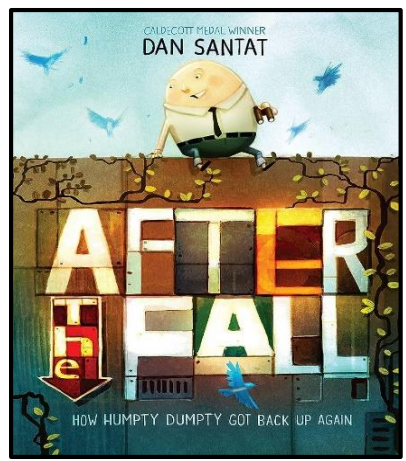
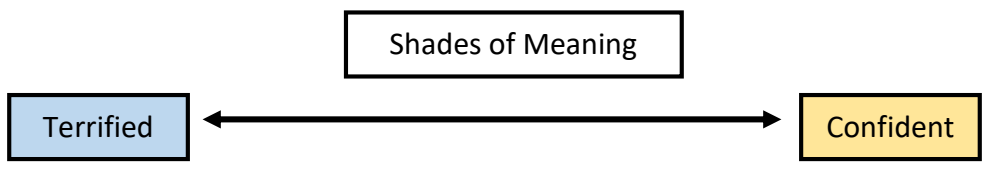
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the synonyms of 'terrified' in blue and 'confident' in yellow. 

4. Now use these words to create some sentences that you could use in your retelling of the story. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 5

## WRITING TASK TWO

**Non-chronological Report based on the fictional 'Twelve Gifts of the Goddess' in Podkin One-Ear.**

### **Grammar and Punctuation Opportunities:**

Facts

Ambitious vocabulary

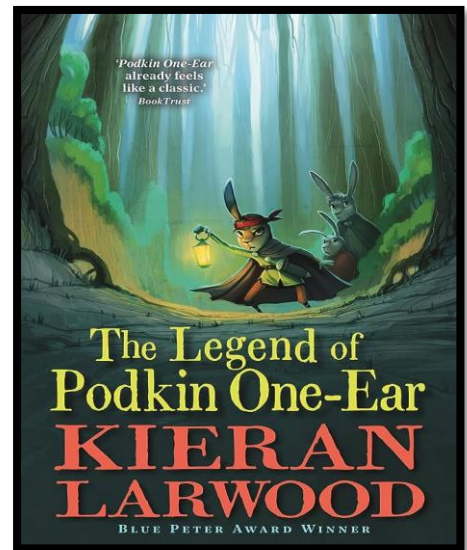
Relative pronouns

Relative clauses

Modal verbs

Headings/sub-headings

Paragraphs



**Shades of meaning work: Ambitious vocabulary – Match the synonyms.**

**Purpose of writing: To inform people about the magical properties of the Twelve Gifts of the Goddess.**

**Tone: Formal**

**Audience: People interested in learning more about the gifts.**

**LO: I can highlight key features of an informative text in preparation to write my own.**

***The Legend of Podkin One-Ear by Kieran Larwood:***

Four unique and valuable tools were gifted to the warrens of Sandywell, Pinkbramble, Greenlakes and Willowpond by the omnipotent Goddess.

Chief Torka The Thoughtful, who leads the Pinkbramble warren, received the magic Copperbelt of the Goddess herself which is equipped with the power to carry any weight of object with no encumbrance on the wearer.

Similarly, Redwater's treasure was also crafted from copper but contained a much more mysterious power. The legendary Copper Sickle indicated to the bearer whether a substance was harmful or safe. A simple function with enormous potential.

Willowpond gratefully accepted the Tin Spade; imbued with the power to detect life below ground.

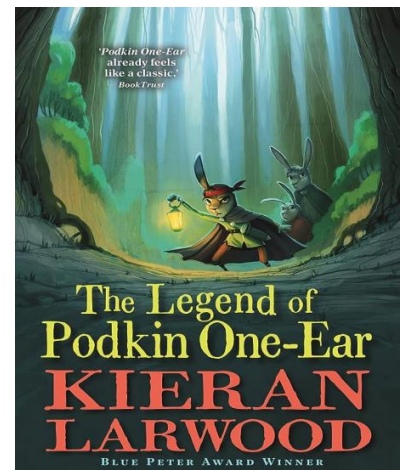
Most notable of all tools however was that entrusted to the Chief of Willowpond: the Clockwork Key. It is widely believed that this exceptional treasure (which has changed hands on more than three occasions) is no longer held by the descendants of Chief Lofty. A small but weighty device, the Clockwork Key is merely 8cm in length but so intricately, exquisitely detailed are its workings, rabbits would travel for days to simply view it under eyeglass when it resided within its intended home. With the power to find or forge an exit from any dangerous situation, the Clockwork Key is truly the most exceptional of the Goddess' tools.

It is obvious that without these fundamental tools, warrens all around the forest would crumble under the Gorm. Some say that, due to the power these tools hold, others may become greedy and violent towards the protectors of the magic. Therefore, Chief's and holders of these mighty gifts must guard them with their life to help protect the rabbit race from any kind of dark future.

**SUCCESS CRITERIA**

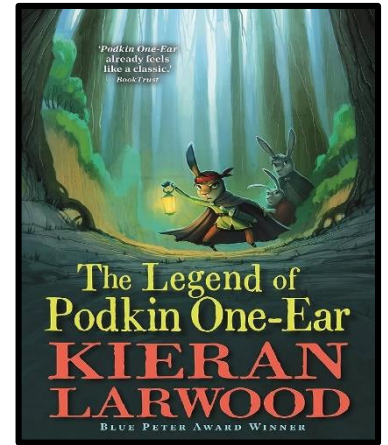




- Facts
- Ambitious vocabulary
- Relative pronouns
- Relative clauses
- Modal verbs





**LO: I can match synonyms of ambitious vocabulary in preparation to write an informative text.**


supreme	sense	permeated
skill	flawless	encumbrance
imbued	omnipotent	exquisite
hindrance	ability	detect



1. Star the words that you don't know. 

3. Write 6 definitions based on the synonym pairs. 

2. Using a dictionary/iPad, colour the matching synonyms. 

4. Now use these words to create some sentences that you could use in your informative text. 

# YEAR 5

## WRITING TASK THREE

Newspaper article on Annie Edson Taylor on the day she went over Niagara Falls in a barrel.

**Grammar and Punctuation Opportunities:**

Eyewitness reports

Reported speech

Direct speech

Adverbs of time

Cohesive devices

Relative clauses

Brackets for parenthesis



**Shades of meaning work: Antonyms/synonyms – deranged vs sane**

**Purpose of writing: To inform the reader of the event.**


**Tone: Relatively formal**

**Audience: Newspaper readers**



LO: I can highlight key features of a newspaper article in preparation to write my own.

<b>SUCCESS CRITERIA</b>			
<input type="checkbox"/>	Eyewitness reports	<input type="checkbox"/>	Adverbs of time
<input type="checkbox"/>	Reported speech	<input type="checkbox"/>	Relative clauses
<input type="checkbox"/>	Direct speech	<input type="checkbox"/>	Brackets for parenthesis



# STUNTMAN AWAKES FROM CRASH COMA

Yasmin Herand

31<sup>st</sup> January 1968

One month ago, Evel Knievel (a crazy daredevil from Montana, USA) unexpectedly crashed his motorbike after attempting to jump over the fountain outside of Caesar's Palace Hotel in Las Vegas. Flash forward to today, Knievel has awoken from his coma in the Southern Nevada Memorial Hospital.



*The moment Knievel flew over the infamous fountain.*

Last month, Knievel was attempting the longest jump of his career, a jump of 141 feet (43 metres), when a sudden loss of power during his take-off caused the stuntman to fall short of the original landing spot. Instead, the bike hit the safety ramp which shot Knievel over the handlebars, skidding 165 feet across a car park.


As of this morning, the hospital that Knievel has been recovering in has released a statement to explain that his fractured pelvis, hip, wrist and ankles are healed. One nurse happily reported that the stuntman "will be back to his usual self any day now".

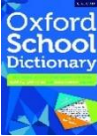
In an exclusive first interview, Knievel explained that – "Everything seemed to come apart, I couldn't hang on to the motorcycle... But, hey, I made the fountains!". Fans of the daredevil crowded outside of the hospital wing with flowers and signs of support. One young boy claimed that we need our hero back.


Since it is so soon after the thrill-seeker has recovered, we are unsure what is in store for Mr Knievel in the future. But if his past stunts are anything to go by, it certainly won't be boring!


**LO: I can find synonyms and antonyms for the words 'deranged' and 'sane' to prepare to write a newspaper article.**

mad	crazed
clear-headed	normal
unstable	insane
abnormal	deranged
stable	demented
sensible	well-balanced
disturbed	unreasonable
crazy	certifiable
level-headed	unbalanced
psychotic	reasonable
frenzied	unhinged
wild	ordinary

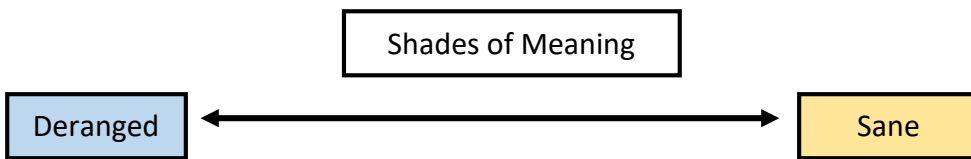
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the synonyms of 'deranged' in blue and 'sane' in yellow. 

4. Now use these words to create some sentences that you could use in your newspaper. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 5

## WRITING TASK FOUR

**Letter in role – a recount and informational letter from Beowulf to his father.**

### **Grammar and Punctuation Opportunities:**

Paragraphs and cohesion

Expanded noun phrases

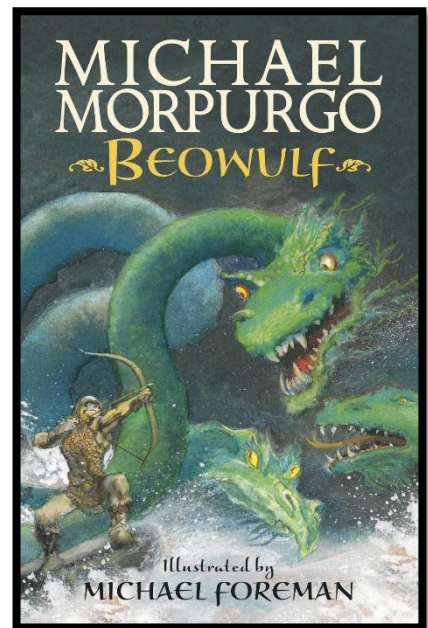
Semi-colon expanded list

Hyphens

Adjectives

Chronological order

Subordinate clause starters



**Shades of meaning work: Antonyms/synonyms – ashamed vs proud**

**Purpose of writing: To inform a character in role.**

**Tone: Informal/formal**

**Audience: Beowulf's father**

**LO: I can highlight key features of a text in preparation to write a letter in character.**

***Beowulf by Michael Morpurgo:***

Dear Beowulf,

News of your tremendous victory has just reached me! Congratulations – I and all the other Geats are enormously proud of this, your greatest triumph yet! Your name is being heralded throughout the land; your name is on the lips of every man, woman and child.

I hope that Hrothgar and his Danish Thanes have bestowed upon you a prize worthy of such an achievement, for you have rescued them from a very uncertain future. On your return, I expect to see you laden down with the spoils of war. Perhaps you can bring back with you the beast's arm as a reminder of your noble achievement?

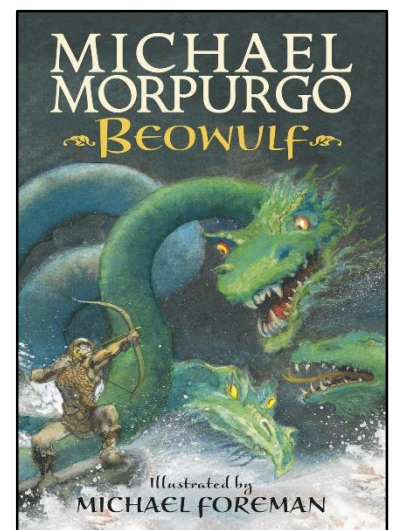
Your uncle, our good king Hygelac, has a week of feasting lined up to honour you on your return. When will that be? The whole country yearns to be looking upon their greatest son.

May the gods grant you safe passage on your return across the seas.

Your loving father,


Edgetheow


<b>SUCCESS CRITERIA</b>	
<input type="checkbox"/>	Adjectives
<input type="checkbox"/>	Expanded noun phrases
<input type="checkbox"/>	Semi-colon expanded list
<input type="checkbox"/>	Hyphens
<input type="checkbox"/>	Chronological order
<input type="checkbox"/>	Subordinate clause starters





**LO: I can find synonyms and antonyms for the words 'ashamed' and 'proud' to prepare to write a letter.**

satisfied	overjoyed
mortified	excited
thrilled	unimpressed
abashed	ecstatic
disgraced	humiliated by
embarrassed by	delighted
troubled by	infuriated
glad	fulfilled
angered	euphoric
shamed	elated
impressed	maddened
content	flustered

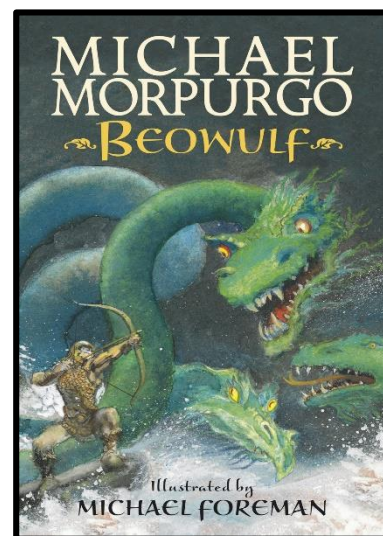
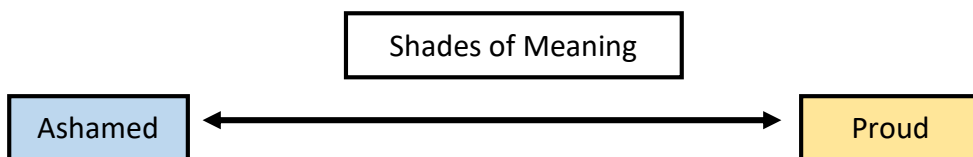
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the synonyms of 'ashamed' in blue and 'proud' in yellow. 

4. Now use these words to create some sentences that you could use in your letter. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 5

## WRITING TASK FIVE

A diary entrance from an alternative perspective within the traditional Red Riding Hood tale (using the movie Hoodwinked as a stimulus).

### Grammar and Punctuation Opportunities:

Rhetorical questions

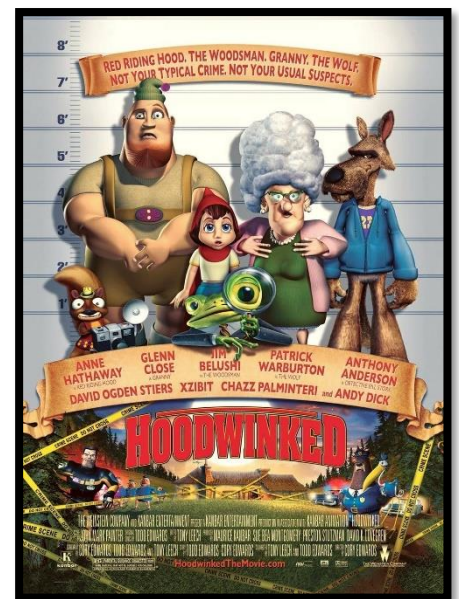
Complex sentences beginning with subordinate clauses

Indefinite pronouns (e.g. somebody, no-one)

Fronted adverbials of time

Onomatopoeia

Paragraphs



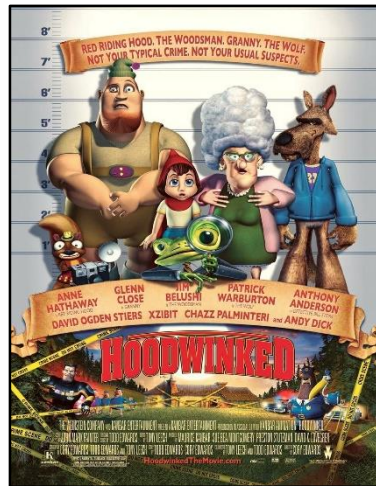
**Shades of meaning work: Antonyms/synonyms – annoyed vs cheerful**

**Purpose of writing: To retell an event from an alternative perspective.**

**Tone: Informal**

**Audience: Children**

**LO: I can highlight key features of a diary account in preparation to write my own.**



## SUCCESS CRITERIA



- |  |                             |
|--|-----------------------------|
|  | Rhetorical questions        |
|  | Subordinate clause starters |
|  | Indefinite pronouns         |
|  | Fronted adverbial           |
|  | Onomatopoeia                |

21<sup>st</sup> February



Dearest Diary,

Oh, my goodness! I've never been so frightened in all of my life! Yesterday, I was *actually eaten* by a wolf - that's right, *eaten* - and I lived to tell the tale. Can you believe it? Me, Red! Or 'Little Red', as everyone seems to want to say. Hmph.

It all started when Mother sent me on *yet another* one of her errands. Don't get me wrong, I do *love* to visit Granny, but is it really necessary to take baskets of food all of the time? She couldn't get through this basket full of cupcakes even if she was having daily dinner parties with the whole village! And I do wish that mother wouldn't pester me so: "No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?" Pester, pester, *pester*.

Anyway, off I skipped in the beautiful sunshine, down the path to the lane and through the forest, waving to the old woodcutter as I went. It was such a lovely day; animals were scampering around on the ground and birds were chirping in the trees. I got quite carried away, until I heard a silky-sounding voice from the shadows.

I knew right away that this was one of the wolves that Mother had warned me about - he was a very fine-

looking gentleman with thick hair, bright eyes and very big, white teeth. He claimed that he knew Granny, and I'm ashamed to say that I believed him, Diary. He must have been very, *very* clever, because even now, I can't figure out how he knew where Granny lived.

I was oh-so hungry, Diary, and the cunning wolf convinced me to stop for a snack. I mean, my stomach was really, *really* gurgling! I really didn't stray from the path for long, and of course, I thought that I was perfectly safe! How wrong I was.

I arrived at Granny's cottage without a care in the world, but when I walked through the door, my heart sank. Granny was sick! I could see hardly anything of her, so I leaned in close, and when I did - oh, Diary! You wouldn't believe her eyes! Large and yellow - I was sure that she was deathly ill. When one long ear popped out from under her nightcap, I thought that I should surely call for the doctor at once!

But all that was nothing, Diary, compared with what I saw next. As she spoke to me, Granny's quilt slipped down to reveal a muzzle with long, sharp teeth. I thought that the bottom had dropped out of my stomach, and I began to shake so violently! I said the first thing that came to me:

"Oh, Granny, what big teeth you have!"

I suppose that I thought that it might give me a little time to think of an escape plan, if I could convince the creature that his disguise was still working. However, as I was about to clasp my hand around the heavy, glass vase on Granny's bedside table, the wolf's huge mouth opened up and, in an instant, everything went black.

I was actually *inside* its belly! Ugh! Pitch black, slimy and *extremely* smelly, the inside of the wolf was the worst place that I have ever been. I have no idea how long I was there for, Diary - *too* long. I wriggled and wrestled around in the strange, cramped space, but to no avail. I could hear Granny's muffled calls, and I could feel that she was near to me, but it was just too dark to see her!

After what felt like hours, I heard the faint voice of the old woodcutter.

"Anyone home? It's only me, the woodcutter!" he called.

I tried to scream, but the foul stench of the beast's insides caught in my throat. As I spluttered, I felt the wolf begin to move, and all at once, bright light burst through the dark, blinding me for a moment. I propelled myself towards it and fell with a *splat* onto the floor of Granny's little cottage. As Granny tumbled out beside

me, I gulped down fresh air before throwing my arms around our saviour.

Once we were free, Granny filled the beast with rocks. I know that it sounds a little extreme, but, this way, he will never be able to sneak up on another living thing! We sewed him up and kicked him back out of the door. I'd say that there's not much chance of him causing us trouble again any time soon!

As you can imagine, Diary, Granny and the woodcutter were *not* best pleased that I had led a big, bad wolf to the cottage and had strayed from the path. At least I could soften them up a little by giving them the cupcakes that Mother had sent me with! Mother was not so easy to talk around. I am not allowed to walk through the forest *ever again in my entire life* without her by my side. Oh well, I guess I won't have to deliver food any more.


I cannot wait to tell everyone in the village about this. Goldilocks will never believe it! It'll be no more 'Little Red' - more like 'Brave Red, the brilliant banisher of wolves!' Nevertheless, I have learned to be far more careful who I talk to when I am out and about - perhaps when mother pesters me, I should pay more attention... maybe...

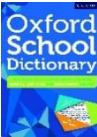






**LO: I can find synonyms and antonyms for the words 'annoyed' and 'cheerful' to prepare to write a diary entry.**

irate	happy
merry	indignant
vexed	displeased
elated	jovial
irked	outraged
resentful	untroubled
gleeful	raging
mad	carefree
hopeful	content
irritated	fuming
cheery	furious
joyous	chirpy

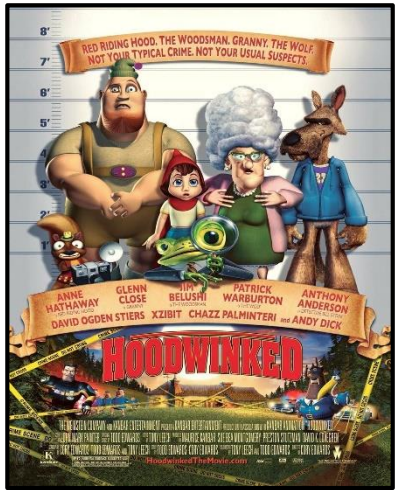
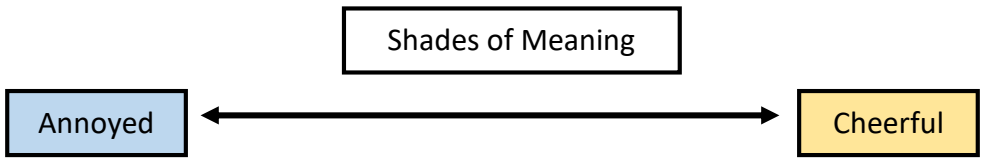
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the synonyms of 'annoyed' in blue and 'cheerful' in yellow. 

4. Now use these words to create some sentences that you could use in your diary entry. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 5

## WRITING TASK SIX

Norse God adventure narrative, with inspiration from Arthur and the Golden Rope.

### Grammar and Punctuation Opportunities:

Expanded noun phrases

Relative clauses

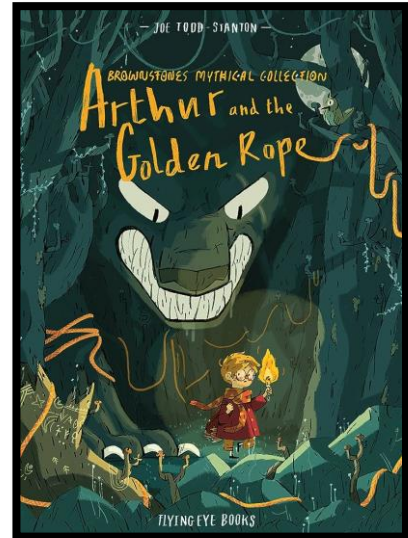
Sentences started with “-ed” clauses

Direct speech with inverted commas

Metaphors

Personification

Alliteration



**Shades of meaning work: Antonyms/synonyms – in danger vs safe**

**Purpose of writing: To entertain the reader with adventure.**

**Tone: Informal**

**Audience: People interested in adventure stories**

**LO: I can highlight key features of a text in preparation to write an adventure narrative.**

One day, Thor’s beautiful, youthful wife Sif, sat on a bank of the softest moss outside of her house in Asgard. Her hair was a golden river flowing across the land and drying out in the sun. As you may know, it is easy to go to sleep in the sun when you’re not doing much. But it is especially easy if another god puts a spell on you!

It was Loki, the god of fire and mischief, who cast this sleeping spell on Sif. His evil mouth smiled at this chance to make trouble in the Thunder-God’s household. While she was asleep, Loki took his shears and chopped off Sif’s elegant, blonde hair. One by one locks tumbled onto her shoulders and down her dress until her head was bare.

A while later, Sif awoke. Her head and neck felt cold and light, she felt for her hair - there was nothing there! Looking down, she caught sight of the clusters of curls that lifelessly lay all around her. Horrified and upset, she rushed inside and burst into tears.

That night when Thor came home, he found Sif stood in the shadows. “My husband,” she sobbed, “I am ashamed for you to set your eyes on me.”

“What has happened to you my sweet?” asked the Thunder-God tenderly.

“My crowning beauty, my hair has gone. An evil-doer has cut it and taken it from me!”

“Who did this, Sif?” he raged, “I, the strongest of the gods, will find whoever did this and kill him!”

Thor led Sif to the Court of the Immortals where Odin, the chief of the gods, spoke: “It must have been Loki who did this. He is the god of fire, and we all know that fire can wreak much mischief. But Thor, you must not kill him. I will find Loki for you, he has many skills, and maybe he will find a way to return Sif’s beauty to her.”

When called upon, Loki saw that everyone was against him so he asked, “Where is your proof that I am the culprit?”

“Come”, said Odin. “Do not lie, do not avoid the truth.”

“I cannot grow hair”, joked Loki. “Even if I could, it would not be on her head!”

Odin solemnly explained, “You must make good the wrong you have done”.

Irritated by this, Loki saw that he would indeed have to find a way to restore Sif’s beauty and so he left Asgard to try and find a solution... Loki went under the earth.

This is not something that you or I could do, for the innards of the earth are molten hot and we would not survive. But Loki was the god of fire, and so he was able to go down and down inside the darkened, bleak passages of the earth, where the Gnomes live. Gnomes were known to be master smiths and guardians of metals, minerals and crystals: they had learnt with hammer and tongs to fashion articles of much beauty and magic from them.

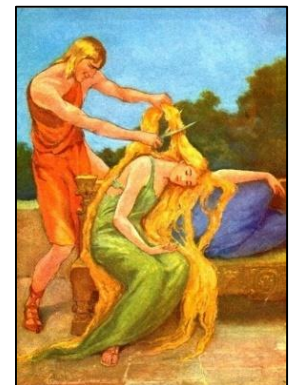
Loki was crafty, and he always flattered the Gnomes whenever he went to see them. Nobody else had ever been nice to them so their hearts softened. Loki asked: “Have you gold and skills enough to make a cap of floor-length hair as fine as silk?” The Gnomes set to work at once; they stitched, threaded, weaved and span for days until finally the Cap of Golden Hair was ready! Even Loki was impressed. “Tis true, you are master smiths indeed. None are better. Will you give me this Cap in return for the Heavens and the Earth?”

The Gnomes, who were not clever, gave Loki the Cap of Golden Hair, although the Earth was already theirs, and the Heavens were not Loki’s to give. Loki said his farewells and ascended to Asgard to find Sif. “Take your veil off, Sif” he said “for you will have golden hair again”. With that, he wrapped the Cap around Sif’s head – it fitted perfectly! Sif was so overjoyed with her new hair that she twirled around, her long, luscious locks dancing behind her. Her eyes sparkled once more and as the glow returned to her cheeks, she looked truly beautiful.

**SUCCESS CRITERIA**




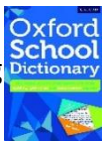
<input type="checkbox"/>	Metaphor
<input type="checkbox"/>	Expanded noun phrases
<input type="checkbox"/>	Direct speech with inverted commas
<input type="checkbox"/>	Personification
<input type="checkbox"/>	“-ed” sentence starters
<input type="checkbox"/>	Relative clauses





**LO: I can find synonyms and antonyms for the words 'in danger' and 'safe' to prepare to write an adventure narrative.**

peril	defended
protected	instable
secure	safe haven
hazardous	treacherous
jeopardy	refuge
sheltered	threatening
intact	minacious
vulnerable	fortified
guarded	precarious

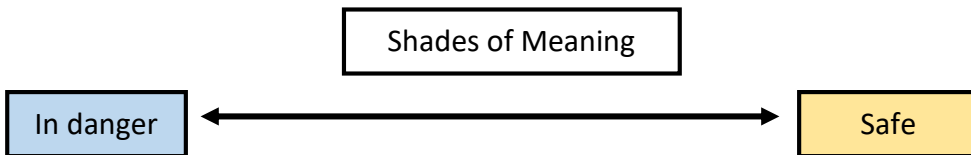
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the synonyms of 'in danger' in blue and 'safe' in yellow. 

4. Now use these words to create some sentences that you could use in your letter. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 5

## WRITING TASK SEVEN

A rainforest description based on The Great Kapok Tree

### Grammar and Punctuation Opportunities:

Fronted adverbials of place

Prepositions

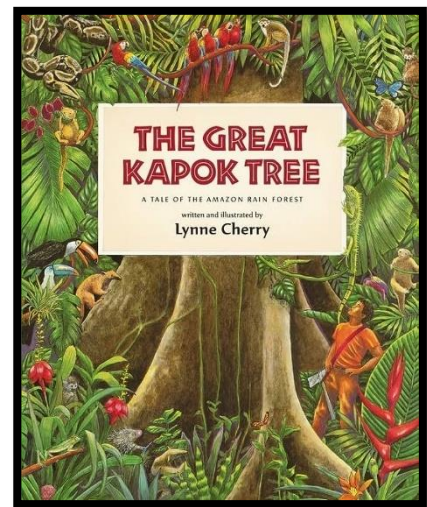
Personification

Adjectives

Similes

Expanded noun phrases

Senses



**Shades of meaning work: Ambitious vocabulary - verbs vs adjectives**

**Purpose of writing: To allow the reader to 'picture' a rainforest environment.**

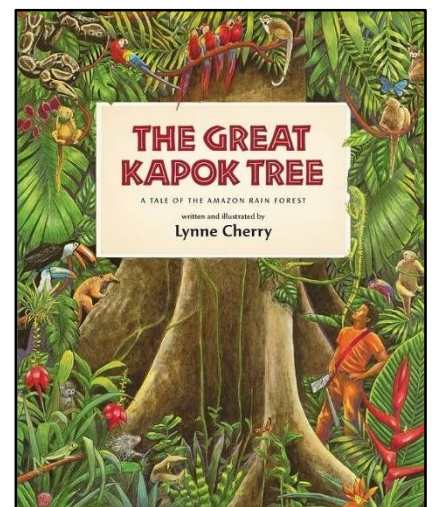
**Tone: Informal**

**Audience: A variety of people**

**LO: I can highlight key features of a text in preparation to rainforest description.**


I watched as a million pinpricks of light danced around the sky. Rugged, towering tree trunks lit up as I passed, then being concealed by the shadows once more. Around me, bushes stirred and rustled; the wind had come along looking for new playmates. It picked up the branches of the trees, and the flowers of the plants, it held them in its vast, delicate hands; its soft fingers intertwining with the throbbing emerald of the jungle. At first it gently shook them above the ground, slowly encouraging the greenery to play along, but soon it could not contain its excitement. I listened as it burst out laughing, it howled as the trees waved like blood-thirsty, crazed zombies. Beneath me, hundreds of whirlwinds began causing leaves and petals to zoom around like motorbikes. Animals retreated, scared and frantic, bounding deep into the trees, where they would find hospitality and shelter. The wind closed its screaming mouth, then dragged itself away from the writhing plants, soaring away to find new friends. The forest was left in silence, I could almost hear its beating heart, slowing down to a halt at last, as Mother Nature laid her head down to rest.

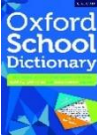
<b><u>SUCCESS CRITERIA</u></b>	
<input type="checkbox"/>	Adjectives
<input type="checkbox"/>	Fronted adverbials of place
<input type="checkbox"/>	Similes
<input type="checkbox"/>	Prepositions
<input type="checkbox"/>	Personification
<input type="checkbox"/>	Senses
<input type="checkbox"/>	Expanded noun phrases





**LO: I can classify verbs and adjectives in preparation to write a rainforest description.**

teem	fragrant
luxurious	venture
crawl	musty
scuttle	wander
tangled	humid
scamper	trek
uninhabited	creep
twinkle	enormous
dense	slither
emerge	sweltering
mysterious	murky
towering	sharp

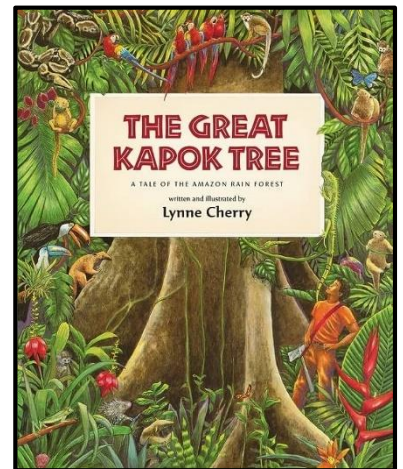
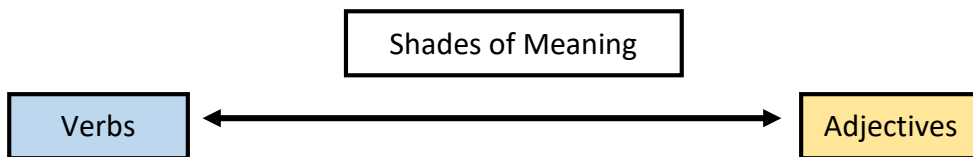
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the verbs in blue and adjectives in yellow. 

4. Now use these words to create some sentences that you could use in your description. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 5

## WRITING TASK EIGHT

A diary entry based on the book Wonder Goal by Michael Foreman

### Grammar and Punctuation Opportunities:

Chronological order

Direct speech

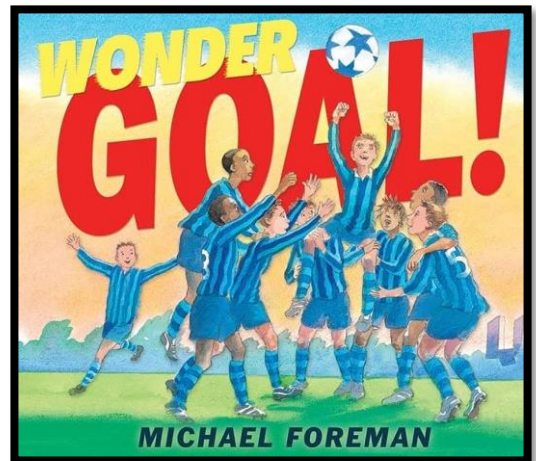
Pronouns

Ellipsis

Fronted adverbials of time

Relative clause

Simile



**Shades of meaning work: Antonyms/synonyms – amateurish vs skilful**

**Purpose of writing: To entertain children.**

**Tone: Informal**

**Audience: Children**



**LO: I can highlight key features of a text in preparation to write a diary retelling an event.**

***Wonder Goal by Michael Foreman:***

It was a cold Sunday in winter, and the boy hadn't noticed the lads tie his boot laces together on the way to the game. So, when he tripped and fell out of the builder's van that was their team bus, it just made him even more determined to "show them".

They were good lads really, but he was new to the team and they always teased the new boy. And when they ran out to start the game, he knew they all dreamed the same dream, the same impossible dream of one day becoming famous footballers.

In the second half, he got his chance to "show them". It was perfect. Head over the ball, balance, power, timing. All the things his dad had told him. As soon as he kicked it, he knew it was going to be a goal. It was a screamer. No keeper in the world would save that shot. Maybe now his team mates would stop teasing him.

Then in his mind, everything seemed to stop, frozen in time. The keeper seemed to hang in the air, and the ball hovered just beyond his fingertips. It was like a photograph... ..like all photographs that crowded the walls of his tiny bedroom, where he dreamed every night of scoring a wonder goal and winning the World Cup.

He knew his dad used to have the same dream when he was a boy, and that he too had slept in a room wall to wall with heroes. His dad usually came to all the games, but this weekend he had to work overtime. His dad was not going to see the wonder goal. It wouldn't be in the papers and it wouldn't be on the telly and his dad was going to miss it.

All this flashed through his mind, as the ball flew towards the goal and then time clicked into gear once more and moved on... and on... The keeper hit the ground... ..and the ball smacked into the back of the net.

The vast crowd erupted. He had hit another wonder goal! Just like the goal he had scored all those years before on that freezing boyhood Sunday.

Maybe now, after such a goal, his team mates would stop teasing him. They were good lads really, but he was the newest member of the squad and they always teased the new boy. And anyway, he knew they had always shared the same dream of winning the World Cup...

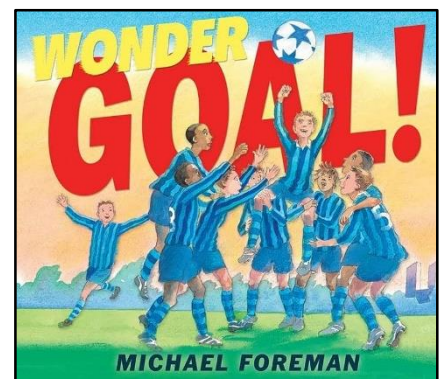
They hadn't won it yet, but he had just scored the first goal of the final...

And this time, it would be in all the papers, and on the telly. And this time – this time, his dad was there to see it.

**SUCCESS CRITERIA**




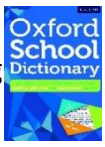
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<input type="checkbox"/>	Ellipsis
<input type="checkbox"/>	Fronted adverbials of time
<input type="checkbox"/>	Relative clause
<input type="checkbox"/>	Chronological order
<input type="checkbox"/>	Simile





**LO: I can find synonyms and antonyms for the words 'amateurish' and 'skilful' to prepare to write a diary entry.**

incompetent	expert
accomplished	blundering
bungling	adept
proficient	maladroit
adroit	unqualified
masterly	ingenious
inept	gifted
apt	untrained
bumbling	nifty
inexperienced	magnificent
talented	unskilful
ace	brilliant

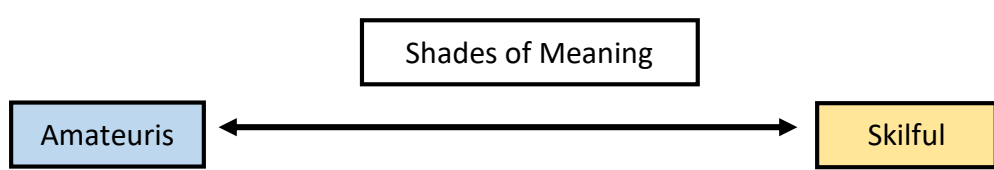
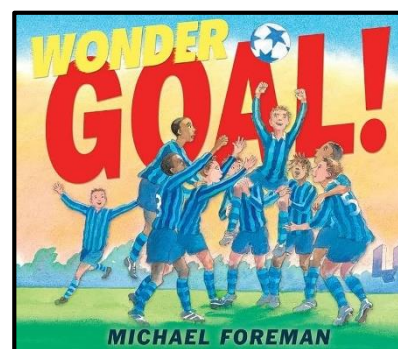
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the synonyms of 'amateurish' in blue and 'skilful' in yellow. 

4. Now use these words to create some sentences that you could use in your diary. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 5

## WRITING TASK NINE

A biography about Canadian Astronaut Chris Hadfield (using *The Darkest Dark* as a stimulus)

### Grammar and Punctuation Opportunities:

Commas to clarify meaning and avoid ambiguity

Relative clauses

Brackets/dashes for parenthesis

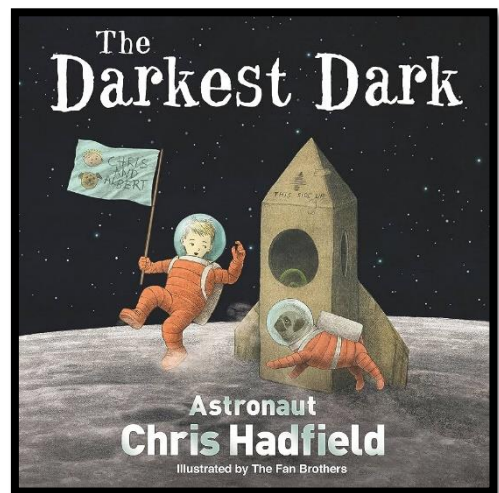
5 W's- who, what, when, where, why

Facts

Technical language

Subheadings

Quotes



**Shades of meaning work: Antonyms/synonyms – aspire vs achieve**

**Purpose of writing: To inform the reader about Chris Hadfield's life.**

**Tone: Formal**

**Audience: People interested in space**

**LO: I can highlight key features of a text in preparation to write a biography.**

“Neil was among the greatest of American heroes – not just of his time, but of all time.” The White House. Astronaut, military pilot, educator, history-maker, real-life superhero. Neil Armstrong made history on July 20th 1969 by becoming the first man to walk on the moon.

Neil Armstrong was the first child born to Stephen and Viola Engel Armstrong on August 5th 1930. Later, he became older brother to June and Dean. The family moved a lot when Neil was young, living in at least 20 different towns in his youth. They eventually settled back to Wapakoneta (Ohio), where Neil had been born, and the children attended Blume High School. Neil had always been passionate about flying. At age 5, he took his first flight with his father and eventually received his student flying license aged 16.

After gaining his pilot’s license in 1946, Neil began his studies in aeronautical engineering at Purdue University (Indiana). Because Neil had received a US Navy scholarship, he was able to train as a Navy pilot in 1949. In 1951, he had to take a break from his studies to fight in the Korean war where he flew 78 combat missions. The following year, Neil left the service and went back to college to continue his education in aeronautics.

Neil, whose passion for flying and space had not diminished, joined the NACA (National Advisory Committee for Aeronautics) in 1955. For the next 17 years, Neil carried out a wide range of jobs: engineer, test pilot, administrator and researcher. During this time, he flew over 200 hundred different models of aircraft (jets, rockets, helicopters and gliders). The most exciting test flight was surely when Neil flew the high velocity X-15 which reached a top speed of 4,000 miles per hour!

Despite the challenges of his demanding career, Neil married his childhood sweet-heart Janet Shearon in 1956. The following year, they started a family, firstly, having a son Eric (born in 1957), then a daughter Karen (in 1959) and a third son Mark (in 1963). Sadly, Karen passed away in 1962 after suffering from a brain tumour. The family moved from Ohio in 1963 to Houston, Texas so that Neil could join the Astronaut programme at NASA (National Aeronautics and Space Administration).

Neil Armstrong transferred to astronaut status in 1963. He served as the command pilot for his first mission, Gemini VIII. The flight expert and his fellow astronaut David Scott were launched into the earth’s orbit on March 16, 1966. While in orbit, they were able to briefly dock their space capsule. This was the first time two vehicles had successfully docked in space.

In 1969, Neil faced an even bigger challenge. Along with Michael Collins and Edwin E. Aldrin (Buzz), Neil was part of NASA’s first manned lunar landing mission. The trio were launched into space on 16th July 1969 in a craft named ‘Apollo 11’. Neil, who was Apollo 11’s mission commander, piloted a lunar module to the moon’s surface on July 20th 1969. A message was recorded from him on the moon, “Houston, Tranquillity base here. The Eagle has landed.”

At 10.56pm, Armstrong exited the lunar module (named The Eagle) and spoke, the now famous words, to the base at Houston, “That’s one small step for man, one giant leap for mankind”. Four days later, the Apollo 11 craft returned to Earth and came down in the Pacific Ocean. On his return home, Neil Armstrong received numerous awards. However, Neil preferred life away from the public eye.

After leaving NASA in 1971, Neil joined the University of Cincinnati as ‘Professor of Aerospace Engineering’ where he worked for 8 years. The well-respected astronaut became vice-chairman on the enquiry into the space shuttle ‘Challenger’ accident in 1986 in which he investigated the explosion. Neil, who rarely gave interviews, enjoyed the quiet life in Ohio. Neil Armstrong, the first man to set foot on the moon, passed away on August 25th 2012 of complications following heart surgery. Neil made a giant leap that changed the world and will forever be remembered in human history.

**SUCCESS CRITERIA**




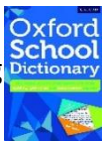
<input type="checkbox"/>	Commas
<input type="checkbox"/>	Relative clauses
<input type="checkbox"/>	Brackets for parenthesis
<input type="checkbox"/>	5 W’s
<input type="checkbox"/>	Facts
<input type="checkbox"/>	Quotes





**LO: I can find synonyms and antonyms for the words 'aspire' and 'achieve' to prepare to write a biography.**

yearn	procure
dream	fervent
attain	secure
aspire	keen
reach	effectuate
hope	commit
realise	establish
determined	optimistic
accomplish	ambitious
enthusiastic	earn
seize	motivate
acquire	fulfil

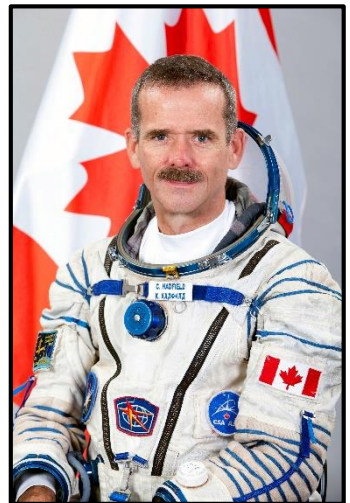
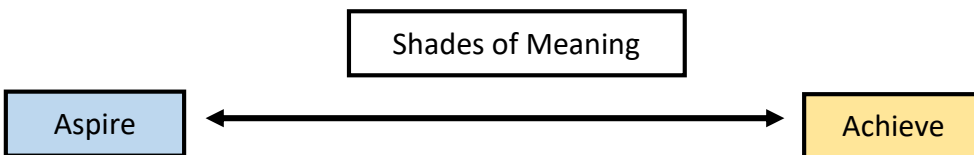
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the synonyms of 'aspire' in blue and 'achieve' in yellow. 

4. Now use these words to create some sentences that you could use in your biography. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 5

## WRITING TASK TEN

A set of instructions on 'How to Survive Camp Green Lake' (the setting in Louis Sachar's Holes)

### Grammar and Punctuation Opportunities:

Subheadings

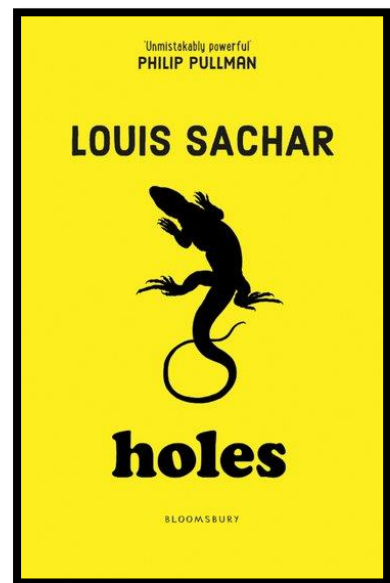
Chronological order

Subordinate clause starter

Adverbs of possibility

Brackets

Modal verbs



**Shades of meaning work: Antonyms/synonyms – reckless vs cautious**

**Purpose of writing: To provide step-by-step details as to how to survive in the camp.**

**Tone: Formal**

**Audience: Convicts going to Camp Green Lake**

**LO: I can highlight key features of a text in preparation to write a set of instructions.**

**HOW TO SURVIVE ON A DESERT ISLAND**

In the following guide, we'll break down our essential survival tips, step by step, so you can understand the science and art behind living on a deserted island.

**UNDERSTANDING SURVIVAL PSYCHOLOGY**

First, remain calm. Panic is your enemy. You need a clear head to devise a plan to survive on a desert island. One of the first things to do when you arrive in a new wilderness is. NOTHING AT ALL. Stop sit, observe and think about your priorities.

After you've gathered your wits, look around you to see if there are any other survivors or useful debris you can salvage. These days life rafts typically include a survival kit and a signalling flare.

**BUILDING SHELTER**

Next, you will need shelter. Shelter not only provides protection from the elements, it also offers us a psychological sense of security helping us to sleep better (which you most certainly need).

Much of survival is about efficiency. Consider calories spent for calories gained, so don't work hard work smart. Consider what is already pre-built for you. In Survival, a cave or overhang is a gift of shelter. It saves time and resources and offers a watertight space. Just make sure it is above the tide line. You can then weave palm fronds and overlap them like a tiled roof.

**KEEPING HYDRATED**

Hydration is perhaps your greatest priority. You should remember the rule of threes: 3 minutes without oxygen, 3 days without water and 30 days without food.

If there is a freshwater source, you will almost certainly need to boil the water to purify it (see fire later on). If there isn't a freshwater source, you'll need to improvise.

Coconuts are your low-hanging fruit packed with up to 500ml of nutrient-rich water they are lifesavers and each can represent a day of survival.

**KEEPING WARM**

You must build a fire! Fire provides warmth, helps you cook food, purifies water and wards off predators. Starting a fire on a desert island can be tricky, but with the right technique, it's achievable. Using glasses, the bottom of a glass bottle, or a clear plastic bag filled with water can concentrate sunlight to ignite tinder.

Friction-based fire-starting methods such as the hand drill or fire plough can be very effective if you don't have a magnifying lens. Find dry wood for this and rub them together. Obviously, it might take a lot of time and effort, but the payoff is worth it.

**HUNGRY?**

Finally, you are probably getting hungry. Fish are an abundant food source on desert islands. Use the plastic bottles washed ashore to create fish traps. Cut one end off and turn it upside down, add a stone and a stick for bait, and you have a rudimentary fish trap. Alternatively, don't forget about those coconuts and low-hanging fruit too!

**Good luck!**

**SUCCESS CRITERIA**




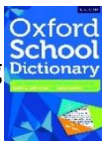
<input type="checkbox"/>	Subheadings
<input type="checkbox"/>	Subordinate clause starter
<input type="checkbox"/>	Adverbs of possibility
<input type="checkbox"/>	Brackets
<input type="checkbox"/>	Modal verbs





**LO: I can find synonyms and antonyms for the words 'reckless' and 'cautious' to prepare to write a set of instructions.**

careful	mindless
rash	irresponsible
wary	vigilant
aware	guarded
negligent	careless
heedful	mindful
unwise	impetuous
attentive	chary
wild	inattentive
precipitate	circumspect
watchful	thoughtless
hasty	alert

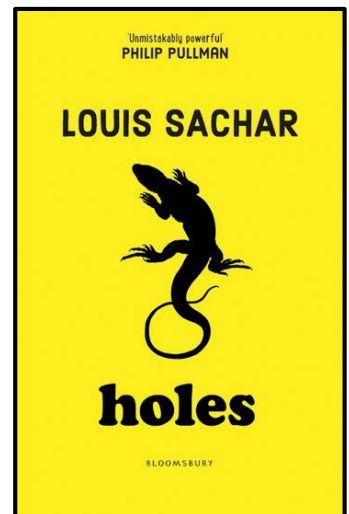
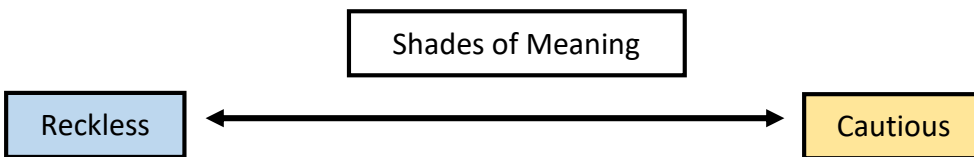
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the synonyms of 'reckless' in blue and 'cautious' in yellow. 

4. Now use these words to create some sentences that you could use in your instructions. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.





# YEAR 5

## WRITING TASK ELEVEN

**Persuasive writing inspired by Paul Geraghty's "Hunter"**

### **Grammar and Punctuation Opportunities:**

Cohesive devices

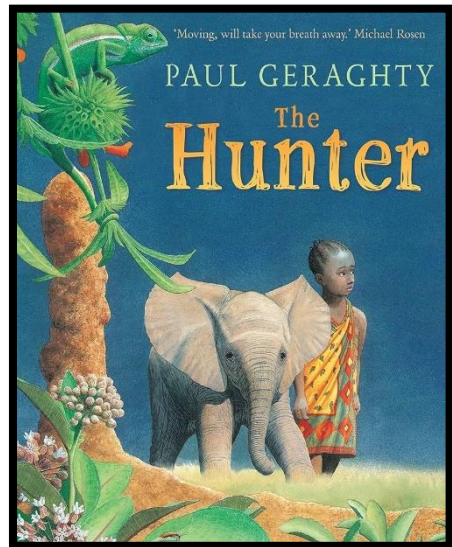
Emotive language

Rhetorical questions

Facts and statistics

Future tense verbs

Modal verbs



**Shades of meaning work: Antonyms/synonyms – devastating vs harmless**

**Purpose of writing: To persuade the reader to stop poaching.**

**Tone: Formal**

**Audience: Poachers**

**LO: I can highlight key features of a text in preparation to write a persuasive letter.**

Dear IKEA,

Did you know that you are one of the top contributors to deforestation? Due to your store’s wooden furniture, your workers are brutally chopping down thousands of trees daily. The Amazon Rainforest is the largest rainforest in the world, however, at the rate it is currently being cut down by your very own employees, this will not last much longer. Please read on to see how important it is that you stop this now!

Firstly, deforestation causes devastating loss to animal and plant life. Cutting down the enormous Amazon trees means that animal habitats are destroyed and plants are crushed. This shall lead to many animals to become endangered or even extinct! Can you really imagine a world without species of animals?

Secondly, deforestation is causing climate change and global warming to worsen. The Amazon rainforest is described as the lungs of the Earth. Without this forest breathing in many of the harmful gases that cause climate change, the future of our Earth will be threatened. Surely someone as smart as you knows that if we carry on cutting down trees, that the Earth will become a place where no life will be able to survive!

Finally, deforestation is cutting the supply of oxygen to all living things. The Amazon rainforest is responsible for 20% of all oxygen produced on Earth. You are carelessly killing the Amazon and at the same time, killing yourself! Deforestation means there are fewer trees available to absorb carbon dioxide and release vital oxygen needed for all living things to stay alive. It is like you are slowly suffocating all humans and you do not care – you are going to die if you don’t stop!

Therefore, you must do something to prevent the changes that have already beginning because of deforestation. Animals are becoming endangered and extinct; climate change and global warming is getting worse and the amount of oxygen on Earth is decreasing. If these aren’t reasons to act now, then the future of mankind and all living things is in great danger.

Yours Sincerely,  
People of the World

**SUCCESS CRITERIA**




Modal verbs

Rhetorical questions

Emotive language


Facts and statistics

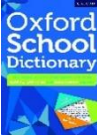
Future tense verbs





**LO: I can find synonyms and antonyms for the words 'devastating' and 'harmless' in preparation to write a persuasive letter.**

destructive	benign
pernicious	violent
innocuous	humane
disastrous	savage
gentle	compassionate
calamitous	lethal
harmless	understanding
shattering	harmful
inoffensive	merciful
damaging	injurious
tame	traumatic
pleasant	considerate

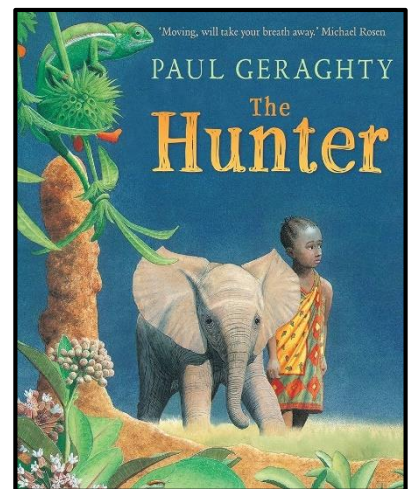
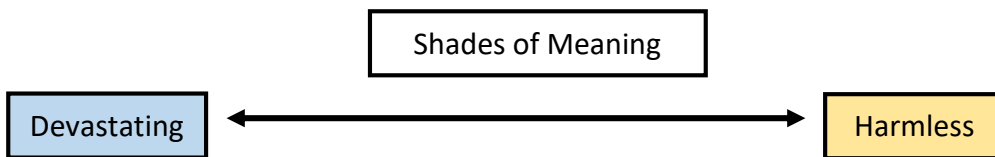
1. Star the words that you don't know. 

2. Define 5 of your starred words using a dictionary/iPad. 

3. Using a dictionary/iPad, highlight the synonyms of 'devastating' in blue and 'harmless' in yellow 

4. Now use these words to create some sentences that you could use in your persuasive letter. 

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



# YEAR 5

## WRITING TASK TWELVE

(Linked to last writing opportunity)

**Chester Zoo Project – persuasive poster against rhino poaching**



**Grammar and Punctuation Opportunities:**

FOLLOWS ON FROM PREVIOUS TOPIC



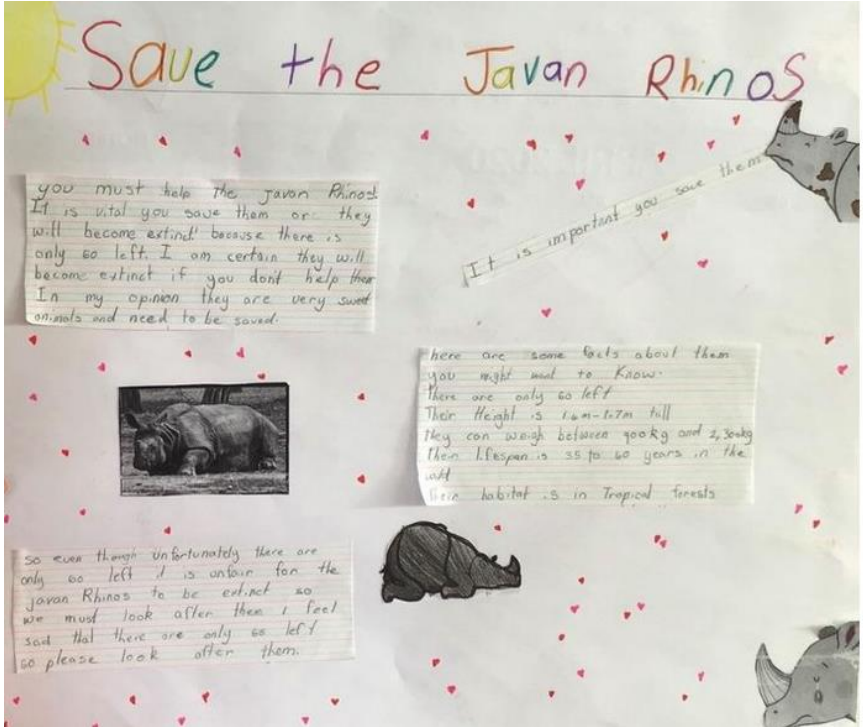
**Shades of meaning work: Antonyms/synonyms – devastating vs harmless**

**Purpose of writing: To persuade the reader to stop poaching.**

**Tone: Formal**

**Audience: Poachers**

# WAGOLL 2



## Save the Javan Rhinos

By Asher Houghton

In my opinion Javan rhinos have a right to be living. They are beautiful creatures with thick skin, a big body and have a wonderful horn like unicorns. They live in Indonesia but unfortunately there are only 60 left because they are hunted for their horns and all the forests are being cut down so they have nowhere left to live.



For this reason I am certain that we have to help because if the last one is killed we won't get any more. They will keep dying if more trees are cut down where they live and if they keep being hunted for their horns.

These animals are really important because you need them and they need you so you must keep them alive. Please help.

# YEAR 6

## WRITING TASK ONE

**Biography – the life of Charles Darwin**

**Grammar and Punctuation Opportunities**

Relative clauses/pronouns

Subordinate clauses at the beginning and end of sentences

Subordinating and coordinating conjunctions

Semi-colons, colons and dashes

Time conjunctions

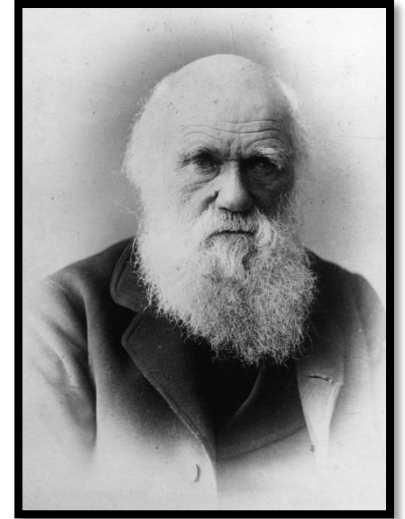
Legacy statements

Viewpoint sentence

Quotes – direct speech/inverted commas

Speculating sentences

Passive Voice



**Shades of meaning work - antonyms/synonyms –  
inquisitive/disinterested**

**Purpose of writing: to describe the main events of Darwin's life.**

**Tone – relatively formal**

**Audience – people wanting to know about Darwin's life**

Have you ever wondered how England won the Second World War? Many people would say that Winston Churchill was one of the main reasons.

Churchill, who remains an important figure in British history, was one of the great World leaders of the 20th century. His leadership, which is regarded by many as incredible, helped Britain to stand strong against Hitler and the Germans, even when they were the last country left fighting. He is also famous for his inspiring speeches and quotes.

Winston was born November 30th, 1874 in Oxfordshire, England. He was actually born in a room in a palace named Blenheim Palace. His parents were wealthy aristocrats. His father, Lord Randolph Churchill, was a politician, who held many high offices in the British government.

As a teenager, Winston did not do well in school as a child. He also had trouble getting into the Royal Military College, although, once in, he finished near the top of his class.

Joining the military, he travelled to many places and worked as a newspaper correspondent, writing stories about battles and being in the military. Whilst in South Africa during the Boer War, Winston Churchill was captured and became a prisoner of war; he managed to escape from prison and travelled 300 miles to be rescued. As a result, he first became something of a hero in Britain for a while.

In 1900 Churchill was elected to parliament. Over the next 30 years, he would hold a number of different offices in the government including a cabinet post in 1908. His career had many ups and downs during this time, but he also became famous for many of his writings.

At the outbreak of World War II, Churchill became First Lord of the Admiralty in command of the Royal Navy. At the same time the current Prime Minister, Neville Chamberlain, wanted to appease Germany and Hitler. Churchill knew this would not work and warned the government that they needed to help fight Hitler or Hitler would soon take over all of Europe.

As Germany continued to advance, the country lost confidence in Chamberlain. Finally, Chamberlain resigned and Winston Churchill was chosen to be his successor as Prime Minister on May 10, 1940.

Soon after he became Prime Minister, Germany invaded France; Britain was now alone in Europe fighting Hitler. Churchill inspired the country to keep fighting despite the bad circumstances. He also helped to forge an alliance of Allied Powers with the Soviet Union and the United States. Even though he did not like Joseph Stalin and the communists of the Soviet Union, he knew the Allies needed their help to fight Germany – it was a necessary sacrifice. One of the most remarkable facts is that he was not healthy during World War II; he had a heart attack in 1941 and pneumonia in 1943. After a long and brutal war, they were able to defeat Hitler and the Germans.

After the war, Churchill's party lost the election and he was no longer Prime Minister: he was still a major leader in the government, however. He was again elected Prime Minister in 1951: he served the country for many years and then retired.

He died on January 24, 1965 of old age. He will be remembered most of all for his efforts in helping England and the allies defeat Germany. One of the most remarkable facts about Churchill is that he was awarded honorary citizenship of the USA. He may have been considered one of the greatest British heroes of modern times. In my opinion, his greatest quote is, "We shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

**LO: I can find synonyms and antonyms for the words inquisitive/disinterested to prepare to write a biography**

analytical	curious
incurious	inquiring
passive	detached
investigative	enthusiastic
unenthusiastic	observant
scientific	bored
unconcerned	alert
attentive	involved
uninvolved	committed
keen-eyed	unobservant
inattentive	alert
sharp	uncaring

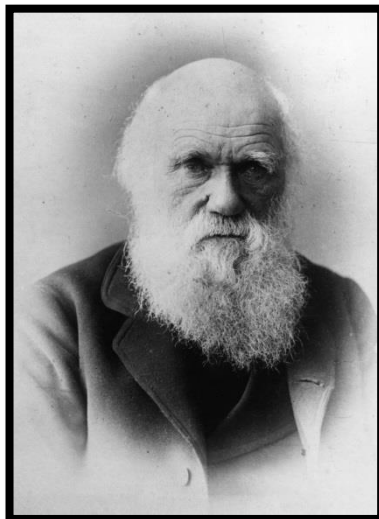
**Make sure that you use your new words appropriately in your biography**

1. Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of 'inquisitive' in blue and the synonyms of 'disinterested' in yellow.

2. Define 5 of your starred words using a dictionary/iPad. If the definition is not synonymous with either 'inquisitive' or 'disinterested' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your biography



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



Shades of Meaning Line

inquisitive



disinterested



**LO: I can extend sentences from 'What Mr Darwin Saw' using relative clauses and dashes/colons.**

SC:

- Use the correct relative clauses
- Remember your commas and full stops
- Remember capital letters for proper nouns

Challenge:

- Add some more info using dashes and colons

- 1) Erasmus Darwin, \_\_\_\_\_, wrote about evolution in 1790, almost 20 years before Charles was born.
- 2) Charles, \_\_\_\_\_, was born on the 12<sup>th</sup> February 1809.
- 3) Charles' father, \_\_\_\_\_, when angry, once described Charles as a disgrace to his family.
- 4) John Edmonstone, \_\_\_\_\_, was a former slave who showed Charles the art of taxidermy.
- 5) Public operations in operating theatres, \_\_\_\_\_, made him decide that he never wanted to be a physician.
- 6) Professor Henslow, \_\_\_\_\_, encouraged Charles to be interested in science.
- 7) At Cambridge, \_\_\_\_\_, Charles would collect beetles.



**Use the correct relative clauses below to complete the sentences:**

where Charles would eat strange meats like fox, badger and owl

who was Charles's grandfather

which disgusted Charles

who loved to hunt rats and snipe

who was a kind man

who was a naturalist

who was a taxidermist.



**LO: I can write the beginning of my Charles Darwin biography and turn notes into well-constructed sentences.**

**Did we really come from apes? Charles Darwin thinks so! Born in 1809 in Shrewsbury, England to Robert Waring Darwin and Susannah Wedgwood, Darwin is arguably the most famous scientist in British history.**



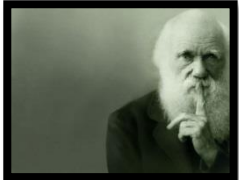
**OPENING**

As a child, he loved to hunt rats and snipe.

His father wanted him to become a surgeon.

He loved his father, but often disappointed him through his career choices.

**In 1818**, he went to Samuel Butler’s school at Shrewsbury as a boarder (stayed 7 years).



**Adult Life**

**In 1825**, he was taken away early from Shrewsbury School by his father.

He then joined his brother Erasmus at the University of Edinburgh; he then registered for medical courses.

He attended open surgical operations, but this disgusted him and put him off wanting to be a surgeon.

**In 1826**, he took a walking tour in North Wales. In the winter, he met Dr Robert Grant (1793-1874), naturalist. With him, he examined marine animals.

**In 1828**, he became friendly with his cousin William Darwin Fox; he was a keen entomologist (someone who studies insects) and collector of beetles.

**In 1829**, he travelled to Wales to collect insects with entomologist Frederick William Hope.

Loving adventure and fun,	Desperate to develop his love of insects,
Hoping he’d have a prestigious career,	Wishing he would understand his desires,
Not really wanting to leave home,	Taking delight in studying the natural World,

**Sub clause starters**



, even though Charles did not like the idea of this.	, since this really interested him.
, as he wanted him to get a degree as quickly as possible.	
, as a result of these horrible experiences, he left Edinburgh and headed to Cambridge.	
, which he continued to be keen about studying throughout his life.	
, who first published a major book about evolution,	, who put lots of pressure on Charles,
, who became a very special friend of Charles.	, where he loved the great outdoors,

**Sub clause endings**



**Relative clauses**

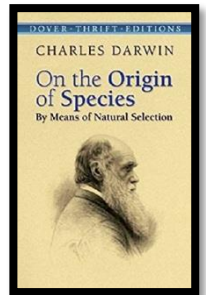


**LO: I can use prompts and my own ideas to convert the final notes into top-quality sentences to complete my biography on Darwin.**

**1831** He passed his BA examinations on 22 January without honours and remained at Cambridge for a further two terms to fulfil residence requirement.

In August he returned to Shrewsbury from Wales to find a letter from Professor Henslow inviting him to join the Beagle voyage.

After two false starts, the ship left Plymouth on 27 December.



**1832** 16th January, Darwin made his first landing on a tropical shore at St Jago, Cape Verde Islands.

From February 1832 to May 1834 the Beagle surveyed the East coast of South America.

**1833** The Beagle visited the Falkland Islands.

**1835** The Beagle departed Lima on 7 September for the Galapagos, where Darwin gained lots of his inspiration for his ideas on evolution.

**1836** The Beagle dropped anchor at Falmouth, England, and on 4 October Darwin returned home to Shrewsbury. He then began to publish scientific papers.

**1839** He married Emma Wedgwood on 29 January.



**Later Life**

**1859** Darwin published the Origin of Species by means of Natural Selection; this causes lots of controversy, as it suggests that the stories of the bible are inaccurate.

**1863** Darwin became seriously ill; he consulted many medical men about his symptoms - his ill health continued until spring 1866.

**1882** On 19th April, aged seventy-three Darwin died: he was buried in Westminster Abbey on the 26 April.

**Quotes from Darwin**

“A man who dares to waste one hour of time has not discovered the value of life.”

“In the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed.”

“We must, however, acknowledge, as it seems to me, that man with all his noble qualities... still bears in his bodily frame the indelible stamp of his lowly origi

**LO: I can write the beginning of my Charles Darwin biography and turn notes into well-constructed sentences.**

Did I grasp the reader's attention with a rhetorical question?	
Does my opening paragraph summarise the main events of the person's life and explain how we got hold of the information?	
Have I written in the past tense?	
Have I written in the third person?	
Have I written in paragraphs?	
Have I used a range of conjunctions?	
Have I included a sentence that starts with a sub clause?	
Have I included a sentence that has a relative clause in the middle?	
Have I included a sentence with a sub clause at the end?	
Have I used a bracket sentence?	
Have I included a couple of semi-colon sentences?	
Have I included a quote from Darwin?	
Have I expressed a viewpoint using the phrases below?	
Have I included a legacy sentence?	
Have I used effective time conjunctions?	
Is my handwriting neat and joined?	
Are my clauses and phrases accurately separated using commas?	

### Time conjunctions

- As a child . . .
- During his early life . . .
- At a young age . . .
- In his early years . . .
- As a teenager he . . .
- Shortly after this . . .
- Soon afterwards . . .
- The time came for . . .
- By the time he had . . .
- Many years later . . .
- In 1878, at the age of . . . he . . .
- In his later years . . .
- Towards the end of his life . . .
- In his final years . . .

### Words and phrases (conjunctions) to use at the start of sentences

#### Making statements

- One of the interesting things about . . . was . . .
- One of the most remarkable facts about . . .
- Strangely . . .
- Another unusual thing about . . . was . . .

### Expressing a viewpoint

- In my view . . .
- As I see it . . .
- I believe that . . .
- In many ways . . .
- It's difficult to understand why . . .

#### Other starters

- As it happened . . .
- Sometimes he . . .
- Once he had . . .
- What is clear is that . . .
- Nobody is sure why . . .

### Speculating

- He might have been . . .

### Legacy statements

- His one regret was that . . .
- His dying wish was that . . .
- He will probably be best remembered for . . .
- His greatest achievement was . . .
- He will be remembered most of all for . . .
- His life was . . .

# YEAR 6

## WRITING TASK TWO

**Balanced argument – should Darwin has risked his life to travel on the HMS Beagle?**

### **Grammar and Punctuation Opportunities**

Relative clauses/pronouns

Subordinate clauses at the beginning and end of sentences

Subordinating and coordinating conjunctions

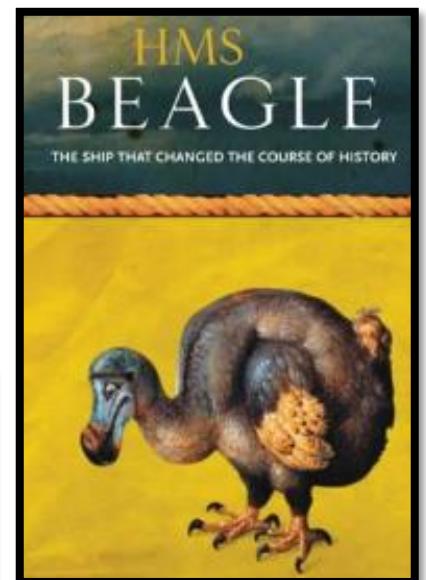
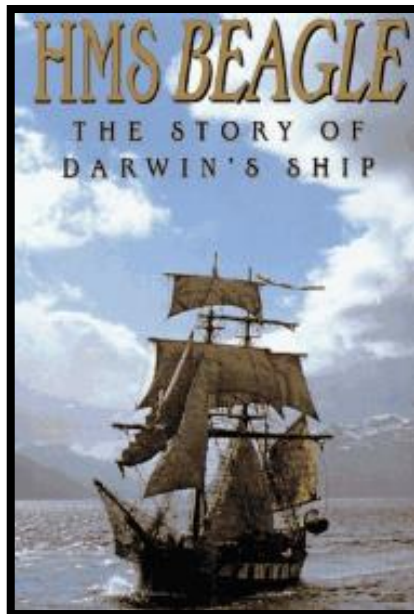
Semi-colons, colons and dashes

Question sentence

Fact/opinion

Passive voice

Formal tone



**Shades of meaning work - antonyms/synonyms – brave/cowardly**

**Purpose of writing: to reason whether risking life was worth the adventure and success of the voyage**

**Tone – formal**

**Audience – people wanting to understand whether Darwin risking his life was a risk worth taking**

## LO: I can dissect the features of a balanced argument

Should schools be open or closed to promoting technology that children could have at their fingertips? Many people believe that we should embrace the handheld devices that pupils personally own and allow them to use them to be used to enhance their education, whereas many people feel that encouraging the use of mobile phones and tablets in school will lead us down a dangerous road from which there would be no way back. This balanced report will analyse the arguments for and against allowing children the opportunity to use their personal devices in school to aid their education and help them maximise their potential.

It could be argued that mobile phones and tablets will be misused by children in school: they may be something that distracts them from the attention they need to pay to their teachers; the children may be tempted to play games on such devices, when they should be focussed on their independent work.

Furthermore, many people think that the children could access material on the Internet that is not appropriate for their age and that it would be impossible for their teachers to successfully manage to safeguard children against such inappropriate content.

Moreover, if schools allow such devices into school, many people feel that this would create a minefield of problems related to the care and protection of such valuable resources: would a school be made responsible for the loss and damage of these electronic devices? Would children be bullied if their device was not as state of the art as their peer's? Would children from disadvantaged backgrounds be further disadvantaged by not having access to a home tablet or phone at all in their educational setting?

However, a different opinion could be that these devices would massively enhance a child's education, if handled appropriately. The Internet provides access to infinite learning sites and apps, where the children will have information at their fingertips.

In addition, managing behaviour at wet playtimes will become so much easier for teaching staff, if the children are occupied with their phones and tablets; they may even use educational games at this time!

It could be argued that having access to phones could help with safeguarding children – if children encounter a problem, walking to and from school, they could easily contact their parents or relatives to requests help, if a problem arose.

On balance, I feel that personal mobile phones and tablets should not be allowed within lessons as the disadvantages far outweigh the advantages. In my opinion, children should be closely supervised when using such devices and this will be much easier to manage when schools provide children with school devices that have the appropriate firewalls and protections that are needed to keep everybody safe. Taking everything into consideration, I feel that this would be the most positive and effective direction to take on this matter and that allowing children to use their own devices in lesson time would only be their detriment.

**LO: I can find synonyms and antonyms for the words brave/cowardly to prepare to write a balanced argument**

courageous	plucky
spineless	gutless
valorous	unadventurous
fearful	undaunted
venturesome	quaking
bold	daunted
afraid	heroic
fearless	valiant
terrified	scared
daring	cowering
petrified	intrepid
unafraid	audacious

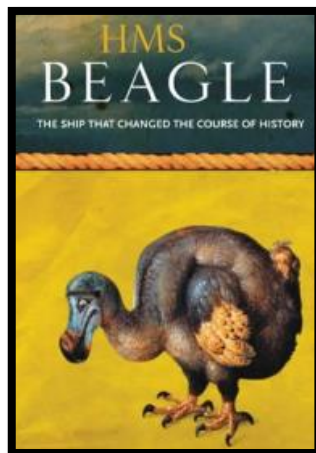
Make sure that you use your new words appropriately in your balanced argument.

1. Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of 'brave' in blue and the synonyms of 'cowardly' in yellow.

2. Define 5 of your starred words using a dictionary/iPad. If the definition is not synonymous with either 'brave' or 'cowardly' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your balanced argument.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.

Shades of Meaning Line

brave



cowardly

**LO: I can write a balanced argument about whether Darwin should have defied his father and travelled on the Beagle Voyage.**

**INTRODUCTION OPENERS**

Would scientific thought be completely different if .....

Should Darwin have devoted his life to science and travelled.....

Darwin gathered much of his ideas from evolution by travelling on the HMS Beagle, but should he have defied his father and made the journey?

**FIRST PARAGRAPH OPENERS**

It could be argued that...

Many people may think that ...

**COHESIVE DEVICES FOR THE FIRST PARAGRAPH**

Furthermore, ...

In addition, ...

Moreover, ...

**SECOND PARAGRAPH OPENERS**

However, a different opinion could be that it...

On the other hand, it could be said that ...

**COHESIVE DEVICES FOR THE SECOND PARAGRAPH**

Another reason why he should/ shouldn't have travelled is...

Next, it could be argued that he should/shouldn't have travelled because...

A final reason...

**OPINION PARAGRAPH**

On balance, I think that...

In my opinion..



**LO: I can create sentences with semi-colons by linking related main clauses.**

Use what you have studied about Darwin to put together the related main clauses below to create sentences separated by a semi-colon.

**Success Criteria**

- **Joined, neat writing.**
- **Don't use a capital letter after the semi-colon, unless the word is a proper noun**
- **Remember capital letters for proper nouns**
- **Join the related main clauses and not the unrelated ones**

Clause one	Clause two
<p>Darwin was desperate for new opportunities to see evolution in action.</p> <p>The Beagle trip would be an adventure of a lifetime.</p> <p>He would get the opportunity to be exposed to species that he had never seen before.</p> <p>Darwin would witness new cultures and languages.</p> <p>He could sample new foods and ideas from other people.</p> <p>He may never have been given the free opportunity to travel the World again.</p> <p>The innovative scientist may have encountered tropical storms and deadly diseases.</p> <p>The Beagle could have been attacked by pirates.</p> <p>Darwin would become homesick and miss his family and friends.</p> <p>Embarking on the trip deeply upset his father.</p>	<p>This would cause stress throughout his family.</p> <p>This is time that Charles would never get back.</p> <p>Thankfully the ship was equipped with canons for protection.</p> <p>His immune system may not have been able to cope with the tropical bugs that he had never been exposed to.</p> <p>This was an opportunity that was too good to refuse.</p> <p>He may never have got the chance to do this again.</p> <p>This would have been good for his soul.</p> <p>Nature was something that inspired his scientific mind.</p> <p>He would sample countless countries, biomes and continents.</p> <p>Staying in England would limit his ability to see organisms that could not live in our climate.</p>

**LO: I can contract modal verbs and build sentences for my balanced argument.**

1) Write out the sentences and write out both the full form/contracted form of the modal verbs; remember could of and would of don't exist!

2) Darwin could have \_\_\_\_\_ contracted a disease.

3) His father \_\_\_\_\_ would've been depressed when losing Charles.

4) He should have \_\_\_\_\_ given his blessing to his son.

5) Charles \_\_\_\_\_ might've caught a tropical disease.

**Challenge:**

Add a semi-colon and a related main clause to one of the sentences.

Add a dash and a related main clause to one of the sentences.

Add a colon and a related main clause to one of the sentences.

Add a relative clause to one of the sentences.

**LO: I can write a balanced argument to examine whether Darwin should have travelled on the HMS Beagle?**

**Must:**

Have an introduction.

Write 3 arguments for and 3 arguments against in 2 separate paragraphs.

Include 1 sentence with a relative clause.

Have good punctuation and capitalisation for proper nouns and for the start of sentences.

Have a concluding paragraph where you give your opinion.

**Should:**

Have at least 3 different sentence styles.

Include a dash, a colon and a semi-colon sentence

**Could:**

Include a quote from somebody.

**MUST/SHOULD/COULD**

# YEAR 6

## WRITING TASK THREE

### Spooky narrative: Ghost Ship

#### Grammar and Punctuation Opportunities

Relative clauses/pronouns

Subordinate clauses at the beginning and end of sentences

Subordinating and coordinating conjunctions

Semi-colons, colons and dashes

Question sentence

Figurative language: metaphors, similes, personification, pathetic fallacy, oxymorons, hyperboles, onomatopoeia

Descriptive sensory language

Speech to convey character

Inverted commas

Adverbs and adjectives

Expanded noun phrases

Passive voice



**Shades of meaning work - antonyms/synonyms – chilling/reassuring**

**Purpose of writing: to build atmosphere and describe a spooky setting using figurative language and the sense.**

**Tone – informal/formal**

**Audience – people interested in spooky stories**

**LO: I can analyse a spooky narrative to find quality sentences, vocabulary and figurative language.**

My first thought as I peered through the mist was 'pirate ship' and even worse still – a 'haunted pirate ship'. In the middle of the ocean, as far as I knew, miles from civilisation, this was our only hope, as I clung desperately to the stranger, who was eagerly paddling towards the eerie ship. The ship was a lesser of two evils.

Wearily and reluctantly, I followed the stranger as he clambered up the side of the ship – immediately, violent rain hammered down upon us. We found scant refuge when sighting an opening to the decks below. I pushed the weather-beaten door open and peered inside the ship. My heart was beating faster than ever and despite the cold, I was beginning to sweat.

The stale, musty smell of dust greeted me as I scanned the gloomy opening. Both disturbing and helpful, a candle flickered in the distance – this could only mean one thing. Undisturbed dust however suggested there weren't any others here – to say my nerves were on edge now, would be a severe understatement. As my eyes adjusted to the dim interior, I remained alert. Cautiously and carefully, we continued to explore as the floorboards creaked and the wind whistled. Fear was crawling inside my head and burying itself, deep into my sub conscience.

The soft breeze from the open door leapt into the hallway from behind us, disturbing the cockroaches that were scattering irritably across the wooden floor. Flustered, they scuttled across the ground, whispering angrily. The peace had been disturbed.

With imminent danger possible, we surveyed the lower deck. The expected surrounded me - broken bottles, dirt, insects and then to my horror, I observed what looked like human skeletal remains!

Edging towards the opposite end of the lower deck, I held the hand of my new companion. His hand in mine soothed me, however I was still trembling like jelly.

In front of us, was what seemed like some form of rusty cage, As we peered into it, the stranger's face became deathly pale...

**LO: I can find synonyms and antonyms for the words chilling/reassuring to prepare to write a spooky story.**

spectral	mysterious
calm	relaxing
other-worldly	tranquil
peaceful	sinister
ghostly	strange
undisturbed	supernatural
eerie	disturbed
unsettling	evil
abnormal	spooky
mystifying	spine-chilling
petrifying	inexplicable
explicable	alarming

Make sure that you use your new words appropriately in your spooky story.

1. Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of 'chilling' in blue and the synonyms of 'reassuring' in yellow.

2. Define 5 of your starred words using a dictionary/iPad.

If the definition is not synonymous with either 'chilling' or 'reassuring' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your spooky story.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.



Shades of Meaning Line

reassuring



chilling

Can you do all of the following?

Features	
Is your description written in the past tense?	
Is your description written in the first person? (I, me and my)	
Is your work written in paragraphs?	
<b>Have you included speech to advance the action and convey character?</b>	
<b>Have you included description of what you can smell?</b>	
<b>Have you included a description of what you can see?</b>	
<b>Have you included a description of what you can hear?</b>	
<b>Have you included a simile?</b>	
<b>Have you included a metaphor?</b>	
<b>Have you included an example of personification?</b>	
Have you included descriptive adjectives?	
Have you a sentence with a relative clause?	
<b>Have you started some sentences with subordinate clauses?</b>	
<b>Have you included semi colon sentences? Have you used semi-colons accurately throughout?</b>	
Have you included a dash sentence?	
Have you included a bracket sentence?	
Have you included a colon sentence?	
Have you used commas to separate clauses and phrases accurately?	
Have you used full stops and capital letters accurately?	
Have you included plenty of adverbs?	
Is your handwriting neat and joined?	

**Words and phrases you could use:**

trembling, quaking in my boots, unable to move, turned white, paralysed with terror, shivering wreck

**Adjectives that you could use:**

haunted, sinister, horrifying, dark, dank, rank, terrifying, terrible, disgusting, eerie, ghoulish, nasty, ominous, spooky, alarming, apprehensive, chilling, eerie, fearful, frightening, frightful, ghostly, terrifying, bone-chilling, frightening, creepy, dreadful

**Similes you could use:**

I went as white as a sheet.

I went as pale as the moon.

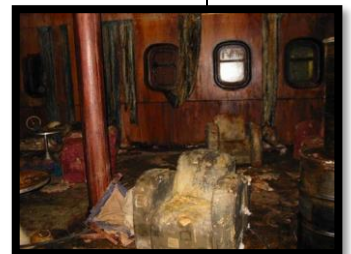
I was trembling like cold jelly,

The wind was cutting through me like a knife through butter

Below the deck was as chilly as a tomb

I felt like I was stuck to the spot by glue.

Shaking like a leaf in the wind, I.....



**Metaphors you could use**

My face was deathly pale

Fear crawled inside my head and burrowed itself into my subconscious.

The fear of imminent danger was stabbing through my mind and thoughts.

I was rooted to the spot.

**Personification you could use**

The wind screamed and howled

The ship's floorboards groaned

A flash of fear stabbed through me

**Adverbs that you could use:**

spookily, eerily, mysteriously, unnervingly, awkwardly, strangely, weirdly, scarily

regretfully stupidly, foolishly, crazily, madly, insanely

**Sentence starters with relative clauses that you could use:**

The sails, which were .....

The floorboards, which were.....

The candle, which was.....

The cage, which was.....

**Starting with subordinate clauses that you could use:**

Not daring to go further, I .....

With fear and trepidation, I.....

Approaching the closed door, I.....

Regretting my decision, I .....

# YEAR 6

## WRITING TASK FOUR

**Manifestos: What I could do to make Bruce a better place (linked to Anti-bullying Week)**

**Grammar and Punctuation Opportunities**

Relative clauses/pronouns

Subordinate clauses at the beginning and end of sentences

Subordinating and coordinating conjunctions

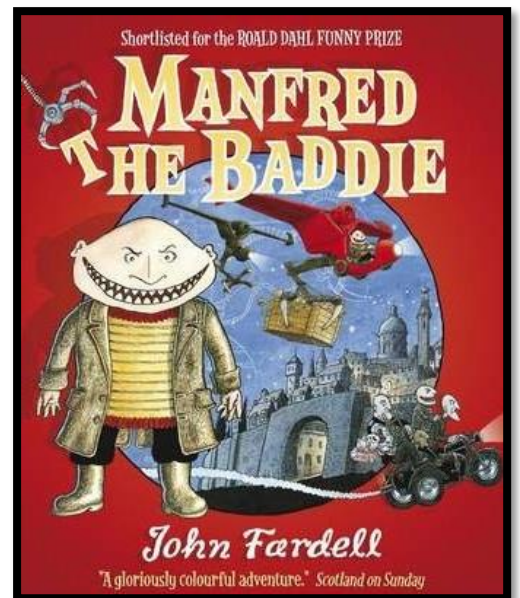
Semi-colons, colons and dashes

Passive voice

Subjunctive form

Modal verbs

Formal tone



**Shades of meaning work - antonyms/synonyms – caring/selfish**

**Purpose of writing: to describe the ways in which the writer proposes to make changes to their behaviour to make our school a better place**

**Tone – formal**

**Audience – people wanting to know what the writer's intentions are to improve the school**



**LO: I can dissect a manifesto and use the features in my own version.**

**Although I have** had a very successful career in teaching that has spanned over 19 years, it is so important in my profession to constantly think of ways to improve and reflect on my practice. As a result of this, I have decided to think about the main things that I would need to do in order to become the best that I can be. I propose to do my best to make sure that I can get the best out of the children in my class and make Bruche as happy a place as it possibly can be.

**To make a difference in this school,** I think that I need to understand better how children feel when they become frustrated and I am going to make a conscious effort to give time to children to talk through their problems with me. I need to empower myself by looking at things from every perspective. Understanding the positive impact this could have, I know that I need to make sure that I give appropriate time to listen to people; playtimes and lunchtimes, wherever possible, should be made available for children to feel comfortable to come and share their issues with me.

**Furthermore,** to give children more of a voice in class, I will make sure that I re-employ our worry box, so that children can communicate their problems with me in a more relaxed way; the worry box should iron out on-going issues that I might not be aware of; I will need to ensure that this box is checked daily so that the children in my class trust that their problems are important to me. Nothing makes me sadder than seeing a child upset and if I can stop this from happening, I know that I will be doing my best – learning can only be brilliant and outstanding in a happy school.

**In addition,** I think that it is important for me to make sure that I exercise more regularly; when I feel super fit, I am clearly happier as I feel good about myself and have lots more energy and enthusiasm. This extra energy, which I definitely need, would help motivate me to be the best I can be at all times. I therefore pledge to try and exercise at least 3 times per week.

**Finally,** the last thing that I want to try and implement in our classroom is to create an atmosphere where there is mutual respect between everyone. It saddens me greatly to hear children deliberately being mean to each other. We need to work on our relationships and understand that our actions can make others respond negatively and then impact on our learning and most importantly, our happiness. It is really important that we all work together, being as positive as we can, at all times, so that we make the most of our time together. I pledge to remain as positive as possible for the rest of the year, in a hope that my positivity becomes contagious.

**LO: I can find synonyms and antonyms for the words caring/selfish to prepare to write a manifesto.**

considerate	self-absorbed
self-obsessed	empathetic
decent	caring
insensitive	thoughtful
uncaring	tactless
concerned	greedy
self-centred	obliging
cooperative	generous
self-serving	unmindful
altruistic	noble
decent	accommodating
mindful	unthoughtful

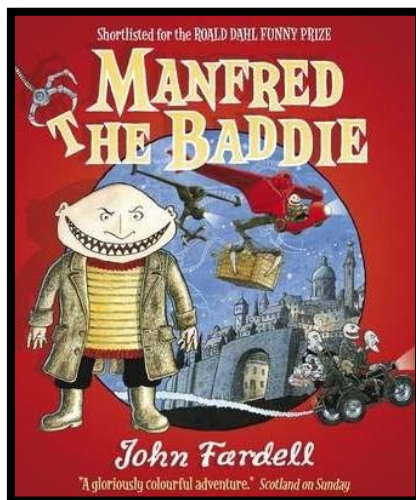
**Make sure that you use your new words appropriately in your manifesto.**

1. Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of 'caring' in blue and the synonyms of 'selfish' in yellow.

2. Define 5 of your starred words using a dictionary/iPad. If the definition is not synonymous with either 'caring' or 'selfish' then it is not the correct definition in this context – only copy the synonymous definition.

3. Now use these words to create some sentences that you could use in your manifesto.



4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.

Shades of Meaning Line

caring \_\_\_\_\_

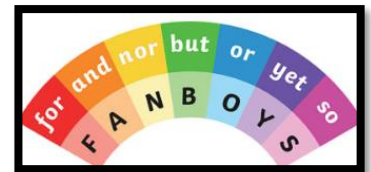


selfish

**LO: I can recognise and appropriately use subordinating conjunctions to produce quality sentences in preparation to write my manifesto on making Bruche a better place to be.**

SUBORDINATING CONJUNCTIONS			
after	because	lest	till
although	before	now that	unless
as	even if	provided	until
as if	even though	since	when
as long as	how	so that	whenever
as much as	if	than	where
as soon as	in as much as	that	wherever
as though	in order that	though	while

Subordinating conjunctions are cohesive devices that link together main and subordinate clauses; they differ from coordinating conjunctions that link together main clauses.



**SUCCESS CRITERIA:**

- use commas to separate your clauses
- ensure the subordinating conjunction used helps the sentence to make sense
- correct spelling and neat handwriting

**SECTION A:** write definitions for the following by copying and completing into your book:

- 1) A clause is a group of words ...
- 2) A phrase is a group of words...
- 3) A main clause...
- 4) A subordinate clause...

**SECTION B:** use the subordinating conjunctions above to copy and complete the following sentences that you could use in your manifesto on how you could make Bruche a better place:

- 1) I want to make serious changes to my behaviour, \_\_\_\_\_ I understand that this will require me to show a great deal more maturity in ignoring poor behaviour from others.
- 2) Older children need to use quieter voices in the canteen, \_\_\_\_\_ the younger children will follow suit.
- 3) Games like tick should be acceptable, \_\_\_\_\_ we are not too rough.
- 4) It is imperative that I focus on my Reading Plus lessons, \_\_\_\_\_ I am privileged to have such a personalised, effective programme that will help me become an incredible reader.
- 5) In order to set a good example, we must always move around school sensibly, \_\_\_\_\_ we are given the opportunity to do this independently.
- 6) My behaviour needs to show me in a good light \_\_\_\_\_ I am leaving the school premises.
- 7) As an individual, I must give my best to get the best results I can \_\_\_\_\_ Bruche can enter the top 50 schools in the country next year.
- 8) I know that I am capable of great progress \_\_\_\_\_ I concentrate, show resilience and listen to instructions carefully.

**LO: I can create 2 sub clause sentences that could be used in my manifesto to make Bruche a better place.**

Modal verbs – verbs that show degrees of certainty



**Success criteria:**

- Highlight modal verbs in your sentences
- Highlight subordinating conjunctions in your sentences
- Match the correct clauses so that they make sense
- Use commas to separate your clauses
- No spelling errors
- Capital letters for proper nouns
- Neat, joined handwriting

can could could have must need  
 must have may might would would  
 have shall need have to ought to  
 dare should should have will be  
 able to forced will have to allowed

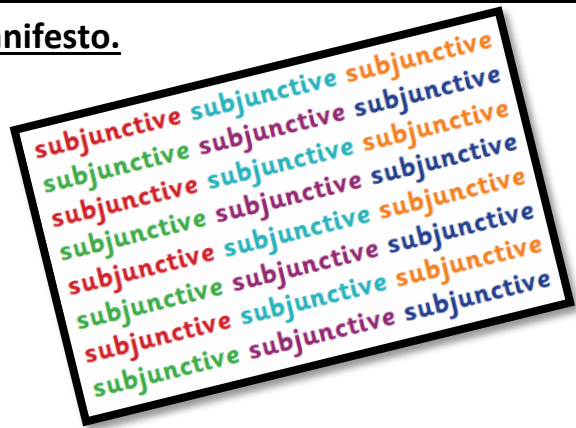
Sub clause starter	Main clause	Sub clause ending
Making Bruche a better place for everyone,	I aim to do my best in my SATS,	including everyone who wants to join in.
Ensuring our class environment is the best it can be,	I pledge that I will not shout out in class,	as I should show manners and give everyone the opportunity to answer in a polite manner.
Showing pride in myself and my school,	I intend to show amazing presentation and not miss out steps in my individual work,	because if there are distractions, then people will make mistakes with their independent work.
Making my parents and teachers proud,	I will always make sure that I have the correct uniform and that my tie is straight and my shirt is tucked in,	as missing out steps will almost inevitably lead to errors when the questions become more complex.
Understanding that my actions can have an impact on others,	I understand this will lead to me having a greater chance of being successful,	since this will show that I have respect for myself and my surroundings.
Recognising that if I give my best,	I will not talk during independent work,	as positivity and kindness are contagious things.
Becoming a great role model,	I hope my positive actions will lead others being positive also,	because I want to be in the best position to start secondary school.
Helping to get Bruche into the top 50 schools in the country,	I will always show kindness on the playground,	as constant bickering only leads to sadness, which consequently will affect my ability to learn.
Setting high standards,	I will not pull faces or make fun of people,	as you only get one shot at life.
Having an attitude of 'success, nothing less',	I will always be my best at school,	even though this may sometimes be challenging for me.

SUBORDINATING CONJUNCTIONS			
after	because	lest	till
although	before	now that	unless
as	even if	provided	until
as if	even though	since	when
as long as	how	so that	whenever
as much as	if	than	where
as soon as	in as much as	that	wherever
as though	in order that	though	while

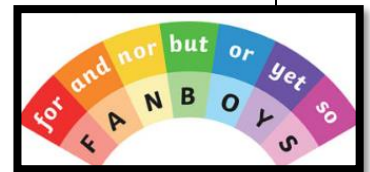
Subordinating conjunctions – conjunctions that link together main and subordinate clauses.

**LO: I can create quality sentences using the subjunctive form that I could use in my manifesto.**

- 1) It is crucial that...
- 2) It is essential that...
- 3) It is imperative that...
- 4) It is important that...
- 5) It is vital that...
- 6) I hope that...
- 7) I propose that...



I don't shout out in class,  
 I always use good manners,  
 I am not rough on the playground or carry out play fighting,  
 I do not argue over the music system,  
 I do not use bad language,  
 I do not deliberately antagonise people by pulling faces,  
 I do not spread gossip about nasty things people have said about others,  
 I do not use cruel or threatening behaviour,  
 I will collect all my litter,  
 I will not use a loud voice in the dinner hall,  
 I will show respect to everyone,  
 I will include people who are lonely on the playground,  
 I will not swing on my chair,  
 I will not be mean to anyone virtually, on-line or by text,  
 I will pay at least 5 compliments each day to different people,  
 We understand that we are a team in our class



SUBORDINATING CONJUNCTIONS			
after	because	lest	till
although	before	now that	unless
as	even if	provided	until
as if	even though	since	when
as long as	how	so that	whenever
as much as	if	than	where
as soon as	in as much as	that	wherever
as though	in order that	though	while

- 1) Pick a subjunctive form opening
- 2) Add a pledge main clause
- 3) Pick a subordinating conjunction
- 4) Add your own subordinate clause

**TOP CHALLENGE: add a semi-colon/dash/colon and a related main clause.**

EXAMPLE – It is imperative that we all understand that we are a team in this class and that if we want to make the top 50 schools in the country this year, we will have to all work together and be our best; hard work and commitment will give us a chance of being the very best we can be.

**Last job - STAR** four sentences from today that you will use in your manifesto.

## HOW I'LL BE SUCCESSFUL

LO: I can write my own manifesto to make our school a better place

LO: I can use a variety of sentence styles and techniques.

### Must

Write in the first person – Wishing to make my school a better place, I pledge

Include a relative clause -

, which would encourage others to behave,

, which is essential for learning,

, which secretly disappoints all involved,

, which causes people to be sad and depressed,

, which stops teachers teaching and children learning,

, which would make me a good role model,



I promise to smile and be positive about school.

Bracket sentence to show extra info:

I can assure you that my behaviour (which could be better) will change now that I understand how my behaviour can affect others.

Colon to start a list:

Furthermore, I believe that behaviour should be good so that: children learn better; children will be happier and so that the school has a better atmosphere.

### Should

Semi-colon sentence used

I wish the classroom environment was always quiet, so that I can be my best; I know that, at times, my behaviour can encourage others to behave poorly and I pledge to change this.

Make compound sentences using FANBOYS coordinating conjunctions

for, and, nor, but, or, yet, so

I am dedicated to making sure that I pay many compliments to everyone at school as much as I can, so that the school becomes a happier place.

Make complex sentences using subordinating conjunctions

although, therefore, as, when, in addition

I pledge to always try to be my best, although I understand that sometimes I will make mistakes – I am only human!

### Could

2 sub clause sentence

As I change my ways. I think that others will follow, because the teacher will praise me and the other children will want the praise as well.

Modal verb sentences

I could now make a big difference for the better, if I have high expectation of myself and dream big dreams.

I would like to make it clear that I will be a reformed character from now on and I will always do my homework on time.

I might make mistakes along the way, but I will do my best to make sure that I am well thought of by my peers and my teachers

I should try my best at all times and make sure that I am the kindest person I could ever be.

I pledge to be part of a hard-working family.



# YEAR 6

## WRITING TASK FIVE

**Contrasting diary entries – a typical day in the trenches and the day of the Christmas Truce**

### **Grammar and Punctuation Opportunities**

Relative clauses/pronouns

Subordinate clauses at the beginning and end of sentences

Subordinating and coordinating conjunctions

Semi-colons, colons and dashes

Question sentence

Figurative language: metaphors, similes, personification, pathetic fallacy, oxymorons, hyperboles, onomatopoeia

Descriptive sensory language

Speech to convey character

Inverted commas

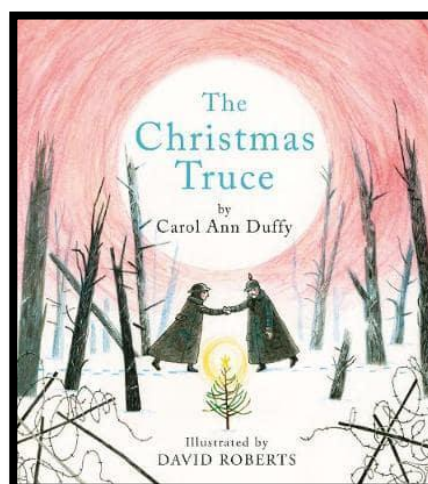
Adverbs and adjectives

Expanded noun phrases

First person pronouns

Facts and opinions

Passive voice



**Shades of meaning work - antonyms/synonyms – safe/dangerous**

**Purpose of writing: to describe the trenches on two contrasting day (a typical day and the day of the Christmas truce.) using figurative language and the senses.**

**Tone – a mixture if formal and informal tone**

**Audience – people wanting experience the contrast of the specific days in the trenches,**

## LO: I can analyse the features of a diary entry

For a moment, it is quiet and I am taking the opportunity to quickly write my accounts of Hell on Earth – the gas and smoke has temporarily dispersed and for once there is a degree of freshness to the air, despite the lingering smell of excrement and decay that constantly suffocates us.

With fear and dread tearing my soul apart, I can see the moon, like a medal, hanging in the clear, gold sky; I can see myself dying tonight, as my skin is covered with frost-bite – this is a place no human should endure.

Determined and relentless, illuminating the night, silver frost clings onto the sharp, jagged, cruel barbed wire – a cruel invention of containment.

My stomach aches with hunger; my last meal was a rotten tin of corned beef, not of the quality that I was used to back home. I am so hungry that I could eat a horse – so hungry, I could eat every part of it.

As I write, I can see a lucky owl swooping on a rat, which is squealing with fear and agony, on the glove of a frozen, lonely corpse; I pray that I don't become a corpse myself and return home heroic.

Having caused so much debilitating trench foot (a condition where your feet rot and turn black after being constantly stood in the wet slime), the liquid mud has hardened at last in the frost; thankfully, I can no longer feel the pain in my feet, as the frost has soothed my anguish.

The frozen, foreign fields, where no man would choose to exist, are acres of pain, making feel sick to the bone; I long to be sitting by the open fire, in the front room of my parents – some of the things that I've seen here have been inexcusable.

This place has become an aggressive cemetery for so many and home to millions of tragic, unnecessary deaths; it is becoming more and more apparent that there is no end in sight.

In the distance, I can hear songs being sung by my foes; songs to which I know the tune, but the words remain foreign – these songs, however, are universal to Christmas.



**LO: I can improve sentences from a text using a variety of techniques:**

On Christmas Eve in the trenches, the guns were quiet. (Add a relative clause and a subordinate clause at the end)

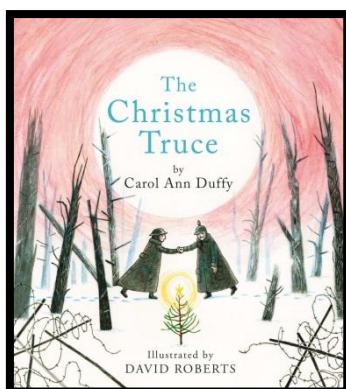
I could see the moon, like a medal, hanging in the clear, gold sky. (Add a subordinate clause at the start of the sentence and a semi-colon with a related clause)

Silver frost clung on the barbed wire (Add a subordinate clause at the start and make 'barbed wire' into an extended noun phrase)

As I wrote, I saw an owl swooping on a rat, on the gloves of a corpse. (Add a relative clause and a subordinate clause at the end)

The liquid mud had hardened at last in the freeze. (Add a subordinate clause at the start and add a semi-colon and a related clause)

The frozen, foreign fields were acres of pain. (Add a relative clause and a subordinate clause at the end.)



**Subordinate clauses at the start that you could use:**

Feeling depressed and lonely,  
With fear and dread tearing my soul apart,  
Illuminating the night,  
Having been my nagging enemy for so long,  
Having caused so much debilitating trench foot,

**Challenge** – can you add some dashes or colons to your sentences?

Can you create a sentence that starts and ends with a subordinate clause?

**Subordinate clauses at the end that you could use:**

as people reflected on this usually special time of year.  
because people did not have the stomach to fight this night.  
making me feel sick to the bone.  
making me feel like this was Hell on Earth.  
as they have been home to millions of tragic deaths.  
as they had become a graveyard for so many.

**LO: I can plan to write 2 diary entries about life in the WW1 trenches**

**A typical day in the trenches**

What can you hear?

What can you see?

What can you smell?



What can you taste?

How do you feel?



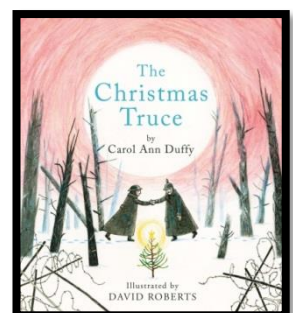
**The night of Christmas Eve and Christmas Day in the trenches**

What is different from normal?

How do you feel?



What are the main events of the day?



## HOW I'LL BE SUCCESSFUL

LO: I can 2 diary entries from the trenches.

LO: I can use a variety of sentence styles and techniques.

### Must

Write in the first person – Wishing to be home again, I

A mixture of the past, present and future tenses



Include a relative clause -

, which would be a utopia for me,

, which illuminates the sky,

I haven't eaten for days.

I am watching the stars twinkling kindly at me in the sky.

I don't know whether I am going to make it out of this Hell hole.



Bracket sentence to show extra info:

The trench foot (a condition where your foot rots) has been causing me so much pain

Colon to join 2 related clauses

The air is fresher than before, but I can still smell utter, vile stench: the faeces, the rats, the urine, the decay and the putrid gas and smoke are completely consuming my hopeless mind.

### Should

Semi-colon sentence used

My stomach aches with hunger; my last meal was a rotten tin of corned beef, not of the quality that I was used to back home.

Make compound sentences using FANBOYS coordinating conjunctions

for, and, nor, but, or, yet, so

I know that I must not lose hope, but it is hard in this semi-lifeless graveyard.

Make complex sentences using subordinating conjunctions

although, therefore, as, when, in addition

I feel a sense of happiness and peace, although, I feel that this feeling will not last much longer.

Use similes, metaphors, hyperboles, oxymorons and personification -

SEE HELP DESK

### Could

2 sub clause sentence

As the booming bombs could be heard in the distance, I knew that this could be the end of our moments of peace, because our commanders and masters were not impressed with the truce.

Modal verb sentences

could, should, might, can, will, can

I can feel my body eating away at itself, as I am so hungry; I am now as skinny as a toothpick.

### KEY VOCABULARY THAT YOU COULD USE:

apparent, aggressive, cemetery, conscience, desperate, determined, disastrous, government, immediate, disapprove, disobey, nutritious, suffocating, inexcusable, stomach, soldier, sacrifice, marvellously

LO: I can find synonyms and antonyms for the words 'dangerous/safe' to prepare for writing a diary entry about life in the trenches.

alarming  
protected  
critical  
deadly  
unscathed  
fatal  
nasty  
perilous  
precarious  
unthreatened  
risky  
invulnerable  
sheltered  
predictable  
serious  
terrible  
undamaged  
threatening  
treacherous  
unhealthy  
unsafe  
unstable

Make sure that you use your new words appropriately in your diary entries of life in the trenches.



jeopardous  
intact  
secure  
snug  
guarded  
hazardous  
Impregnable  
malignant  
safeguarded  
catastrophic  
shielded  
unassailable  
unpredictable

1. Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of 'dangerous' in blue and the synonyms of 'safe' in yellow.

2. Where on the Shades of Meaning line would you put:

- satisfactory
- moderate
- adequate?

3. Define 5 of your starred words using a dictionary/ipad. If the definition is not synonymous with either 'dangerous' or 'safe' then it is not the correct definition in this context – only copy the synonymous definition.

I ♥ VOCABULARY

WORD POWER!

4. Add your post-it note words to the vocabulary line where you think they should go, showing their shade of meaning.

safe

Shades of Meaning Line

dangerous

# YEAR 6

## WRITING TASK SIX

**Character Descriptions: William and Mrs Beech**

**Grammar and Punctuation Opportunities**

Relative clauses/pronouns

Subordinate clauses at the beginning and end of sentences

Subordinating and coordinating conjunctions

Semi-colons, colons and dashes

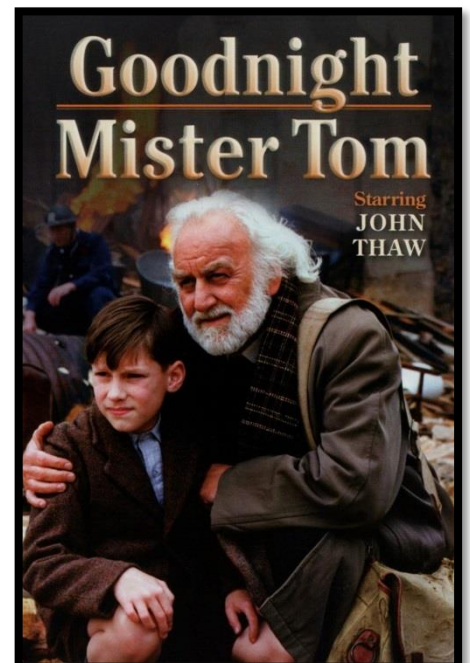
Figurative language: metaphors, similes, personification, pathetic fallacy, oxymorons, hyperboles, onomatopoeia

Inverted commas

Adverbs and adjectives

Expanded noun phrases

Passive voice



**Shades of meaning work - antonyms/synonyms – evil/kind**

**Purpose of writing: to describe the character and emphasise the complexity of it.**

**Tone – formal and informal**

**Audience – people interested in learning about the character**

## LO: I can dissect a character description

Mr. Tom was a healthy, robust man for his age and came from a small village in the countryside called Little Weirwold. Tom, often miserable and lonely, rarely socialised with anyone from the village. He was a widower and he lived solitarily with his dog, Sammy, who was his only company.

His life was transformed when World War 2 broke out and he was forced to take on an evacuated, 8 year old child called William Beech, who was from London; he felt that he was too old to take on such a young child and refused to be reminded of his sad past. Tom, who was still scarred from the previous war, was not impressed when he was told that he must take in the evacuee. The people of the village had considered him to be an independent, insular pensioner with set ways and were flabbergasted that the boy was entrusted with Tom. Sadly, after the death of his wife and son, Tom would spend night after night staring at the photo above the organ he once played for her on a daily basis.

Depressed in a life alone, boredom was Tom's best friend. Mr. Oakley, older than the hills, was a sturdy, man who looked strong for his age. One of his main, distinctive features was his mane of white hair around his wrinkled, weathered face, with skin like coarse, scrunched, brown paper, inside his frame of thick hair.

To begin with, to William, an evacuee entrusted to live with Tom, he was a towering, fearful giant, although he was only of average height. When he spoke, his voice was gruff, just like thunder. William soon adjusted to life with the old man and realised that Tom was a caring, loving person.

Sadly, Mr. Tom's wife and son died of scarlet fever, whilst he was away at war, so he was very lonely and troubled; he had cried himself to sleep over a billion times. Silently, he spent most of his life within the walls of his own house and memories - a house where even the stairs and the floorboards groaned in misery. In between the groans, the house would hold a hollow, deafening silence.

He was a reserved traditional man, set in his ways. The memories of his wife and his son made him feel wary of people. People didn't often visit him, as he was too serious, almost stern - not a man you would joke with. Despite this, underneath, he was kind and caring, though you would not think so if you had just met him; he had always been a loyal, trustworthy, dependable man with good morals.

As the story develops, Tom shows a significant shift in his character. He shows empathy and kindness towards William. When he saw the marks of abuse on William's back, he began to shake quite violently and his blood rose to the surface of the skin on his face, making him as red as a beetroot. Seeing the belt affected him so much that, if it were possible, steam would have burst from his ears. As the novel progresses, Tom becomes a wiser, well-respected, happy man, displaying countless ultra-kind intentions towards William, who he begins to value as highly as his own son.

**LO: I can create expanded noun phrases in preparation for writing a character description.**

**A noun phrase is part of a sentence that doesn't contain a verb. In your grammar test you may be asked to underline the longest possible noun phrase:**

**Task 1: Copy out the longest possible noun phrases in each of the sentences below and highlight the verbs.**



1. William was a frightened, weak, fragile boy with a sad smile.
2. He had always been a nervous, quiet, shy lad with a tragic past.
3. The people of the village had considered him to be a friendly, polite, talented child with a big heart.
4. Willie became a confident, open, hard-working youngster with a positive future.

**Task 2:** Now using the vocabulary you built last lesson and your knowledge of Mrs Beech, create sentences with expanded noun phrases about her. For each sentence, think about the actions carried out by her and think about whether you could add a related main clause using either a semi-colon, a colon or a dash.

**Example:** she is very judgemental of people who drink alcohol, people who copy and people who were not Catholic. To show this, the sentence could be:

**Example:** Mrs Beech was a judgemental, racist, baneful woman with heinous thoughts; she hated people who were not her religion and people who drank.

- 1) She neglects William by not keeping him clean or feeding him well.
- 2) She is irresponsible and does not send William to school or teach him to read or write.
- 3) She beats William if he does something wrong; she is not very tolerant or patient.
- 4) She gets jealous easily as she doesn't like the fact that William is well-dressed, cared for and can read and write.
- 5) She is unpredictable: she can be kind but then abuses William by locking him in a cupboard.
- 6) She does not trust William when he tells things and is suspicious and cynical.
- 7) She puts the baby in a box and tapes up its mouth.



# Goodnight Mister Tom



**LO: I can plan a character description and develop my sentence styles.**

Sentence Style	Top Tips	Example	Your sentence/notes
Adjectives you could use	Words that give you more information about a noun. Generate more using a thesaurus.	nervous	
Adverbs you could use	Words that you more information about a verb	happily	
What things do we know about William? What could we describe?	What have you learnt from the book /film?		
Simple sentence with an embedded phrase.	A pair of commas is used, look at the words inside the commas - the sentence should keep its meaning and make sense with or without these words. The sentence has one clause and a phrase, making it a simple sentence.	Tom, miserable and lonely, rarely socialised with anyone from the village.	
Complex sentence with a relative clause.	A pair of commas is used, look at the words inside the commas - the sentence should keep its meaning and make sense with or without these words. (Has a main and a subordinate clause)	Tom, who was still scarred from the previous war, was not impressed when he was told that he must take in an evacuee.	
Character show not tell sentence	Don't tell the reader what a character is like, show them through their words, actions and description.	He began to shake quite violently and his blood had risen to the surface of the skin on his face, making him as red as a beetroot. If it were possible, steam would have burst from his ears.	
Subordinate clause opener ing opener	Open your sentence with an <u>ing</u> word.	Grumbling with discontentment, Tom accepted his fate as the substitute dad - a role everyone in the village presumed him far too old for!	
How sentence (Adverbs)	Describes how something is done or how an event occurs, usually the sentence starts with the how part.	Sadly, in the early days, Tom would spend night after night staring at the photo above the organ.	
Similes	When you compare something to something else (use "like" or "as")	He was as sharp as a sixpence.	
Metaphor	When you say something is something else	His hair was white as snow.	

Challenge: Can you now come up with an example of the following?

- An oxymoron
- Personification
- A hyperbole

See separate sheet for examples.



**LO: I can write a detailed character description of William Beech using quality sentences and figurative language.**

Paragraph 1:

Paragraph about what William is like at the beginning of the book

- Where he is from
- What it is like at home
- What he is like(personality)
- Why he has to move
- How does he feel as he is evacuated

**SUCCESS CRITERIA:**

- Chronological order
- Similes
- Metaphors
- Sub clause starters
- Relative clauses
- Sub clause endings
- Expanded noun phrases
- Quality conjunctions linking paragraphs, sentences, clauses and phrases together

Paragraph 2

Paragraph to describe his physical appearance

- His face
- His size
- His clothes
- His demeanour
- Similes and metaphors
- Hyperbole
- Oxymoron

**KEY SPELLINGS:**

aggressive	awkward	bruises
desperate	develops	environment
especially	government	hindrance
necessary	nuisance	sacrifice

Paragraph 3

Paragraph to describe what William is like in Little Weirwold

- What he is like when he arrives
- What happens in Little Weirwold to change him
- Similes and metaphors
- Hyperbole
- Oxymoron

Paragraph 4

Paragraph to describe his feelings as he is told he has to go back to his mother

- How does he react
- What is likely to happen to him
- Similes and metaphors
- Hyperbole
- Oxymoron



LO: I can find synonyms and antonyms for the words 'evil' and 'kind' and add them to the working wall.

altruistic

atrocious

amiable

repulsive

amicable

considerate

generous

offensive

good

good-natured

gracious

foul

helpful

humane

kind

damnable

merciful

responsive

soft-hearted

maleficent

sympathetic

tender

obscene

tender-hearted

corrupt

destructive

hateful

heinous

heinous

malevolent

malicious

nefarious

unpleasant

vicious

vile

wicked

base

wrong

beastly

beautiful

warm-hearted

disastrous

execrable

flagitious

harmful

iniquitous

injurious

loathsome

no good

pernicious

rancorous

repugnant

revolting

spiteful

wrathful

agreeable

attractive

baneful

benevolent

decent

delightful

friendly

depraved

gentle

good

helpful

poisonous

honest

villainous

honourable

kind

lovely

nice

pleasant

pleasing

right

upright

virtuous

malignant

sinless

moral

Star the words that you don't know.

Using a dictionary and thesaurus, highlight the synonyms of evil in blue and the synonyms of kind in yellow.

Where on the Shades of Meaning line would you put:

- harmless
- benign
- indifferent

