

English planning and resources

Planning and Resources

School -

Year group (s) – 2

Teacher –

Text – How to find gold

Term – Autumn 1

Overview

English Overview Y2 Cycle A (SPAG focus) (writing focus) (reading focus)

Sept 2021 start

| | Monday | Tuesday | Wednesday | Thursday | Friday | Text used | Writing outcome | |
|----|--|--|---|---|---|-------------------------------------|---|--|
| A1 | POR 1+2 responding and role on the wall | POR 3 with focus on tenses (recap) | POR 4+5 shared writing whole story then plan ind | POR 9 thought bubbles – comprehension focus | POR 10 descriptive words and phrases | How to Find Gold by Viviane Schwarz | Narrative retelling with different characters – quest story | |
| A2 | POR 21 retelling – vocab focus | Adverbials | Shared writing – plan own version of quest story | Shared writing – innovation of opening and build up | Shared writing – innovation of problem resolution | | | |
| A3 | Shared writing – innovation ending – edit and improve | Contractions – show where used and why | Independent plan quest story – opening and build up (Hot task) | Independent problem resolution ending (hot task) | Edit, improve, perform | | | |
| A4 | POR 14 introduce argument focus – model text of letter | When not to use contractions – formal language | Persuasive language focus – emotive conjunctions and positive phrases | Conscious alley and freeze frame – response to arguments made | Shared writing – innovate plan and letter opening | | | Formal letter to the author – persuasive letters to spend the money or not |
| A5 | Shared writing – positive reason 1 and 2 | Shared writing summing up argument in closing - Commas in a list items | Independent plan persuasive letter – opening (hot task) | Independent positive reason one, two and closing (hot task) | Edit, improve, perform | | | |
| A6 | POR 8 storm imagery - model text POR 11 | Commas in a list actions verbs Present progressive | Shared writing – creating own imagery and poem for storm | Independent plan and writing for own poem (hot task) | Edit, improve, perform | | | |

Writing outcomes and SPAG focus

Writing outcomes

- * Narrative retelling of quest story with different characters
- * Formal persuasive letter to the author
- * Free verse poetry based on a storm

SPAG focus

- * Tenses – present progressive
- * Adverbials
- * Contractions
- * Commas in a list

Genre objectives and NC objectives

| Journey Story Expectations Y2 | National Curriculum Writing Expectations Y2 |
|---|---|
| Use time or place to start | Spell some words that sound the same, but are spelled differently. |
| Explain how the character feels | Use an apostrophe to show that something belongs to somebody. |
| Explain how the character has changed or what they have learned | Use commas to show items in a list. |
| Choose adjectives for effect | Spell words that end with ment, ness, full, less and ly. |
| Use alliteration to describe | Write letters in the correct size and joined. |
| Use similes to describe | Write capital letters and numbers in the correct size. |
| Use 'said' plus an adverb | Leave finger space between words. |
| Use dramatic conjunctions | Write in sentences with expanded noun phrases. |
| Opening – Main character goes on a journey | Plan my work on paper. |
| Build up – Something small goes wrong | Check my work for spelling, grammar and punctuation mistakes. |
| Problem – Something worse happens | Check my work to make sure it makes sense. |
| Resolution – The obstacles are overcome | Use statements, questions, exclamations and commands. |
| Ending – Main character gets there in the end | Join sentences with different words (and / or / but / because / when / if). |
| | Use the past and present tense correctly. |

Please read the POR unit plan in full

* Link below

<https://clpe.org.uk/powerofreading/book/how-find-gold>

Links to other texts and resources

Picture books by Viviane Schwarz:

- There are no cats in this book (Walker)
- There are cats in this book (Walker)
- Is there a dog in this book? (Walker)
- Welcome to Your Awesome Robot (Flying Eye)
- The Sleepwalkers (Walker)
- I am Henry Finch with Alexis Deacon (Walker)
- Cheese Belongs to You with Alexis Deacon (Walker)
- A Place to Call Home with Alexis Deacon (Walker)

Quest Stories:

- Emily Brown and the Elephant Emergency by Cressida Cowell and Neal Layton (Hodder)
- A Place to Call Home by Alexis Deacon and Viviane Schwarz (Walker)
- Hermelin: The Detective Mouse by Mini Grey (Red Fox)
- Lila and the Secret of Rain by David Conway and Jude Daly (Frances Lincoln)
- The Princess and the White Bear King by Tanya Robyn Batt and Nicoletta Ceccoli (Barefoot Books)

Books that challenge gender stereotypes:

- The Emily Brown picture book series by Cressida Cowell and Neal Layton (Hodder)
- Pippi Longstocking by Astrid Lindgren (Oxford University Press)
- What are you playing at? by Marie-Sabine Roger and Anne Sol (Alanna Books)

Rosie Revere, Engineer by Andrea Beaty and David Roberts (Abrams)

Before starting the unit...

How to Find Gold is a highly visual story and you will want to provide a variety of ways for children to conceptualise the world that it takes place in:

☒ Make some space on the classroom walls so that Anna and Crocodile's journey can be tracked across them as you work with the book.

☒ A supportive working wall, drawing on the sense of space and varied settings in the book, will help you to unfurl the story with the children and to sustain their reading stamina, enable story recall and develop authentic writing. The book is a sophisticated blend of dialogic text alongside illustration that help move the narrative on, support children's deeper understanding of character and add additional information and detail for young readers.

☒ Children will want to pore over the illustrations and act out the two protagonist parts so it is wise to plan extended opportunities for this kind of response to the book, whether it be individually, in small groups or as a class.

☒ Put together a collection of quest stories which includes both picture and longer versions of traditional quest stories for children to explore and enjoy in both independent and group reading sessions as well as for drawing on as a class read aloud.

Week 1 Monday

- * Learning Outcome / Objective
- * I can respond to an illustration.
- * I can recognise different character aspects.

Tell me...

What do you notice in this picture?



Tell me...
Is there anything you like about it?
Why? Why not?



Tell me...
Is there anything that you dislike?
Why?



Tell me...
Does it remind you of anything?



Tell me...

Does anything puzzle you?



Tell me...
What kind of story do you think this
will be?



Tell me...

What can you say about the characters?



Tell me...

What would you like to find out?



Anna and Crocodile Characters... what do we know?

Watch later Share

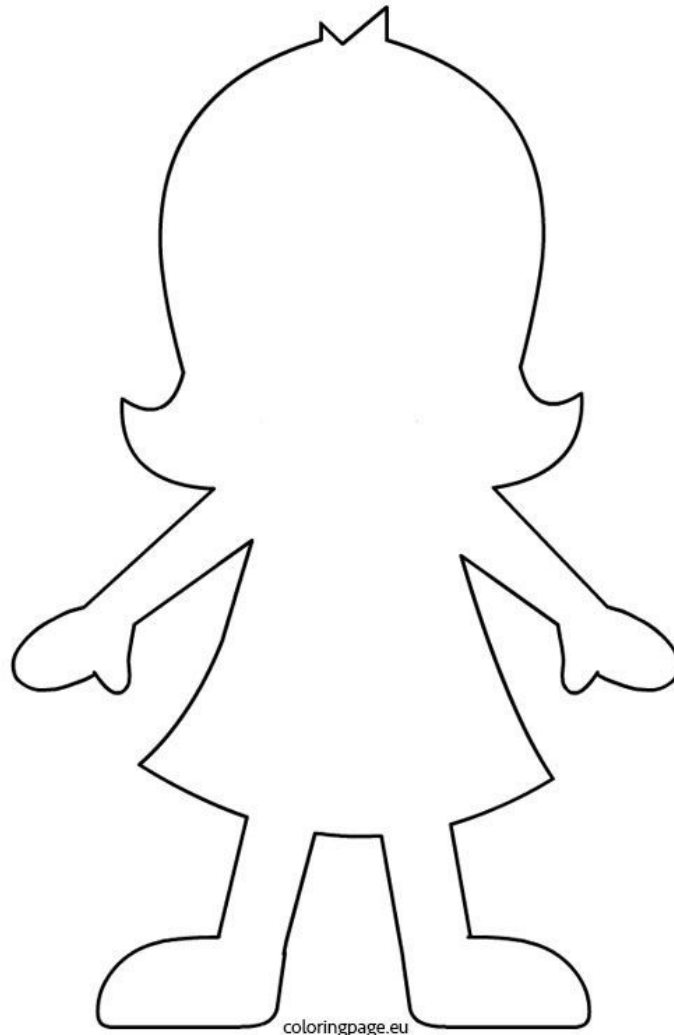
"LET'S FIND GOLD," said Anna.

"That would be dangerous and difficult," said Crocodile.

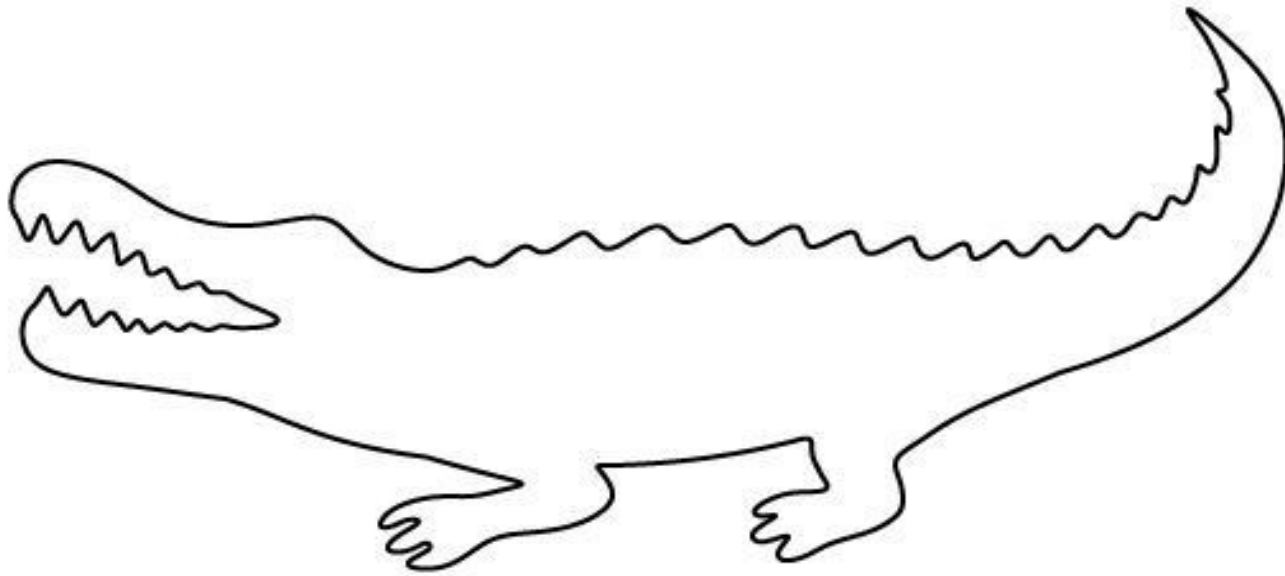
"Good!" said Anna. "Let's go!"



Anna



Crocodile



Week 1 Tuesday

* Learning Objectives

I can recognise tenses.

I can write in past tense.

I can write in present tense.



How to Find Gold

VIVIANE SCHWARZ

"LET'S FIND GOLD," said Anna.

"That would be dangerous and difficult," said Crocodile.

"Good!" said Anna. "Let's go!"



"Wait. Finding gold takes planning," said Crocodile.

"It does?" said Anna.

"No one else can know what we are doing, or they will find it first," said Crocodile. "Look at my face. Can you tell what I am thinking?"

"No."

"That's because I am making a secret face," said Crocodile. "Try it."

"Can you tell what I am thinking?" Anna asked.

"You are thinking about gold."

"And now?"

"Gold."

"Now?"

"Probably still gold," said Crocodile.



Planning to find gold...

Can you find all of the verbs in these sentences?

- * I will need a strong bag to hold the gold.
- * I will dig a big hole when I find the gold.
- * I will fight off pirates who try to stop me.
- * I will count all the gold I find.
- * I will share all the gold with my family.
- * I will be rich.

What tense are these sentences written in?

Has it already happened? (PAST)

Is it happening now? (PRESENT)

Is it going to happen in the future? (FUTURE)

Planning to find gold...

Did you find all the verbs?

- * I **will need** a strong bag to **hold** the gold.
- * I **will dig** a big hole when I **find** the gold.
- * I **will fight** off pirates who **try** to stop me.
- * I **will count** all the gold I **find**.
- * I **will share** all the gold with my family.
- * I **will be** rich.

Did you guess that the tense was FUTURE?

Woohoo, you found the gold!

Imagine you found the gold, can you now write these sentences into PAST tense by changing the verbs. The first one is done for you.

- * I **needed** a strong bag to **hold** the gold.
- * I **will dig** a big hole when I **find** the gold.
- * I **will fight** off any pirates who **try** to stop me.
- * I **will count** all the gold I **find**.
- * I **will share** all the gold with my family.
- * I **will be** rich.

Challenge....

Can you create a grid of verbs showing them as future, present and past ?

Tenses

| PAST | PRESENT | FUTURE |
|---------|---------|------------|
| needed | needing | will need |
| dug | dig | will dig |
| found | finds | will find |
| fought | fights | will fight |
| tried | tries | will try |
| counted | counts | will count |
| shared | shares | will share |
| was | am | will be |

What do you notice about past tense? Can you see any patterns?

Week 1 Wednesday

* Learning Objectives

I can recognise stages in a story.

I can learn a story from a story map.

Look what arrived!



Look at what was inside!

Dear children,

Thank you so much for your plans to help us find gold. Your teacher took photos of them all and sent them to us so we could use them. We are so excited to begin our quest to find treasures.

Do you think we will sail over oceans? Do you think we will swing through jungles? Do you think we will climb mountains? Hopefully we will make it back home safely with all of the coins.

Wish us luck children.

Anna and Crocodile.





How to Find Gold

VIVIANE SCHWARZ

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"That would be dangerous and difficult," said Crocodile.

"Good!" said Anna. "Let's go!"



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"Can you tell what I am thinking?" Anna asked.

"You are thinking about gold."

"And now?"

"Gold."

"Now?"

"Probably still gold," said Crocodile.





How to Find Gold by Viviane Schwarz

"Hang on. Gold is very heavy. We might not be strong enough to carry it," said Crocodile.

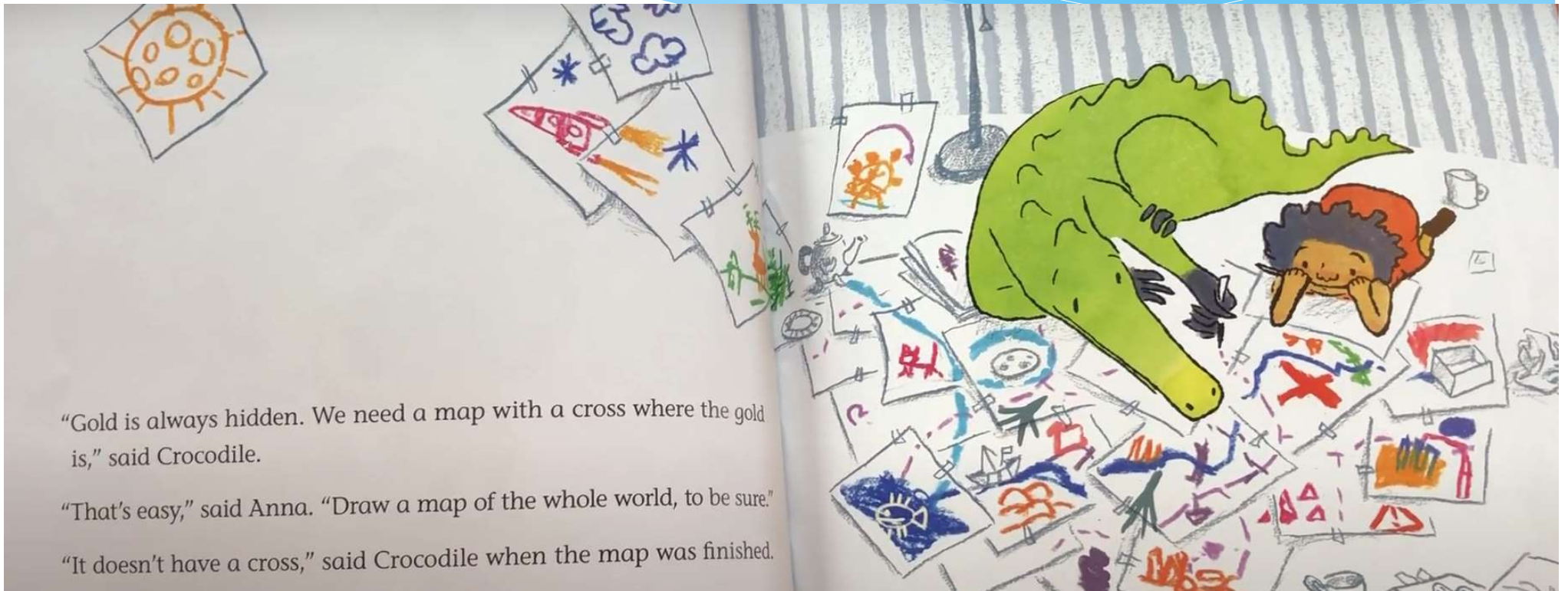
"Is it heavier than a crocodile?"

"Probably not," said Crocodile.

"I am strong enough. Where is the gold?"

"Put me down now," said Crocodile. "I will tell you."





"Gold is always hidden. We need a map with a cross where the gold is," said Crocodile.

"That's easy," said Anna. "Draw a map of the whole world, to be sure."

"It doesn't have a cross," said Crocodile when the map was finished.

Quest story opening and build up

Long ago, a brave little girl called Anna became best friends with an intelligent crocodile. Together, they went on quests to save villages, rescue people in need and slay monsters. They were an inseparable, winning team.

One day, while on their adventures through India, Anna and Crocodile came to a very poor village. The villagers were sad and afraid because all of their gold had been stolen.

‘Please help us,’ nervously said a small child of the village.

‘We will do our very best,’ said Crocodile confidently.

Anna and Crocodile set off in search of the rotten thieves and the stolen gold.

Quest story problem

In no time at all, Crocodile had picked up the tracks of the thieves. They were heading on foot across the dense jungle terrain dragging the gold behind them. Full of confidence, Anna and Crocodile raced after the thieves feeling that this would be the easiest of quests yet. However, they soon came across a raging river. The tracks led to the river bank, but then were lost because of the water.

“What are we going to do now?” said Anna anxiously.

Quest story resolution

In the distance, on the other side of the river, Crocodile saw smoke rising from the green, jungle trees.

“Look over there, I bet that is where the thieves have set up camp!” said Crocodile confidently.

Using logs and ropes, the team quickly made a raft to cross the river and then set off at a pace towards the camp.

Sneakily, they waited until nightfall for the thieves to go to sleep. Then they crept stealthily towards the tents, carefully collected the bags of gold and darted back towards the river.

Quest story ending

As Anna and Crocodile approached the village, the villagers could see their gold being returned and cheered.

“How can we ever repay you?” said the chief of the village gratefully.

Anna and Crocodile just smiled and walked away. They knew there was no need for payment as they just wanted to help those in need.

And that was what they carried on doing.

Week 1 Thursday

Learning objectives

I can understand how characters are feeling.

Last lesson we made a story up about Anna and Crocodile going on a quest, let's see what happens next in the book.



"Not all gold is buried. There is also sunken gold," said Crocodile.

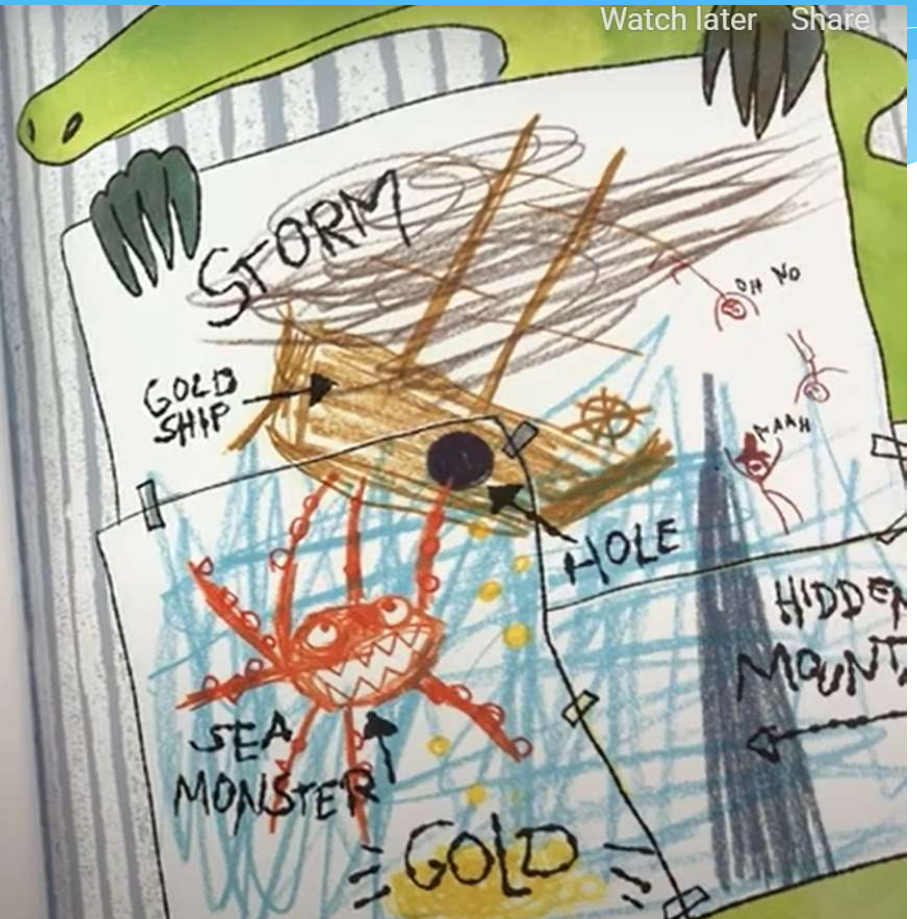
"Let's find that!" said Anna.

"It's even more dangerous and difficult," said Crocodile.

"Good," said Anna.

"Let me explain," said Crocodile. "It is like this."

Crocodile made another drawing.



MORE VIDEOS

"Wow," said Anna. "Is
it really like that?"

"Yes," said Crocodile.

Anna got the boat.

Let's find the things
on your drawing,"

MORE VIDEOS when
live for gold."



They went out to sea.

"Where are the ship-sinking mountains?"
Anna asked. "Where are the monsters?"

"Underwater," said Crocodile.

Anna looked at the drawing again.

"How about holes?"

"They are sunk with the ship," said Crocodile.

"Ah," said Anna. "Finding gold is difficult."

"Very," said Crocodile.

"Not dangerous though," said Anna.

"Ha!" said Crocodile. "How about over there,





MORE VIDEOS

Watch later Share



MORE VIDEOS

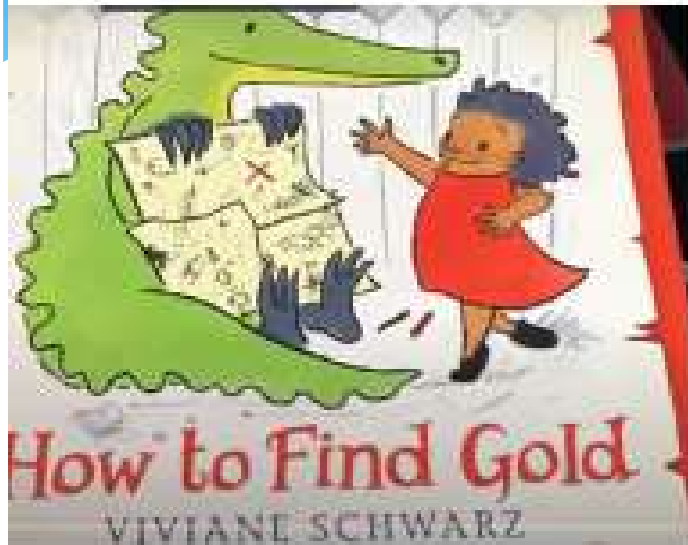
Week 1 Friday

Learning objectives

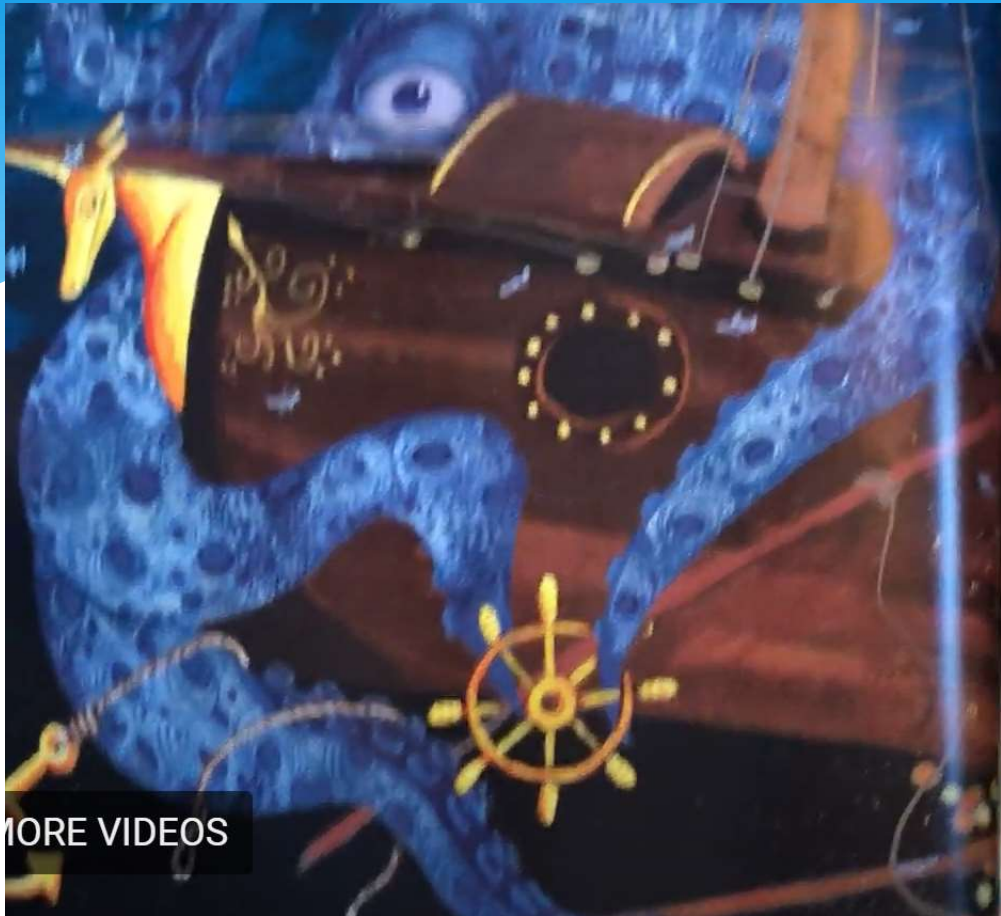
I can use descriptive language to create mood and atmosphere.

I can retell the story picking out the main parts.

Read the whole story and then retell it to each other.







MORE VIDEOS

"We have found gold!" said Anna
when they could breathe again.

"I don't believe it!" said Crocodile.

"Gold!" said Anna.

"What will we do with it?" asked
Crocodile.

"If we spend it," said Anna, "people
will know that we have gold."

"That's true. Also, spending it would
get rid of the gold," said Crocodile.

"Let's not spend the gold," said Anna.

"Let's hide it," said Crocodile.

"Let's bury it," said Anna, "and draw



"This is a very good map," said Crocodile.

"Let's hide it with the gold," said Anna.



How to Find Gold by Viviane Schwarz

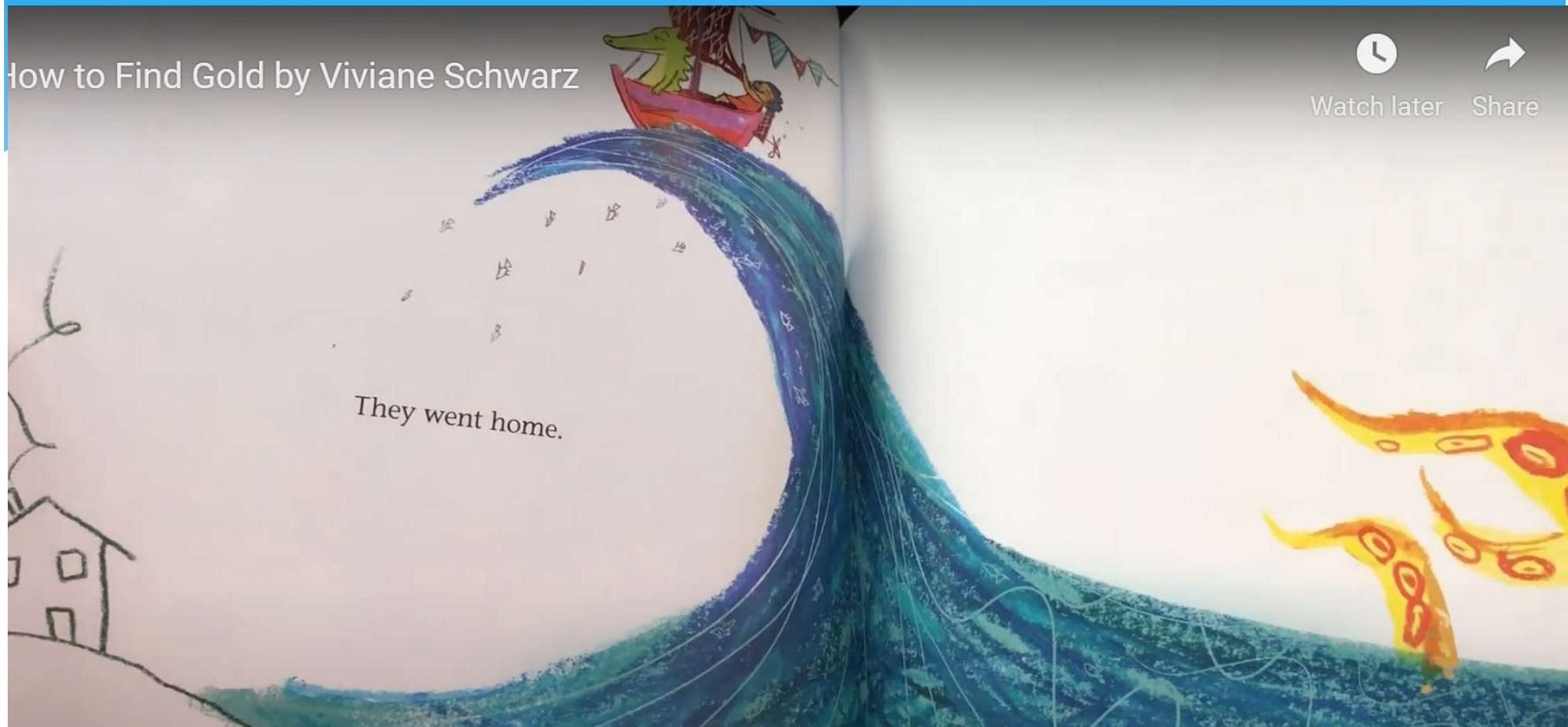


Watch later



Share

They went home.



"You can stop making the secret face now," said Anna. "No one will ever find our gold."

"This is my happy face, actually," said Crocodile. "It just looks similar."

Anna made her happy face, too.

"We found gold," she said. "It was dangerous and difficult."



Youtube clip

- * <https://www.bing.com/videos/search?q=youtube+underwater&view=detail&mid=376EDB62B48DEC427270376EDB62B48DEC427270&FORM=VIRE>

Brainstorm descriptive words and phrases for video seen

colourful fish gliding by
coral reef waving

Week 2 Monday

Learning objectives











I can sequence a story recognising the 5 parts.

I can understand new vocabulary and use it within sentences.

Here is our quest story we made up

| Part | Anna and Crocodile | What happens |
|--------------|---|--|
| Opening – | Long ago, a brave little girl called Anna became best friends with an intelligent crocodile. Together, they went on quests to save villages, rescue people in need and slay monsters. They were an inseparable, winning team. | introducing characters of Anna and Crocodile. |
| Build-up - | One day, while on their adventures through India, Anna and Crocodile came to a very poor village. The villagers were sad and afraid because all of their gold had been stolen. ‘Please help us,’ nervously said a small child of the village. ‘We will do our very best,’ said Crocodile confidently. Anna and Crocodile set off in search of the rotten thieves and the stolen gold. | introducing setting and start of quest / journey |
| Problem – | In no time at all, Crocodile had picked up the tracks of the thieves. They were heading on foot across the dense jungle terrain dragging the gold behind them. Full of confidence, Anna and Crocodile raced after the thieves feeling that this would be the easiest of quests yet. However, they soon came across a raging river. The tracks led to the river bank, but then were lost because of the water. “What are we going to do now?” said Anna anxiously. | losing tracks and coming to a river |
| Resolution – | In the distance, on the other side of the river, Crocodile saw smoke rising from the green, jungle trees. “Look over there, I bet that is where the thieves have set up camp!” said Crocodile confidently. Using logs and ropes, the team quickly made a raft to cross the river and then set off at a pace towards the camp. Sneakily, they waited until nightfall for the thieves to go to sleep. Then they crept stealthily towards the tents, carefully collected the bags of gold and darted back towards the river. | getting the gold |
| Ending – | As Anna and Crocodile approached the village, the villagers could see their gold being returned and cheered. “How can we ever repay you?” said the chief of the village gratefully. Anna and Crocodile just smiled and walked away. They knew there was no need for payment because they just wanted to help those in need. And that was what they carried on doing. | returning gold and continuing on their journey |

Vocabulary

| Vocabulary | Definition | Picture |
|-------------|--|---|
| Quest | A journey in search of something. |  |
| Inseparable | Unable to be away from each other |  |
| Nervously | Scared of something |  |
| Confidently | Brave and unafraid |  |
| Tracks | Footprints or pawprints - patterns made in the soil that show someone or something has stood or walked there |  |
| Anxiously | Scared of something |  |
| Jungle | An area with lots of forest in hot or tropical countries |  |
| Terrain | A stretch of land |  |
| Stealthily | Movement to not be heard or seen |  |
| Payment | Money paid for someone doing something or buying something |  |

Week 2 Tuesday

Learning Objectives

I can recognise adverbs.

I can recognise adverbials.

I can write using adverbs to give an impact.

Anna and Crocodile - find the adverbs

Long ago, a brave little girl called Anna became best friends with an intelligent crocodile. Together, they went on quests to save villages, rescue people in need and slay monsters. They were an inseparable, winning team.

One day, while on their adventures through India, Anna and Crocodile came to a very poor village. The villagers were sad and afraid because all of their gold had been stolen.

‘Please help us,’ nervously said a small child of the village.

‘We will do our very best,’ said Crocodile confidently.

Anna and Crocodile set off in search of the rotten thieves and the stolen gold.

In no time at all, Crocodile had picked up the tracks of the thieves. They were heading on foot across the dense jungle terrain dragging the gold behind them. Full of confidence, Anna and Crocodile raced after the thieves feeling that this would be the easiest of quests yet. However, they soon came across a raging river. The tracks led to the river bank, but then were lost because of the water.

“What are we going to do now?” said Anna anxiously.

In the distance, on the other side of the river, Crocodile saw smoke rising from the green, jungle trees.

“Look over there, I bet that is where the thieves have set up camp!” said Crocodile confidently.

Using logs and ropes, the team quickly made a raft to cross the river and then set off at a pace towards the camp. Sneakily, they waited until nightfall for the thieves to go to sleep. Then they crept stealthily towards the tents, carefully collected the bags of gold and darted back towards the river.

As Anna and Crocodile approached the village, the villagers could see their gold being returned and cheered. “How can we ever repay you?” said the chief of the village gratefully.

Anna and Crocodile just smiled and walked away. They knew there was no need for payment because they just wanted to help those in need.

Adverbs in our story

nervously
anxiously
confidently
quickly
gratefully

There are so many adverbs – can you think of some more?

Adverbs give information about verbs, adjectives or other verbs

Read this sentence and spot the adverb.

Anna waved gracefully at the villagers.

What does this tell us about the verb?

Now this one....

Yesterday Crocodile brushed his shiny, sharp teeth.

What does this adverb tell us about the verb?

Or this one...

Anna and Crocodile go on quests often.

What does this adverb tell us about the verb?

Did you spot the verbs, adverbs and say what effect they had?

Verb

Adverb

What it tells us....

Anna **waved** **gracefully** at the villagers. **HOW**

Yesterday Crocodile **brushed** his shiny, sharp teeth. **WHEN**

Anna and Crocodile **go** on quests **often**. **HOW OFTEN**

Adverbs tell us about the verbs by saying how, when, where, how often or how much.

Adverbs

Adverbs usually give more information about verbs, adjectives or other adverbs.

Different Types of Adverbs

NOTE
An adjective can often be changed to an adverb adding
honest → honestly
brave → bravely
happy → happily



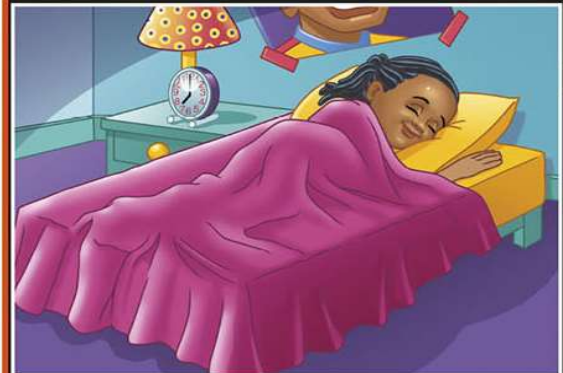
ADVERBS THAT TELL US **HOW** (MANNER)

EXAMPLE SENTENCE

The boy brushed his teeth **well** this morning.

MORE EXAMPLE ADVERBS

| | | | |
|-----------|---------|---------|----------|
| carefully | quickly | quietly | safely |
| angrily | gently | happily | tenderly |
| gladly | loudly | sadly | poorly |



ADVERBS THAT TELL US **WHEN** (TIME)

EXAMPLE SENTENCE

The girl was so tired she went to bed **early**.

MORE EXAMPLE ADVERBS

| | | | |
|--------|--------|----------|-----------|
| before | now | often | today |
| after | lately | recently | tomorrow |
| again | soon | then | yesterday |



ADVERBS THAT TELL US **WHERE** (PLACE)

EXAMPLE SENTENCE

Mum told Peter to play **inside** because it was raining.

MORE EXAMPLE ADVERBS

| | | | |
|-------|-------|------------|------------|
| above | there | outside | wherever |
| below | up | around | downstairs |
| here | down | everywhere | upstairs |

Adverbs



ADVERBS THAT TELL US **HOW OFTEN** (FREQUENCY)

EXAMPLE SENTENCE

Themba **always** gets up at six o'clock in the morning.

MORE EXAMPLE ADVERBS

| | | | |
|---------|--------|--------------|---------|
| daily | yearly | rarely | often |
| weekly | always | occasionally | once |
| monthly | hourly | constantly | usually |



ADVERBS THAT TELL US **HOW MUCH** (AFFIRMATION OR NEGATION)

EXAMPLE SENTENCE

Never play with medicines without adult supervision.

MORE EXAMPLE ADVERBS

| | | | |
|--------|--------|---------|-------------|
| yes | not | rather | entirely |
| no | little | totally | completely |
| almost | much | very | undoubtedly |

Groups of words can act as an adverb

How about this one...

Crocodile danced out of control.

For this one it is not just one word that is giving information about the verb 'to dance' but a phrase (a group of words)

This is called an adverbial phrase.

Adverbial phrase

Crocodile danced out of control.

For this one it is not just one word that is giving information about the verb 'to dance' but a phrase (a group of words)

This is called an adverbial phrase.

Reread our story and find all of the adverbs

- * Look for verbs and then words that show how, when, where, how often or how much the verbs are doing.

Week 2 Wednesday

Learning objectives

I can plan a story based on our model text.

I can orally tell my new story based on my plan.

Planning – original recap

Original

Opening



Build-up



Problem



Resolution



Ending



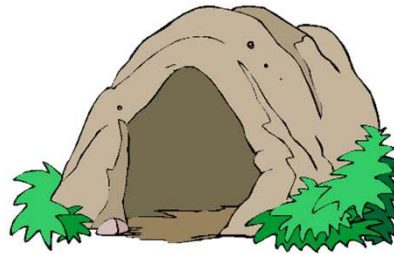
Planning – innovation

New version

Opening



Build-up



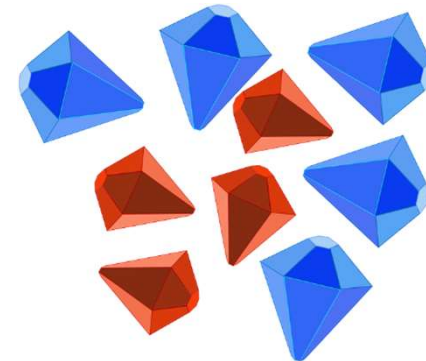
Problem



Resolution



Ending



Week 2 Thursday

Learning Objective

I can write an opening and build-up of an innovated story from my plan.

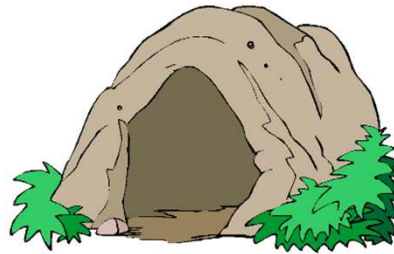
Planning – innovation

New version

Opening



Build-up



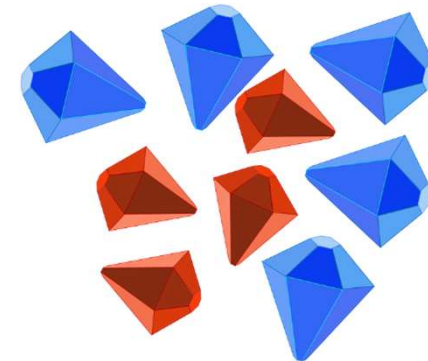
Problem



Resolution



Ending



Innovation

Long ago, a confident small boy called Andy became best friends with a loyal hound. Together, they went on quests to retrieve gold, support people who were injured and defeat beasts. They were an inseparable, winning team.

One day, while on their adventures through Canada, Andy and Hound came to a very quiet cave. The cave folk were upset and frightened because all of their gems had been stolen.

‘Will you get our gems back for us please?’ worriedly said a little boy from the cave.

‘Of course we will give it our best shot!’ said Hound proudly.

Andy and Hound set off in search of the awful thieves and the precious gems.

Week 2 Friday

Learning Objective

I can write a problem and resolution from our model text based on my plan.

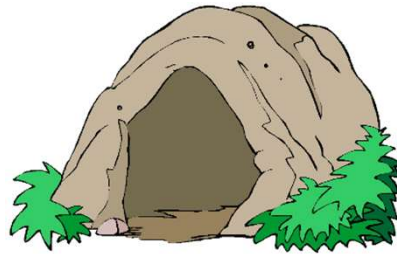
Planning – innovation

New version

Opening



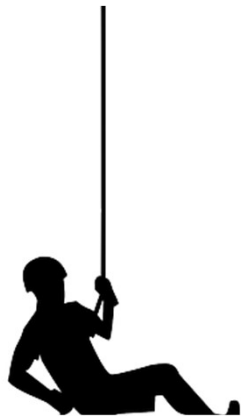
Build-up



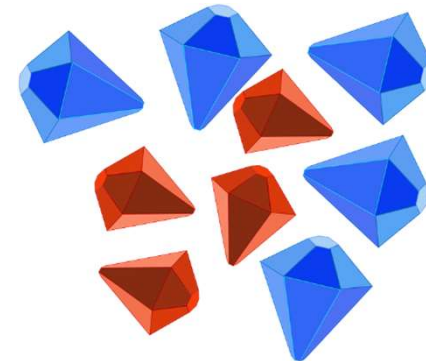
Problem



Resolution



Ending



Innovation

In no time at all, Hound had picked up the scent of the robbers. They were heading on foot across the sparse mountain terrain carrying the gems on a small cart. Full of confidence, Andy and Hound raced after the robbers feeling that this would be the easiest of quests yet. However, they soon came across a steep cliff face. The scent led to the cliff but were then lost the steep rock.

“How do we follow them up this?” said Anna confused.

In the distance, on the top of the cliff, Hound could smell smoke as well as meat cooking.

“I know they are not far ahead of us as they have made camp at the top of this mountain!” said Hound with confidence.

Using ropes, the team carefully climbed the rock face and then set off at a pace towards the camp. Craftily, they waited until it was the dead of night so the robbers would be asleep. Then they snuck quietly towards the tents, gingerly gathered the bags of gems and dashed back towards the cliff edge.

Week 3 Monday

Learning Objectives

I can write an ending from my plan based on the model text.

I can reread my whole story and edit it to make it the best it can be.

Planning – innovation

New version

Opening



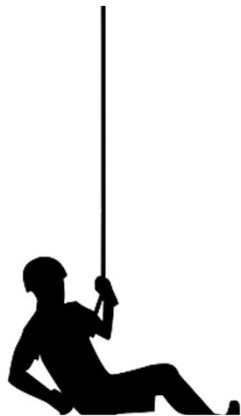
Build-up



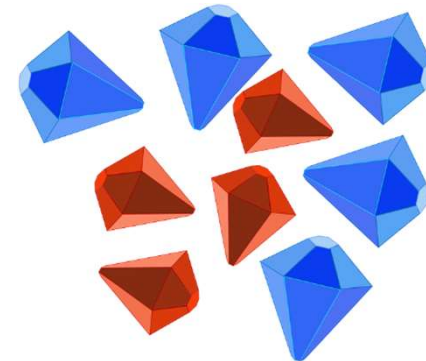
Problem



Resolution



Ending



Innovation

- * As Andy and Hound approached the cave, the cave folk could see their gems being brought back to them and they clapped. “What can we do to thank you?” said the leader joyfully. Andy and Hound just grinned and turned away. They knew there was no need for them to get anything for the help they gave because that’s just what they did.

Week 3 Tuesday

Learning objectives

I can recognise contractions.

I can write a sentence using contractions correctly.

Innovation

- * As Andy and Hound approached the cave, the cave folk could see their gems being brought back to them and they clapped. “What can we do to thank you?” said the leader joyfully. Andy and Hound just grinned and turned away. They knew there was no need for them to get anything for the help they gave because that’s just what they did.

Contractions

* because **that's** just what they did

apostrophe used to replace letter (s)

* because **that's** just what they did

* because **that is** just what they did

Contract – meaning to make smaller

Contractions are used in speech everyday and are quite common.

It makes sentences quicker to say and writing quicker to write.

If you were writing a formal piece of writing you would not (wouldn't) use contractions.

What about these...

it's

they've

I've

I'd

Did you get them right?

it's

it is

they've

they have

I've

I have

I'd

I would

Can you make these contractions
(put the apostrophe where the missing
letters are)

- * did not
- * will not
- * she had
- * will not
- * you are
- * that is
- * they will

Did you get them right?

* did not

didn't

* they will

they'll

* she had

she'd

* I am

I'm

* you are

you're

* that is

that's

* will not

won't (tricky one)

Let's try them in sentences (Let **us** try them in sentence)

Andy and Hound do not have a quest at the moment.

Cave folks could not believe Andy and Hound got the gems.

The cliff face did not stop the team.

They had no doubt of success.

It is amazing that Hound could follow the robbers scent.

Did you contract those words?

Andy and Hound **don't** have a quest at the moment.

Cave folks **couldn't** believe Andy and Hound got the gems.

The cliff face **didn't** stop the team.

They'd no doubt of success.

It's amazing that Hound could follow the robbers scent.

Week 3 Wednesday

Learning Objectives

I can plan my own quest story in five parts.

I can orally rehearse my story from my plan.

I can use my plan to write my own story.

Week 3 Thursday

Learning objectives

I can write a quest story using my plan.

Week 3 Friday

Learning Objectives

I can edit and review my work.

I can perform my story.

I can support other children with reviewing their stories.

Week 4 Monday

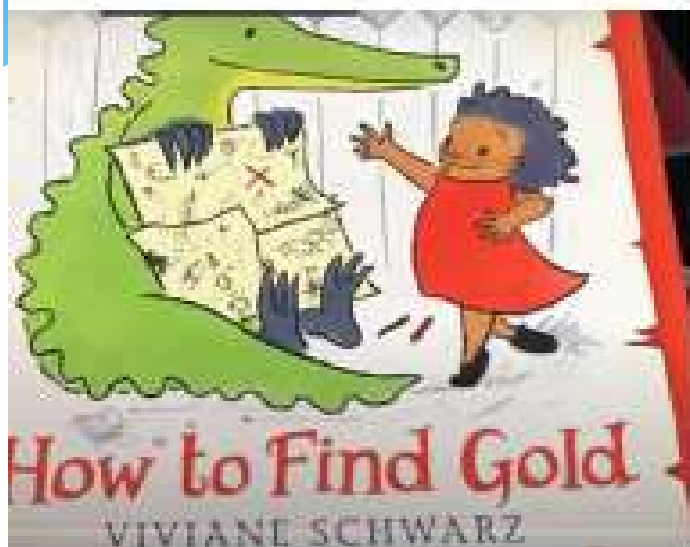
Learning Objectives

I can persuade someone of my idea.

I can recognise persuasive language.

I can recognise features of a persuasive letter.

Read the whole story to finding the treasure.





Conscience alley



Dear Anna,

I am writing this letter to convince you to do the right thing and not spend the gold you have just found.

Firstly, the money is not yours so you have no right to take it from the ocean. That treasure could belong to someone who truly deserves it and has not just decided to go hunting to find gold. How would you feel if someone took something that belonged to you?

Secondly, there could be a curse on the coins. Everyone knows that pirates hunt for buried treasure. In all pirate films, bad things happen when they take the riches.

Lastly, I know you are a kind and good person who helps others. We are the same, you and I. We recover things for other people, we do not take things for ourselves.

I hope that my letter has persuaded you to leave the gold where it is.

Kind regards,

Andy

Start with 'Dear...'

Explain why you are writing a letter

Dear Anna,

I am writing this letter to convince you to do the right thing and not spend the gold you have just found.

Give a reason and explain it fully
Use an **adverb** to give order

Firstly, the money is not yours so you have no right to take it from the ocean. That treasure could belong to someone who truly deserves it and has not just decided to go hunting to find gold. How would you feel if someone took something that belonged to you?

Give another reason and explain it fully
Use another **adverb** to show order

Secondly, there could be a curse on the coins. Everyone knows that pirates hunt for buried treasure. In all pirate films, bad things happen when they take the riches.

Give a final reason and explain it fully
Use an **adverb** to show it is the last one

Lastly, I know you are a kind and good person who helps others. We are the same, you and I. We recover things for other people, we do not take things for ourselves.

End the letter saying what you want to happen
Finish with kind regards

I hope that my letter has persuaded you to leave the
gold where it is.

Kind regards,

Andy

Week 4 Tuesday

Learning Objectives

I can use contractions for effect.

I can understand when not to use contractions.

Spot the contractions

Dear Anna,

I'm writing this letter to convince you to do the right thing and not spend the gold you have just found.

Firstly, the money's not yours so you have no right to take it from the ocean. That treasure could belong to someone who truly deserves it and hasn't just decided to go hunting to find gold. How'd you feel if someone took something that belonged to you?

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Spot the contractions

Dear Anna,

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I hope that my letter has persuaded you to leave the gold where it is.

Kind regards,

Andy

When writing a letter to someone,
we want to be formal (so no
contractions!)

Anna has written a response to Andy, but she has used lots of contractions.

She has also used some words that are informal.

Can you rewrite it for her in the formal style? Try taking out the contractions and maybe changing a few words to be more specific and clear.



Dear Andy,

Thanks for the letter.

I've had a long time to think about what you've said in your letter and I'm pretty sure I ain't gonna take the gold.

It's so hard because I'd love to spend it all on new stuff.

You're right though as I don't want people to think I'm a bad person.

The gold is staying in the ocean.

Kind regards,

Anna



Dear Andy,

Thank you for the letter.

I have had a long time to think about what you have said in your letter and I am convinced I am not going to take the gold.

It is so hard because I would love to spend it all on new toys.

You are right though as I do not want people to think I am a bad person.

The gold is staying in the ocean.

Kind regards,

Anna

Week 4 Wednesday

Learning Objectives

I can recognise persuasive language.

I can recognise emotive language.

Spot the persuasion

Dear Anna,

I'm writing this letter to convince you to do the right thing and not spend the gold you have just found.

Firstly, the money's not yours so you have no right to take it from the ocean. That treasure could belong to someone who truly deserves it and hasn't just decided to go hunting to find gold. How'd you feel if someone took something that belonged to you?

Secondly, there could be a curse on the coins. Everyone knows that pirates hunt for buried treasure. In all pirate films, bad things happen when they take the riches.

Lastly, I know you're a kind and good person who helps others. We're the same, you and I. We recover things for other people, we don't take things for ourselves.

I hope that my letter has persuaded you to leave the gold where it is.

Kind regards,

Andy

Did you see how Andy persuaded you to do what he wanted?

Dear Anna,

I'm writing this letter to convince you to **do the right thing** and not spend the gold you have just found.

Firstly, the **money's not yours** so **you have no right to take it** from the ocean. That treasure could belong to someone **who truly deserves it** and hasn't just decided to go hunting to find gold. **How'd you feel if someone took something that belonged to you?**

Secondly, there could be a curse on the coins. **Everyone knows** that pirates hunt for buried treasure. In all pirate films, bad things happen when they take the riches.

Lastly, I **know you're a kind and good person who helps others**. We're the same, you and I. We recover things for other people, we don't take things for ourselves.

I hope that my letter has persuaded you to leave the gold where it is.

Kind regards,

Andy

What other things do you see or hear that is persuasive?

The image is a screenshot of a McDonald's website advertisement for Happy Meals. At the top, there is a navigation bar with the McDonald's logo on the left, the text "Promotions / Happy Meals" in the center, and "My Meal Builder" and "Share" on the right. Below the navigation bar, the main headline reads "HAPPY to the CORE" in a large, blue, handwritten-style font. To the left of the headline is a vertical red sidebar menu with white text: "HOME", "PROMOTIONS", "OUR STORY", "CAREERS", "LOCATIONS", "SEARCH", "CONTACT US", "SERVICES", and "A READER". Below the headline, a red circular icon with the word "new" is followed by the text "happy meals". A dashed-line box contains the following text: "We want balanced meals for our kids, but we never said they had to be boring. And that's exactly why we love the new Happy Meal. Juicy apple slices and tasty new kids fries come in every box." To the left of this text, the words "apple slices" are written in a green, handwritten font above a photograph of several apple slices. Below the photograph, a circular callout contains the text: "Only select apple varieties meet our high standards for crisp, juicy and delicious." At the bottom of this callout is a small red icon with a white plus sign and the text "nutrition info". On the right side of the advertisement, a woman with dark curly hair, wearing a blue long-sleeved shirt and black pants, is sitting on the floor. She is holding a brown McDonald's coffee cup and looking at a young girl. The girl is wearing a pink cardigan over a white t-shirt and grey pants, and she is holding a red McDonald's Happy Meal box. They are both smiling and appear to be in a happy, relaxed setting.

**What it is
is beautiful.**

Have you ever seen anything like it? Not just what she's built, but how proudly she made it. It's a look you'll see whenever she's built something all by herself. No matter what you've created.

Younger children build for fun. LEGO® Universal Building Sets for children ages 3 to 7 have colorful bricks, wheels, and friendly LEGO minifigures for lots and lots of fun.

Older children build for realism. LEGO Universal Building Sets for children 7-12 have more detailed sets, like gears, motors, and special pieces for more realistic building. One set even has a motor.

LEGO Universal Building Sets help your children discover something very, very special: themselves.

Universal Building Sets



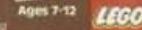
**Oh the fun of creating
something you're this proud of**

Children love to create. Things they've never seen before. Whatever it is, there's great fun and a feeling of accomplishment in making it come to life.

And when they're finished, and it's just right, they'll come show it to you with pride. That's fun, too. Fun for them. Fun for you.

LEGO® Universal Building Sets give your children the

Universal Building Sets.



perfect opportunity to be creative. Building Sets for younger children have colorful bricks and friendly minifigures for building a playing. Sets for older children have special pieces that build more realistic toys. Toys that also come to life.

LEGO Universal Building Sets give children something to be so proud of. Themselves.

**LEGO® toys build anything.
Especially pride.**



Children can build whatever they imagine with any LEGO Universal Building Sets. The sets for little ones are designed to help build playful imaginations. The sets for older children have special pieces for imaginative but more realistic building.

And big children or small, whatever they build with LEGO sets will always make them feel ten feet tall.



Universal Building Sets. Ages 3-5 Ages 5-7



**"Look what I built
with LEGO!"**

And look at that look on her face. That's pride smiling!

The feeling of accomplishment children get from building with LEGO® Brand Building Sets is something no child should miss. And something no parent should miss either.

LEGO bricks and pieces are beautifully crafted. They snap together to build anything a child can imagine. Snap apart to start all over again.

There are wheels to make things go, doors and shutters to open and close, LEGO people to run right back at your child.

LEGO is a toy they never tire of, a toy that stimulates creativity and imagination for years.

What more could you ask of a toy?

LEGO Building Sets
(See LEGO sets for all ages at your local store.)





NIKE ZOOM HYPERREV

The Nike Zoom HyperRev maximizes the foot's natural motion where it's needed most. With light and dynamic performance, this new basketball shoe features full-length Nike Zoom, dynamic Flywire and a flexible foam lining.



Mesh upper
delivers feel-to-toe
breathability

Flexible foam lining
provides comfortable support

Nike Flywire technology
locks the foot down with
an adaptive fit

Lightweight Phylon midsole
allows the foot to flex with
natural motion

Full-length Nike Zoom
provides responsive cushioning



PUT ON AN
**AMAZING
SHOW**
THIS
CHRISTMAS.

Ways to persuade people...

Persuasive Language

Modal Verbs

(must, will, should)

Modal Adverbs

(definitely, absolutely, certainly)

Evaluative Language

(incredible, outstanding, awful, revolting)

Remember Anna found GOLD?

Persuasive Language

Modal Verbs

(must, will, should)

Modal Adverbs

(definitely, absolutely, certainly)

Evaluative Language

(incredible, outstanding, awful, revolting)

Remember to keep it personal.

This is a good persuasive technique.

Use the word 'YOU'.

Use these words to create sentences to persuade her to keep it.

e.g.

You **must** keep it.

It will **make** you rich.

You **absolutely** deserve it.

It would be just **awful** if you left it in the ocean.

Some ways to start sentences to persuade someone.

Sentence Starters

First, lets talk about...

Another important point worth considering...

Astonishingly, some people don't know that...

Yet another incredible thing about..

Finally, and most importantly...

Best/Worst of all...

Imagine Andy was writing his letter to persuade Anna to keep the gold. Can you use some of these sentence starters to make the argument?

Some ways to start sentences to persuade someone.

Sentence Starters

First, lets talk about...

Another important point worth considering...

Astonishingly, some people don't know that...

Yet another incredible thing about..

Finally, and most importantly...

Best/Worst of all...

First, let's talk about how amazing gold is.

Another important point worth considering is that if you don't take the gold, it will just sit and be no good to anyone.

Astonishingly, some people don't know that gold changes in value, so get it now before it is worth less money.

Week 4 - Thursday

* Learning Objectives

I can recognise persuasive techniques.

I can form an opinion based on facts.

Conscience Alley

We have read a letter from Andy to Anna to say not to take the gold and yesterday we imagined writing ideas to get Anna to take it.

Create a conscience alley and take turns being Anna and having to make this decision.

Hot seat Anna at the end of the alley and ask what she has decided and why.

Did Anna decide based on persuasive techniques?

- * Did some of you use emotive language or modal verbs? Did you use modal adverbs or evaluative language?
- * You could also have used some powerful statements.

Powerful Statements

Just think about it!

We must stop this now!

It's out of this world!

You know I'm right!

We can't let this go on!

Conscience alley list...

- * Having heard ideas from both sides, create a list of phrases for Anna to take the gold and a list of phrases for her to not take it. Remember to be persuasive and give 3 or 4 under each heading.

For taking the gold...

You will be incredibly rich.

|

Against taking the gold...

|

You will become cursed.

Now imagine you are Anna and write a personal response to these persuasive phrases.

After listening to both sides of the argument, I believe I _____ take the gold because....

Week 4 – Friday

Week 5 - Model

Learning objectives

I can plan a persuasive letter.

I can use my model text to write my own persuasive letter.

I can explain the persuasive techniques I have used.

Persuasive – against taking the gold

Dear Anna,

I'm writing this letter to convince you to do the right thing and not spend the gold you have just found.

Firstly, the money's not yours so you have no right to take it from the ocean. That treasure could belong to someone who truly deserves it and hasn't just decided to go hunting to find gold. How'd you feel if someone took something that belonged to you?

Secondly, there could be a curse on the coins. Everyone knows that pirates hunt for buried treasure. In all pirate films, bad things happen when they take the riches.

Lastly, I know you're a kind and good person who helps others. We're the same, you and I. We recover things for other people, we don't take things for ourselves.

I hope that my letter has persuaded you to leave the gold where it is.

Kind regards,

Andy

Plan innovation – for taking the gold

What are the reasons for taking the gold?

Pick your 3 most powerful reasons.

Put them in an order of most powerful to least powerful.

Plan innovation – for taking the gold

Start with...

Dear Anna,

Explain why writing... to persuade her to take the gold

Use **Firstly**, to organise ideas (start with the most important and heavily weighted reason first)

Then use **Secondly**, and **Lastly**, for your next 2 reasons.

Finish with a recap of what you want her to do.

End with **Kind regards, Andy**

Use persuasive techniques from previous lessons.

Innovation – shared writing

Dear Anna,

I'm writing this letter to convince you to take the gold back with you straight away and spend it all.

Firstly, the money's will not do anything just sitting at the bottom of the ocean. That treasure could bring you so much joy and you truly deserve it as you are the one who went hunting for gold. How'd you feel if someone else took it before you had a chance to claim it?

Secondly, just imagine how awesome it would be counting all of those coins. Everyone knows that money buys happiness. In all treasure hunting films, the heroes are super happy when they take home the riches.

Lastly, I know you're a kind and good person who helps others. Imagine the amazing things you could do for other people if you used the money you recovered. Remember that sharing is caring.

I hope that my letter has persuaded you to take the gold as soon as possible.

Kind regards,

Andy

Remember:

Consider your audience.

Make your opinion clear.

Use a strong voice.

Give reasons for your opinion.

Check your spelling and punctuation.

Read through your

Week 5 Tuesday

Learning objectives

I can use commas correctly to demarcate a list.

I can give my personal opinion and justify with clear reasons.

Should Children Wear School Uniform?



In many countries around the world, it is compulsory for children to wear a school uniform. The rules can be very precise and schools may even specify what hairstyles pupils can or cannot have. However, there are also many schools around the world who do not require their pupils to wear a school uniform and children are, within reason, allowed to wear almost anything they like. There are arguments in support of both perspectives, some of which will be discussed below.

One argument in support of school uniforms is that they help to promote a sense of equality. If all pupils are required to wear the same uniform, there is less opportunity for children from wealthier families to wear branded, expensive clothes. Poorer pupils may feel excluded and inadequate if they have to come to school in cheaper, practical clothing and this can lead to other issues such as bullying and low self-esteem. Surely it is better for all children to have to wear clothes that come from the same shop and cost the same amount of money? Wearing the same uniform every day also saves pupils time in the mornings. This is because, rather than spending time deliberating what they will wear, they simply adorn the school uniform and leave the house.

On the other hand, some people argue that allowing children to wear their own clothes promotes their individuality and allows them to express themselves. For example, children may use clothing as a way to show off their creativity as they enjoy modifying outfits to reflect their personality. Is it fair to prevent children from expressing themselves and forcing them to dress in exactly the same way as their friends? After all, they are children, not robots. Many people argue that school uniforms deprive children of their freedom of expression and that forcing them to wear uniforms goes against their rights.

Many people strongly believe that school uniform helps to install a greater sense of discipline amongst pupils. When children put on their uniform, they change from being a child to a student which in turn encourages them to obey school rules and procedures. In addition, learning to wear a uniform is something that children might have to do when they leave education and get a job. Doctors, nurses, fire fighters and even mechanics all have to wear a uniform in order to do their job. Therefore, children will be better prepared for the demands of working life if they have had to wear a uniform at school.



One issue with school uniform is that the materials used to make the uniform may be cheaper and therefore uncomfortable. In order for children to learn to the best of their ability, many people believe that children need to be comfortable and relaxed. By wearing their favourite comfortable clothing, children will be able to focus on their learning without being distracted by uncomfortable clothing.

Conversely, while it is true that school uniforms are not the most comfortable or appealing items of clothing and that pupils might not feel as relaxed as they would in other clothes, children go to school to learn, not to relax and lounge about. They are there to follow the instructions of their teachers and to make progress with their learning. Pupils who wish to express themselves through their clothing can do so at the weekends or during school holidays.

School Uniform

Reasons for:

- * Equality – everyone the same
- * Saves time deciding what to wear
- * Helps with behaviour

Reasons against:

- * Doesn't allow freedom or creativity
- * Uncomfortable
- * Children are not robots

What do you think?

- * I believe that children _____ wear school uniform.
- * I believe that children _____ wear school uniform because _____.
- * I believe that children _____ wear school uniform because _____, _____ and _____.

Should animals be kept in zoos?

Many people believe that zoos are cruel and should be shut. However, there are plenty of people who support zoos and enjoy what they have to offer.

One of the main arguments presented is that animals that are kept in zoos are often kept in small, soulless cages where they become bored and disinterested in life. While this may be the case in poorly run zoos, there are plenty of zoos which offer a stimulating environment where the animals have plenty of space. Their enclosures are matched as best as possible to the animals natural habitat. They have trees, plants, vegetation and running water like they would have in the wild.

A second point that is often put forward is that animals in zoos miss the ability to hunt for their food and become depressed. This argument misses the point that animals in zoos are provided with a balanced, healthy diet which allows the animals to thrive. Good zoos also hide the food within the animals enclosures so that the animals have to find the food. This replicates as close as possible the hunting process.

Lastly, some people feel that animals should not be kept solely for our entertainment. It doesn't teach us the respect for animals that they deserve. Instead we view them as entertainers who are there for our amusement. Zoos do though provide us with a wonderful opportunity to get close to animals that we probably wouldn't get to see in the wild.

What do you think?

Should animals be kept in zoos?

Remember to write what you believe and then give 3 reasons using a comma to show the list.


Week 5 Wednesday

- * Learning Objectives

I can plan a persuasive letter.

Who are you writing to and why?

- * What are you going to persuade them to do?
- * Think of your three reasons.
- * Put them in order of most important to least important.
- * What persuasive techniques are you going to use?

- 
- * How are you going to start your letter?
 - * How are you going to support your reader with moving through the letter?
 - * How are you going to end your letter?

Week 5 Thursday

- * Learning Objectives
- * I can write a persuasive letter

Marking ladder

Success criteria

- * Clear way to start and end a letter
- * Opening sentence explains why they are writing the letter
- * Time conjunctions used to move through the text for cohesion
- * Emotive language used
- * Personal pronouns
- * Model verbs and adverbs
- * Evaluative language
- * Powerful statements
- * closing sentence sums up again why they are writing

Week 5 Friday

- * Learning objectives

I can edit, improve and review my writing.

Read your letter to a friend and see if they can find all of the success criteria

Success criteria

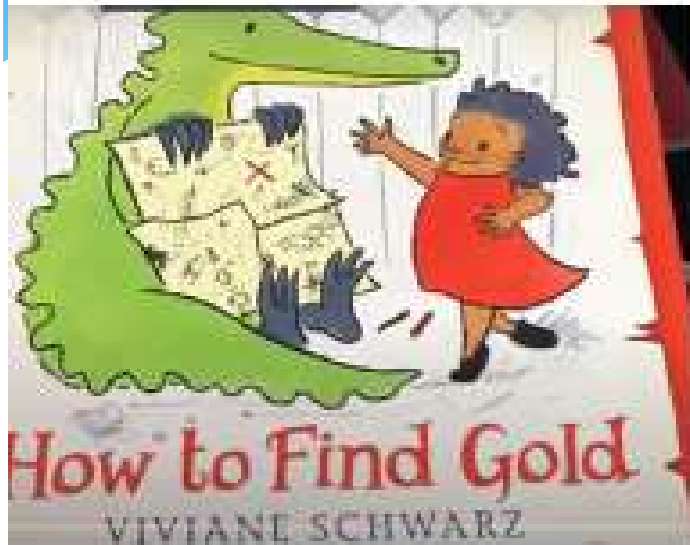
- * Clear way to start and end a letter
- * Opening sentence explains why they are writing the letter
- * Time conjunctions used to move through the text for cohesion
- * Emotive language used
- * Personal pronouns
- * Modal verbs and adverbs
- * Evaluative language
- * Powerful statements
- * closing sentence sums up again why they are writing

Week 6 Monday

Learning Objectives

I can recognise how poetry creates images in my mind.

I can understand how language can be used to provoke emotion.





Illustrate these sounds and the words from the story.

<https://www.youtube.com/watch?v=VTd2aXLTA84>
(from 11:55 minutes)

Storm at Sea- Poem

CRASHING waves... SMASHING seas...
Bringing sailors to their knees.
As they struggle to save their lives,
Hoping and praying help arrives.

The stormy seas as dark as coal,
Preventing the sailors from reaching their goal.
Battered and bruised, but still they fight...
Staring ahead into the dead of night.
Rocking and rolling as they try to stand...
Hoping against hope that they soon reach land.

Bleary eyed from lack of sleep.
Down in their cabins, huddled like sheep.
As they're rocking and rolling down beneath,
Weary sailors above resist with gritted teeth.

Hours later, as the storm starts to dissipate,
It leaves a calm tranquil sea in its wake.
The veteran sailors know the battle is over and they have won...
As they contemplate other storms yet to come...

Week 6 Tuesday

Learning objectives

I can recognise present progressive tense.

Storm at Sea- Poem

CRASHING waves... SMASHING seas...
Bringing sailors to their knees.
As they struggle to save their lives,
Hoping and praying help arrives.

The stormy seas as dark as coal,
Preventing the sailors from reaching their goal.
Battered and bruised, but still they fight...
Staring ahead into the dead of night.
Rocking and rolling as they try to stand...
Hoping against hope that they soon reach land.

Bleary eyed from lack of sleep.
Down in their cabins, huddled like sheep.
As they're rocking and rolling down beneath,
Weary sailors above resist with gritted teeth.

Hours later, as the storm starts to dissipate,
It leaves a calm tranquil sea in its wake.
The veteran sailors know the battle is over and they have won...
As they contemplate other storms yet to come...

Underwater poem

Under the deep blue sea,
Colourful fish sail by swishing and swerving,
Darting through caves and beneath coral reefs.

Under the deep blue sea,
Seaweed floats like waving hands,
Meandering over rocks and around jelly fish.

Under the deep blue sea,
Beautiful mermaids glide hand in hand,
Searching for treasures of golden coins.

Verbs – can you spot them?

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Present Progressive (continuous)

- is formed by adding a present “to be” verb and participle after the subject
- expresses actions happening now
- expresses actions that will occur soon
- expresses actions in progress

Colourful fish **are sailing** by.

Colourful fish **are swishing**.

Colourful fish **are swerving**,

Colourful fish **are darting** through caves.

Seaweed **is floating**.

Seaweed **is meandering** over rocks.

Beautiful mermaids are **gliding** hand in hand.

Beautiful mermaids **are searching** for treasures.

Notice the verb 'to be' as singular or plural

- * The mermaid **is** swimming.
- * The mermaids **are** swimming.
- * The mermaid is swimming. (Just one mermaid = is)
- * The mermaids are swimming. (lots of mermaids = are)

Change these sentences from past tense into present progressive.

The crabs scuttled over the sand.

The waves crashed upon the shore.

The ships sailed over the sea.

The pirates searched for pots of gold.

The octopus waved at the fish swimming by.

Change these sentences from past tense into present progressive.

The crabs **are scuttling** over the sand.

The waves **are crashing** upon the shore.

The ships **are sailing** over the sea.

The pirates **are searching** for pots of gold.

The octopus **is waving** at the fish swimming by.

Think of your own under the sea poem.

Start with ...

Under the deep blue sea,

Then add a noun with a present progressive verb.

The mermaids are swimming,

Have 3 lines per verse

See if you can do 3 verses, each starting with the line...

Under the deep blue sea,

Week 6 Wednesday

Learning Objective

I can create descriptive language for my audience.

Storm images



- ★ Behind him
- ★ Above them
- ★ Directly overhead
- ★ From the heavens
- ★ Ahead and below them
- ★ Ground around him
- ★ Down the slope
- ★ *Unnaturally dark sky*
- ★ Murky black
- ★ Boiling, black clouds
- ★ Dark, storm clouds
- ★ Funnel cloud
- ★ Gigantic bank of dark cloud
- ★ Layers of heavy, black clouds
- ★ Fingers of swirling black cloud
- ★ Swirling vortex of black and silver
- ★ Maelstrom of cloud and rain
- ★ Menacing whirl of grey and white
- ★ Grey, ominous and threatening
- ★ Powerful, dangerous and menacing
- ★ Misty haze like a veil
- ★ *Breath of wind*
- ★ Cold breeze
- ★ Bitter winds
- ★ Cold, shivering wind
- ★ Like the touch of cold fingers
- ★ Surging wind
- ★ Violent wind
- ★ Ferocious wind
- ★ Like an inky black finger
- ★ Swirling cone of black vapour
- ★ Like a gust of icy wind
- ★ Icy shards
- ★ Like some giant, invisible hand
- ★ *Lightning bolt*
- ★ Flash of lightning
- ★ Savage crack of lightning

- ★ Huge, guillotine blade of lightning
- ★ Eerie light
- ★ *Clap of thunder*
- ★ Like an exploding firework
- ★ Like the echo of a drum
- ★ Thunderous echo
- ★ *High branches*
- ★ With a sharp crack
- ★ Sickening creak
- ★ Ear-splitting crash
- ★ Sudden screech of anger
- ★ *A trickle of water*
- ★ Showers of heavy rain
- ★ Wall of the storm
- ★ *Far out at sea*
- ★ Over the shore
- ★ *A bulging blister of churning grey water*
- ★ Dark, grey sea around them
- ★ Menacing crests
- ★ Huge wall of water
- ★ Swirling current
- ★ *Trunks as big as telephone poles*

PHRASES – VERBS

- ★ *As if the world had been drained of all colour*
- ★ Brought a feeling of dread and menace
- ★ As darkness fell, the storm worsened
- ★ As night approached, the wind strengthened
- ★ *Looked up to see ...*
- ★ Wasn't there before
- ★ *Dark clouds gathered*
- ★ Massed above her
- ★ Drifted across the sky
- ★ Whirled up in strange clouds
- ★ Darkened the air with boiling clouds of dust

- ★ Did not just come from one direction
- ★ Gained power all the time
- ★ Grew to a thing of force and fury
- ★ Grew stronger by the minute
- ★ *Writhed and twisted*
- ★ Flurried and swirled around her
- ★ Like being buffeted by a whirlwind
- ★ Whirled around her
- ★ Hit like an avalanche of cold
- ★ *Whistled and sighed*
- ★ Shrieked towards them
- ★ Howled in the courtyard
- ★ Deepened its roar as it pounded against the doors
- ★ Rattled the bare branches of the shivering trees
- ★ Grated together like broken teeth
- ★ Banged wildly in the sudden gust of wind
- ★ Roared through the hall
- ★ Filled with the sound of its roar
- ★ Screamed through the trees
- ★ Howled over the castle
- ★ Shrieked through the courtyard
- ★ Heard the crack and groan of the falling tree
- ★ Echoed down the mountains
- ★ *Bent the trees*
- ★ Whipped and stabbed at the forest
- ★ Thrashed and writhed against the fierce gale
- ★ Arched from side to side
- ★ Wound itself round the ancient trunks
- ★ Tore at the bark
- ★ Made the branches writhe
- ★ Like wooden tentacles searching for prey
- ★ *Rushed towards the mountain*
- ★ Beat like a fist against the roof
- ★ Swirled like a hurricane from wall to wall, floor to ceiling
- ★ Flung itself at the battlements
- ★ Twisted round the towers
- ★ *Carried her voice away*
- ★ Stole their shouts

- ★ Torn apart by the jagged spears of lightning
- ★ Burst across the crest of the oncoming storm
- ★ *Lit up the whole scene*
- ★ Split the sky
- ★ Cut through the darkness like camera flashes
- ★ Flooded the land
- ★ Touched the roof of the cave
- ★ Lit up the sky above the mountain
- ★ Illuminated the sky with a stark, blue-whiteness
- ★ *Seared his vision*
- ★ Blinded him as it flickered in and out
- ★ *Clouds parted*
- ★ A hole opened in the clouds
- ★ Crashed together, boiling and shrieking
- ★ Began to swell and pour down in streams
- ★ Rushed through the trees
- ★ Burst like waterfalls from the mouth of the darkening sky
- ★ Shrieked through the forest
- ★ Began to pound his skull
- ★ As though the huge raindrops were fired from a cannon
- ★ Hissed and spat like a bonfire
- ★ Ran into his eyes and blurred his vision
- ★ Churned into a swirling, miniature hurricane
- ★ Snaked its way down the hill
- ★ Swallowed the mountain
- ★ Encircled the forest
- ★ *Trudged on through the wet and mud*
- ★ Soaked to the skin
- ★ Ran down his hair
- ★ Followed the line of his spine to his waist
- ★ *Trapped by the black blanket of sea and sky*
- ★ Looked as if the sea was boiling
- ★ Began to swirl and churn fiercely
- ★ Had become a surging torrent
- ★ As the lake boiled and churned . . .
- ★ Foamed as the waves dashed against the rocks
- ★ Churned the spray into foam
- ★ Rolled and rushed, churned and boiled

Week 6 Thursday

Learning Objectives

I can write a free verse poem based on a storm.

Storm images



Storm poem structure for scaffolding based on Under the deep blue sea poem.

During the intense deadly storm,
(noun) (present progressive verb)
(noun) (present progressive verb)
(noun) (present progressive verb)

During the intense deadly storm,
(noun) (present progressive verb)
(noun) (present progressive verb)
(noun) (present progressive verb)

During the intense deadly storm,
(noun) (present progressive verb)
(noun) (present progressive verb)
(noun) (present progressive verb)

Week 6 Friday

Learning Objectives

I can edit, improve and review my poem.

I can perform my poem.

I can tell if my poem is successful if others can draw images my words created.