

English planning and resources

Planning and Resources

School -

Year group (s) – 3

Teacher –

Text – Pugs of the frozen north

Term – Spring 2

Overview – original

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Sp7	POR 1 reflections and responses	POR 2 drama	POR 3 comprehension and research (not writing)	POR 4 – role on the wall – shared writing model SPAG fronted adverbials in diary	POR 5 drawings of scenes – annotations of drawings	Pugs of the Frozen North by Philip Reeve and Sarah McIntyre	Narrative recount
Sp8	POR 6 – story map up to this point	POR 7 – comprehension – similarities and differences	SPAG paragraphs cohesion – use of pronouns and repeated nouns	POR 9 drama (not 10)	POR 11 illustration from text		
Sp9	POR 13 +14 – map out story so far and learn model text to this point	POR 15 +17 – spag focus synonyms and antonyms verbs emotions	POR 18 emotions grid	POR 19 +20 read to end of book - complete story map	Use story map to learn whole model text POR 21 reflection on whole story		
Sp10	Shared writing – plan story from different perspective write opening and build up	SPAG past progressive SPAG present perfect form contrast to past tense Plan own version from different perspective	Write own version of model text from plan (hot)	Write own version of model text from plan (hot)	Edit, improve, perform		
Sp11	Model text of newspaper report to be learned with vocab	Tadpole – focus SPAG subordinate clauses	Focus on different headlines from different points in the story	Shared write opening paragraphs for headlines in previous lesson who what when where	Shared write direct speech – act out		
Sp12	Shared writing indirect speech	Plan own newspaper report for Great Northern Race	Write headline, opening paragraph	Write paragraph including direct and indirect speech and closing	Review, edit, perform		Newspaper report
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							

Writing outcomes and SPAG focus

Writing outcomes

- * Narrative recount
- * Newspaper report

SPAG focus

- * Fronted adverbials
- * Paragraph cohesion
- * Synonyms and antonyms
- * Tenses – past / present / progressive
- * Subordinate clauses
- * Direct speech
- * Indirect speech

Genre objectives and NC objectives

National Curriculum Writing Expectations Y3

Know what a prefix and a suffix are.

Spell commonly misspelled words.

Use the possessive apostrophe.

Check words in a dictionary.

Draft the work I am planning to complete orally and on paper.

Evaluate and edit my work, checking for spelling and vocabulary errors.

Write in cursive handwriting smoothly and legibly.

Write sentences that have more than one clause.

Use a variety of conjunctions like when, if, because, although.

Use the present perfect form of verbs.

Use adverbs, conjunctions and prepositions to express time and cause.

Use fronted adverbials.

Punctuate direct speech.

Use the correct nouns and pronouns.

Use appropriate and correct determiners

Newspaper report Y3

Use third person

Use past tense

Use direct speech

Use indirect speech

Headline to grab attention and explain report

Begin to use bias

Use expanded noun phrases to describe

Paragraph 1 - Orientation - Who What Where When

Paragraph 2 - Direct speech

Paragraph 3 - Indirect speech

Paragraph 4 - Reorientation - bring to present tense - what is happening now

Genre objectives

Journey Story Expectations Y3

Use time, place or weather to orientate the reader

Explain how the character feels

Show through actions how a character has changed

Use dramatic speech to warn characters

Describe a character's emotions using senses

Select powerful, precise and well-chosen language to describe

Use expanded noun phrases to describe

Use speech sparingly

Use dialogue to suggest how a character feels

Use short sentences for effect

Use empty words

Opening - Main character goes on a journey

Build up - Something small goes wrong

Problem - Something worse happens

Resolution - The obstacles are overcome

Ending - Main character gets there in the end

Personal target -

Group target -

Please read the POR unit plan in full

* Link below

[Pugs of the Frozen North_Years 3 and 4. .pdf](#)
[\(clpe.org.uk\)](#)

Links to other texts and resources

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- *Shackleton's Journey*, William Grill (Flying Eye) (will be covered in Y 6)
- *Ice Bear*, Jackie Morris (Frances Lincoln)
- *Ice Trap! Shackleton's Incredible Expedition*, Meredith Hooper and M P Robertson (Frances Lincoln)
- *Falling Out of the Sky. Poems about Myths and Monsters*, Rachel Piercey and Emma Wright (Emma Press)
- *Mia's Story*, Michael Foreman (Walker)
- *Dogs*, Emily Gravett (Two Hoots)
- *Our Very Own Dog – Taking Care of your First Pet*, Amanda McCardie and Salvatore Rubbino (Walker)
- *A Dog with Nice Ears*, Lauren Child (Orchard)
- *Adopt-a Dog: an illustrated guide to choosing and caring for a dog*, Holly Maguire and Tim Baker (Cicada Books)
- *The Dog-Lover's Guide*, Honor Head (QED)
- Tennyson's *The Kraken* (<http://bit.ly/tennysonkraken>)
- *King Midas & Other Greek Myths*, Eric A. Kimmel and Pep Montserrat (Simon & Schuster)
- *Grendel, A Cautionary Tale about Chocolate*, David Lucas (Walker)
- *Stanley and the Magic Lamp*, Jeff Brown (Egmont)
- *A Squash and a Squeeze*, Julia Donaldson and Axel Scheffler (Macmillan)
- *Amy's Three Best Things*, Philippa Pearce and Helen Craig (Walker)
- *Sausages*, Jessica Souhami (Frances Lincoln)

Hook ideas

- * A – get fake snow to create landscape in playground
- * B – invite pugs in for children to see, stroke, describe

Week 1 Monday

- * Learning Outcome / Objective
- * I can explain language choice for impact.
- * I can describe characters from inference and actions.

Listen

* <https://youtu.be/HgXntT9H518>

Where do you think this might be?

What is making the sounds that you can hear?

How would you describe the sounds you can hear, are they natural or man-made, low or high, isolated or repeated, soft or hard, loud or quiet?

Have you ever heard sounds like these before, and if so where and when? What might be making these kinds of sounds, and how?



Listen

* <https://youtu.be/TEaTX-ESbiE>

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Have you ever heard sounds like these before, and if so where and when? What might be making these kinds of sounds, and how?



Brainstorm some words...

'creaking ship', 'cracking ice', 'groaning sea', 'tinkling icicles'...

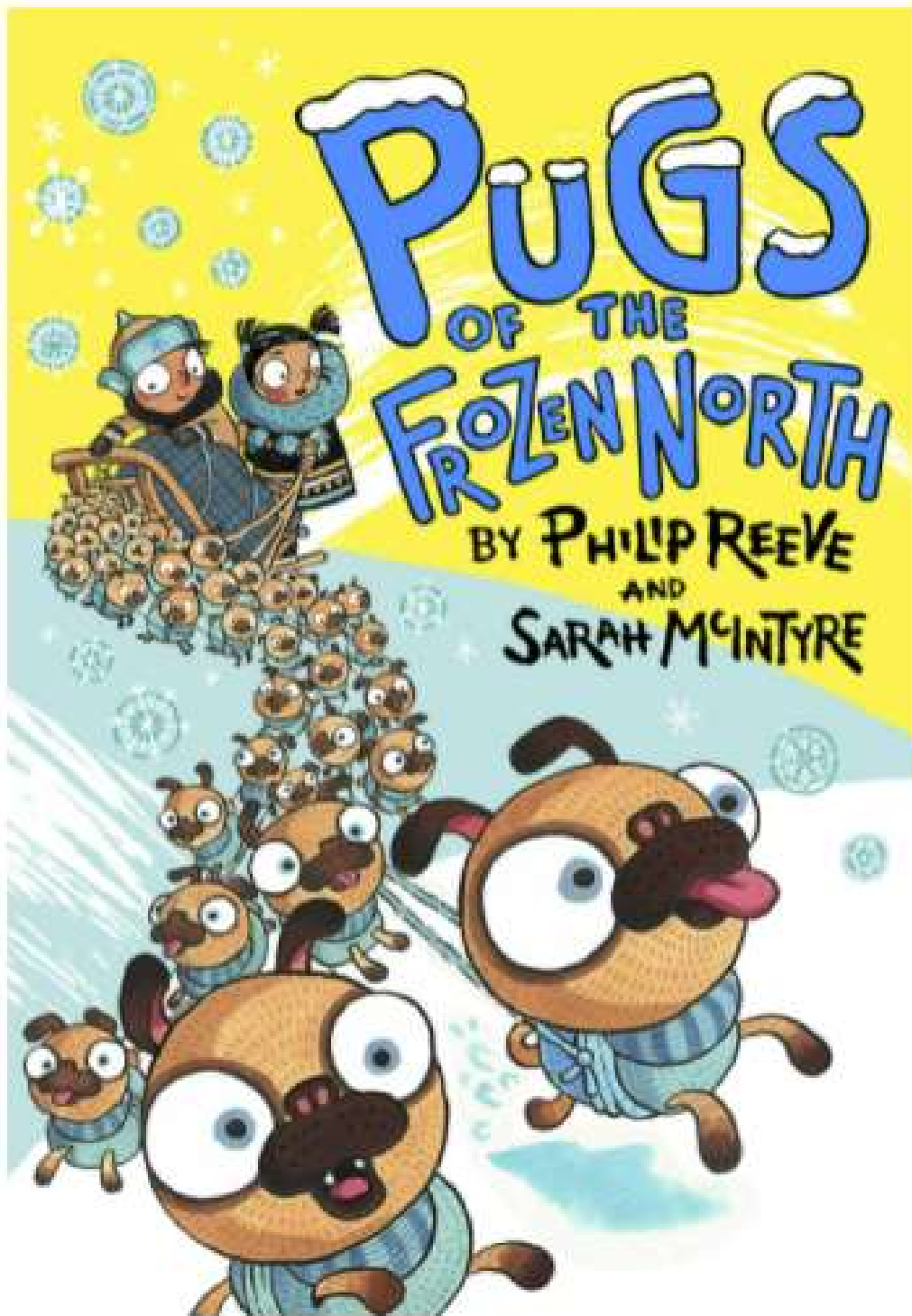
Listen again

* <https://youtu.be/HgXntT9H518>

* <https://youtu.be/TEaTX-ESbiE>

How does it make you feel to hear these sounds? Why?

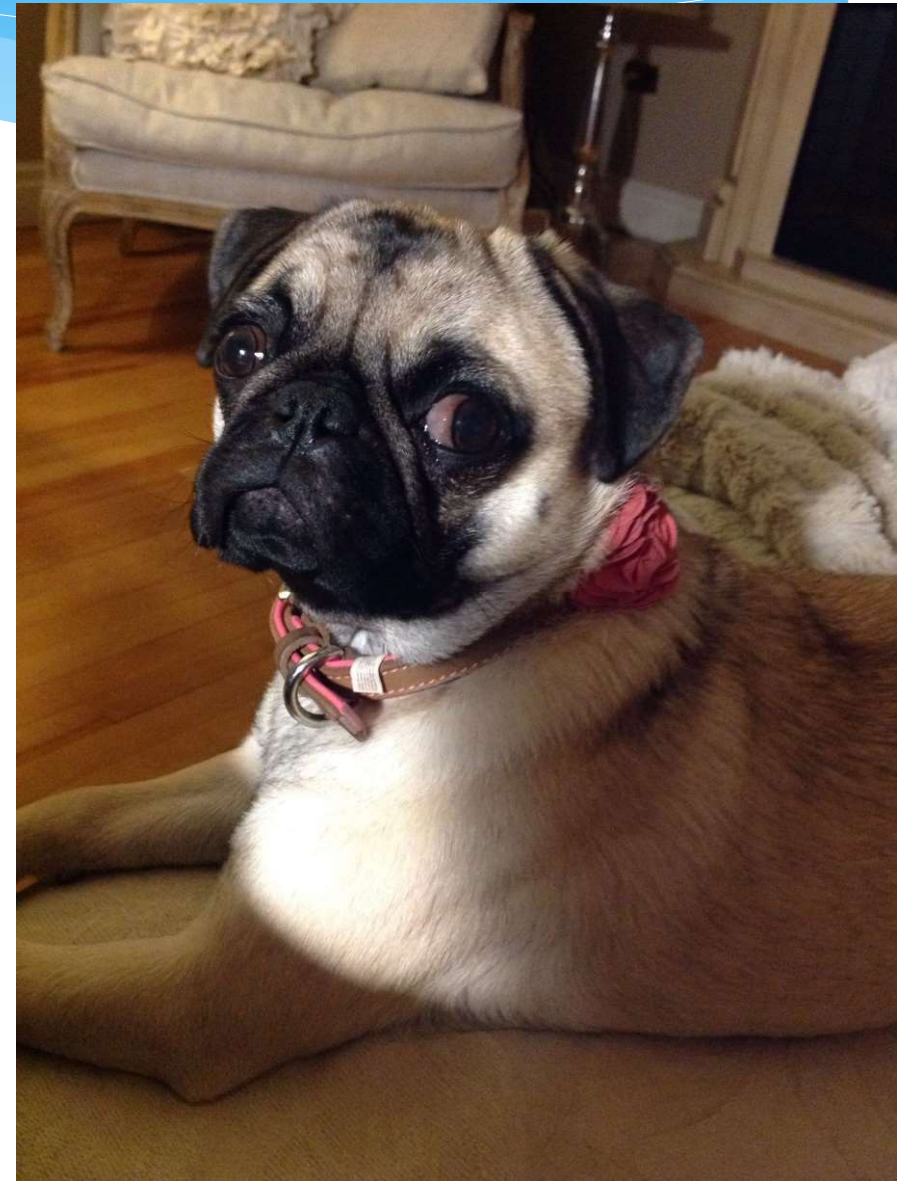
Can you imagine what kind of film footage these sounds might accompany? What makes you think that?



Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Pugs – what do you already know?



How many?





Look closely...

What clues are there in
this picture?

Can you spot the ship?

Act out being frozen...

ONE

Winter came in the night, like a white sheet laid over the world. It came so cold and so fast that the waves of the ocean froze as they rolled. The good ship *Lucky Star* froze with them, trapped tight in the suddenly solid sea.

Then the cabin boy, the youngest member of the crew, stirred in his sleep as the sounds of rippling and splashing faded into frozen silence. He snuggled deeper under the covers, trying to keep warm. Into the silence came other noises. First, the creaking of metal as

- * What were you doing when this happened so quickly and suddenly?

Personifying Winter and using similes

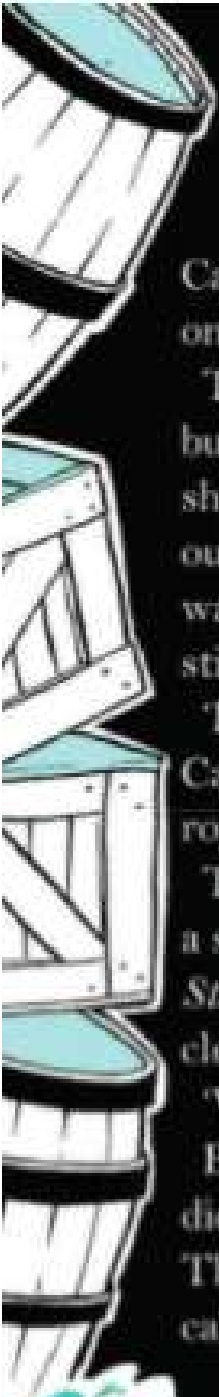
‘Winter came in the night...’

‘...like a white sheet laid over the world.’

Why did the author do this?

How does the sentence structure link to what is happening in this moment?

Which words help you to share the feelings Shen is experiencing?



the ice tightened its grip upon the old ship's sides. Then the voice of Captain Jeggings, bellowing, 'All hands on deck!'

The crew bumbled blinking from their bunks. Able Seaman Bo, Mungbean the ship's cook, and Shen. They stumbled out on deck and stared at the frozen waves which reared up all around them, stiff and white as giant meringues.

'Don't just stand there!' shouted Captain Jeggings, hauling on an icy rope. 'Get us out of here!'

The rope snapped in his hands with a sound like breaking glass. The *Lucky Star* groaned and quivered as the ice clenched tighter.

'What shall we do?' asked Shen.

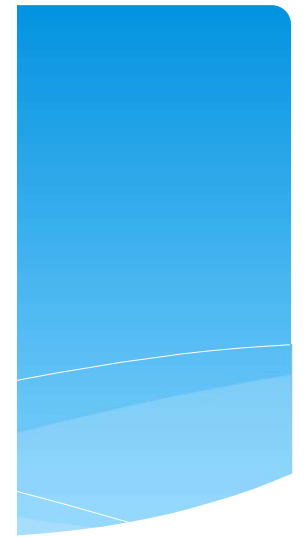
But Captain Jeggings didn't know. Nor did Able Seaman Bo. Nor did Mungbean. They'd weathered storms and sat out calms, but they'd never seen a sea like this before.



Questions

Read the story on page 1.

1. What do the words 'suddenly solid sea' at the end of the first paragraph tell us?
2. Why is the phrase 'like a white sheet laid over the world' effective?
3. How do the sounds heard by the cabin boy change overnight?
4. How can the reader tell that the cabin boy does not want to get up?
5. What do the words 'bumbled blinking from their bunks' suggest about how the crew are feeling? Why are they effective?
6. When the Captain holds the rope, what happens?
7. Describe the appearance of the sea in this passage.
8. What do the words 'groaned and quivered' in line 15 show us about the ship?
9. Are the crew used to dealing with this kind of weather? How do you know?
10. What is meant by 'cargo'?
11. Do you think that this is a well-organized trip? Why?
12. How do you think the Captain is feeling about the situation.



Creak. Crunch. Big tusks of ice pushed the planks apart and pierced the *Lucky Star's* sides. *Slosh. Gurgle.* Cold black water which hadn't frozen yet came swirling in. The ship sagged, and all the icicles that decked her rigging tinkled cheerfully. But Captain Jeggings couldn't see anything to be cheerful about.

'The cargo!' he shouted. 'We must save the cargo!'

All summer long, the *Lucky Star* had been cruising from port to port, selling this and buying that. Two thousand chunky-knit jumpers from the Isles of Aran, a second-hand snowmobile—and sixty-six pugs. Captain Jeggings had said those tiny dogs would sell like hot pies. Now, down in the leaking hold, they set up a terrible howling as cold sea sloshed round their paws.





"The dogs!" shouted Shen. "We must save the dogs!"

Mungbean and Bo went running down the steep stairways which led to the cargo holds and came struggling back up with crates of jumpers. Captain Jeggings winched the snowmobile over the ship's side. Meanwhile, Shen upended the boxes where the pugs slept. The tiny dogs raced up on deck and jumped off the *Lucky Star's* sides on to the ice.



Pugs of the Frozen North

Shen had heard people talk about rats leaving a sinking ship before, but he'd never heard of pugs leaving a freezing one. There's a first time for everything, he thought, as he dragged the sack which held their leads up on to deck and threw it after them.

The *Lucky Star* shuddered again, squeezed in the teeth of the ice. Rivets popped out of the deck. The funnel trembled like a chopped tree.



shouted Captain Jeggings, jumping over the side.

Pugs of the Frozen North

But Shen had thought of something else that needed to be saved. 'The dog food! It's still on board!'

'It'll have to stay there, then!' yelled Bo, jumping down on to the ice with Mungbean. Shen passed the smallest of the pugs down to them, then jumped after them.

With a final heave, the ice crushed the old ship flat.

Shen and the pugs stood and shivered, while Captain Jeggings and the others got the snowmobile ready. Its engine coughed and snarled as they started it up. Into its trailer they piled the crates of cargo—but there was no room for the dogs.

'We can't leave them behind!' wailed Shen.

'Well, we can't stay here with them,' said Captain Jeggings. 'This ice might melt as quickly as it came, and then where would we be? Way out at sea





without a ship under us. Awkward.' (He had told Shen that the sixty-six pugs would sell like hot pies, but he meant that they would sell *in* hot pies: his auntie ran a pie shop at home, and she was always looking for new ingredients. They were by far the least valuable bit of his cargo, so he had decided to leave them behind.)

'Maybe they'll follow us!' said Shen. He climbed aboard the snowmobile with Bo and Mungbean and the captain. 'Come on doggies!' he called to the pugs.

The dogs looked up at him, heads on one side. Their hot breath steamed





and smouldered in the cold air like the
breath of sixty-six tiny dragons.

The snowmobile set off with a roar.
The tower of crates in its trailer teetered
and swayed as it went weaving its way
between the frozen waves.

The pugs sat where they were, and
watched it go.

'Come on!' shouted Shen. But they
didn't seem to understand.

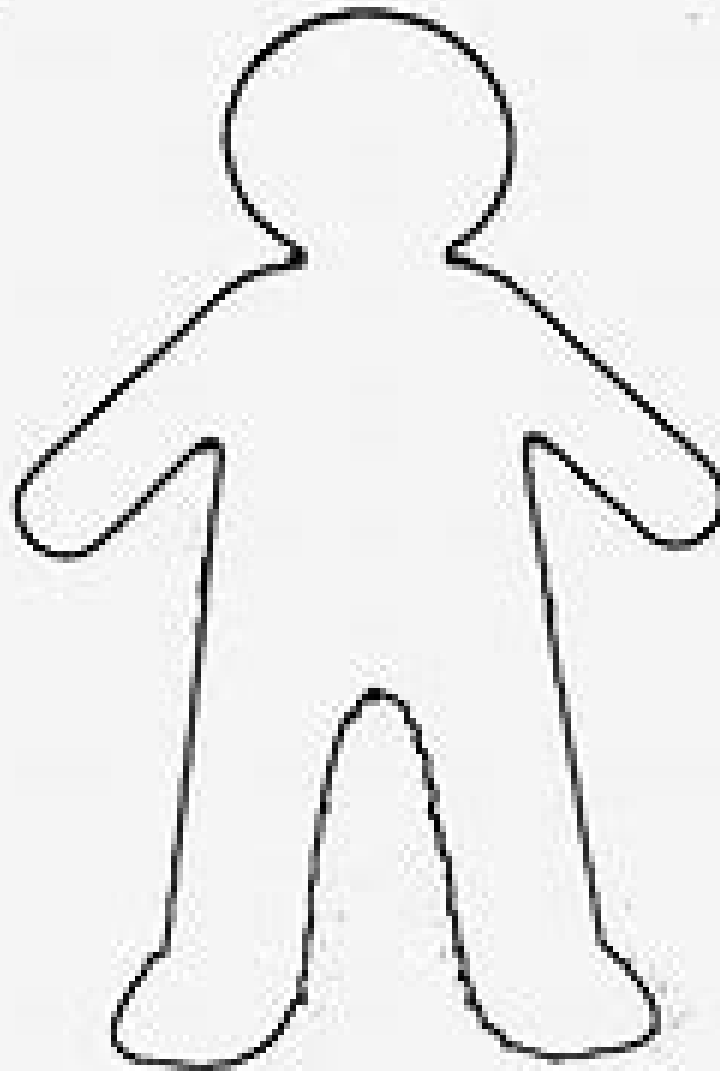


Role on the wall – Captain Jeggings



Captain

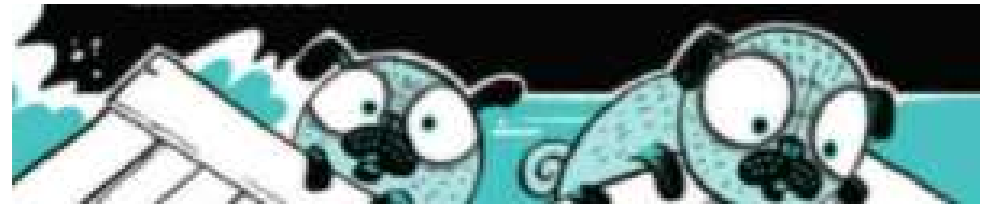
Role on the wall - Shen



Week 1 Tuesday

- * Learning Outcome / Objective
- * I can use inference to explain the motives of characters.
- * I can sequence aspects of a story.

Use the pictures to retell the story so far in 5 freeze frames.





Look at this
next picture...

- * What do you think happened?
- * Why do you think that?



'Wait for me, Captain!' he yelled, and jumped down off the snowmobile. The frozen waves were slipperier than hills of glass. He slithered over them, back to where the pugs sat, and when they saw Shen coming their tails began to wag and they ran to meet him.

'Come on, doggies!' he said, patting sixty-six small, soft heads and getting licked by sixty-six small, soft tongues. 'You've got to follow Captain Jeggings...'



Prediction

- * Was you correct?
- * Did you use your ideas from your roles on the wall where we knew Shen was kind-hearted and the Captain was selfish.

But when he turned to look for the snowmobile, it was nowhere to be seen. Either Captain Jeggings hadn't heard when Shen shouted for it to wait . . . or he had decided that Shen and sixty-six pugs weren't worth waiting for.



Prediction time

- * Now what do you think could happen?



TWO

Shen could still hear the snowmobile's engine buzzing like a distant bee. He started after it, following the scratch marks that its tracks had left along the troughs between the waves. The pugs seemed to understand now that they were meant to come with him, and they did. But they weren't used to walking on ice. Their claws skittered and scrabbled on the frozen sea. They lost their footing and fell on their faces, or slid on their tummies down the steep sides of the stilled waves.



'This is hopeless!' said Shen, as he slithered to and fro, trying to help them. The sound of the engine was growing fainter and fainter in the distance. Soon Shen could not hear it at all. He kept following the snowmobile's tracks, while the pugs skidded after him. Big, feathery flakes of snow began to fall. It made the pugs sneeze, and covered the tracks completely.

Through the snowflakes, Shen saw something on the ice ahead. It was one of the crates from the snowmobile trailer. It had burst open, and a pile of woolly jumpers had spilled out. Shen guessed it hadn't fallen off the trailer by accident. Bo and Mungbean had always been kind to him, ever since they'd found him as a baby, adrift in an upturned umbrella in the South China Sea. They must have tried to persuade Captain Jeggings to stop and wait. When he wouldn't, they'd quietly heaved



- * What do you think Shen might do with the pile of woolly jumpers from the burst open crate?
- * What lines from the first paragraph help support your prediction?

Shen



- * What more do we learn about Shen in chapter 2?
- * Update your role on the wall.

Questions...

How does Shen feel about Captain Jenkins?

How do you feel about Captain Jenkins? Why?

How does he feel about the pugs before and after the accident? Why?

How does Shen feel about the pugs?

Do you think it is a good idea for him to undertake the responsibility of looking after 66 pugs as well as himself?

What do you know about pugs?

Have you seen a pug, or do you know someone who keeps one?

How would you describe them?

How would they cope with these icy conditions?

Pugs

An adaptable companion who's small, sturdy and very playful.



Pugs are highly adaptable, full of character and thrive in different environments. They are playful, with lots of energy, making them a popular dog for families with or without children. One of the oldest breeds, Pugs' history can be traced back to 400BC China.

Vital Stats

Size:	Small
Coat:	Short glossy coat, requires regular brushing
Exercise:	Up to 1 hour a day
Life span:	12-14 years
Breed group:	Toy
Temperament:	Playful, sociable, loving

Size

25cm
-
36cm

Coat

short
coat

Exercise

up to
1hr

Life span

12-14
years

Huskies

Furry and friendly, playful and powerful, Huskies are a good choice for the active dog owner.



Often known as the 'Siberian Husky', Huskies are among the most identifiable and attractive breeds thanks to their thick, double-coated fur, pointed ears and bushy tail. With its origins in Siberia, where the indigenous Chukchi people used it as a sleigh dog, the Husky is one of the oldest dog breeds in the world. Known for its strength, speed and stamina, a Husky makes for a loyal and affectionate companion.

Vital Stats

Size:	Medium
Coat:	Dense, double coat
Exercise:	2 hours
Life span:	12 - 14 years
Breed group:	Spitz
Temperament:	Friendly, playful, intelligent, loyal

Size

34cm
-
40cm

Coat

short
coat

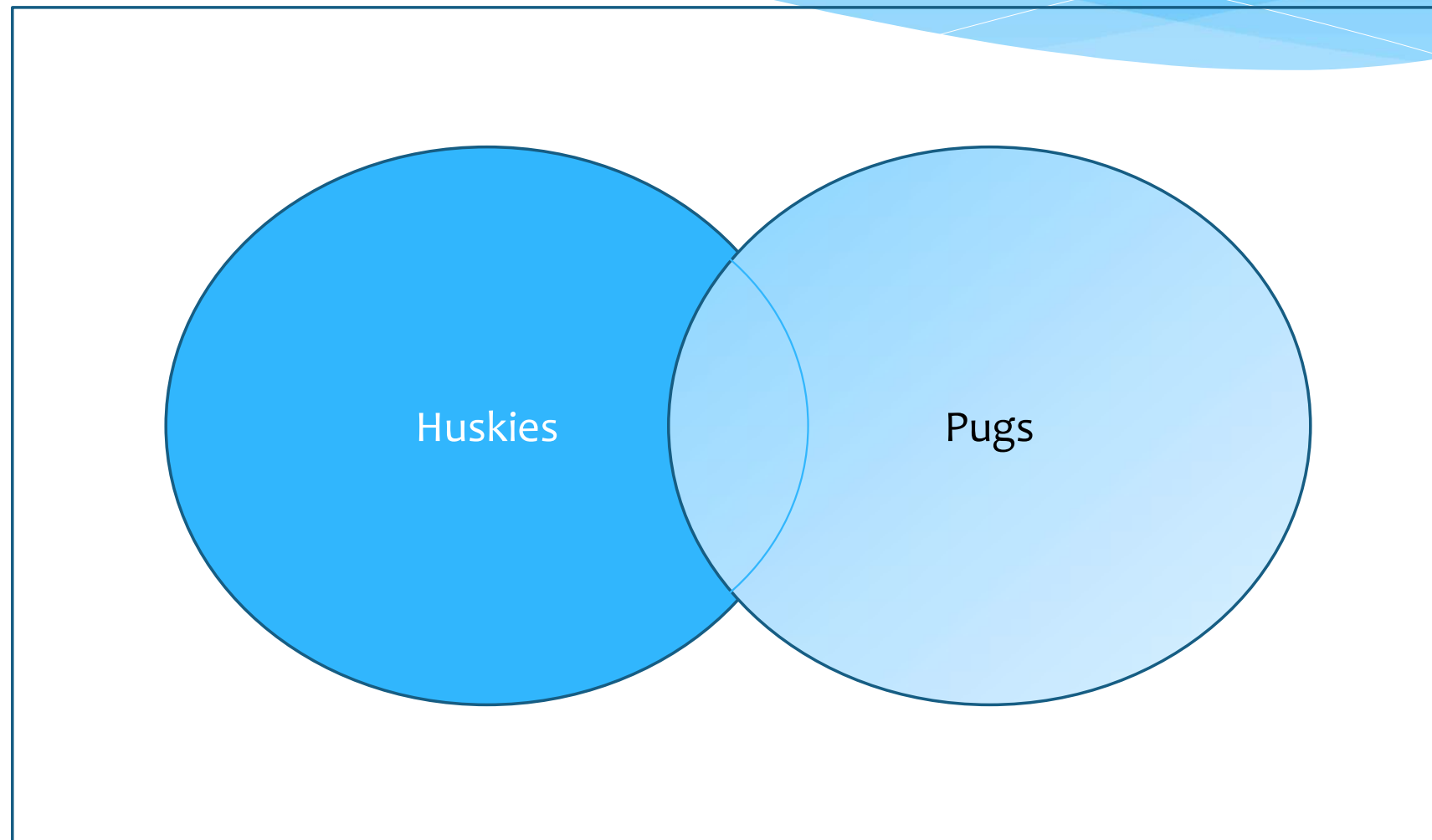
Exercise

2+
hrs

Life span

12-15
years

Explain the similarities and differences between pugs and huskies.



Week 1 Wednesday

- * Learning Outcome / Objective
- * I can predict using clues from the text.
- * I can use description to create settings.

Recap the story so far...



Chapter 1 – Winter came all of a sudden, and Shen's boat got destroyed. The Captain left 66 pugs behind to die.

Chapter 2 – Shen went back to save the pugs and made jumpers for them to keep them warm



Read chapter 3 to p. 24

What kinds of pictures did the language help you to imagine?

Listen again and use pastels to create the setting.

What provoked the images you saw in your mind's eye, and how do you think the author achieved this?

As words and phrases to your pictures.

- * 'as solid and as clear as thick glass', 'cold, gleaming depths', 'fish hung imprisoned', 'scattering sequins on the snow', 'frozen fjord' or 'spindly legs [...] perched on stilts'.

Listen to the rest of chapter 3

- * Here we meet Sika.
- * What kind of person do we think she is from the phrase “thick black eyebrows like lines drawn with charcoal. They were very good for frowning with”?
- * What makes you think that?

Week 1 Thursday

- * Learning Outcome / Objective
- * I can recognise fronted adverbials.
- * I can recognise key moments from the story so far.

Recap the story so far...

- * Chapter 1 – Winter came all of a sudden, and Shen's boat got destroyed. The Captain left 66 pugs behind to die.
- * Chapter 2 – Shen went back to save the pugs and made jumpers for them to keep them warm.
- * Chapter 3 – Shen met Sika and told her about the dogs.

Read chapter 4

- * Create freeze frames in groups of these key moments
 - Shen and Sika as they push the sledge back to the pugs
 - Sika's disappointment when she discovers the dogs are pugs
 - Shen's response to Sika's explanation about True Winter and the Snowfather
 - Shen and Sika discovering that the pugs make good sled dogs.

Shen's reaction / Sika's reaction



What verbs could you use here to show the different reactions?

Shocked?
Disappointed?
Angry?
Hurt?
Worried?

In our story verbs are supported with adverbs to help with description.

- * We are going to recap adverbs and then look at fronted adverbials.
- * We are going to look at the text to find how Philip Reeve has been so effective in his story so we can use ideas in our own stories later this term.

Adverbs / adverbials reminder...

* Adverbs are words that describe a **verb** in more detail...

They show **how**, **frequency**, **where** or when a verb is happening.

Sika **frowned**.

Sika **frowned** **slowly**.

Sika **frowned** **often**.

Sika **frowned** **down on the pugs**.

Sika **frowned** as soon as she saw the little dogs.



Fronted adverbials...

- * Putting the adverbs at the front of the sentence makes them fronted adverbials.
- * This makes the reader think about the verb in the sentence as the most important part as it comes first.

Slowly, Sika frowned.

As soon as she saw the little dogs, Sika frowned.

Fronted adverbials

- * Can you spot some fronted adverbials used in chapter 4.
- * Look closely at the text.
- * Spot the main sentence (the main idea with a verb and subject) and then see if extra information about the verb has been added.
- * Has it been added at the start with a comma to show it?
- * What effect has it had on these sentence?

Week 1 Friday

- * Learning Outcome / Objective
- * I can find similarities and differences in characters based on their actions.

Recap the story so far...

- * Chapter 1 – Winter came all of a sudden, and Shen's boat got destroyed. The Captain left 66 pugs behind to die.
- * Chapter 2 – Shen went back to save the pugs and made jumpers for them to keep them warm.
- * Chapter 3 – Shen met Sika and told her about the dogs.
- * Chapter 4 – Sika took Shen to her home and introduced her to family members.

Look closely...



Where do you think Shen and Sika are standing, and who is the third person?

What atmosphere or mood does the picture convey?

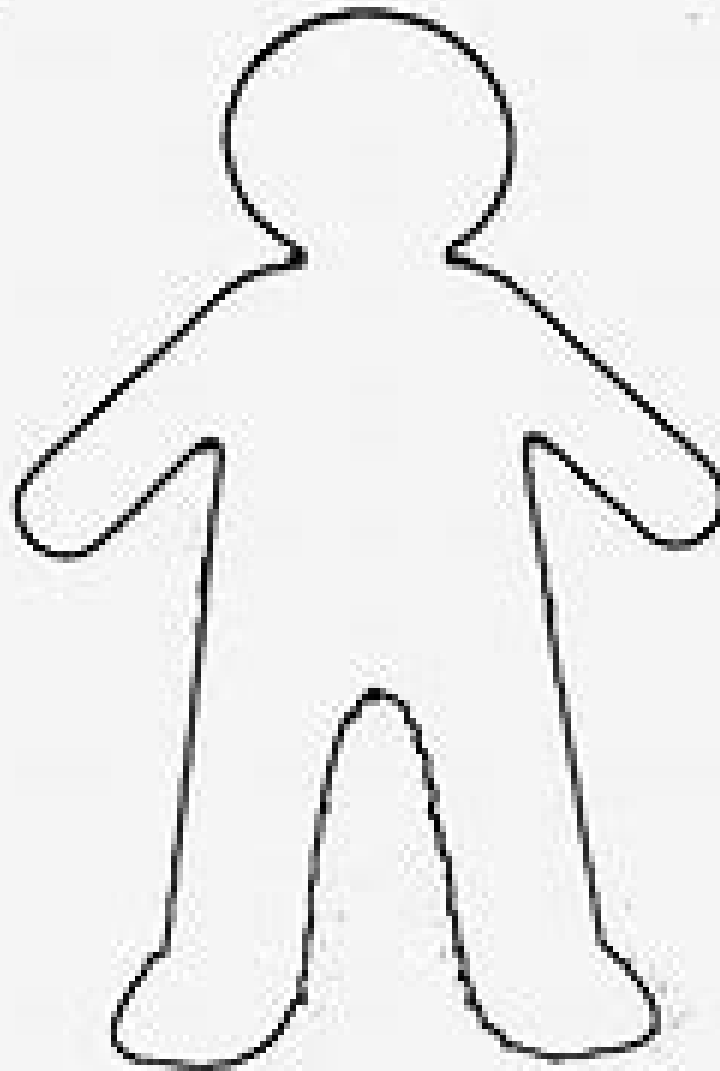
What elements of the illustration give you clues to the kind of house and family this is?

What can you say about Shen and Sika's appearance and dress?

Read chapter 5

- * Think about Shen and Sika as characters.
- * As you listen, think about what their actions are telling us about them.

Update the role on the wall for Shen



Role on the wall - Sika

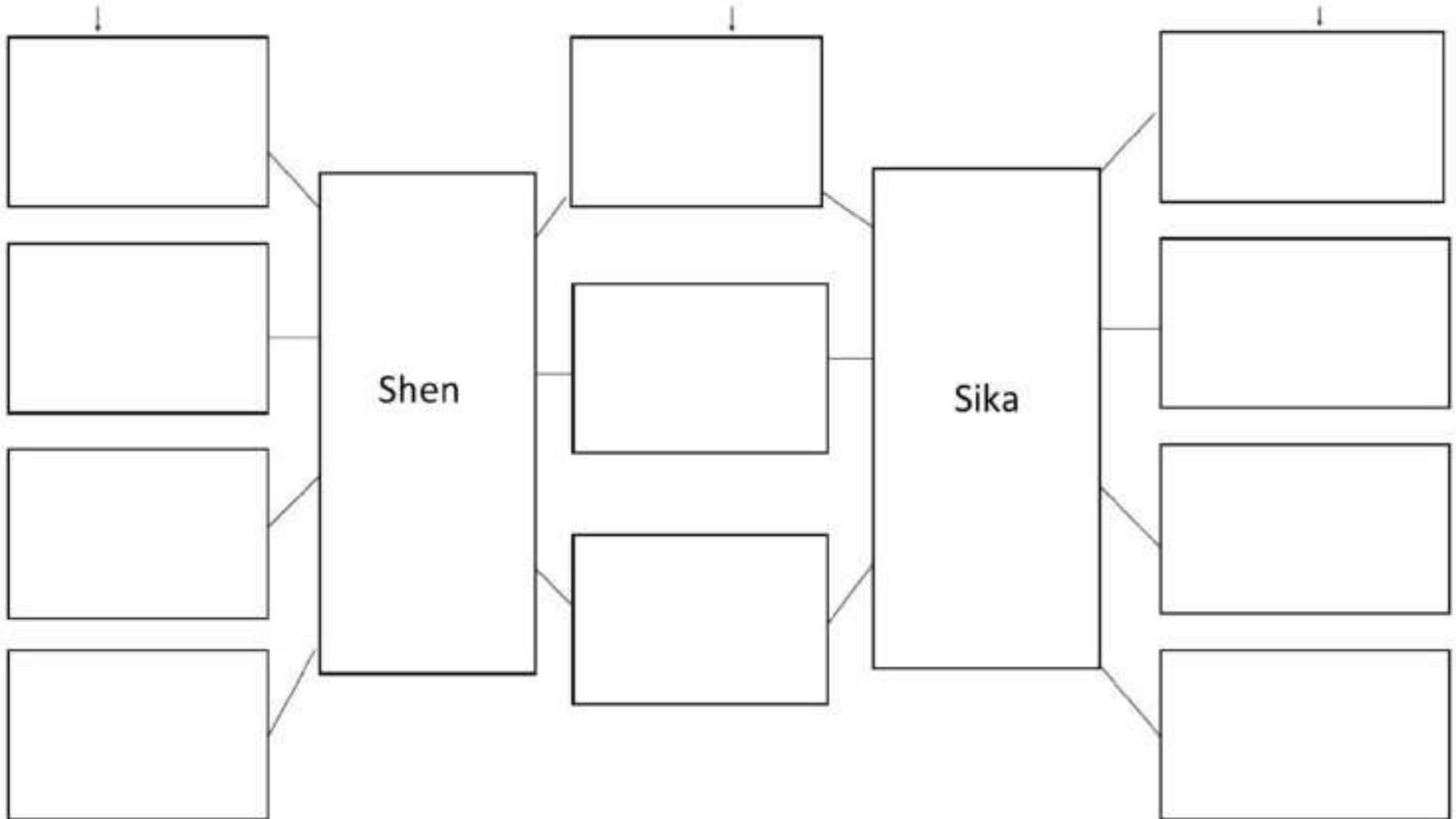


Compare and contrast

Differences

Similarities

Differences



Week 2 Monday

- * Learning Outcome / Objective

- * I can

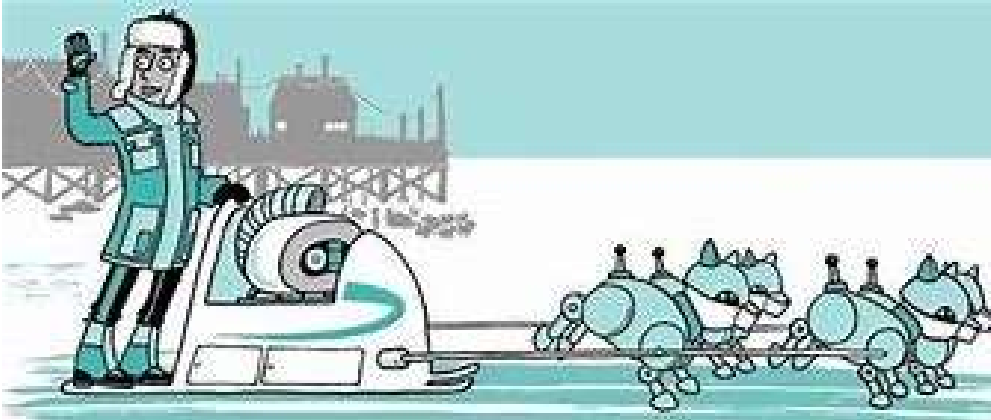
Recap the story so far...

- * Chapter 1 – Winter came all of a sudden, and Shen's boat got destroyed. The Captain left 66 pugs behind to die.
- * Chapter 2 – Shen went back to save the pugs and made jumpers for them to keep them warm
- * Chapter 3 – Shen met Sika and told her about the dogs.
- * Chapter 4 – Sika took Shen to her home and introduced her to family members.
- * Chapter 5 – Sika's grandfather told them about a race that comes only at true winter. He said how he entered it as a younger man. The winner is the first to reach Snow Father's palace and that person gets to make a wish.

Read chapter 6

- * Think about the new characters that are introduced.
- * What do we know about them from their names and their sledge choice?

Competitors



- * Shackleton Jones
- * Helga Hammerfest
- * Sir Basil Sprout-Dumpling
- * Mitzi von Primm



Rules of the race...

- * Make a list of the rules and obstacles of the race in partners.
- * The path to victory is littered with snow trolls, sea monsters and a gang of particularly hungry yetis.

Freeze frame...

Recreate the street of Snowdovia with people watching from their balconies as the competitors sled into their fjord.

Your heart's desire...

What qualities do you think are needed to win this race?

Do you believe in luck?

Can you think of an occasion when luck may have had a part to play?

What would wish for you in you won the race?

Update the Role on the Wall

Why does Sika slow down to help Shackleton Jones?

What does this tell you about her character?

Would you do the same?

Why do you think Shackleton Jones is so dismissive about the Kraken?

Prediction time... what do you think will be the first obstacle for Shen, Sika and the pugs?

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can listen closely to language to create a picture in my mind.
- * I can recognise language is interpreted and can be imagined differently.

Recap of the story so far...

- * Chapter 1 – Winter came all of a sudden, and Shen's boat got destroyed. The Captain left 66 pugs behind to die.
- * Chapter 2 – Shen went back to save the pugs and made jumpers for them to keep them warm.
- * Chapter 3 – Shen met Sika and told her about the dogs.
- * Chapter 4 – Sika took Shen to her home and introduced her to family members.
- * Chapter 5 – Sika's grandfather told them about a race that comes only at true winter. He said how he entered it as a younger man. The winner is the first to reach Snow Father's palace and that person gets to make a wish.
- * Chapter 6 – Shen and Sika harnessed the pugs and went off to meet the racers and start the race. As they set off, they were in last place.

Read chapter 7

- * Can you picture the monster?
- * Can you draw the picture that is created in your mind from the language used?
- * Share your pictures with others in your class and discuss ideas.

Compare and contrast...



What does your picture have in common with the illustrator's?

What differences are there?

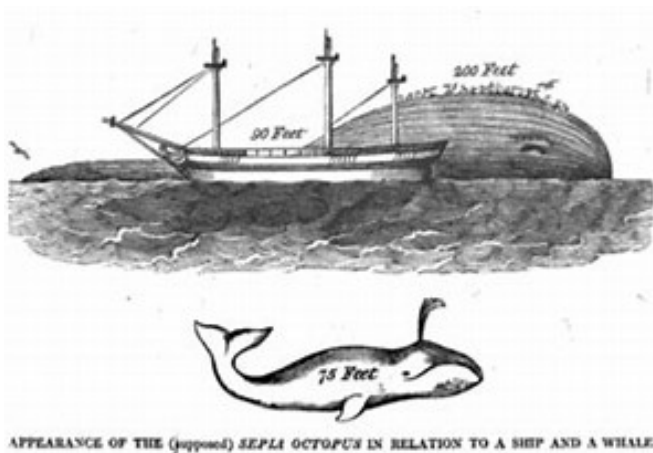
What did you add that the illustrator chose not to include?

What did the illustrator include that you omitted?

Why do you think you and the illustrator may have seen things differently?

The Kraken

The Kraken is a legendary sea-monster of giant size that is said to dwell off the coasts of Norway and Greenland. The legend may have originated from sightings of giant squid that may grow to 15 metres in length.



APPEARANCE OF THE (supposed) SEPIA OCTOPUS IN RELATION TO A SHIP AND A WHALE.

Look at your copy of the text.

What has the author done to achieve a vivid image in your mind's eye?

Why were these language choices particularly effective...precise?

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can recognise pronouns used for cohesion.

Recap of the story so far...

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- * Chapter 5 – Sika's grandfather told them about a race that comes only at true winter. He said how he entered it as a younger man. The winner is the first to reach Snow Father's palace and that person gets to make a wish.
- * Chapter 6 – Shen and Sika harnessed the pugs and went off to meet the racers and start the race. As they set off, they were in last place.
- * Chapter 7 – Next they met the Krachan and survive a battle with the beast. They were back in last place.

Read chapter 8

- * Think about the use of pronouns while listening.
- * How do the pronouns help with allowing you to understand what is happening?

Yeti Noodle Bar

Tell me...

Likes?

Dislikes?

Patterns?

Puzzles?

Prediction time...

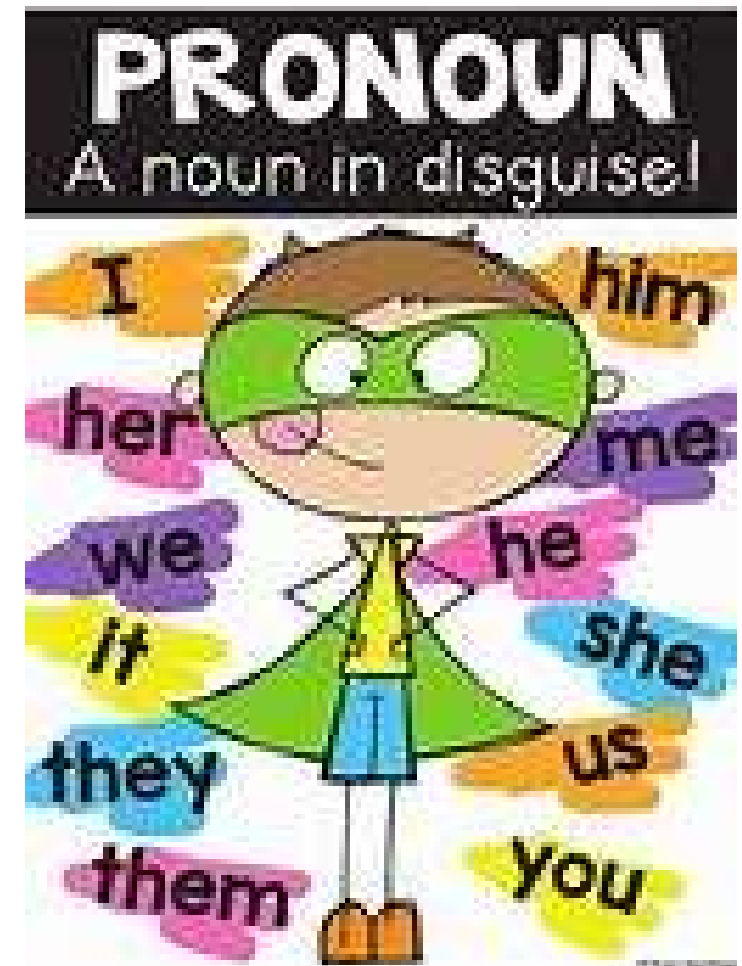
What do you think will happen to Sika now she has been grabbed by a yeti?

What did Sika do that might help her?

Pronouns

PRONOUNS: Uses

- Pronouns can function in different ways in a sentence.
 - **Subject**
 - Example: **He** walks to school.
 - **Object**
 - Example: The professor wanted to meet **her**.
 - **Possessive**
 - Example: **Her** paper was the best in the class.



Possessive pronouns

SUBJECT PRONOUNS

I
You
He
She
It
We
You
they

POSSESSIVE ADJECTIVES

My
Your
His
Her ~~book~~ is blue
Its
Our
Your
Their

POSSESSIVE PRONOUNS

Mine
Yours
His
Hers is blue
Its
Ours
Yours
Theirs

Examples from the text. Can you find the pronouns here and identify who is being referred to by the pronouns?

- * They rushed into the night forest.
- * Far ahead they could hear the rush of other sledges.
- * Sika steered around them.
- * He grinned and said he had all the help he needed.
- * If we are lucky the ice will be thick enough to let us cross.

Week 2 Thursday

- * Learning Outcome / Objective
- * I can recognise different perspectives.
- * I can justify thoughts and ideas.

Recap of the story so far...

- * Chapter 1 – Winter came all of a sudden, and Shen's boat got destroyed. The Captain left 66 pugs behind to die.
- * Chapter 2 – Shen went back to save the pugs and made jumpers for them to keep them warm
- * Chapter 3 – Shen met Sika and told her about the dogs.
- * Chapter 4 – Sika took Shen to her home and introduced her to family members.
- * Chapter 5 – Sika's grandfather told them about a race that comes only at true winter. He said how he entered it as a younger man. The winner is the first to reach Snow Father's palace and that person gets to make a wish.
- * Chapter 6 – Shen and Sika harnessed the pugs and went off to meet the racers and start the race. As they set off, they were in last place.
- * Chapter 7 – Next they met the Krachan and survive a battle with the beast. They were back in last place.
- * Chapter 8 – Tricked off course, they arrived at a Yeti Noodle Bar, in The Lost Hope ship. Sika was grabbed by Yeti.

Read chapter 9

- * *Is Sika right to tell SNOBOT to tell Shen to stay away and to carry on to the top of the world?*
- * *Why do you think the yetis hate washing up?*
- * As you listen, think about how many different types of snow have been mentioned so far and how many there are in total.

50 types of snow

- * Some people believe that in the language of the Innuits, there are 50 words for snow.
- * Can you think of a type of snow that would be brilliant?
- * Share ideas.

Read chapter 10 to p 124

- * Create a conscience alley

One side, rescue Sika.

Other side, continue on with the race.

Read to the end of chapter 10

Do you think Shen was wise to free the others, or should he have saved only Shen?

What would you have done?

Why does Mitzi decide to stay behind?

Would you have stayed?

How do you feel about the other competitors to race off leaving Shen and Sika in last place again?

What would you have done?

What do you think has happened to Sir Basil while the others are detained at the Lost Hope?

Update your roles on the wall

- * Shen
- * Sika
- * Competitors

Week 2 Friday

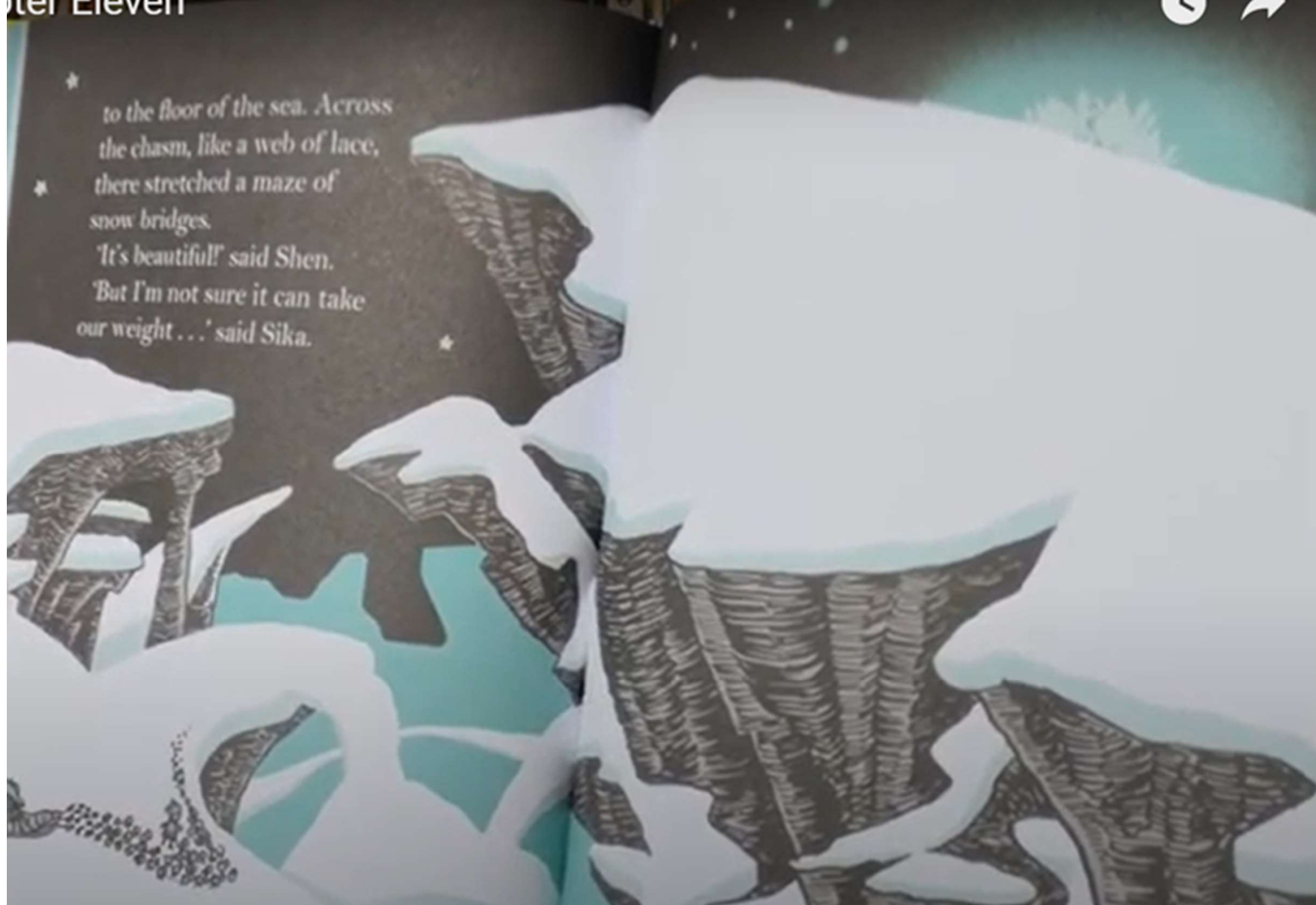
- * Learning Outcome / Objective
- * I can develop my language choice for intensity.

Recap of the story so far...

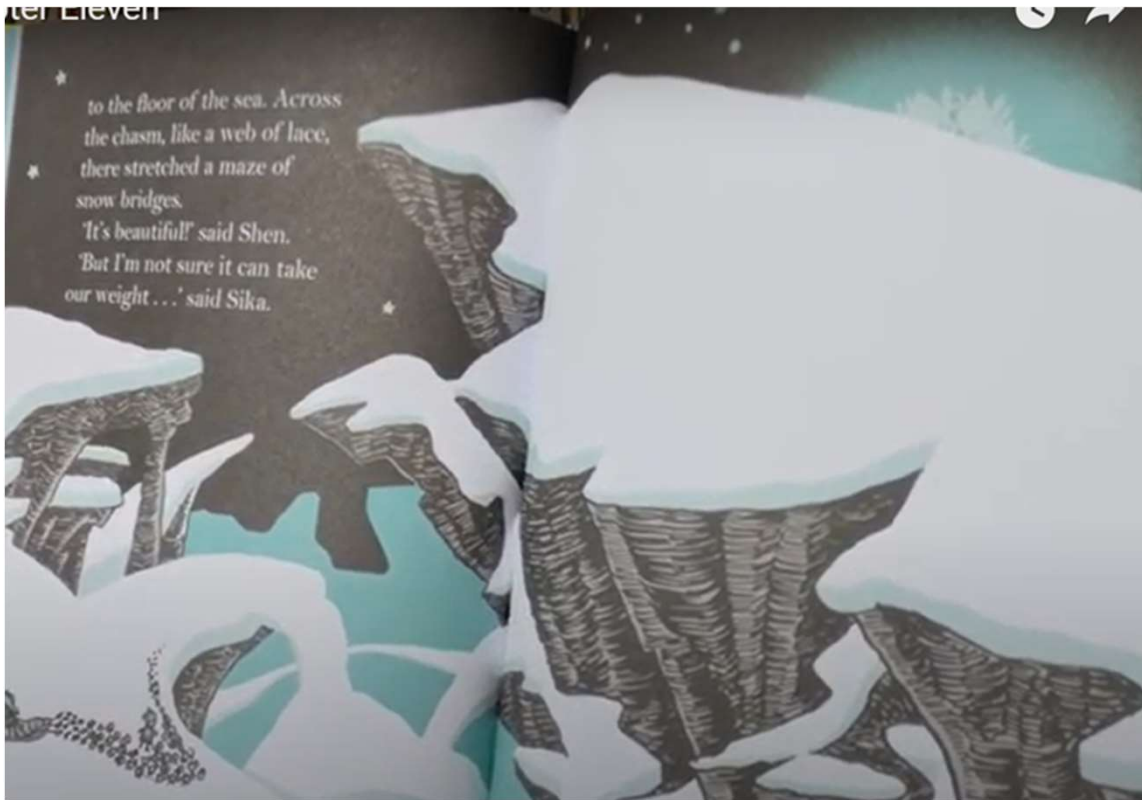
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- * Chapter 10 – Shen saved Sika (and other racers) from becoming Yetis and set back off for the race track. Again they were back in last place.

★
to the floor of the sea. Across
the chasm, like a web of lace,
★ there stretched a maze of
snow bridges.

'It's beautiful!' said Shen.
'But I'm not sure it can take
our weight . . .' said Sika.



Snow bridges...



ter Eleven
★ to the floor of the sea. Across
the chasm, like a web of lace,
★ there stretched a maze of
snow bridges.
'It's beautiful!' said Shen.
'But I'm not sure it can take
our weight ...' said Sika.

Where is this?

How do you know?

What can you see?

What would it sound like?

*Does it remind you of anywhere you
have seen before in stories or real life?*

What do you like/dislike about it? Why?

Would you like to be in this place?

Why? Why not?

*What do you think Shen and Sika are
feeling in this moment?*

*What makes you think that given they
have their backs to us?*

How would we know?

Does anything puzzle you?

What would you like to ask?

Read chapter 11

How does it make you feel when Shen and Sika rescue Helga?

What would you have done in their position? Why?

Does it remind you of other examples of self-sacrifice in the story so far? How?

How do you feel about Helga? Why?

Why does Helga ask Shen and Sika to cut her bears loose? What does this tell us about her character?

Week 3 Monday

- * Learning Outcome / Objective
- * I can track a character's change throughout a story.

Recap of the story so far...

- * Chapter 1 – Winter came all of a sudden, and Shen's boat got destroyed. The Captain left 66 pugs behind to die.
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- * Chapter 11 – Weresnow was passed, they reached a deep chasm with snow bridges that they crossed, Helga was saved from trolls and Shackleton was saved from a broken bridge. Sir Basil Sprout Dumpling went in the lead.

Read chapter 12

- * Think about the competitors and how they might have changed or not changed on the journey.



Why do you think Sideplate changes his mind about serving Sir Basil?

Why had he been prepared to follow his orders before but not now?

How has the children's behaviour brought about a change in the adults'?

Update your roles on the wall...

- * Shen
- * Sika
- * Competitors

Emotion graph plotting...

...elated

despairing...



Week 3 Tuesday

- * Learning Outcome / Objective
- * I can recognise how character traits can be portrayed.
- * I can use actions from characters to understand their motivations.

Recap of the story so far...

Chapter 1 – Winter came all of a sudden, and Shen's boat got destroyed. The Captain left 66 pugs behind to die.

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Chapter 12 – Sir Basil Sprout got his sledge splintered by falling lights set off by his rockets and his dogs ran off. He fell into a patch of shrink snow and they placed him into a lunch box. The racers arrived at the Snow Father palace together and was greeted by the Snow Father. He then asked who the winner was so he could grant the wish.

Read chapter 13

- * As you listen, think about...
- * *What are each of the character's motivations?*
- * *Why is the Snowfather's world different?*
- * *What does this say about his character?*

Try to make a note of things made by the characters.

Anything Snow

Create a list of all the things that the characters made out of snow and what it would mean for their lives once they leave the Snowfather.

What would you create from the snow?

Creation v Wishes

- * *How do their snow creations and wishes compare?*
- * *Which are material things?*
- * *Which will bring them wealth?*
- * *Which are useful?*
- * *Which are for the benefit of others?*

Grandpa said what he had seen and experienced on the journey was all he could wish for.

How is this true of the other characters?

How has the journey itself had a positive effect on them?

How can you tell?

How do they feel about Sika's list? Why?

Pick one of the characters...

What would you make if you were one of the characters?

Why would you choose that?

What are the pros and cons of your choice?

Why?

Does this part of the story remind you of other stories where wishes are granted?

What do you think makes a good choice?

What makes a poor choice?

Why do you think that?

Make your creation.

- * Label it and take a photo for display.

Update your roles on the wall...

- * *What do they know about and think of Shen and Sika now?*
- * *How do they each feel in this scenario?*
- * *How do their emotions shift from moment to moment?*
- * *Why do you think this is?*

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can give personal responses with justifications.
- * I can sequence ideas chronologically.
- * I can orally retell the story.

Recap of the story so far...

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Chapter 13 – Shen said, "None of us are the winner, or all of us are." Snow Father decided it was a tie for the first time ever. They went into a green garden made out of 'anything' snow. Sika asked for her grandfather to live forever, but the Snow Father said this was not possible but that her grandfather would live forever in stories.

Reflections so far...

- * *Which is your favourite part of the story? Why?*
- * *What makes that part stand out for you?*
- * *How might you retell it to a partner in an interesting way?*

Sequence these pictures to retell the story so far to a partner.



Sequenced



Winter freezes the ship and the captain leaves the pugs behind



Save the racers from becoming a yeti



Shen meets Sika who helps and they join a race



Meet the Snow Father at his palace



Together, they defeat a Kraken

Tell me...

- * *What do they like about the story? Why?*
- * *Is there anything they dislike? Why?*
- * *Does it remind them of anything else they have read or watched? How?*
- * *Are you left with questions? Does anything puzzle you? Why?*

Who might enjoy this novel? Why?

Why do you think the authors wrote the story?

Complete your emotion graphs and roles on the wall.

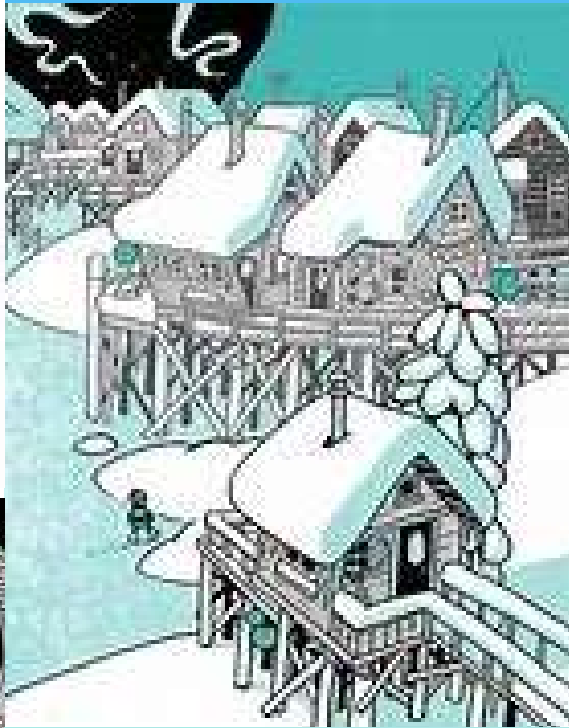
Discuss the journey the characters took through the story.



Week 3 Thursday

- * Learning Outcome / Objective
- * I can recognise antonyms and synonyms.

Sequence these pictures again to tell the complete story to a partner.



Sequenced



Winter freezes the ship and the captain leaves the pugs behind



Save the racers from becoming a yeti



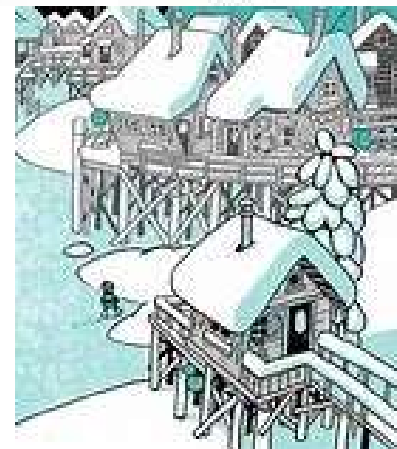
Shen meets Sika who helps and they join a race



Meet the Snow Father at his palace



Together, they defeat a Kraken



Say goodbye to grandfather and live as a family



Synonyms

cold

- chilly
- wintry
- icy
- crisp
- frosty
- bitter
- freezing
- very cool

hot

- overly warm
- fiery
- burning up
- heated
- boiling
- stuffy
- blistering
- blazing
- sizzling
- spicy

laughed

- chuckled
- smiled
- giggled
- grinned
- snickered
- cracked up
- hooted
- howled

shouted

- yelled
- bellowed
- exclaimed
- called out
- cried
- hollered
- screamed
- howled

Synonyms are words that have a similar meaning.

Look at Shen in the picture, which word would be a more appropriate choice than cold?

Why?



Antonyms

Opposite Of

Cold

- | | |
|------------|------------|
| ▪ warm | ▪ feverish |
| ▪ friendly | ▪ ardent |
| ▪ thermal | ▪ febrile |
| ▪ fervent | ▪ torrid |
| ▪ quick | ▪ angry |
| ▪ blazing | ▪ mad |
| ▪ fiery | ▪ furious |

Antonyms are words that have an opposite meaning.

Look at Shen in the picture, which word could be used to emphasis how cold it is by using an antonym?

Why?

Cold means; low temperature, cool, chilly, chill, frosty, frigid, calm

Language matters...

- * Word choice is really important to help create pictures in the minds of the reader.
- * You can use a thesaurus to help find alternative words that might make your meaning even clearer.

Synonyms...

- * Uplift these sentences by finding more appropriate synonyms in a thesaurus.

Shen felt cold.

The Snowfather said they could use the Anything snow to make what they wished for.

Sika walked back through the garden towards Shen.

The pugs looked pretty in their jumpers.

You can't just pick any synonym.

Shen felt **biting**.

Biting is a synonym for cold but doesn't work here.

The Snowfather **bragged** they could use the Anything snow to make what they wished for.

What impression does this word give of Snowfather? Is that fair?

Sika **promenaded** back through the garden towards Shen.

Why would this word not fit in the context?

The pugs **peeped** **good-looking** in their jumpers.

Just picking words from the thesaurus can get confusing. Choose carefully and reread for sense.

Week 3 Friday

- * Learning Outcome / Objective
- * I can create a story map using sequencing.
- * I can speak with fluency, confidence and prosody.

Pugs of the frozen north

Overview for the complete story - chapter by chapter

Opening - introduce characters and setting

Chapter 1 – Winter came all of a sudden, and Shen's boat got destroyed. The Captain left 66 pugs behind to die.

Chapter 2 – Shen went back to save the pugs and made jumpers for them to keep them warm

Chapter 3 – Shen met Sika and told her about the dogs.

Build up – introduce race

Chapter 4 – Sika took Shen to her home and introduced her to family members.

Chapter 5 – Sika's grandfather told them about a race that comes only at true winter. He said how he entered it as a younger man. The winner is the first to reach Snow Father's palace and that person gets to make a wish.

Problem – start race and in last place

Chapter 6 – Shen and Sika harnessed the pugs and went off to meet the racers and start the race. As they set off, they were in last place.

Chapter 7 – Next they met the Krachan and survive a battle with the beast. They were back in last place.

Chapter 8 – Tricked off course, they arrived at a Yeti Noodle Bar, in The Lost Hope ship. Sika was grabbed by Yeti.

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Chapter 10 – Shen saved Sika (and other racers) from becoming Yetis and set back off for the race track. Again they were back in last place.

Problem cont. lots of obstacles to overcome in race

Chapter 11 – Weresnow was passed, they reached a deep chasm with snow bridges that they crossed, Helga was saved from trolls and Shackleton was saved from a broken bridge. Sir Basil Sprout Dumpling went in the lead.

Chapter 12 – Sir Basil Sprout got his sledge splintered by falling lights set off by his rockets and his dogs ran off. He fell into a patch of shrink snow and they placed him into a lunch box. The racers arrived at the Snow Father palace together and was greeted by the Snow Father. He then asked who the winner was so he could grant the wish.

Resolution – all win the race and get wishes

Chapter 13 – Shen said, “None of us are the winner, or all of us are.” Snow Father decided it was a tie for the first time ever. They went into a green garden made out of ‘anything’ snow. Sika asked for her grandfather to live forever, but the Snow Father said this was not possible but that her grandfather would live forever in stories.

Ending – saying farewell to grandfather and having a new family

- * Chapter 14 – Flying Elk took the pugs, Snow Father, Shen and Sika to Snowdovier to visit Grandfather. Stories were told to Grandfather until he fell asleep, never to wake again. They pushed him and his bed outside. Snow floated upwards and the bed went with it, taking grandfather on his last journey. Sika's mother took Shen's hand and asked him and the pugs to stay. Shen's heart desire was achieved, he had a family.

Draw pictures for each section of the story.

Opening	Build-up	Problem	Resolution	Ending

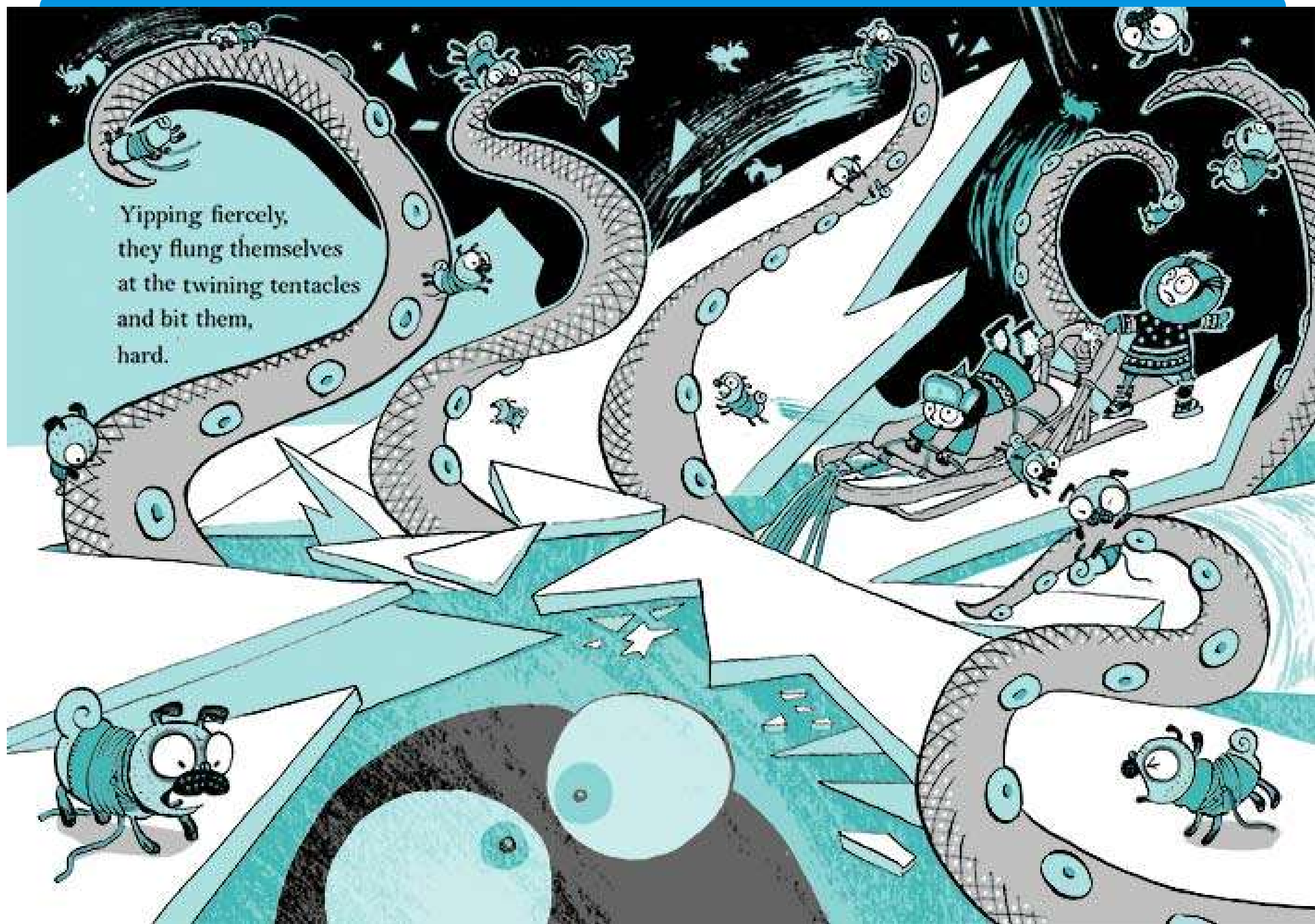
In groups, draw the areas covered in the story and map out the route taken by Shen.

- * Use large paper and include these areas:
- * The crushed ship
- * Sika's home
- * The Kraken's home
- * The noodle bar
- * The deep chasm
- * The Snowfather's palace

For our model text, we have taken the Kraken adventure to look at closely.

- * Learn the model text from our text map and use actions.
- * Organise the cut up sections of the story to make sure it is sequenced correctly. Label each part.
- * Write a brief summary for each section.

Yipping fiercely,
they flung themselves
at the twining tentacles
and bit them,
hard.



Opening

“We can do this pugs, PULL!” shouted Shen from the sledge being pulled by 66 of the world’s smallest dogs. Beside him, wrapped up warm in her winter coat, was his young friend Sika looking excited as they raced across the snow. Even though they were in last place, the pair were thrilled to be competing in the competition to reach the Snow Father’s Palace first and claim the ultimate prize of a wish for whatever their heart desired.

Build up

They knew ahead of them were older, fiercer and more prepared competitors who had been training for this race a lifetime. Shen and Sika had just met a few days before and the pugs had no experience at all of pulling a sled across such cold and harsh terrain. But the pugs were just as excited as their passengers, for in their hearts they felt like real dogs at last like they did in their little doggy dreams. Sika weaved like an expert heading for Kraken's deep speeding over the ice. They followed tracks of other racers and looked down through the cold depths of the frozen lake as something looked back up at them. A large eye watched as they crossed and as they stared, it blinked.

Problem

Tips of massive tentacles waved and broke free of the ice, cracking it everywhere. The pugs' paws scattered across the frozen sea as the sledge slid towards the icy waters. Shen cut the harness to release them so they wouldn't be pulled into the water with the sledge. Shards of ice smashed all around them as large purple tentacles grabbed out at the pugs to satisfy the Kraken's need for breakfast.

Resolution

Every pug raced out in all directions, flinging themselves at the thrashing tenacles and piercing them with their sharp little teeth. Confused, the Kraken tried to shake off the fluffballs with teeth, but they clung on tight. Purple liquid started to pour from the punctured tentacles and they began to recede back into the icy water. As Shen and Sika watched, an expelled cloud of ink hid the monster and when it had disappeared, so to had the Kraken.

Ending

The pugs wagged their tails as they were reattached to the sledge and continued on their excited way to try and win their hearts' desires.

Model text

Planning - Defeating the Kraken

- * Opening – Setting / character / race
- * Build up – meeting the Kraken
- * Problem – trying to get across
- * Resolution – pugs attacking Kraken
- * Ending – back on track excited to complete the race

Week 4 Monday

- * Learning Outcome / Objective
- * I can collaborate and share ideas.
- * I can recognise how to adapt a model text using my own ideas.

Opening

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Ending

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Shared writing

Opening	Build up	Problem	Resolution	Ending
Sika is grabbed by a yeti	Forced to eat noodles with other racers	Made to stay as a yeti forever and wash up	Shen comes in a causes a distraction to get everyone out	Back on track for the race but last again

Shared writing - opening

“We can do this pugs, PULL!” shouted Shen from the sledge being pulled by 66 of the world’s smallest dogs. Beside him, wrapped up warm in her winter coat, was his young friend Sika looking excited as they raced across the m, snow. Even though they were in last place, the pair were thrilled to be competing in the competition to reach the Snow Father’s Palace first and claim the ultimate prize of a wish for whatever their heart desired.

“ARHHH!!!!” screamed Sika as she was grabbed from behind by a huge, white, furry creature. In front of her, through gaps in large fingers, she could make out a ship on its side with faded letters saying ‘The Lost Hope’. Even though she was terrified, a thought hit Sika as she remembered some old story of her Grandfather’s where racers went towards the old ship and were never seen again. Everything went dark before neon lights flashed at her. Sika thought something must be wrong as the words seemed to say, “Yeti Noodle Bar!”.

Build-up

Build up

Forced to eat
noodles with
other racers

Use the shared plan and the model text to adapt the build-up for this new story.

Work in groups and share ideas. Keep editing and improving your sentences until you are happy to share.

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can recognise tenses.
- * I can recognise how to use past progressive tense and why it is used.
- * I can plan an adventure for Shen in 5 parts.

Have you noticed the tense our story has been written in?

“We can do this pugs, PULL!” **shouted** Shen from the sledge **being pulled** by 66 of the world’s smallest dogs. Beside him, **wrapped** up warm in her winter coat, **was** his young friend Sika looking **excited** as they **raced** across the snow. Even though they **were** in last place, the pair were **thrilled** to be competing in the competition to reach the Snow Father’s Palace first and claim the ultimate prize of a wish for whatever their heart desired.

- * Which words have been highlighted?
- * Why?
- * What have you noticed?

Tense...

- * Our story has been written in past tense.
- * Past tense is when things have happened in the past.
- * Verbs indicate the tense of writing.
- * Verbs are doing and being words.
- * Most of the verbs in the story have ed endings to show past tense.

Sometimes we use past tense differently...

- * Shen **was looking** at Sika.
- * The pugs **were pulling** as fast as they could.
- * Everyone **was eating** the noodles.

What do you notice here?

Past Progressive

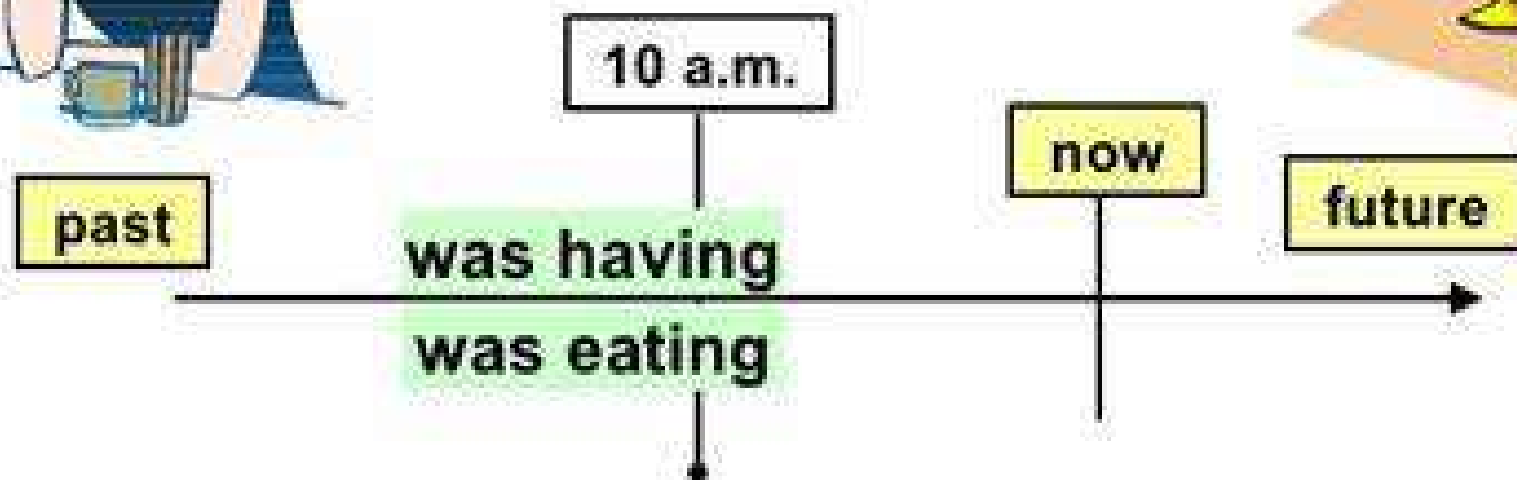


Use the **past progressive** to describe an action that was in progress at a specific time in the past.



I **was having** coffee.

She **was eating** ice cream.



When writing your own story, think about the verbs you are using.

- * Make sure you are consistently in past tense (except in speech) and think about if you want to make it past progressive.
- * were / was + _____ ing

Planning - pick a different section of the story for your own story or create a completely different adventure Shen and Sika could have come across on their route to the Snowfather's palace.

Opening	Build-up	Problem	Resolution	Ending

Once you have planned your story, practise saying it out loud to yourself and then to a partner.

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can write in the style of Philip Reeve.
- * I can edit and improve my writing.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can write in the style of Philip Reeve.
- * I can edit and improve my writing.

Week 4 Friday

- * Learning Outcome / Objective
- * I can read with expression to convey meaning.
- * I can use an illustration to support a reader's understanding.

Week 5 Monday

- * Learning Outcome / Objective
- * I can recognise features of a newspaper report.

Sequenced



Winter freezes the ship and the captain leaves the pugs behind



Save the racers from becoming a yeti



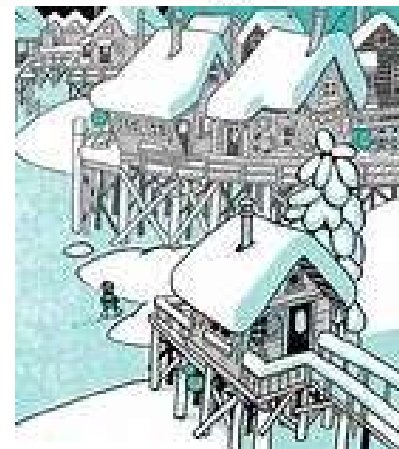
Shen meets Sika who helps and they join a race



Meet the Snow Father at his palace



Together, they defeat a Kraken



Say goodbye to grandfather and live as a family

Model text - newspaper

Racer turns into a YETI

Yesterday, during a fierce race to the Snow Father's palace, several determined racers were sent on a detour to a Yeti Noodle Bar. At the bar, noodles were eaten in abundance and caused significant changes in the appearance of those who ate them. The noodles, that were magic and addictive, turned those who ate them into Yetis with long beards and white fur. It was luck and courage, from a young racer called Shen, who saved the group by reminding them of the race. He got them to stop eating so they could not transform completely.

One racer, called Mitzi, decided that she had eaten too much and was happy to become a yeti.

"They were just so tasty," she said, "I couldn't stop eating them and now I am happy to be a yeti. I can carry on eating them."

The racers all claimed that it was odd how the more they ate, the less they remembered about wanting to win the race. They all agreed that it was thanks to Shen that they were still themselves. Sika, Shen's team mate, commented on how the noodle bar was in a ship called The Lost Hope. She had heard of how this ship was linked to other lost racers over the years.

The racers, who managed to escape from the noodle bar, have now continued on their race to the Snow Father's Palace to win a wish. Currently, Sir Basil Sprout is in the lead and the favourite to win.

Newspaper Reports

Key Features

Does your newspaper report include...

the name of the newspaper?

a headline?

the reporter's name?

an introductory paragraph that includes the 5 Ws?

pictures with captions?

facts about the main events?

quotes written as direct speech?

a conclusion paragraph to explain what might happen next?

Sentence Starters

Late last night,...

We have received reports that...

Many people believe that...

As I'm sure you will agree,...

In the early hours of the morning,...

Unusually,...

Word Bank

alongside

alternatively

apparently

commented

concern

confirmed

considerably

damaged

described

following

identified

insider

official

recently

reported

responded

source

stated

witness

unfortunately

Punctuating Direct Speech

Use **inverted commas** at the beginning and end of direct speech.

Start the speech with a **capital letter**.

End each piece of direct speech with a comma, full stop, question mark or exclamation mark.

Punctuation comes at the end of the speech and before the inverted commas.

Use a **comma** after the reporting clause.

Barry said "This is a brilliant report!"

Linking Ideas

after

but

in addition

also

therefore

in the end

although

despite

so

because

however

The 5 Ws

who?

what?

where?

when?

why?

The Features of a Newspaper Report

Newspapers have a range of features that attract the reader.

Can you think of these features?

Next



Next

A newspaper report must include...

the name of the newspaper
at the top;

Next

an interesting headline and sub-headline,

an introductory paragraph that
includes the five Ws;

Next

captions for
all pictures;



Next

facts about the main
events;

Next

writing in the third person
past tense;

Next

Next

“ quotes written as direct
speech; ”

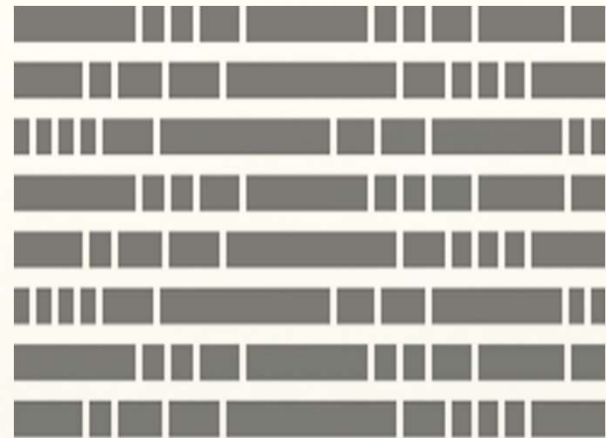
Next

a conclusion paragraph
to explain what might
happen next.

Next

HEADLINE

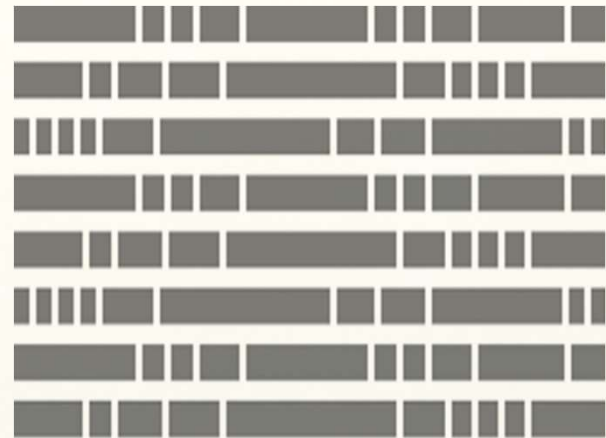
Newspapers use the headline to try to grab the readers' attention. It might even use a pun, rhyme or alliteration. Which one of these catchy headlines makes you want to read more?



Next

HEADLINE

Newspapers use the headline to try to grab the readers attention. It might even use a pun, rhyme or alliteration. Which one of these catchy headlines makes you want to read more?



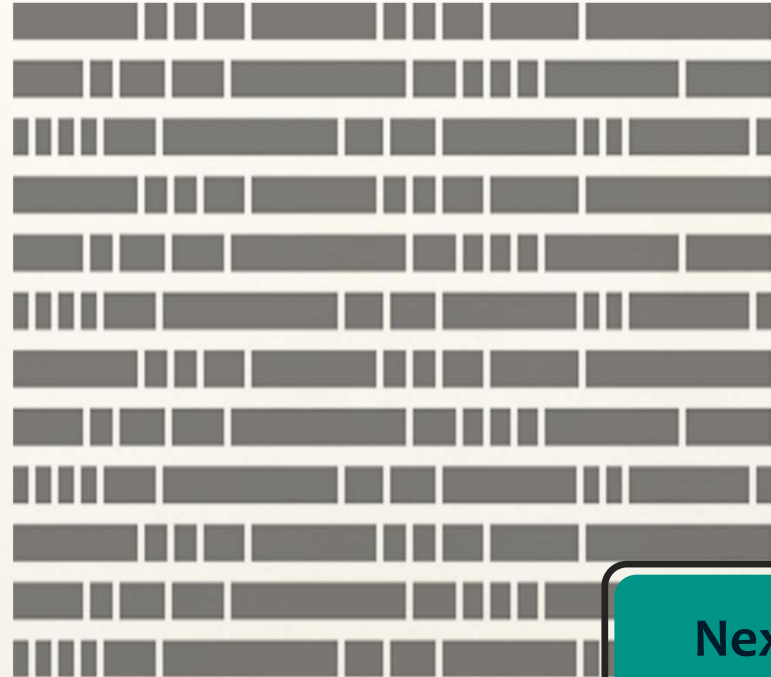
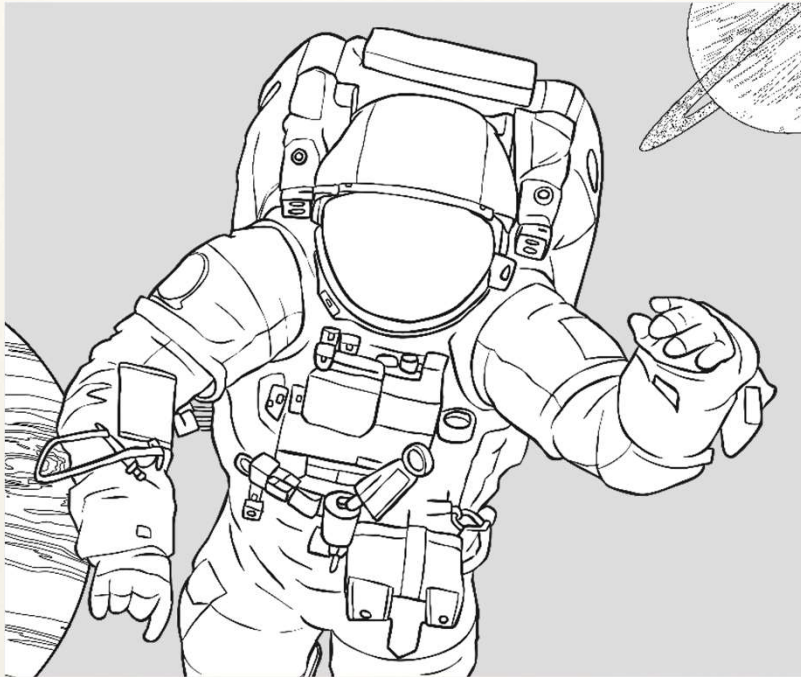
Next

ROMAN COIN SURPRISE FOR MRS SHIP



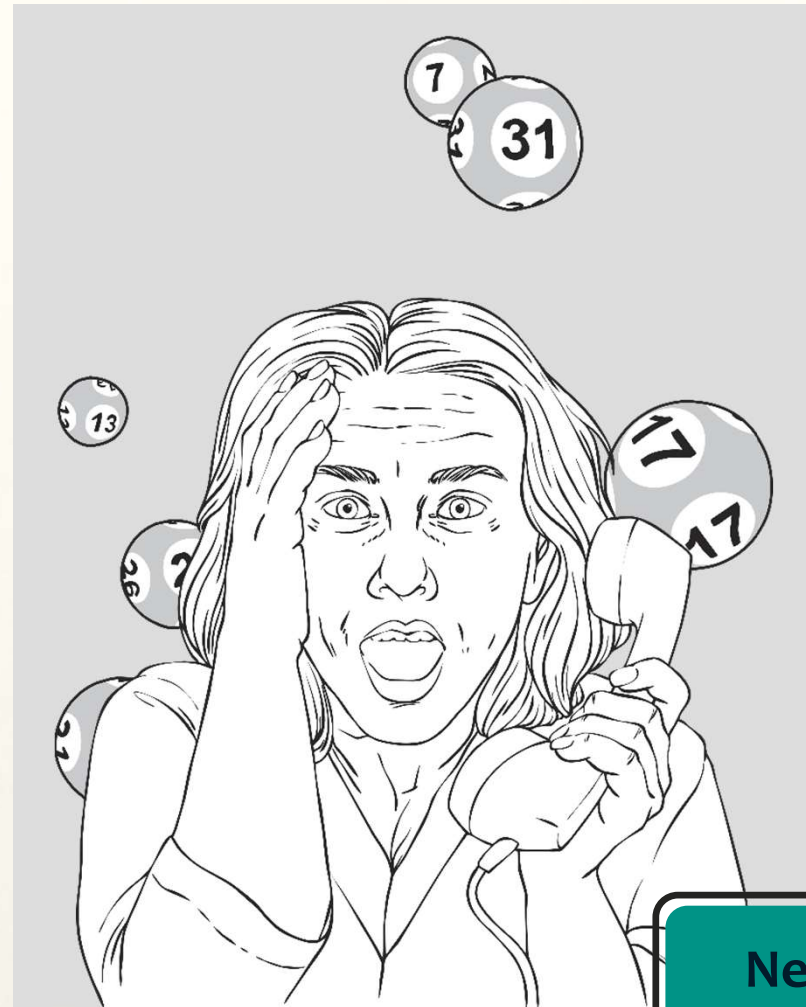
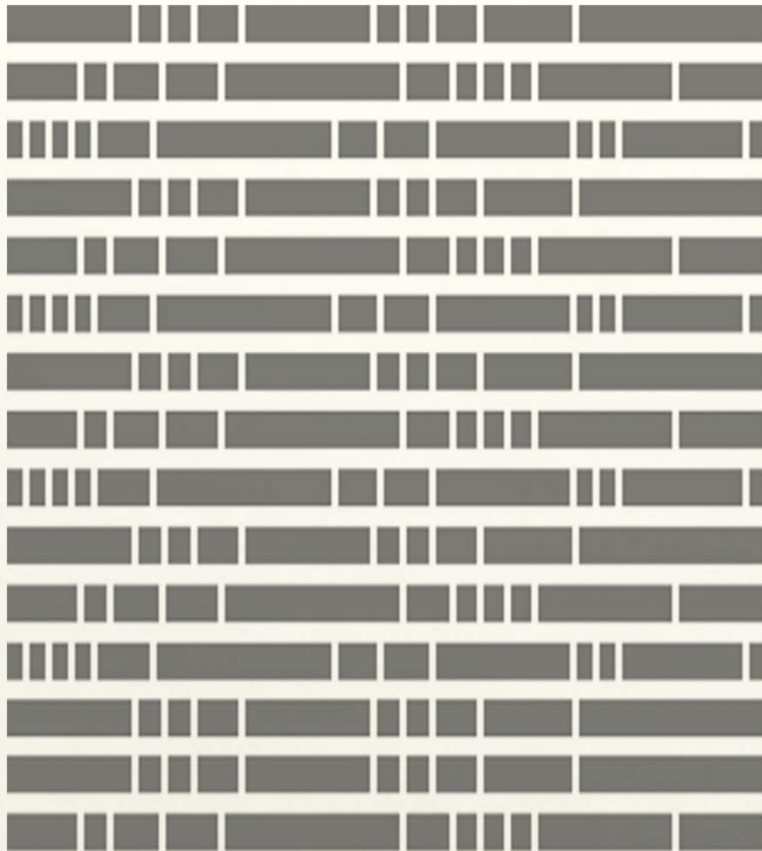
Next

BACK TO EARTH WITH A BUMP!



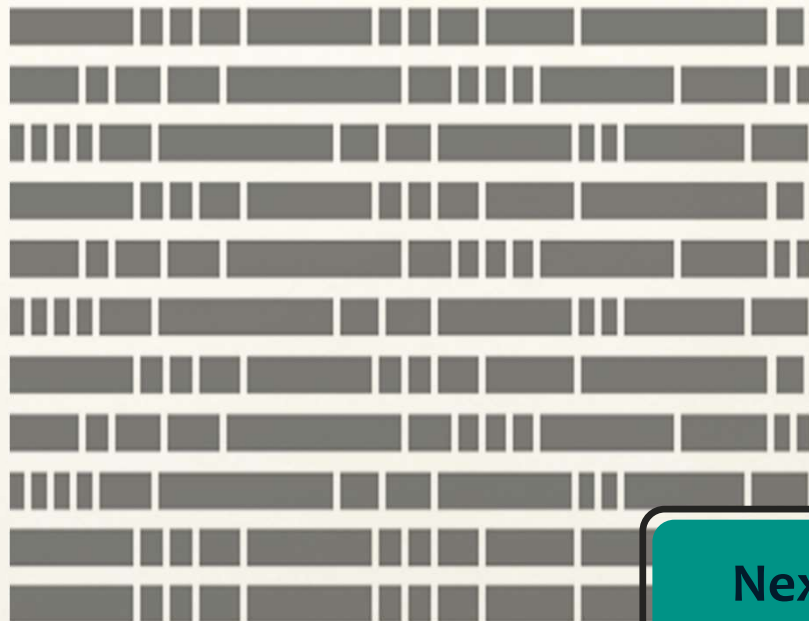
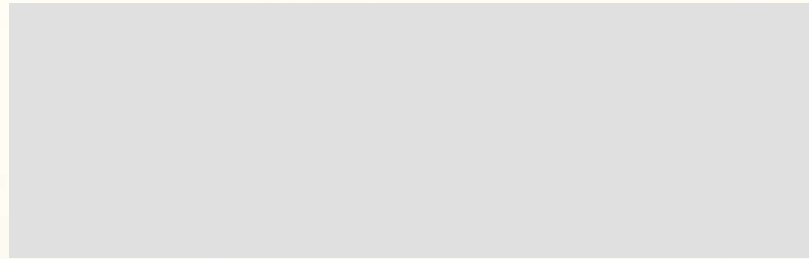
Next

LUCKY LOTTERY WINNERS... WIN AGAIN!



Next

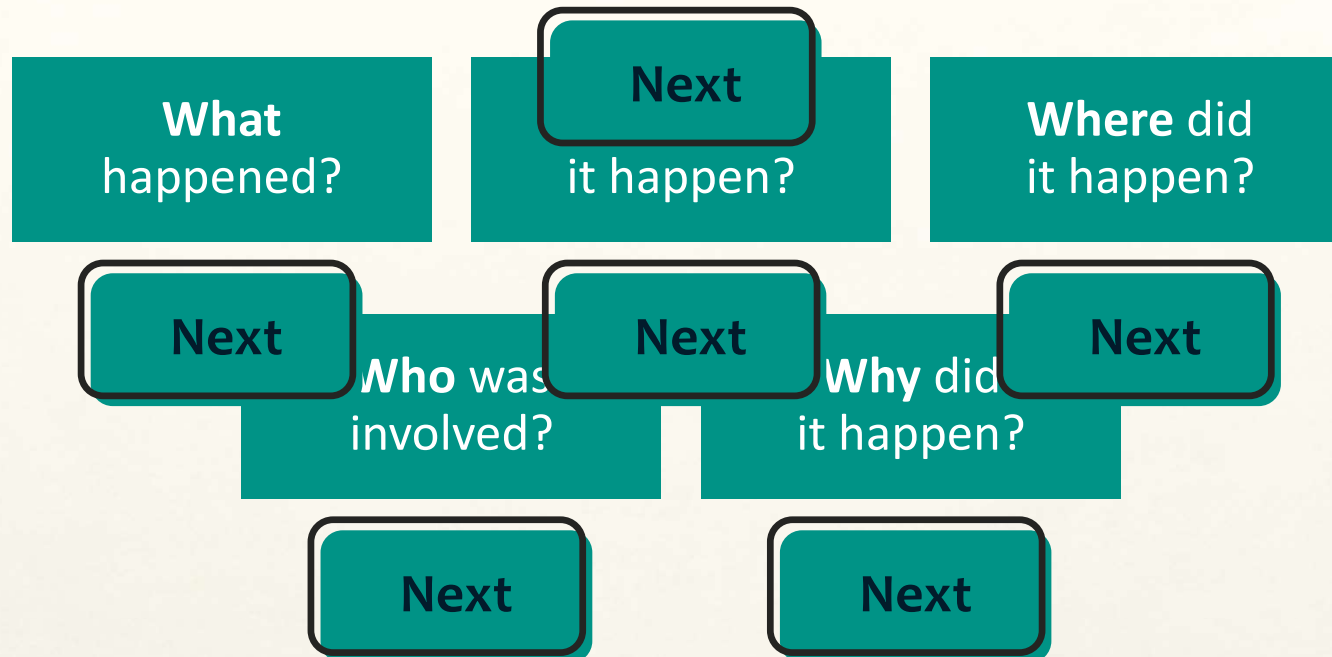
BAGGINS IS BACK!



Next

Introductory Paragraph

A newspaper report begins with an introductory paragraph that includes the **five Ws**.



BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth.

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.



Landing with a bump! Tim Peake lands safely in Kazakhstan.

Can you spot the **five Ws** in the start of this report?

Next

Captions and Pictures

Photos and captions will help to tell the story by giving the reader a snapshot of what has happened, where it happened or who it happened to.

Next



A caption explains to the reader what is happening in a picture. The caption is usually placed underneath the picture.

Next

What do you think a report using this picture would be about?

Next

Captions and Pictures Main Events

Photos and captions will help to tell the story by giving the reader a snapshot of what has happened, where it happened or who it happened to.

and which are opinions?



A caption explains to the reader what is happening in a picture. The caption is usually placed underneath the picture.

What do you think a report using this picture would be about?

Next

The man had a beard and wore a black coat.

I am the smartest person in the class.

Yellow is my favourite colour.

You shouldn't go swimming in the sea.

It took them 4 days to complete the endurance race.

Mrs James lives on Blake Drive.

The truck arrived with the jewels at 3 o'clock.

Next

Facts

had a beard and wore

Opinions

The man
wore

I am the

beard and
coat.

person in the class.
person

I am

test
class.

Yellow is the best colour.

It took
days

Next

er 84
the
extreme race.

yellow

Next

colour.

swimming in the sea.

You shouldn't go

Mrs

Next

It took the runner 84 days to
complete the extreme race.

Next

the sea.

103 Blake Drive.

Mrs Jan

The truck
the je

to pick up

at 103 Blake Drive.

The truck arrived to pick up the jewels at 3
o'clock.

Next

W

Facts

Third Person a

Opinions

se

The man had a beard and
wore a black coat.

Write about what happened to others (e.g. he, she,

It took the runner 84
days to complete the
extreme race.

Newspaper articles are normally an example of a
recount text. They are written in the past tense as the
event has already taken place.

**Mrs James lives at
103 Blake Drive.**

The truck arrived to pick up
the jewels at 3 o'clock.

**I am the smartest
person in the class.**

Yellow is the best colour.

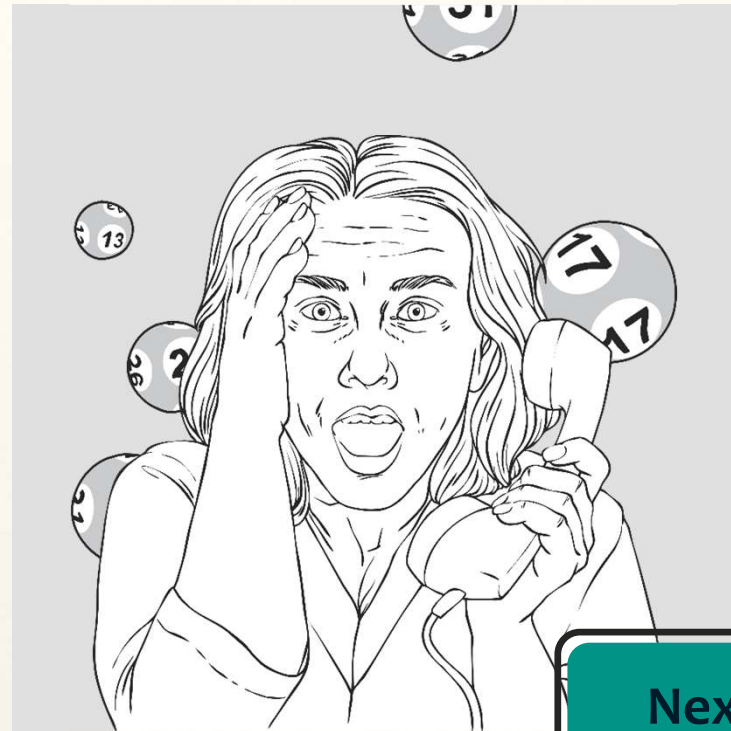
**You shouldn't go
swimming in the sea.**

Next

Quotes

Quotations tell us what has been said and who has said it. They can help to make the story credible by giving the reader the opinions of the people involved. Remember to use inverted commas!

“ [REDACTED] ”



Next

"We were all jumping around and dancing in the living room. We never believed it could happen again," Alisha commented.

Next

"Sally asked me to stop working because I was about to hit whatever she'd seen. I hadn't even spotted them," commented builder Karl Webb.

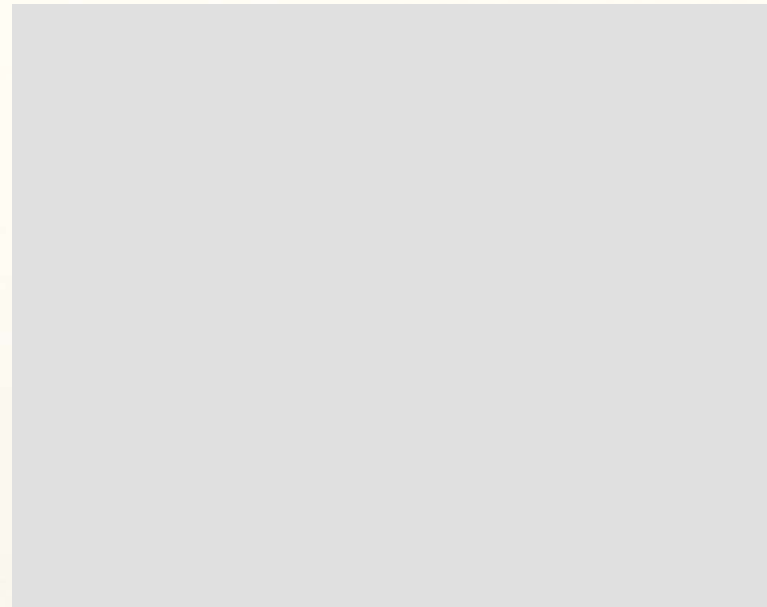
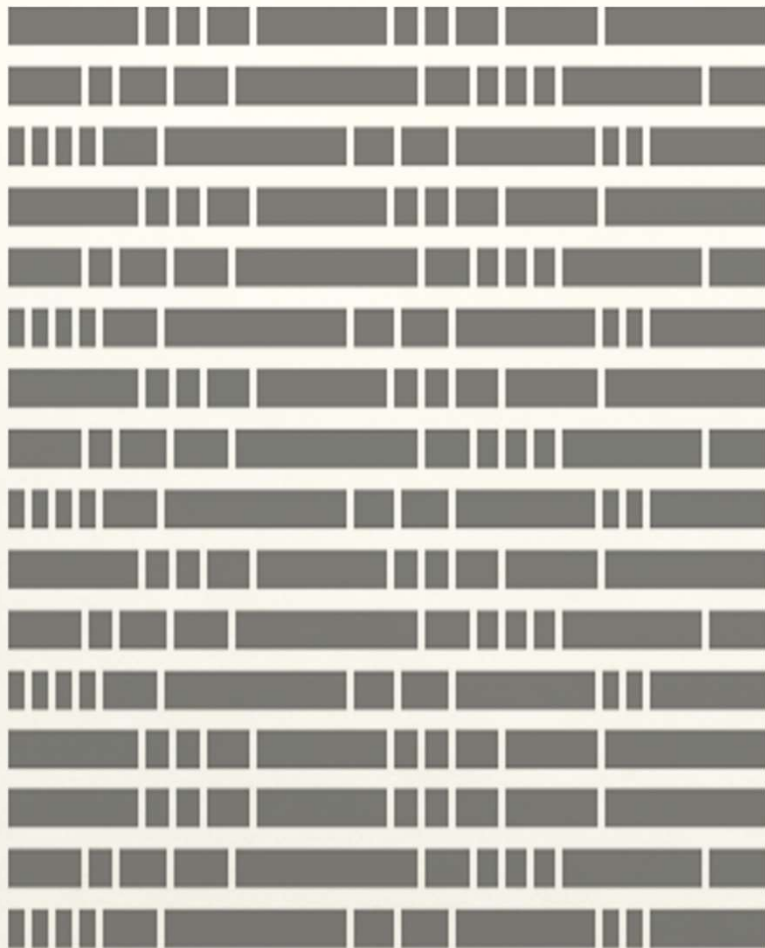
Next

Next

"It's a brilliant feeling. It's been a long road. I'm happy, but I'm relieved. It's great to be in the history books as one of the greatest. I'm proud of myself," he told reporters.

Next

Concluding Paragraph



A concluding paragraph is often used to tell the reader what might happen next.

Next

What do you think might happen next in this report about some very lucky lottery winners?

Click next to reveal what happened next.



LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

The two winners have exclusively revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills, 'we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

Next

ROMAN COIN SURPRISE FOR MRS SHIP

Reported by Owen Butcher, Media Correspondent, Glastonbury

Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display.

It was last year when Sally Ship, a 46-year-old secondary school art teacher from Somerset, decided to have an extension built on her home. 'We'd outgrown our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging; I had a feeling it was something special.'

'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a first for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I immediately reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night, guarding what I believed to be something very precious. My daughter thought I was crazy!'

'I have to be honest, I thought they were some old, worthless bits of metal. When Mum said she was camping outside to guard her find, I thought she was totally overreacting,' commented 18-year-old Jenny Ship. 'Mum and I love watching archaeology programmes. To think we had a little piece of

history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'

Mrs Ship explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find.'

Further excavations took place at Mrs Ship's property but no other finds were made. It is yet to be decided where the coins will be put on public display.



The treasure was discovered in a garden in Somerset

What features do you need to remember to include in your newspaper report?

Take a look at this example, how many features can you find?



Next

TWINKL TIMES

ROMAN COIN SURPRISE

An interesting headline.

Next

An introductory paragraph that includes the five Ws.

Next

Facts about the main events.

Next

Quotes are written as direct speech.

Next

TWINKL TIMES

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The treasure was discovered in a garden in Somerset

What features do you need to

The name of the newspaper at the top of the page.

Next

Write in the past tense.

Next

A final concluding paragraph explains what might happen next.

Next

Captions are added to pictures.

Next

Can you spot the newspaper features in our model text?

Racer turns into a YETI

Yesterday, during a fierce race to the Snow Father's palace, several determined racers were sent on a detour to a Yeti Noodle Bar. At the bar, noodles were eaten in abundance and caused significant changes in the appearance of those who ate them. The noodles, that were magic and addictive, turned those who ate them into Yetis with long beards and white fur. It was luck and courage, from a young racer called Shen, who saved the group by reminding them of the race. He got them to stop eating so they could not transform completely.

One racer, called Mitzi, decided that she had eaten too much and was happy to become a yeti.

"They were just so tasty," she said, "I couldn't stop eating them and now I am happy to be a yeti. I can carry on eating them."

The racers all claimed that it was odd how the more they ate, the less they remembered about wanting to win the race. They all agreed that it was thanks to Shen that they were still themselves. Sika, Shen's team mate, commented on how the noodle bar was in a ship called The Lost Hope. She had heard of how this ship was linked to other lost racers over the years.

The racers, who managed to escape from the noodle bar, have now continued on their race to the Snow Father's Palace to win a wish. Currently, Sir Basil Sprout is in the lead and the favourite to win.

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can recognise and use new language.

Model text - newspaper

Racer turns into a YETI

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Fierce



ADJECTIVE

having or displaying an intense or ferocious aggressiveness.

"fierce fighting continued throughout the day"

synonyms:

ferocious · savage · vicious · wild · feral · untamed · undomesticated ·

ADVERB

informal

very; extremely.

"he was fierce proud"

Determined



* ADJECTIVE

1. having made a firm decision and being resolved not to change it.

synonyms:

1. intent on · bent on · [set on](#) · dead set on · insistent on · fixed on ·

2. possessing or displaying resolve.

Detour



NOUN

1. a long or roundabout route that is taken to avoid something or to visit somewhere along the way.

VERB

1. take a long or roundabout route.

Abundance



NOUN

a very large quantity of something.

synonyms:

[avalanche](#) · [deluge](#) · [rush](#) · [flood](#) · [spate](#) · [torrent](#) · [cluster](#) · [flurry](#) · [wave](#) ·

the state or condition of having a copious quantity of something; plentifulness.

synonyms:

[profusion](#) · [plentifulness](#) · [profuseness](#) · [copiousness](#) · [amplitude](#) ·

plentifulness of the good things of life; prosperity.

synonyms:

[prosperity](#) · [affluence](#) · [wealth](#) · [opulence](#) · [comfort](#) · [well-being](#) · [luxury](#) · [plentifulness](#) · [fruitfulness](#) · [profusion](#) · [plenteousness](#)

Significant



ADJECTIVE

sufficiently great or important to be worthy of attention; noteworthy.

synonyms:

[notable](#) · [noteworthy](#) ·

having a particular meaning; indicative of something.

suggesting a meaning or message that is not explicitly stated.

synonyms:

[meaningful](#) · [expressive](#) · [eloquent](#) · [informative](#) · [revealing](#)

Addictive



ADJECTIVE

(of a substance or activity) causing or likely to cause someone to become addicted.

synonyms:

[habit-forming](#) · causing addiction · causing dependency · [compelling](#) · [compulsive](#)

relating to or susceptible to being or becoming addicted to something.

Transform



VERB

make a marked change in the form, nature, or appearance of.

synonyms:

[change](#) · [alter](#) · [modify](#) · [convert](#) · [metamorphose](#) · [transfigure](#) ·

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can recognise and use embedded clauses.

Model text - newspaper

Racer turns into a YETI

Yesterday, during a fierce race to the Snow Father's palace, several determined racers were sent on a detour to a Yeti Noodle Bar. At the bar, noodles were eaten in abundance and caused significant changes in the appearance of those who ate them. The noodles, that were magic and addictive, turned those who ate them into Yetis with long beards and white fur. It was luck and courage, from a young racer called Shen, who saved the group by reminding them of the race. He got them to stop eating so they could not transform completely.

One racer, called Mitzi, decided that she had eaten too much and was happy to become a yeti.

"They were just so tasty," she said, "I couldn't stop eating them and now I am happy to be a yeti. I can carry on eating them."

The racers all claimed that it was odd how the more they ate, the less they remembered about wanting to win the race. They all agreed that it was thanks to Shen that they were still themselves. Sika, Shen's team mate, commented on how the noodle bar was in a ship called The Lost Hope. She had heard of how this ship was linked to other lost racers over the years.

The racers, who managed to escape from the noodle bar, have now continued on their race to the Snow Father's Palace to win a wish. Currently, Sir Basil Sprout is in the lead and the favourite to win.

Adding information

- * Sometimes we add information using **adjectives** to give more detail to **nouns**...
- * The **brave** and **strong** **Sika** strode away in the snow.

Adding information

- * Sometimes we add information using **adverbs** to give more detail to **verbs**.
- * **Quickly** and **carefully**, Shen **lifted** the sledge from the chasm edge.

Adding information

- * Sometimes we add information using **embedded clauses** to **whole sentences**.

Yesterday, during a fierce race to the Snow Father's palace, several determined racers were sent on a detour to a Yeti Noodle Bar.

Embedded clauses – take them away
and the sentence still makes sense.

Yesterday, during a fierce race to the Snow Father's
palace, several determined racers were sent on a detour
to a Yeti Noodle Bar.

Yesterday, several determined racers were sent on a
detour to a Yeti Noodle Bar.

The extra detail helps



- * Think about the sentence as a sandwich.
- * Take a simple sentence like:

The racers continued to the Snowfather's palace.

Split the sentence, like two pieces of bread, and add some filling.

The racers, who survived the yeti attack, continued to the Snowfather's palace.

Look at our model text...

- * Can you find some examples of where extra information has been added in as an embedded clause.



Can you add 'some filling' to these sentences.
Notice how commas act like the butter to
separate the bread from the filling.

Shen, _____, wanted to take part in the race.
Sika, _____, desperately wanted to win the wish.

You could have...

Shen, who had been abandoned on the ice, wanted to take part in the race.

Shen, who had no family of his own, wanted to take part in the race.

Shen, who had never been in any competition before, wanted to take part in the race.

Week 5 Thursday

- * Learning Outcome / Objective
- * I can recognise and use direct speech.

Model text - newspaper

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Yesterday, during a fierce race to the Snow Father's palace, several determined racers were sent on a detour to a Yeti Noodle Bar. At the bar, noodles were eaten in abundance and caused significant changes in the appearance of those who ate them. The noodles, that were magic and addictive, turned those who ate them into Yetis with long beards and white fur. It was luck and courage, from a young racer called Shen, who saved the group by reminding them of the race. He got them to stop eating so they could not transform completely.

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The racers, who managed to escape from the noodle bar, have now continued on their race to the Snow Father's Palace to win a wish. Currently, Sir Basil Sprout is in the lead and the favourite to win.

Action...

- * In groups, act out the scene reported by the newspaper. Have someone acting as a reporter asking questions.
- * Have someone as Mitzi who speaks the exact words from the report.
- * Have others saying roughly what is reported in the report.

Direct speech

One racer, called Mitzi, decided that she had eaten too much and was happy to become a yeti.

“They were just so tasty,” she said, “I couldn’t stop eating them and now I am happy to be a yeti. I can carry on eating them.”

“ ” using these show that
these were Mitzi’s exact words.

Action...

- * In groups, act out a different section of the story and have a reporter interview the competitors.
- * Write down exactly what was said by the competitors and use speech marks to show this.

“Direct Speech”

Always start direct speech with a capital letter.

Always end direct speech with either a full stop, comma, question mark or exclamation mark before closing the speech marks.

Always say who said those exact words (this will be a person so as a proper noun will need a capital letter).

Shared write...

- * Use one group's direct quote to build a paragraph modelling correct punctuation.
- * Children to then write in groups their own paragraph.

Week 5 Friday

- * Learning Outcome / Objective
- * I can recognise and use indirect speech.

Model text - newspaper

Racer turns into a YETI

Yesterday, during a fierce race to the Snow Father's palace, several determined racers were sent on a detour to a Yeti Noodle Bar. At the bar, noodles were eaten in abundance and caused significant changes in the appearance of those who ate them. The noodles, that were magic and addictive, turned those who ate them into Yetis with long beards and white fur. It was luck and courage, from a young racer called Shen, who saved the group by reminding them of the race. He got them to stop eating so they could not transform completely.

One racer, called Mitzi, decided that she had eaten too much and was happy to become a yeti.

"They were just so tasty," she said, "I couldn't stop eating them and now I am happy to be a yeti. I can carry on eating them."

The racers all claimed that it was odd how the more they ate, the less they remembered about wanting to win the race. They all agreed that it was thanks to Shen that they were still themselves. Sika, Shen's team mate, commented on how the noodle bar was in a ship called The Lost Hope. She had heard of how this ship was linked to other lost racers over the years.

The racers, who managed to escape from the noodle bar, have now continued on their race to the Snow Father's Palace to win a wish. Currently, Sir Basil Sprout is in the lead and the favourite to win.

Indirect speech

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Sometimes reporters don't use the exact words people say, but combine their thoughts and ideas into a few sentences. In the example above there are no speech marks because these are not the exact words said.

Action...

- * Act out a section of the story in groups.
- * Have someone as a reporter interviewing the competitors.
- * Now as a group think about the comments made by everyone and try to sum up the ideas into a few sentences.
- * Were they mainly scared, angry or excited?

Shared writing...

- * Use a group's ideas to model a paragraph including indirect speech.
- * Each group to then create their own paragraph.

Week 6 Monday

- * Learning Outcome / Objective
- * I can share ideas and collaborate.
- * I can speak with confidence.

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Shared writing - planning

Headline	Orientation When Where Who What	Direct quote	Indirect quote	Reorientation
Trolls miss out on racer dinner	In the morning... At the ice bridge... Trolls ... Tried to eat racers...	"They looked so tasty, I was starving!" one troll said.	The trolls were terrifying and swiping in attack formation	Racers back in the race to the Snowfather's palace

Shared writing...

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Trolls miss out on racer breakfast

Earlier this morning, as racers carefully navigated across dangerously thin ice bridges, trolls paced in their chasm hoping to eat anyone who fell. At one point, the trolls stood on each other's shoulders to get as high as possible so they could grab the racers in their sledges.

Use the shared plan to write a section each in groups.

- * Edit and improve together.
- * When complete, share all sections to complete a class report.

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can plan a newspaper report.
- * I can talk about my plan with confidence and clarity.

Planning – draw a picture for each section and make notes to help when you start writing.

Headline	Orientation – Who What When Where	Direct quote	Indirect quote	Reorientation – what is happening now?

Once you have created your plan, use it to say your ideas to a partner.

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can write in the formal style of a newspaper report.

Use this checklist to help you write your own newspaper report.

write the name of the newspaper at the top?

Next

create an interesting headline and sub-headline

start with an introductory paragraph that includes the five Ws?

Next

add captions to all pictures?



Next

include facts about the main events?

Next

write in the third person past tense?

Next

Next

“

use quotes written as direct speech?

”

Next

finish with a conclusion paragraph to explain what might happen next?

Next

Week 6 Thursday

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- * I can edit and improve my writing.
- * I can write in the formal style of a newspaper report.

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Week 6 Friday

- * Learning Outcome / Objective
- * I can present a newspaper report in the style and layout of a formal report.
- * I can evaluate my learning.

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Next

Newspaper report

- * Use Publisher / 2Simple / Word to create your newspaper report with correct features.
- * Show a large, bold headline in WordArt
- * Use columns
- * Add appropriate pictures and captions in a Textbox
- * Find the speech marks by using Shift 2 for quotes

Pugs of the frozen north

- * What have you achieved?
- * What have you enjoyed?
- * What have been your strengths?
- * What have you improved?
- * What are you going to keep working on?

