

## WRITING – Wk Commencing 1.6.20

### DAY 1 – PREPOSITIONS

Do you remember what a preposition is? There is a clue in the word... pre**POSITION**!

A preposition is a word that tells you details about where something is – usually either in space or in time.

Look through the slides ([DAY 1 – PREPOSITIONS SLIDES](#)) to remind you about prepositions (think back to when we had to explain *How To Wash A Woolly Mammoth*! And also when we were describing the kingdom of the 'Fat King' in *War and Peas* – we used lots of prepositions to add detail to our descriptions).

### DAY 1 ACTIVITY

Look at the text in the [DAY 1 PREPOSITIONS ACTIVITY](#) document about dying fabric with cabbage.

This is a set of instructions. You can choose **MILD** or **SPICY** and complete the activity. The instructions and guidance is in the document.

### DAY 2 – VERBS & ADVERBS

As you know, a verb is an action or doing word. An adverb describes the verb (how something is done)

**STARTER:** Look at the text [DAY 2 - HOW TO TAME A UNICORN](#) in your learning pack. There are 9 verbs in the 'method' section of the text. Can you find them all? Write them in a list. (The answers are on the next page if you are stuck).

In stories, you will find lots of **verbs** during the most exciting or dramatic parts of the story. This is because lots of **action** is happening. In instruction texts, there are lots of verbs because instructions tell you how to **do** something.

**Adverbs** describe how an action is done e.g. turn **gently**, fold **firmly**, **carefully** bend. Lots of adverbs end in **-ly**, which is a clue! (eg. Carefully, gently, suddenly, gratefully, sadly...etc.)

**DAY 2 ACTIVITY:** - Re-read the method section of the unicorn text. Next, add an **adverb** for every verb in the text. You need to decide exactly *how* each action should be done in order to choose the right adverb and therefore make the instructions as clear as possible. You could use the [ADVERB WORD MAT](#) in your learning pack to help you if you are stuck. The more careful you are in choosing your adverbs, the better the instructions will be!

**Challenge:** try to change *where* you put the adverb in each sentence. For example, you could say, Eat your peas **quickly**.

Or

**Quickly**, eat your peas.

These sentences mean the same and, in both cases, the adverb is describing how to do the verb 'eat', even though it's in a different place in the sentence. As you know, by varying our sentences, we add interest for the reader and help our writing flow.

### **DAY 3 – WRITING INSTRUCTIONS**

Last week I made nettle soup! Whilst walking Stanley we noticed how there were so many green and lush nettle bushes and so I Googled a recipe and went about collecting some and making my soup. In your learning pack are pictures of me doing this (**DAY 3 – NETTLE SOUP**). You will see that I have added a verb or two to say which action is happening in each picture.

Today, you are going to write a set of instructions for making Nettle Soup, based on these pictures! (don't worry, you will see that I have also included some extra information, in case you can't tell what is happening in each picture!)

#### **DAY 3 ACTIVITY: -**

1. Look at each picture and the verb or verbs I have written underneath. Write an **adverb** for each picture's verb. E.g. pull (*verb*) firmly (*adverb*).
2. Write a **numbered set of instructions** for making Nettle soup, using the verbs and adverbs vocabulary. Start with picture one – this is step 1 in your instructions. You should have 12 steps since there are 12 pictures. Your instructions should look a bit like the unicorn ones from yesterday, but with a few more steps!

**Challenge 1:** try to include prepositions in each instruction. You could use the **PREPOSITION WORD MAT** in the learning pack to help you.

**Challenge 2:** did you notice that in one of the pictures I am wearing gloves? Why do you think this is? Can you include any extra safety advice in your instructions? Sentences might start with **Be careful to...** or **Take care when...**

If you would like to make your own nettle soup (it's delicious!) you could send me your instructions to check!

### **DAY 4 – PLANNING INSTRUCTIONS**

Over the next two days you're going to be writing instructions for children of the future: How to survive a lockdown and stay happy!

Today, you need to think about what to include.

#### **DAY 4 – ACTIVITY**

What have you done during lockdown? Think about the things that have really helped you survive lockdown. What things have you really enjoyed doing? What things have not been great (and would be good to avoid)?

1. Make a list of all the **things that you would recommend doing** - things that have made you happy e.g. camping in your garden, baking cakes, face time friends, building dens etc. (things that you would recommend doing during lockdown).
2. Make a list of things you have done to stay **healthy and safe** e.g. walk in the fresh air, wash hands regularly, keep away from other families.

3. Write down two or three things that you **wouldn't recommend** (perhaps that you haven't enjoyed, that have made you sad, or that you think might be dangerous!) – It would be good to add these, so you can warn people against them in your instructions!

In your learning pack there is a table that you could use to help organise your thoughts ([DAY 4 – HOW TO SURVIVE LOCKDOWN PLANNING](#)).

Tomorrow you are going to write your instructions!

### **DAY 5 – WRITING INSTRUCTIONS**

Imagine...

*It is now 2320 – three hundred years into the future. The people of Britain have been told they have to go into lockdown because of a virus that, if caught, turns you blue and makes noses go red! Obviously, people are trying to stop this happening, so the government has told everyone to stay indoors with their families for 2 months. The schools have just shut and children across the country are being told that they have to stay inside for a long time. Fortunately, their parents remember what they learned about at school – that lockdown in Britain had happened before - in 2020. When they Google it to find some more information, they stumble across a set of instructions: HOW TO SURVIVE A LOCKDOWN AND STAY HAPPY!*

This is what you are going to write today! Using your plan, you are going to write a set of instructions to put into a time capsule so that people in the future will know what to do in a lockdown situation.

You are going to use lots of **verbs** with **adverbs** to explain precisely what to do. You are going to use **prepositions** to add details to your instructions. And you are going to think about how best to **order** your instructions so that they are easy to follow and make sense. You might even include extra **safety advice** to help people during difficult times.

### **DAY 5 - ACTIVITY**

1. First, look back at your planning sheet from yesterday. **Decide what you want to include in your instructions and highlight or underline these.** You should aim for 2-4 in each column of the table.
2. **Decide what order you want to write your instructions.** You could put a number next to each one on your plan when you have decided. You might want to think about a timeline: it gets harder to stay as happy and enthusiastic as lockdown drags on. No doubt you have been getting bored the longer you have been in lockdown. Think about putting the most exciting things later on in your list of instructions (so when you get REALLY bored, you have something super exciting to boost your spirits). Think about where to add your health and safety instructions. It is up to you to decide how best to order your instructions. What order do you think would help children of the future have the best possible time during lockdown? You decide!
3. **Write your instructions.** You could use the planning template to help you structure your ideas ([DAY 5 – PLANNING TEMPLATE](#)). Remember to check that you have included a verb in each

instruction.

4. **Up-level your instructions** – check that you have included adverbs and prepositions. If you haven't, add them!
5. When you are finished, you could **write up your instructions on the Time Capsule template** if you like – or create your own! ([DAY 5 – TIME CAPSULE TEMPLATE](#)).

### **DAY 6 – DESCRIBING CHARACTERS**

What is the most important thing about writing a story? Many writers would say that stories need fantastic characters most of all. Think of your favourite stories – often the story itself is quite simple, but it is the characters that make it interesting and memorable!

Often writers include exciting character descriptions when they introduce characters into their stories. This is the opportunity for the writer to help paint a clear picture in a reader's mind about the character so that the reader can properly understand and enjoy the story. Sometimes these character descriptions can be quite long – especially when the characters are particularly unusual, different, exciting or comical.

### **DAY 6 ACTIVITY:**

1. Think of a character in your favourite story. If you can, find the book and have a flick through it to remind yourself of the story, if you don't have the book you might be able to look it up on line (try [www.amazon.co.uk](http://www.amazon.co.uk) and search for the book title). Perhaps have a chat to a grown up about sibling about your favourite character – what they were like, why you liked them, what was interesting / different / funny / unusual about them.
2. Next, I would like you to create a simple character 'snapshot'. Use the template in your learning pack ([DAY 6 – CHARACTER SNAPSHOT](#)). There are two templates – one for female, one for male. (You don't need to print the template off, you can just copy the format onto a piece of paper.)

Thinking carefully about your character, complete the different boxes. You could use bullet points and make a list of features.

3. Finally, have a go at answering the questions on the last slide.

### **DAY 7 – CHARACTER DESCRIPTIONS**

Writers really KNOW their characters. When they write stories, they have thought about every detail of the character before they start. That means that they know how the character would behave at each turn of the plot. As a writer, it's therefore your job to get to know characters really well.

### **DAY 7 - ACTIVITY**

1. **I would like you to read at least two of the three different character descriptions** I have included in your home learning pack ([DAY 7 - CHARACTER DESCRIPTIONS](#)). You might have read these before – can you guess which characters are being described? (You could read them yourself or ask a grown up or older sibling to read them to you so you can listen carefully). The final slide reveals the characters in case you weren't able to guess! As you are reading, make a note of any words you don't understand and ask a grown up – or even better, look in a dictionary [www.dictionary.com](http://www.dictionary.com)
2. **Look through each character description and identify the words that help to describe each character.** These will be [adjectives](#) (describing the nouns e.g. [tangled](#) hair) or [adverbs](#) (describing the verbs (actions and behaviours) e.g. runs [wildly](#)). If you are able to print the character descriptions you could underline or high-light these descriptive words, if not you could highlight them using the highlighting tools on the document (ask a grown up for help with this if you're not sure), or just write a list as you read through the text.

**Next, you're going to create a character map for ONE of the characters.**

Use the template ([DAY 7 - CHARACTER MAP TEMPLATES](#)). You could copy the picture or just write the name of the character in the middle if you can't print the sheet. . Surround each one with all the adjectives and adverbs you can find in the text.

**HOT CHALLENGE** – Add your own adjectives and adverbs based on what you can see in the pictures and what you think each character might be like.

## **DAY 8 – DESCRIBING A CHARACTER FULLY**

The best character descriptions go beyond describing what a character looks like. Re-read the start of the description of Miss Trunchbull:

*She never [walked](#), she always [marched](#) like a storm trooper with [long strides](#) and [arms a swinging](#) - when she marched ferociously along a corridor you could actually hear her [savagely snorting](#) as she went, and if a group of children happened to be in her path, she [ploughed](#) on through them like a tank, with small people wildly bouncing off her to the left and right.*

You will notice that this doesn't describe what Miss Trunchbull looks like, but how she MOVES and the SOUNDS she makes (and these features are described before we get any information about what she looks like!).

Really good character descriptions help a reader hook into a story and make it more enjoyable and rewards. To write a good character description, you should describe a character's

- Appearance (what they [look](#) like)
- Behaviour (how they [move](#))
- Sounds (how they [speak](#))

## **DAY 8 – ACTIVITY**

Look through the pictures in the 1<sup>st</sup> slide of the document called [DAY 8 – CHARACTER EXAMPLES](#) in your learning pack. Choose ONE character that you find interesting. For your character, I would like you to give them a name and then write 3 super sentences to describe them:

ONE sentence should describe what they **look** like

ONE sentence should describe how they **move or behave**

ONE sentence should describe how they speak or the **sounds** they make.

When you have done this, I would like to think about how you could **purple polish** your sentences (you could use any colour if you don't have purple!):

- Up-level your vocabulary. Use a thesaurus to find more interesting adjectives and adverbs
- Have you used conjunctions?
- Have you included an adjective for each noun and an adverb for each verb?

Next, re-write your sentences as a three sentence paragraph, including your changes. Remember to use your best handwriting! You could even copy the picture of your character to illustrate your writing.

Before you start, look at the example in the slides. The purple polishing is the important bit – this is where you can really show what a brilliant writer you are!

### **HOT CHALLENGE:**

Write two or three sentences to describe looks, movements and sounds.

## **DAY 9 – PLANNING A CHARACTER DESCRIPTION**

Over the next two days you are going to writing a very special description about a famous character! To do this you need to spend some time thinking about that character – what he or she looks like, sounds like and moves like so that you can write something very clear (more will be explained later!).

### **DAY 9 - ACTIVITY**

I want you to think of a character that you know well. This time, not from a book, but from a TV show, movie or perhaps even a computer game. To help you choose, make a list of characters that you particularly like or find interesting e.g. Darth Vader, Elsa from Frozen, Super Mario, Mildred from The Worst Witch, Branch from Trolls, Pumba from the Lion King, Buzz Lightyear etc.

When you have a few on your list, decide which one would be the most interesting to *describe*. Which of your characters make you think of interesting descriptive words or phrases? Often the most interesting characters look in some way different or peculiar, or have an unusual personality. Think carefully and choose the right one!

When you have done this, you are going to **make a mind map** of descriptive words and phrases that you could use to describe your character – a bit like you did on Monday, but adding more detail. In your learning pack, I have included an example ([DAY 9 – CHARACTER MAP EXAMPLE](#)). The more ideas that you add to your character map, the easier (and more fun!) it will be tomorrow when you write your description.

## **DAY 10 – CREATE A MISSING PERSON POSTER**

*Something terrible has happened! Your favourite character has gone missing!!*

Your task is to help the police try to find them. They need you to **prepare a missing person poster** which they can send to the press and put up on noticeboards, fences and lampposts across the nation. They need your missing poster to **very clearly describe your character** so that members of the public (who might not know your character) will know what to look out for. This is a very big responsibility, but I'm sure you're up to the job!

### **DAY 10 – ACTIVITY**

Use the Missing Person Template (slide 1 of the [DAY 10 - MISSING PERSON SLIDES](#) in your pack) – either print or copy the idea onto a piece of paper.

Next, you need to write the name of your character and draw a picture underneath.

You are then ready to describe your character so the public know who they are looking for! Use the sentence openers in the slides to help you structure your text. You need to look at the character map you created yesterday for words and phrases to help write your descriptive sentences.

When you are happy with your description, grab a coloured pen or pencil and 'purple polish' (remember, it doesn't have to be purple and that this is the most important bit!).

Well done! I'm sure the police will find your special character with all your descriptive help!

***You are a fantastic character writer!***