# WRITING – 2 Weeks Commencing 15th June

## DAY 1 – Vocabulary

Do you know *The Lion, The Witch and Wardrobe* – the story of Peter, Susan, Edmund and Lucy, who discover the world of Narnia through the back of a wardrobe? It is a very famous story by a writer called C.S. Lewis.
Click on the link to watch Lucy discover the entrance to Narnia, from the film version of the book.
https://cutt.ly/2yvlv0q
*What would it be like to have a wardrobe that takes you to magical places?*
I want you to imagine that you have your very own magical wardrobe. You bought it at a market and when you got it home you discovered that it was not just beautiful, but magical too! Every week, on a Sunday evening, when you step into the wardrobe, you're transported to a magical jungle that is out of this ….**world!**
Every time you go on an adventure in your wardrobe, you discover a new jungle. Last time I went, I discovered the *Atlanti Jungle in Oreno*, an amazing place where the sky is yellow and the soil is pink! I have been keeping a 'jungle log' of all my adventures. This is a bit like a diary entry – where I write down what has happened on my visits. On the slides you can read what I wrote for this particular adventure (DAY 1 – JUNGLE SLIDES – Slide 2)

## DAY 1 – ACTIVITY: -

Look at the table in the slides (Slide 3). You will see a list of some of the words in the text. You may know the meaning to some or all of them.

1) Find the word in the text. What is its word class in the text?
   Is it a…
   **Noun** (a thing, place or person e.g. tree, house, Stanley);
   **Verb** (an action or doing word e.g. run, walking, climbed);
   **Adjective** (describing a noun e.g. beautiful tree, rich king);
   **Adverb** (describing a verb e.g. ran quickly, squawked loudly, ate hungrily)?

2) Write down the definition for each word in the table (what you think each word means). If you're unsure, look back at the text for clues. Can you take an 'educated guess'? Once you have completed all the definitions, check in a dictionary (see https://kids.wordsmyth.net/we/ ). Were you correct? Purple polish your definitions.

3) Can you think of some synonyms for these words? (*different words that mean the same or similar*) Give yourself 10 minutes to think of some synonyms and write them down; next, check in a thesaurus and add a synonym or two! You could use www.thesaurus.com to help you.

4) Add in any other words that you didn't understand from the text. Add them to your table and find the definition of the words and some synonyms.

5) Finally, you are going to look back at all of the words in your table. Choose 3 words from the table and write them in super sentences of your own – try to write your sentences that are

not about being in a jungle (putting the words into a different context). There is an example on SLIDE 4.

## DAY 2 – LIST POEM

**Starter**: Re-read the diary entry text from yesterday (JUNGLE LOG – slide 2). See if you can answer the questions about the text on slide 6 (you do not need to write the answers down). The answers are on the last slide so you can mark your own work!
**Main**: look at the poem I was inspired to write when I got back from Atlanti! (JUNGLE SLIDES - slide 7). It's a list poem and it is all the magical things I would like to find in my rucksack.

Today I would like you to have a go writing your own '**List Poem**'.

What magical things would you like to find in your rucksack when you go exploring?

★ Try to make your items sound exciting by using alliteration – where words start with the same sound e.g. *sizzling sun, lazy lion, towering trees*

★ Use precise, amazing adjectives that show things in a more exciting way e.g. *scorching, splashing, glittering*

★ Choose unusual things to add to your bag. Be as inventive as you can e.g. *a hat made of stars, boots made of spider webs*

★ Exaggerate things. Make them: the biggest, the tallest, the sweetest, the fastest

★ Invent new things e.g. a *Soupee bird, the smell of clouds*

**★ Use the planner to help you sort your ideas for your poem (slide 8). Then, using the tips above, write your poem on a separate piece of paper.**

## DAY 3 – Create a new jungle!

Imagine we have gone through the wardrobe together and we are in a *new* jungle. If I passed you my telescope, an instrument that makes far away objects look closer, what would you see through it? What would the new jungle be like? What weird and wonderful things would be in this new and unusual place?

**DAY 3 - Activity:**

1. In a circle (like the one on SLIDE 10), **draw what you would see through my telescope** if you were looking at your new jungle. Don't forget to add lots of detail and use colours to bring your view through the telescope to life and make it as inventive and exciting as possible!

2. When you are happy with your new jungle I would like you to **label all the exciting things you can see**, around the outside of the circle. Don't forget to use a ruler (or a straight edge) to draw lines

to your labels and so that your labelling is clear. Can you include some Amazing Adjectives to describe the things you can see?

## DAY 4 – Plan your Jungle Log

Now let's imagine we have explored our new jungle and you are going to think about how to write your explorer's log. What do you need to remember about your amazing adventure in this new place. Using your picture from yesterday and all your fantastic ideas, today you are going to plan your log!

**DAY 4 – ACTIVITY:**

Following the same pattern as mine (slide 2) you are going to use the planner on slide 12 to jot down ideas for yours own log.

**Top Tips:**

- Remember to include as much details as possible – in years to come you will want to be able to remember it all!
- Remember to find some fantastically descriptive vocabulary: Amazing Adjectives *(gigantic, , feathery, speckled)*, Powerful Verbs (*lunge, stride, gallop, shuffle)* and Awesome Adverbs (*wildly, amazingly, wondrously)*

## DAY 5 – Add detail to your sentences

Now for some grammar!
Before you write your log, let's practise some sentences that will help you to write like an explorer!

### 1. Use conjunctions to add detail

★ You can add detail to your sentences by using the simple joining words and or but (conjunctions)
For example:

*1. I trudged through the dense forest and collected samples of the plant life.*
*2. I tried to catch a fish but they were too fast for me.*

**DAY 5 – ACTIVITY 1**
Using some of the ideas in the plan you made yesterday, create 3 super sentences about your jungle adding detail by using the conjunctions 'and' and 'but'. Try to write 2 sentences using 'and' and 2 sentences using 'but'. You could use the writing frame on slide 14 if you would like.

## 2. Use time openers to show us WHEN

★ The log uses 'sentence signposts' to tell the reader **when** something happened in the journey. We often call these 'time openers' e.g. *First, Next, After that, Then, Afterwards, After a while, Finally, When* … , For example:

*1. Next, I trudged through the dense forest and collected samples of plant life.*
*2. Finally, I tried to catch a fish but they were too fast for me.*

**DAY 5 – ACTIVITY 2**
Edit *your* sentences to add different 'time openers' to tell your reader WHEN things happened. You could purple polish the sentences you wrote in task 1, or write them out again, including your time openers. (or you could use the writing frame on slide 15).

## 3.Use the conjunction 'because' to explain a bit more and justify.

★ Now try practising some sentences that will help you explain what you were doing, using because to enable you to explain. For example:
*Finally, I headed back to camp because it was getting late.*

**DAY 5 – ACTIVITY 3**
Take sentences from your plan from yesterday, try adding because to explain why you did something.
Remember, you could spin your sentence round and start with because, as well. For example:

*1. First, I set out early because the jungle was far away.*
*2. Because the jungle was far away, the first thing I did was set out early.*
*3. After that, I packed my camera because I wanted to photograph the flowers.*

You could use the writing frame on slide 16 if you would like.

## DAY 6 – Writing a draft of your Jungle Log!

Now you're ready, it's time to write your log!

★ Use your plan (and the model for Atanti if it helps – slide 2) to draft your log on a separate piece of paper.

**Remember to:**
• add *detail* to your sentences by using **and** or **but;**
• add explanation to your sentences using **because**;
• use time openers like **After that,** or **Later on**, to start some sentences;
• check your **capital letters at the start of sentences, full stops at the end** and **commas after a time opener**.

★Don't forget to read your work and check it flows and makes sense.

**WELL DONE FOR GETTING THIS FAR! You are doing so well!**

## DAY 7 – Time to publish your log!

Because you have written such a fantastic log about a super exciting and incredible place, I think you need to publish it for everyone to read!

Follow the instructions on slide 18 to make a fold-out log. Draw your jungle on the front and write your log inside. Or you could use the special template on slide 19!

Remember you can always improve your writing as you go – writing can always be up-leveled!

## DAY 8 – One Final Mission: To discover a rare creature!

In my List poem, you might remember I had the feather from a Soupee bird in my rucksack. I'd love to photograph one for my collection but they are very shy creatures and always hide away. However, I have a cunning plan that would allow me to see one up close!

Read the instructions for *How To Uncover A Soupee bird* on slide 21.

Here is a glossary, to help you with some of the tricky vocabulary:

***crouch**: bend your knees and curl yourself in to get your body as low as possible*
***camouflage**: a way of hiding by covering yourself so you blend into your surroundings*
***classical music**: serious music following a long tradition*
***tempted**: to be attracted to do something that you probably shouldn't.*
***aroma**: the smell of something, usually something pleasant.*

Did you manage to spot all the features of the instructions?

**DAY 8 - ACTIVITY:**

★ What mysterious, rare thing would <u>you</u> love to see up close? What would you like to photograph? A fairy? A giant? A wizard? A Pokemon? A minotaur? A T-rex? A mermaid? A unicorn? Something else? **Decide what creature you would like to track down in your jungle and photograph.**

★ Design Challenge: What would tempt them out of their hiding place? **Draw and label a trap or special sneaky tactic you could use to tempt your creature out** so you can snap a photo for your Jungle Log! (remember to give your special creature a name!)

You need to think carefully about what your creature simply cannot resist or else wouldn't notice… until it's too late. But be careful – you don't want to scare or hurt them!

## DAY 9 – PLAN YOUR INSTRUCTIONS

Re-read my instructions for uncovering the Soupee Bird (slide 21). You are going to use and copy the structure I have used to write a set of instructions for uncovering the incredible creature that you thought about yesterday.

Read through the Top Tips below and then use the plan (slide 23) to help draft your instructions.

**TOP TIPS**

★ **Ask 2 questions** to introduce the instructions E.g.

*__Are you__ mesmerised by the rare Soupee bird? __Would you__ love to photograph this magnificent creature up close?*

★ Use **time openers** to order the steps for the reader E.g.

*__First,__ trek deep into the jungle where the trees are dense. __Next,__ wait patiently.*

★ Tell your reader what to do by using ***bossy,* imperative verbs E.g.**

*__trek__ deep into the jungle, __peek__ around the tree, __choose__ a tree with a wide trunk, __play__ the classical music.*

★ **Extend detail** with a sentence of 3 things **E.g.**

*Then, __crouch__ behind the tree, __spray__ yourself with the perfume and __cover__ your hat with leaves.*

★ Round off with **a warning E.g.**

*Never use ... Beware ... Do not ...*

## DAY 10 – Let's Write!

Now you're ready to write your instructions! Use your plan and write them on a separate piece of paper and don't forget to check the punctuation and flow. Does it sound 'bossy' enough? Do not forget to check your non-negotiables:

- Spelling
- Capital letters and full stops
- Every sentence makes sense
- Neat, cursive handwriting

Well done! You've done a great job completing the activities. I'm very proud of you for being brave enough to step through my wardrobe!

**If you want to do more writing, you could try some INVENTING by using what you have learnt at school already. Here are a few ideas:**

- ★ **Write a story where your main character has an adventure in a magical jungle. Use a story pattern that you know or use this basic structure:**

  **Once upon a time, … One day, … Unfortunately, … Luckily, …**

  **In the end, …**

- ★ **Write another list poem about somewhere else you could explore. Use the title:** *Through my telescope, I saw ...*

- ★ **Write an information text about the creature that you captured in your trap.**

- ★ **Write a letter to a friend telling them about your exploring. Ask them to plan a trip with you.**