

Wednesday: Planning for Writing



Look at the picture. Think about the following questions:

- Who do you think the boy is?
- Where is he?
- What do you think he might see through the hole in the fence?
- Why do you think he has a camera?

Make a list of 5 different feelings the boy may be experiencing and create sentences using them. Eg. curious, nervous...

Can you create sentences using the feelings to start the sentences?

Eg. Curious, the young boy looked through the tiny hole in the tall fence.

Can you change the underlined words to make your own sentences more interesting; use synonyms or alternative words?

Read this story starter:

I was puzzled. Things just kept disappearing from our garden. At first it was just small things, like my toy car, then larger things began to go missing. Dad's lawnmower vanished. Mum's favourite plant pot with her favourite plants in. Gone! Just gone!

My parents kept saying that there were thieves on our street. I believed them. Of course I believed them! Why wouldn't I believe them, they're my parents?! Sneakily, I got into the habit of looking out of my bedroom window with my camera, in the hope that I would catch a snapshot of the crooks in action.

One afternoon, after I had got in from school and done my homework, I stood at my bedroom window. I was ready. I had my camera in hand. I then watched in amazement and shock as the giant oak tree, that had stood in our garden since before I was born, was dramatically wrenched from the ground by an unseen force. Its great branches and straggling roots and shaking, green leaves began to be pulled towards a hole, the size of a pound coin, in our garden fence. I watched as the tree began to be squeezed, again by this unseen force, through the hole in the fence.

A minute later I was standing with my camera at the ready, peering through the hole in the fence, desperate to find out what had happened to all the things from our garden. Then...

Draw a picture of what the boy saw through the hole in the fence.

What do you think happened to the boy next?

Who or what had taken all the things from his garden?

How do you think the boy is going to get all the things back?

Draw a sequence of pictures (a story map) to show what happens to the boy and how he rescues all their belongings. Make sure you include descriptions of the following:

- The thief character
- The place where the belongings have been taken to
- How the boy travels to the place
- The reasons why the belongings had been taken
- How the boy manages to return to the garden with all/ some of the belongings.

Thursday: Writing a story 'The Hole in the Fence'

Use your story map from yesterday and write a story about the boy's adventure through the hole in the fence.

CHECKLIST Remember to:

1. Divide your story into paragraphs.
2. Use full stops and capital letters.
3. Make sentences interesting by using fronted adverbials and expanded noun phrases. (What exciting adverbs and adjectives can you use?)
4. Add subordinate clauses to your sentences (using conjunctions: because, although, while, after, before, since)
5. Add some direct speech in your story; check you punctuate the direct speech correctly.

Friday: Editing your story

Look at the story you wrote yesterday.

Read through the CHECKLIST from yesterday's lesson. Check that you have included all the items on the list.

Use purple pen (or a colour pencil) underline 5 words you think you may need to check the spellings for.

Can you add 5 more interesting adjectives to your story? Which words could you change to make the sentences even more exciting? Use a thesaurus to help you.

Add 3 more adverbs to your story.

Which subordinating conjunctions have you used? Can you add one more subordinating clause using a different conjunctions?

Write out or type up your story with all your corrections. Add a picture to illustrate your favourite part of the story.