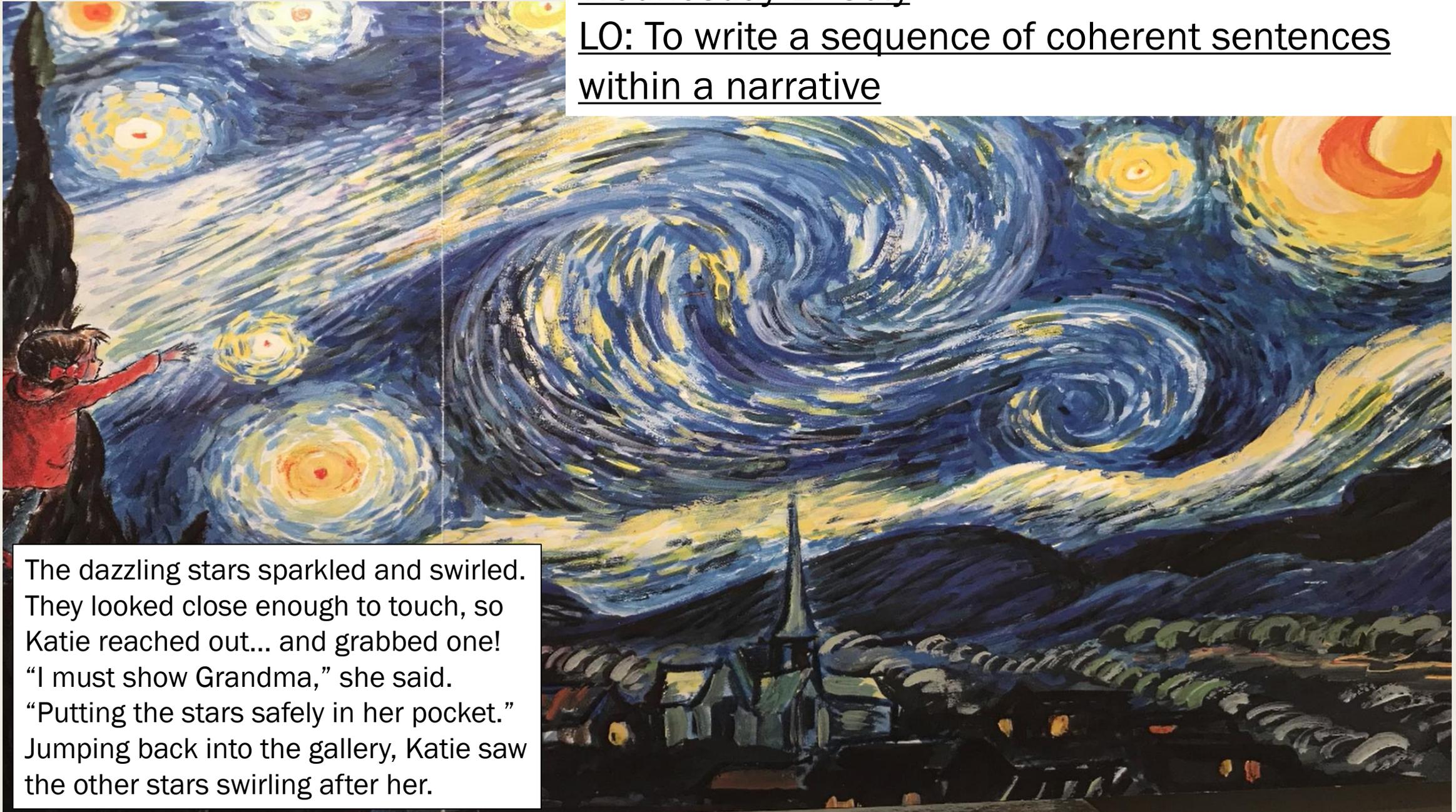


Wednesday 1st July

LO: To write a sequence of coherent sentences within a narrative



The dazzling stars sparkled and swirled. They looked close enough to touch, so Katie reached out... and grabbed one! "I must show Grandma," she said. "Putting the stars safely in her pocket." Jumping back into the gallery, Katie saw the other stars swirling after her.



“Perhaps they wanted to play!” she laughed, jumping up to catch them, but she couldn’t quite reach.

“Hmm, I need something to stand on,” said Katie.



She saw a picture called Vincent's chair.

"That's perfect!" she smiled.

Katie quickly dragged the chair out of the picture, as more and more stars tumbled in the gallery. But, even standing on the chair, Katie couldn't reach all the stars.

Turn your page landscape and split up the left hand side like this

We gather vocabulary this side



Chunk 1: What does the item that's fallen out of the painting look like?



How did they move?



Chunk 2: Why couldn't she catch them?



Chunk 3: What did she try that didn't work?
What did she say when the attempt failed?

We write our chunks this side.



Chunk 1: What does the item that's fallen out of the painting look like?



How did they move?

Here we are going to collect some adjectives to describe the item that's come out of the painting.

My vocabulary (for potatoes)

round like boulders
rough, dirty skin

Your vocabulary (for the painting you chose)

My Chunk 1



The potatoes rolled like round boulders. Katie thought that her Grandma would love this potato to make her potato and leek soup, so she **reached** in and **grabbed** one.

Your Chunk 1

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



Chunk 2: Why couldn't she catch them?

We are going to gather some reasons to why she couldn't catch the rest when they also fell out of the painting. We will use the conjunction, because.

My vocabulary

rolled too fast

rolled in too many different directions

Your vocabulary

My Chunk 2

Without warning, all the potatoes from the painting began rolling out of the painting. Katie panicked and began trying to catch them all, **but** it was impossible **because** they were rolling away to fast. She couldn't catch them quick enough.



Your Chunk 2

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).



Chunk 3: What did she try that didn't work?

What did she say when the attempt failed?

We are going to gather some phrases she might say when she realises she can't catch them all.

My vocabulary

"Oh no!"

"What will I do?"

"How will I get them back into the painting before anyone sees?"

Your vocabulary

You could try using something from another painting

My Chunk 3

"This can't be. How will I get these potatoes back into the painting before anyone sees?" Katie whispered to herself.

She asked the people in the painting to help, but they were so weak and mild that they didn't have the energy to help.



Your Chunk 3

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.

My complete plot point 2



The potatoes rolled like round boulders. Katie thought that her Grandma would love this potato to make her potato and leek soup, so she **reached** in and **grabbed** one.



Without warning, all the potatoes from the painting began rolling out of the painting. Katie panicked and began trying to catch them all, **but** it was impossible **because** they were rolling away to fast. She couldn't catch them quick enough.



“This can't be. How will I get these potatoes back into the painting before anyone sees?” Katie whispered to herself. She asked the people in the painting to help, but they were so weak and mild that they didn't have the energy to help.