

The Present  
Monday 29<sup>th</sup> June 2020

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# English

## The Writing Rainbow

- Your success criteria will include at least one of these symbols to help you organise your ideas. You will write using the lens that has been suggested, but if you are confident, and you wish to try something unique, then you can use a different lens

<p><b>FANTASTICS</b> The ideas for writing – which of the FANTASTICS will be chosen to write from?</p>	
<p><b>Grammaristics</b> Using grammar to structure the information</p>	
<p><b>Boomtastics</b> Using techniques to add flair to your writing</p>	 <p>Please copy and paste the Writing Rainbow Symbols into the relevant boxes.</p>

# Sentence types

- This year, we have learned the following sentence types:
  1. **Some; other sentence**: **Some** people were cheering; **other** people were dancing.
  2. **If, if, if, then**: **If** the Mayor had listened, **if** the Mayor hadn't broken his promise, **if** the Mayor had given the gold coin, **then** the children wouldn't have been taken away.
  3. **Emotion word, sentence**: **Excitedly**, the children started to follow Pied Piper.
  4. **Speech sentence**: **"I will get you one last chance,"** said Pied Piper or The Mayor shouted, **"You should be so lucky!"**
  5. **Outside (Inside)**: The people of Hamelin town were excited at the thought of the rats disappearing (**Inside, however they weren't sure if it would be possible.**)
  6. **The more; the more**: **The more** the people the cheered, **the more** the Mayor's face turned red.
  7. **2 pair sentence**: **Laughing and cheering, dancing and skipping** the children followed Pied Piper
  8. **Personification of weather**: The wind **howled**.
  9. **Verb, person**: **Trembling**, he fled from the beast.
  10. **With an action, more action**: **With a weary wail**, Thor launched his final attack.
- But you can also use sentence types learned previously in your writing. Think about the intent (what effect do want to have on the reader) before choosing the sentence type you will use.

# LO: To write effective sentences to write a story.

- We are going to use a video as the stimulus for our writing this week.
- The video can be found using the following links:

<https://www.youtube.com/watch?v=3XA0bB79oGc>

Today, we will be focusing on plot point 1. Please watch the video from 0:00 – 0:38. - <https://www.youtube.com/watch?v=3XA0bB79oGc>

Success criteria:

- ✓ To write up to 9 effective sentences.
- ✓ To use an action sentence to set the scene
- ✓ To use the sense of hearing to advance the setting.

Challenge :

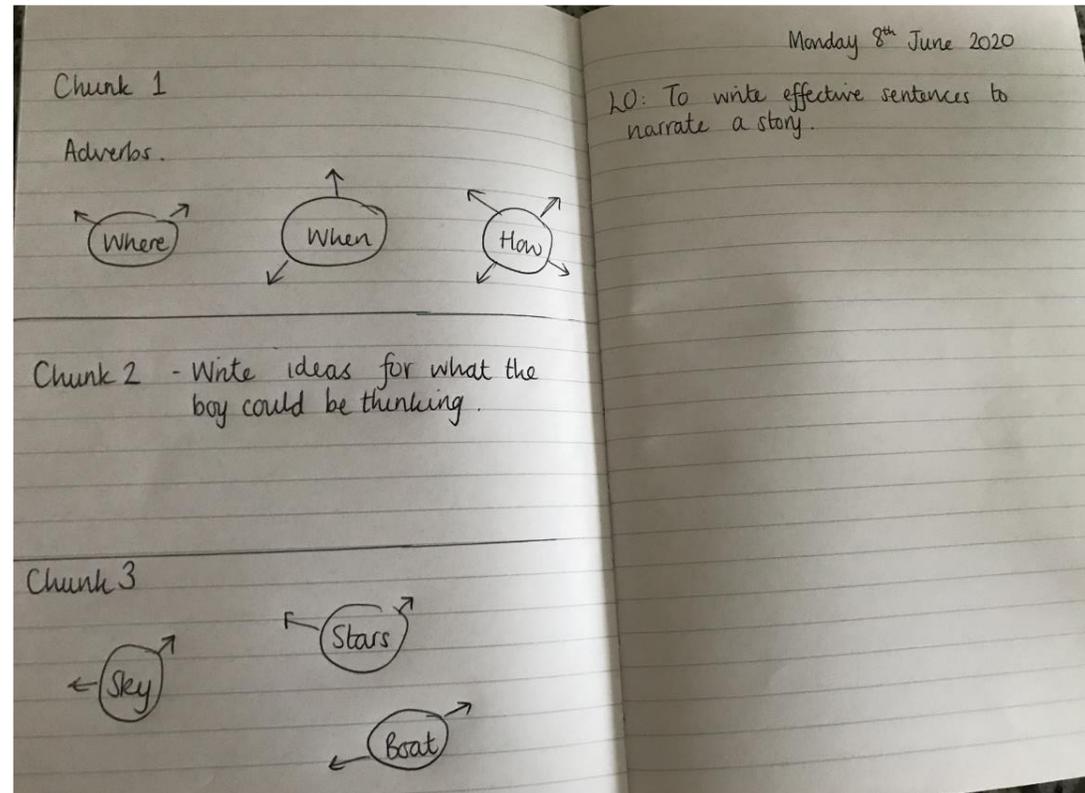
I can describe a character's thoughts

I can use adverbial/adverbial phrases

Can you use any of these sentence types in today's writing: the more the more, emotion word comma, verb person, with an action more action, outside (inside)

# Setting out your work.

- Just like in class we will have a planning side and a writing side. Have a look at the picture below of my work. I have just given you a rough idea. It doesn't have to look exactly like mine as I know in class we don't do mind maps so you could write ideas down as we do in class. The purpose of the planning side is to jot down any ideas that come to mind during each chunk to help you write your sentences.



# I do: Chunk 1

Today, we will be focusing on plot point 1.  
Please watch the video from 0:00 – 0:38. -  
<https://www.youtube.com/watch?v=3XA0bB79oGc>

I'm going to use this chunk to model what you need to do.  
In this chunk, we are setting the scene of our story.



**What sounds can you hear?**

*The video game,  
pew pew of the guns and  
Machines  
The grumbling of the boy*



**What can you see?**

*The light creeping through the  
blind  
The blaring, synthetic light of  
the  
TV.  
The cluttered table,  
The comforting, cosy sofa.*

# I do: Chunk 1

Today, we will be focusing on plot point 1.  
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<p>What sounds can you hear? <i>The video game, pew pew of the guns and Machines The grumbling of the boy</i></p>		<p>What can you see? <i>The light creeping through the blind The blaring, synthetic light of the TV. The cluttered table, The comforting, cosy sofa.</i></p>

I'm going to use my notes to describe the setting our boy is in.

*The light crept through the half closed blinds, meeting the synthetic colourful lights of the TV. The boy sat on his cozy, comfortable sofa, listening to the PEW PEW of the machine guns as he muttered under his breath, complaining he has been injured again on the big screen in front of him.*

# You do: Chunk 1

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<https://www.youtube.com/watch?v=3XA0bB79oGc>

I'm going to use this chunk to model what you need to do.  
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What sounds can you hear?  
*The video game,  
pew pew of the guns and  
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The grumbling of the boy*



What can you see?  
*The light creeping through the blind  
The blaring, synthetic light of the  
TV.  
The cluttered table,  
The comforting, cosy sofa.*

Write your neat sentences, remembering to check your punctuation and capital letters.

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# Plot point 1: Chunk 2.

In this chunk mum comes home with a box and puts it in front of the TV, blocking the boys view of the game. She tells him it is a lovely day and then opens the blinds



Mum comes home with a box,  
She places it in front of the TV.



What does mum do?  
How does the boy react?

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How do you think the boy feels about it?

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Write your neat sentences, remembering to check your punctuation and capital letters.

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She opens the blinds  
to let more light in.

# Chunk 3

The boy ignored his mum, and the present on the table and continues playing his game.



What adverbial could you use to describe how the boy plays?  
Ignoring the box, pretending the box didn't exist, ignoring mum,

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What does the boy do?  
Carries on playing, moves his head so he can see, scowls at mum.

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Write your neat sentences, remembering to check your punctuation and capital letters.

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