



GCSE Narrative

Writing Controlled

Assessment – Mca

Y9 New Spec

**BELLS – use in
whatever order you
like.**



BE IN FOR THE BELL...

Think of ten words to describe what you can see in the picture. Think about smell, texture and sound as well.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10



Be in for the bell...

Boggle 11



How to Boggle:

- ✓ How many words can you make?
- ✓ Names of people or brands don't count
- ✓ Offensive words and slang don't count
- ✓ You can use letters more than once



BE IN FOR THE BELL...

Think of ten words to describe this person...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10



Be in for the bell...

Anagrams

EEWR

HEERW

HWIHC

IWCTH

HRETWHE

HWARTEE

Which

HOMOPHONES

are hidden in
these
anagrams?

Be in for the bell...

Anagrams

WERE

WHERE

WHICH

WITCH

WHETHER

WEATHER

Which

HOMOPHONES

are hidden
in these
anagrams?

Be in for the bell...

Boggle 7

I

A

O

M

S

P

C

T

Y

How to Boggle:

- ✓ How many words can you make?
- ✓ Names of people or brands don't count
- ✓ Offensive words and slang don't count
- ✓ You can use letters more than once

Be in for the bell...

Anagrams

MAMCO

FTPULSOL

SDHA

TAQSUMEKRION

ELAONXMATIC

CATLLEPITATER

Which

PUNCTUATION

is hidden in
these
anagrams?

Be in for the bell...

Anagrams

COMMA

FULL STOP

DASH

QUESTION MARK

EXCLAMATION

CAPITAL LETTER

Which
PUNCTUATION
is hidden in
these
anagrams?

Be in for the bell...

Boggle 8



How to Boggle:

- ✓ How many words can you make?
- ✓ Names of people or brands don't count
- ✓ Offensive words and slang don't count
- ✓ You can use letters more than once

Be in for the bell...

Anagrams

LONCO

CIELON SMO

EPSIISLL

BSRCTAKE

HROPSAPTEO

SHMEACERKPS

Which
ADVANCED
PUNCTUATION
is hidden in
these
anagrams?

Be in for the bell...

Anagrams

COLON

SEMI COLON

ELLIPSIS

BRACKETS

APOSTROPHE

SPEECH MARKS

Which
ADVANCED
PUNCTUATION
is hidden in
these
anagrams?



BE IN FOR THE BELL...

Think of ten words to describe this house...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Be in for the bell...

Boggle 13



How to Boggle:

- ✓ How many words can you make?
- ✓ Names of people or brands don't count
- ✓ Offensive words and slang don't count
- ✓ You can use letters more than once



BE IN FOR THE BELL...

Think of ten words to describe this animal...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.





BE IN FOR THE BELL...

p	s	z	e	e	n	m	r	o	e	t	e	d	l	a
d	h	l	g	o	a	c	n	l	s	l	i	u	s	e
l	a	g	s	o	t	w	b	g	b	o	f	i	g	r
n	o	r	n	h	n	a	c	a	r	i	a	r	n	t
v	l	h	s	i	c	s	r	u	t	h	a	r	i	e
h	g	d	m	i	t	o	e	u	a	g	e	i	n	o
n	t	t	p	v	m	s	a	r	b	d	e	t	n	l
e	p	s	t	e	a	e	u	v	i	y	a	t	u	a
o	e	n	m	a	b	d	a	g	h	c	f	s	t	m
d	s	u	o	n	i	e	h	f	s	n	m	r	s	s
d	l	t	o	e	c	y	h	o	l	i	d	n	h	y
h	b	t	i	r	p	r	w	p	h	t	d	v	r	b
e	l	b	a	r	o	d	a	e	e	i	i	a	m	a
o	n	o	i	o	r	h	i	r	y	n	b	e	s	d
r	q	e	a	e	i	n	e	e	n	m	e	a	l	t

Memorable

Abysmal

Stunning

Heinous

Beautiful

Despicable

Adorable

Disgusting



BE IN FOR THE BELL...

y s e e u e t o o t o h i o n
c a e h n t s t j o e h n f i
a p h m k g n u d e e m t c a
r s a y i e a s a e e s d p f
u e n r r c e g g l g a e n e
c h n s a e o n i n c v t e a
c a v d a g i l i n s o a t f
a e h w i n r t o p g c i i n
t h r e e n s a o n e a l f t
m g a p h e g t p f t b n e v
a e o e r r s p t h u u a g l
o s a e i l n u t i s l s h u
d t t t l s s h i b b a g b s
n n o u h s t i r t r r e o f
i j f c d m o s a e e y n l s

Full stops
Paragraphs
Vocabulary
Accuracy
Semicolon
Clause
Engaging
Detail
Interesting
Opening
Ending

Homework

Week 1: Homework

Good and bad challenge

Find at least 10 more interesting alternatives for the word **good** and **bad** (total of 20). Use:

- Your brain
- A thesaurus
- Synonyms function on Microsoft Word

Who will find the most in your class?

Week 2: Homework

Character Design

Design an interesting character. You need to include:

- A detailed drawing or picture from the internet
- A paragraph describing them. Think about (moods, personality, talents, fears, interests)

Week 3: Homework

Location

Design an interesting location. You need to include:

- A detailed drawing or picture from the internet
- A paragraph describing it. Think about weather, animals/humans, plants/natural features, urban environment

Week 4: Homework

Assessment Revision

Plan a story for the following titles:

1. The time I was most alone
2. It was the last time they saw him/her
3. There's no way out

Lesson 1 – baseline

Narrative openings

WALT: Know what a narrative is and the conventions of narrative openings

LITOBJ: Write with technical accuracy

What could a story include?

CHALLENGE: How many different genres of stories can you think of? How might this change what the story includes?



Narrative openings

WALT: Know what a narrative is and the conventions of narrative openings

LITOBJ: Write with technical accuracy

1. Which of these openings is best? **Why?**
2. Which is worst? **Why?**

A. Rain pelted down as I trudged to school.

A. I woke up, got dressed, ate my breakfast, and left the house.

A. It was a perfectly normal morning – or so I thought.

A. Once upon a time...

Narrative openings

WALT: Know what a narrative is and the conventions of narrative openings

LITOBJ: Write with technical accuracy

Write the first sentence of a story with the title 'The accident'
Use the picture below as inspiration.



Narrative openings

WALT: Know what a narrative is and the conventions of narrative openings

LITOBJ: Write with technical accuracy

Read all your group's openings and choose the best. Be ready to report back:

1. Why is it the best?
2. How does it set the scene for the rest of the story?
3. How many of the elements from the start of the lesson did it include? (Character, weather, etc.)
4. What could you do to improve it?

Baseline Assessment

TASK: Write the opening paragraph of a story with the title **The Escape**

- You will be marked on the vocabulary you choose, your spelling, your punctuation and your grammar (A06)
- Aim to make the opening interesting.

Spend 5 minutes planning what your story might be about

Spend 10 minutes writing your opening paragraph.

Spend 5 minutes checking your work carefully.

Your paragraph **MUST** be recognisable as the opening to a story.

Your paragraph **SHOULD** be technically accurate and contain a good range of vocabulary

Your paragraph **COULD** try to include several of the elements from the beginning of the lesson (weather, character etc.)

This unit:

Narrative Writing skills

- *Be able to plan a story independently*
- *Be able to write about an unseen task 45 minutes*
- *Be able to make your writing interesting and imaginative*
- *Be able to write with technical accuracy*



Where are you?

Skills	Self-assessment
Plan a story with a clear beginning, middle and end.	
Use a wide range of vocabulary.	
Go into detail about what you can see, hear, smell, feel and taste. Choose <i>interesting</i> details.	
Describe characters: how they look, speak and act.	
Use commas correctly.	
Use paragraphs to divide your work.	
Use discourse markers (because, next, meanwhile) to make your writing clear	



Lesson 2 – Vocabulary and adjectives

Narrative Writing

WALT: Know how to choose vocabulary carefully for maximum impact

Sort these words into four groups. Be ready to explain your choices.
CHALLENGE: What terminology would you use to describe each group?

Jumps

Table

Collapses

Teacher

Old

Ripped

Breakfast

Carefully

Smacked

Gracefully

Threw

iPod

Violently

Slowly

Yellow

Word classes

Noun:

An object, place or person: table, Leeds, Paul

Adjective:

Describes an object: small, smelly, yellow, horrible, cold

Verb:

An action: jump, sing, run, kick, said, stroke

Adverb:

Describes an action: Quickly, nervously, stupidly

Narrative Writing

WALT: Know how to choose vocabulary carefully for maximum impact

Can you make a sentence using four of these words?

CHALLENGE: Try to choose the four most interesting words.

Jumps

Table

Collapses

Teacher

Old

Ripped

Breakfast

Carefully

Smacked

Gracefully

Threw

iPod

Violently

Slowly

Yellow

Where are you?

*Lv7 - I can use a **wide range** of ambitious vocabulary to create specific effects*

*Lv6 – I can use ambitious vocabulary **for effect***

*Lv5 – I can **vary** the vocabulary I choose across a piece of writing*

Lv4 – I can use ambitious vocabulary occasionally

Lv3– I can use a range of appropriate vocabulary

Lv2 – I find it hard to use appropriate vocabulary

To get to the next grade I'll need to.....



Narrative Writing

WALT: Know how to choose vocabulary carefully for maximum impact

Adjective challenge: find five words to describe how each object looks, feels, smells, tastes...

Car

Deafening



Narrative Writing

WALT: Know how to choose vocabulary carefully for maximum impact

Adjective challenge: find five words to describe how each object looks, feels, smells, tastes...

Hot Chocolate

Mouth-watering



Narrative Writing

WALT: Know how to choose vocabulary carefully for maximum impact

Adjective challenge: find five words to describe how each object looks, feels, smells, tastes...

Swimming pool

Luxurious



Narrative Writing

WALT: Know how to choose vocabulary carefully for maximum impact

Adjective challenge: find five words to describe how each object looks, feels, smells, tastes...

Mouldy Drink

Repellent



Narrative Writing

WALT: Know how to choose vocabulary carefully for maximum impact

Adjective challenge: find five words to describe how each object looks, feels, smells, tastes...

Cherries

Vivid



Narrative writing

WALT: Know how to choose vocabulary carefully

WILF:

B – I can use ambitious vocabulary for effect

C – I can use a range of ambitious vocabulary across my writing

D – I can use ambitious vocabulary occasionally

Snowballing

You will have two minutes.

Visit five desks. Find five new, interesting adjectives to add to your list.

See if you can find the most!



Narrative writing

WALT: Know how to choose vocabulary carefully

WILF:

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C – I can use a range of ambitious vocabulary across my writing

D – I can use ambitious vocabulary occasionally

Q1. What do you notice about the sentences as the levels increase?

Q2. What does the level 5 sentence do that the Level 4 sentence hasn't managed to?

Level 3 sentence *There was a beach.*

Level 4 sentence *The sunny beach was crowded*

Level 5 sentence *The delightfully sunny beach was crowded with hundreds of sunbathers.*

Level 6 sentence *Bright sunshine illuminated the beautiful beach – hundreds of sunbathers were stretched out on the golden sand.*

Level 7 sentence *Catching the piercing glare of the sun, the sand glimmered enticingly.*

Narrative writing

WALT: Know how to choose vocabulary carefully

WILF:

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C – I can use a range of ambitious vocabulary across my writing

D – I can use ambitious vocabulary occasionally

Improve this sentence:

Footprints covered the beach.



Narrative writing

WALT: Know how to choose vocabulary carefully

WILF:

B – I can use ambitious vocabulary for effect

C – I can use a range of ambitious vocabulary across my writing

D – I can use ambitious vocabulary occasionally

Improve this sentence:

Footprints covered the beach.

How our class made this better:



Narrative writing

WALT: Know how to choose vocabulary carefully

WILF:

B – I can use ambitious vocabulary for effect

C – I can use a range of ambitious vocabulary across my writing

D – I can use ambitious vocabulary occasionally

*Write three excellent sentences describing this picture. Focus on your **vocabulary** and use of **adjectives**.*



Narrative writing

WALT: Know how to choose vocabulary carefully

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*Write three excellent sentences describing this picture. Focus on your **vocabulary** and use of **adjectives**.*



Narrative writing

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*Write three excellent sentences describing this picture. Focus on your **vocabulary** and use of **adjectives**.*



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C – I can use a range of ambitious vocabulary across my writing

D – I can use ambitious vocabulary occasionally

*Write three excellent sentences describing this picture. Focus on your **vocabulary** and use of **adjectives**.*



Narrative writing

WALT: Know how to choose vocabulary carefully

WILF:

B – I can use ambitious vocabulary for effect

C – I can use a range of ambitious vocabulary across my writing

D – I can use ambitious vocabulary occasionally

Look at your partner's work. Choose a WWW and EBI.

WWW:

EBI:

Peer Marked by...

- You've included great vocabulary /
- You need to improve your vocabulary
- You've included lots of great detail /
- You need more detail in your writing
- You've written really clearly /
- You need to write more clearly /
- Slow down and take care!

Narrative writing

WALT: Know how to choose vocabulary carefully

WILF:

B – I can use ambitious vocabulary for effect

C – I can use a range of ambitious vocabulary across my writing

D – I can use ambitious vocabulary occasionally

***Find a sentence in your partner's work that you think has excellent vocabulary in.
Be ready to read it out to the rest of us and tell us what makes it do good.***

Word Bank

Lesson 3 – Sentence types

Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Choose one of the two pictures. Write **10** words about how you'd feel if you were there.



Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Self-reflection and target setting.

Where are you right now?

**Look carefully at the skills. Which of these would you be able to do?
Be honest!**

What do you need to focus on doing next?

Lv7 – I can write ambitious and accurate sentences, varying structure for effect

Lv6 – I can create all three types of sentences with a high level of accuracy and can begin to choose sentence types to create specific effects

Lv5 – I can use simple, compound and complex sentences with a good amount of accuracy

Lv4 – I can use simple, compound and complex sentences with some accuracy

Lv3 – I can write simple sentences and some compound sentences

Lv2 – I find it hard to write in sentences

To get to the next level I'll need to.....



Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Simple sentences

One clause without **and**, **but**, **so** or a **comma**. The simplest kind of sentence that makes sense.

The day was beautiful. I felt completely happy. I was without a care in the world.

Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Simple sentences

1. Everywhere I could see
2. Children were.....
- 3

Use the pictures for inspiration.



Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Compound sentences

Two simple sentences joined by a connective. **And** **So** **But** **If**

The playground was full of children **but** I felt scared. I went on the slide **and** I didn't enjoy it. I only wanted the cake **if** I could have the largest slice. I had too much jelly **so** I felt sick.

Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Compound sentences

1. It was really exciting and
2. but
3.

Use the pictures for inspiration.



Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Complex sentences

A simple sentence with an extra clause, separated by commas.

Beautiful and crowded, the playground was full of life.

Shining brightly, the sun illuminated everything.

Birds, flying around frantically, tried to stay out of the reach of the children.

Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Complex sentences

1. Disgusting and dirty,
2.
3.

Use the pictures for inspiration.



Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Top Tip for complex sentences:


Use an adverb at the beginning of a sentence followed by a comma.

Finally,

Surprisingly,

Slowly,

Worryingly,



How many
more can **you**
think of?

Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Decide in groups

Challenge: be ready to explain how you know. Be ready to give hints to those who are unsure to help them get the right answer.



Are these simple, compound or complex?

1. As I went down the slide, I almost fell off.
2. There was a tiny boy looking excited enough to be sick.
3. We waited for the ice-cream van but it never came.
4. Sadly, my brother ended up smothered in mud.
5. Screaming wildly, the other children ran after us.

Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences

Now have a go on your own. Describe a busy fast-food restaurant.

Simple. The restaurant was crammed with people.

Compound. The restaurant was crowded and everybody is shouting.

Complex. Finally, we got to the front of the queue.



MUST: Use at least one of each sentence type

SHOULD: Use a short sentence for effect

COULD: Choose sentence structures to emphasise what you're describing e.g. the boredom of queuing

Sentence structure

WALT: Know how to use the three sentence types

LITOBJ: Be able to use commas to create complex sentences



Self-assessment. Read through your partner's work carefully and write this into their book:

You've managed to use simple sentences
..... compound sentences
and complex sentences

You need to include more sentences

Week 1, lesson 4 – see skills pp

Week 2, Lesson 1 – Sentence types 2 - writing
sentences accurately

When is a sentence correct?

Self-reflection and target setting.

Where are you right now?

**Look carefully at the skills. Which of these would you be able to do?
Be honest!**

What do you need to focus on doing next?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Lv7 - I can write a wide range of accurate sentence structures

Lv6- I can use a range of sentence structures with almost no errors

Lv5 – I can avoid writing run-on sentences most of the time

Lv4 – I'm not sure when to use a comma or connective and when to use a full stop

Lv3 – I tend to write very long sentences

Lv2– I find it hard to write in sentences

To get to the next grade I'll need to.....



When is a sentence correct?

Sentence length

Which of these sentences do you think are correct? Which seem to be too long?

It was my birthday and I was terribly excited about my party that afternoon.

It was a freezing morning as I limped home, clutching my bag, terribly sore, wishing I was in bed.

I was overjoyed and sped home on my bike and called out to my parents as soon as I saw them but I couldn't catch my breath.

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

When is a sentence correct?

Sentence length

Which of these sentences do you think are correct? Which seem to be too long?

It was my birthday and I was terribly excited about my party that afternoon.

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

One connective word (*and*). The sentence is on ***one*** subject (*birthday party*).

When is a sentence correct?

Sentence length

Which of these sentences do you think are correct? Which seem to be too long?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

It was a freezing morning as I limped home, clutching my bag, terribly sore, wishing I was in bed.

***No** connective word – commas used to join sentences instead, which is incorrect. The sentence includes **three** subjects which is far too many.*

When is a sentence correct?

Sentence length

Which of these sentences do you think are correct? Which seem to be too long?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

I was overjoyed and sped home on my bike and called out to my parents as soon as I saw them but I couldn't catch my breath.

***Three** connective words which makes the sentence impossible to read out loud easily. The sentence includes **two** subjects which is too many.*

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Sentence length



Thinking about what we've just seen, discuss in your groups:

- *What makes a sentence?*
- *When does a sentence become too long?*
- *How many connective words should a sentence include?*
- *How many subjects should a sentence contain?*

Be ready to report back to the rest of the class.

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Sentence length

- ✓ Sentences should only be about one subject
- ✓ Compound sentences should usually only one connective word. Sometimes they might contain two (for example **and** and also **but**). Three is too many.
- ✓ Commas should only be used to create lists or create complex sentences. They shouldn't be used to run on sentences.

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

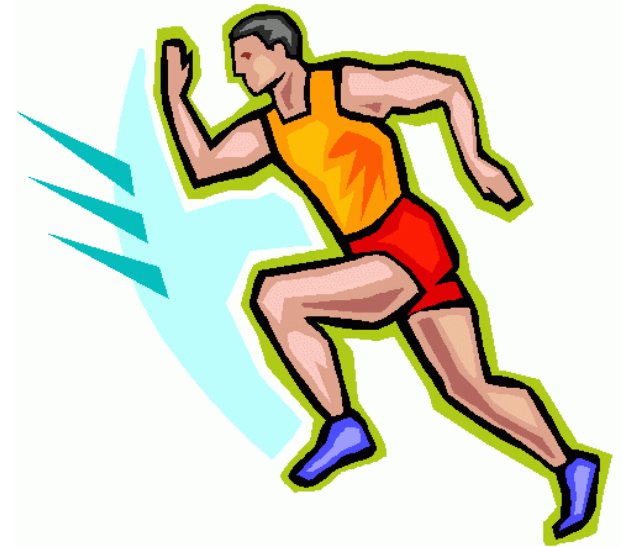
LITOBJ: Avoid comma splicing

Run-on sentences

Smashing two sentences together using a comma instead of a full stop, connective word or semi-colon. This will limit the level you can achieve.

The rabbit was black, Sam stroked his neck.

My target grade's run away from me!



When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Run-on sentences

Choose a run-on sentence to correct.



When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Correct or incorrect?

Remember, commas should be used for **lists** and to create **complex sentences** – and for **no** other reason!

1. The student opposite me was tall, beautiful and smiled sweetly.
2. Without looking at me, my Dad left the room.
3. The disgusting room was covered in graffiti, nobody wanted to sit down in there.
4. We sat down, glancing at each other anxiously.
5. Meanwhile, my sister had come bounding into the room.
6. The man was short, silent and terrifying.
7. The glove lay on the floor, I bent to pick it up.

When is a sentence correct?

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Correct or incorrect?

Remember, commas should be used for **lists** and to create **complex sentences** – and for **no** other reason!

1. The student opposite me was tall, beautiful and smiled sweetly.
2. Without looking at me, my Dad left the room.
3. The disgusting room was covered in graffiti, nobody wanted to sit down in there.
4. We sat down, glancing at each other anxiously.
5. Meanwhile, my sister had come bounding into the room.
6. The man was short, silent and terrifying.
7. The glove lay on the floor, I bent to pick it up.

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Correct or incorrect?

Remember, commas should be used for **lists** and to create **complex sentences** – and for **no** other reason!

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6. The man was short, silent and terrifying.
7. The glove lay on the floor, I bent to pick it up.

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Correct or incorrect?

Rewrite the two incorrect sentences in your books.

1. The student opposite me was tall, beautiful and smiled sweetly.
2. Without looking at me, my Dad left the room.
3. The disgusting room was covered in graffiti, nobody wanted to sit down in there.
4. We sat down, glancing at each other anxiously.
5. Meanwhile, my sister had come bounding into the room.
6. The man was short, silent and terrifying.
7. The glove lay on the floor, I bent to pick it up.

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

You also need to avoid **fragment sentences.**

- Trees everywhere, swaying in the breeze.
- Mountainside fresh and stunning.
- Exciting and thrilling Sam.

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

You also need to avoid **fragment sentences.**

- Trees **were** everywhere, swaying in the breeze.
- **The** mountainside **was** fresh and stunning.
- Exciting and thrilling Sam, **the fair sat at the top of the hill.**

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Correct these fragments by adding words.

- Fish swimming in the lake.
- Everywhere surrounded us.
- Unfortunately missing.



Or...

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

For level 6/7 try:

- joining compound and complex sentences into a longer sentence.
- a complex sentence with multiple subordinate clauses.
- a complex sentence with a semi-colon/dash to add a simple sentence or single clause.

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Joining compound and complex sentences into a longer sentence.

Molly was feeling bored and longed to go home to read. **Compound sentence**

Surprisingly, Molly was feeling bored and longed to go home to read. **Complex sentence.**



When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Joining compound and complex sentences into a longer sentence.

The explorers fled through the jungle but there was no escaping the monster. **Compound sentence**

....., the explorers fled through the jungle but there was escaping the monster. . **Complex sentence.**



When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Joining compound and complex sentences into a longer sentence.

The teacher was tall and wore a humorous jumper.

Compound sentence



The teacher was tall and wore a humorous jumper, **a crime against fashion as far as year nine were concerned.** **Complex sentence.**

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Joining compound and complex sentences into a longer sentence.

The student sat alone and wept silently. **Compound sentence**

Careful not to comma splice!

The student sat alone and wept silently,
.....**Complex sentence.**

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

A complex sentence with multiple subordinate clauses.



Fuming with rage, the toddler sulked in the corner.

Complex sentence with one subordinate clause.

Fuming with rage, the toddler, now separated from her blanket, sulked in the corner. **Complex sentence with two subordinate clauses.**

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

A complex sentence with multiple subordinate clauses.



Disgusted, the teacher reached for the eraser. **Complex sentence with one subordinate clause.**

Disgusted, the teacher,, reached for the eraser. **Complex sentence with two subordinate clauses.**

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

A complex sentence with a semi-colon/dash to add a simple sentence.



Unfortunately, the boy band broke up. **Complex sentence with one subordinate clause.**

Unfortunately, the boy band broke up – **millions of teenagers howled with fury.** **Complex sentence with added simple sentence.**

All students now complete the plenary...

When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

Write a description of one of these people. **Aim to avoid run-on sentences and fragments.**



When is a sentence correct?

WALT: Know how to write sentences of an appropriate length

LITOBJ: Avoid comma splicing

With green pen:

Tick any sentences which you think are correct.

Circle any sentences which you think are incorrect.



Week 2 lesson 2 – describing objects, people
and places in detail (building descriptive
detail)

Teaching notes for Wk 2, lesson 1

For this part of the lesson you will need the example narratives saved in the resources folder. You should choose 3, for the grades appropriate to your class (i.e. Lv4, 5, 6). You will also need the skills worksheet for the highest grade selected (4, 5, 6 – choose 6).

Slide 1. Read through the **lowest** extract. Students use pens (or use highlighters!) to identify errors. Emphasise that the quantity of errors pulls the grade down.

Slide 2. Repeat with the **middle** extract. Students now peer-assess. Ask students to reflect on what is better.

Slide 3. Now use the **highest** extract with the appropriate skills sheet worksheet. Students find examples of the skills, focusing on particular sentences, words or sections. (Students can either cut and stick, or label the skills by writing.). With a set 4 or 5, you can make the task easier by underlining the sentences yourself beforehand or together on the whiteboard, and then getting students to choose the correct skill.

What makes an excellent narrative?

WALT: Know which skills make narratives excellent and how to include them in your work
LITOBJ: Be to check for errors in your work

Look at the first extract that your teacher has given you.

As you read through the extract, highlight **any** errors you can find.

- Spelling
- Capital letters in the wrong place
- Unclear sentences
- Sentences that begin with a connective (and, but)
- Word order is incorrect
- Wrong word used (they're/their/there)
- Apostrophes

See if **you** can find the most!



What makes an excellent narrative?

WALT: Know which skills make excellent narratives
WILF: Reflect and improve your own work to get to the next grade

Look at the first extract that your teacher has given you.

In groups discuss and be ready to feed back.

- How interesting is the story?
- How believable is it?
- How well described were the characters?
- How detailed was the description of the location?
- How good is the vocabulary chosen?






What makes an excellent narrative?

WALT: Know which skills make excellent narratives
WILF: Reflect and improve your own work to get to the next grade

Now, look at the second extract.

Peer assess using the table.

Skill			
Use of vocabulary, including adjectives			
Description of characters and locations			
Speech is used and punctuated correctly			
A range of simple, compound and complex sentences			
Sentences aren't too long			
Commas used correctly			
Semi-colons and dashes used.			

What makes an excellent narrative?

WALT: Know which skills make excellent narratives
WILF: Reflect and improve your own work to get to the next grade

Now, look at the second extract.

Highlight the **best** sentence in the extract.

Next to it write **why** you think it's so good.

Highlight the **worst** sentence in the extract.

Next to it write **why** you think it needs improvement.

What makes an excellent narrative?

WALT: Know which skills make excellent narratives
WILF: Reflect and improve your own work to get to the next grade

Now, look at the third extract.

Discuss in groups why this story is better than the other two. Try to find **five** reasons.

- 1.
- 2.
- 3.
- 4.
- 5.



What makes an excellent narrative?

WALT: Know which skills make excellent narratives
WILF: Reflect and improve your own work to get to the next grade

Now, look at the third extract.

On your skills sheet are all the skills a marker looks for. Show why the extract has got the grade it has.

STEP ONE: Cut out the skills

STEP TWO: Arrange the skills next to examples of them.

STEP THREE: When you've checked your answers with your teacher, stick them down on the sheet. It's fine if they overlap.

STEP FOUR: Stick the extract neatly in your book.

STEP FIVE: Use your pen or highlighter to find the best part of the extract. Write next to it why you think it's so good.



What makes an excellent narrative?

WALT: Know which skills make excellent narratives
WILF: Reflect and improve your own work to get to the next grade

Now, look at the third extract.

On your skills sheet are all the skills a marker looks for. Show why the extract has got the grade it has.

STEP ONE: Read through the skills on your skills sheet,

STEP TWO: Which skills can you find examples of in the extract?

STEP THREE: Write the skills into the margins of the extract.

STEP FOUR: Use your pen or highlighter to find the best part of the extract. Write next to it why you think it's so good.

What makes an excellent narrative?

WALT: Know which skills make excellent narratives
WILF: Reflect and improve your own work to get to the next grade



WHERE AM I NOW?



Look back carefully at the skills we've been talking about today.

How confident would you be including each of these skills in your own narrative?

Mark each skill with an emoticon to show how confident you'd feel about including this skill.

Week 2, lesson 3 – openings and endings

Beginnings and endings

WALT: Know how to write an engaging openings and an apt conclusion

LITOBJ: Be able to structure texts clearly

- A clear description of the location and weather

-
-
-
-
-
-
-
-
-
-
-
-

Work in groups

Bullet point or mind-map as many things as you can that an **interesting narrative (story) needs?** Aim for at least five.



Beginnings and endings

WALT: Know how to write an engaging openings and an apt conclusion

LITOBJ: Be able to structure texts clearly

- A clear description of the location and weather



Work in groups

-
-
-
-
-
-
-
-



Bullet point or mind-map as many things as you can that an **interesting narrative (story) needs?** Aim for **at least five.**



Beginnings and endings

WALT: Know how to write an engaging openings and an apt conclusion

LITOBJ: Be able to structure texts clearly

Work in pairs to decide:

Q1. Which opening is best?

Q2. Why?

Q3. Which is the worst opening?

Q4. Why?

D. Keith was a tall, lanky, pimple-covered fifteen year old when I first met him. He was standing at the bus stop, lounging about as if he was a film star. His torn jeans and dirty hoodie all screamed to me that he was trouble.

A. I got up and went downstairs. I made myself a bowl of cornflakes and then said goodbye to be Mum. Then I left the house and went to school.

B. It was a day that changed my life forever – I'll never forget it as long as I live. However, it began perfectly normally. It wasn't until I got to school that things began getting strange...

C. Rain lashed down over the windows as I glanced outside. I'd been waiting for my Dad to arrive for hours. Where was he?

Beginnings and endings

WALT: Know how to write an engaging openings and an apt conclusion

LITOBJ: Be able to structure texts clearly

Three suggestions to help *this* student improve...

1

2

3

A. I got up and went downstairs. I made myself a bowl of cornflakes and then said goodbye to be Mum. Then I left the house and went to school.

Beginnings and endings

WALT: Know how to write an engaging openings and an apt conclusion

LITOBJ: Be able to structure texts clearly

Here are four examples of what a strong opening might do. Can you match the to the examples?

- Give us a sense of the tone, mood or atmosphere of your story
- Give the reader a taste or hint of what is about to happen
- Describe a character in detail
- Describe a location or the weather in detail

B. It was a day that changed my life forever – I'll never forget it as long as I live. However, it began perfectly normally. It wasn't until I got to school that things began getting strange...

C. Rain lashed down over the windows as I glanced outside. I'd been waiting for my Dad to arrive for hours. Where was he?

D. Keith was a tall, lanky, pimple-covered fifteen year old when I first met him. He was standing at the bus stop, lounging about as if he was a film star. His torn jeans and dirty hoodie all screamed to me that he was trouble.

Beginnings and endings

WALT: Know how to write an engaging openings and an apt conclusion

LITOBJ: Be able to structure texts clearly

In groups:

Here are four examples of what a strong opening might do. Can you match the to the examples?

- 1) Give us a sense of the tone, mood or atmosphere of your story
- 2) Give the reader a taste or hint of what is about to happen
- 3) Describe a character in detail
- 4) Describe a location or the weather in detail

For each bullet point, find a **word or phrase** that's creating the effect.

B. It was a day that changed my life forever – I'll never forget it as long as I live. However, it began perfectly normally. It wasn't until I got to school that things began getting strange...

C. Rain lashed down over the windows as I glanced outside. I'd been waiting for my Dad to arrive for hours. Where was he?

D. Keith was a tall, lanky, pimple-covered fifteen year old when I first met him. He was standing at the bus stop, lounging about as if he was a film star. His torn jeans and dirty hoodie all screamed to me that he was trouble.

Beginnings and endings

WALT: Know how to start and end a narrative
WILF: Reflect and improve on examples of openings and endings



Pair work

Writing challenge: come up with the most interesting three-sentence opening as you can. Really pull the reader in!



Beginnings and endings

WALT: Know how to start and end a narrative
WILF: Reflect and improve on examples of openings and endings

Peer marking

Your opening was really interesting because.....
You created a strong sense of

You've had a go at making an interesting opening.
You need to try

Think about the ideas we discussed earlier for what makes an effective opening.

Beginnings and endings

WALT: Know how to start and end a narrative
WILF: Reflect and improve on examples of openings and endings

Work in pairs to decide:

Q1. Which opening is best?

Q2. Why?

Q3. Which is the worst opening?

Q4. Why?

A. The rain lashed over me as I turned and walked home. I knew we'd never be friends again and we weren't. Frankly, it was a relief when I left school and never had to see her again.

B. By the time I got home, I was exhausted. Granny gave us a cup of scalding cocoa and tucked us in so tightly we felt like prisoners. As I fell asleep, I was unable to forget the day we'd had.

C. To be continued...

D. I was hanging onto the edge of the cliff, hoping and praying it would hold. Then I woke up in my warm bed. It'd all been a dream!

E. It was the most unforgettable day of my life and changed the way I look at the world completely. I'll never take my parents for granted again.

Beginnings and endings

WALT: Know how to start and end a narrative
WILF: Reflect and improve on examples of openings and endings

You need to resolve the story or tie up loose ends. **Neither** of these endings manage to do that.

These candidates would lose marks as a result.

C. To be continued...

D. I was hanging onto the edge of the cliff, hoping and praying it would hold. Then I woke up in my warm bed. It'd all been a dream!

Beginnings and endings

WALT: Know how to start and end a narrative
WILF: Reflect and improve on examples of openings and endings

A strong ending will:

- 1) **Resolve any problems that occurred during the story.** *If two friends fell out, you need to make it clear if they sort things out or not.*
- 2) **Show how you feel at the end of the story.** Was it a worthwhile experience? Did you learn anything from it? Has it improved your life or made it worse?
- 3) **Mirror the opening of the story.** Return to the character or place where you began.

A. The rain lashed over me as I turned and walked home. I knew we'd never be friends again and we weren't. Frankly, it was a relief when I left school and never had to see her again.

B. By the time I got home, I was exhausted. Granny gave us a cup of scalding cocoa and tucked us in so tightly we felt like prisoners. As I fell asleep, I was unable to forget the day we'd had.

E. It was the most unforgettable day of my life and changed the way I look at the world completely. I'll never take my parents for granted again.

Beginnings and endings

WALT: Know how to start and end a narrative
WILF: Reflect and improve on examples of openings and endings

C. Rain lashed down over the windows as I glanced outside. I'd been waiting for my Dad to arrive for hours. Where was he?

A. The rain lashed over me as I turned and walked home. I knew we'd never be friends again and we weren't. Frankly, it was a relief when I left school and never had to see her again.



Group work

Look at this opening and ending.

How has the writer managed to return to the opening in their ending?

What is the similarity?

What impact will this have on the reader?

Beginnings and endings

WALT: Know how to start and end a narrative
WILF: Reflect and improve on examples of openings and endings

D. Keith was a tall, lanky, pimple-covered fifteen year old when I first met him. He was standing at the bus stop, lounging about as if he was a film star. His torn jeans and dirty hoodie all screamed to me that he was trouble.

B. It was a day that changed my life forever – I'll never forget it as long as I live. However, it began perfectly normally. It wasn't until I got to school that things began getting strange...



Look at these openings. Choose one. Don't tell anybody which!

Write a two or three sentence ending that mirrors the opening.

Beginnings and endings

WALT: Know how to start and end a narrative
WILF: Reflect and improve on examples of openings and endings

D. Keith was a tall, lanky, pimple-covered fifteen year old when I first met him. He was standing at the bus stop, lounging about as if he was a film star. His torn jeans and dirty hoodie all screamed to me that he was trouble.

B. It was a day that changed my life forever – I'll never forget it as long as I live. However, it began perfectly normally. It wasn't until I got to school that things began getting strange...

Look at your partner's ending.

Can you guess which opening it belongs to, B or D?



Pair work

Beginnings and endings

WALT: Know how to start and end a narrative
WILF: Reflect and improve on examples of openings and endings

Peer marking

Your ending was excellent because.....

You've had a go at making an interesting ending. You still need to.....

Think about the ideas we discussed earlier for what makes an effective ending

Week 2, lesson 4 - see skills pp

Week 3, lesson 1 – describing people, places and objects

Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

Choose **three** of the objects below.

Write a sentence about each without using the name of the object.

1
2
3



CHALLENGE!

Be imaginative!

Use interesting vocabulary

Use a range of sentence types



Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

Read your partner's descriptions.

1. Which objects do you think they were describing
2. What makes their descriptions interesting?



Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

Use **adjectives** to build your description.

Fat
Thin
Old
Young
Friendly
Horrid
Stinking
Perfumed
Hideous
Handsome



The man opened the door.



Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

Use **adjectives** to build your description.

The man opened the door.

*The
man opened the
..... door.*



Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

Use **verbs** to build your description.

Slammed
Pushed
Creaked
Edged
Threw
Yanked
Shoved
Kicked
Elbowed



The man opened the door.



Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

Use **verbs** to build your description.

*The man
the door.*

The man opened the door.



Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

You can also use **adverbs** to build your description.

Slowly

Quickly

Carefully

Violently

Cautiously

Boldly

Elegantly

Rudely

Welcomingly



The man opened the door.



Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

You can also use **adverbs** to build your description.

The man opened the door.

*The man opened
the doorly.*



Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs



Group work

The man played his guitar.

Try and create a really imaginative alternative to this boring sentence! You could use a mixture of:

- **Adjectives**
- **Verbs**
- **Adverbs**



Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

Writing challenge!

Choose one of the pictures on the next slide. You will have 15 minutes to write a developed, interesting and original description of:

1. The house
2. The person who comes out of the front door
3. What the person does next

You get points for each interesting adjective, adverb and verb you choose.





Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

Read through your partner's work.

- Circle any mistakes
- Tick any interesting adjectives
- Tick any interesting verbs
- Tick any interesting adverbs






Count up the ticks and give your partner a total.

Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

Peer assess your partner's description using the table.

Skill			
Use of vocabulary, including adjectives			
Description of characters and locations			
Speech is used and punctuated correctly			
A range of simple, compound and complex sentences			
Sentences aren't too long			
Commas used correctly			
Semi-colons and dashes used.			

Describing people, places and objects.

WALT: Know how to build descriptive detail into your narrative

LITOBJ: Be able to use commas to list adjectives and adverbs

WWW

EBI

Peer Marked by...



Week 3, lesson 1 - ssps

You will need to print the skills slides from this PowerPoint (make sure you only choose **print current page** in the printer settings)

For larger groups, you should print more than one copy of each skills sheet.

You may want to choose one of the sheets as a HW task for students to complete after the lesson.

If you have a **bottom** set, you may wish to work through the slides as a group. All other sets should attempt them as groups.

The semi-colon task is most useful from students on the C/D borderline and upwards.

A lot of these skills may seem quite basic but even higher sets will need to revise them – SSPS errors tend to cost our students – even very capable ones – a lot of marks.

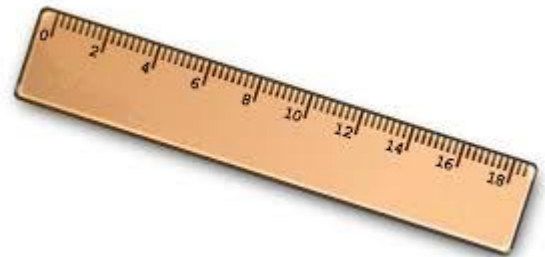
If you have a set **1**, you may want to use the skills slides as a starting point and get students to prepare a short presentation to the rest of the class, teaching them one of the skills.

SSPS

WALT: Know how to write with technical accuracy
LITOBJ: Know how to check your work and made improvements

Skills I find easiest

Please use a ruler!



Skills I find hardest

SSPS

WALT: Know how to write with technical accuracy
LITOBJ: Know how to check your work and made improvements

Is...

- Using a range of sentence types and openings
- Keeping sentences from getting too long
- Using commas correctly
- Spelling
- Capital Letters
- Apostrophes
- Tense
- Using the right words and in the right order
- Using semi-colons
- Punctuating speech



In your book, rank the skills in order showing which you feel most confident about and which you'll find harder. Put the ones you feel most confident about at the top, then work down.

SSPS

WALT: Know how to write with technical accuracy
LITOBJ: Know how to check your work and made improvements

Your teacher will split you into groups to work independently on the SSPS skills you find hardest.

You may not be a group for your weakest skill to start off but don't worry – you will have an opportunity to work on more than one skill.



SSPS

WALT: Know how to write with technical accuracy
LITOBJ: Know how to check your work and made improvements

10 minutes on skill one

1. **Nominate a team leader**
2. **Read the task**
3. **Complete the task in each of your books**
4. **When the alarm clock starts to spin, it's time to wrap it up.**



SSPS

WALT: Know how to write with technical accuracy
LITOBJ: Know how to check your work and made improvements

10 minutes on skill two

1. **Nominate a team leader
(somebody who hasn't done it yet)**
2. **Read the task**
3. **Complete the task in each of your
books**
4. **When the alarm clock starts to
spin, it's time to wrap it up.**



SSPS

WALT: Know how to write with technical accuracy
LITOBJ: Know how to check your work and made improvements

10 minutes on skill three

- 1. Nominate a team leader
(somebody who hasn't done it yet)**
- 2. Read the task**
- 3. Complete the task in each of your books**
- 4. When the alarm clock starts to spin, it's time to wrap it up.**



Spelling

You need to be particularly careful to avoid misspelling simple words.

1. Try using **their, they're** and **there** correctly

Their T-shirts were blue. ***They're*** going to the toy stall. ***There*** was a display of fish.

The child wanted to go over and see the flowers.

The teenagers were loud and voices carried over the market.

The stall holders were tired and looking forward to going home.

Without a doubt, excited about the market.

..... is no way the market could be any fuller.

The stalls were brightly-painted and crowded.

2. Divide up these words. Write sentences that use these words correctly : *through, though, thought, which, witch, whether, weather, to, two, too, were, where, new, knew, right.*

3. Look through your books. Find all the spellings that your teacher has labelled.

Make a list of them at the back of your book. Cover them up and see how many you can write correctly in a sentence.

Capital letters

You need to be able to use capital letters correctly.

1. Copy these rules into your books:

1. *Use capital letters for the first letter in a sentence*
2. *Use capital letters for a person's name*
3. *Use capital letters for the name of a country or place*
4. *Use capital letters when someone starts speaking in speech marks.*
5. *Use capital letters for I when you mean yourself*

2. Correct this passage in your books:

it was a warm day when i left leeds. you can't imagine how beautiful it looked to me.

My friends paul and naveed came with me. we were on our way to bradford for football training and i was really excited.

"just look at me," paul screamed, bouncing excitedly on the steps of the bus.

"get down," screamed the angry driver, glaring at me. i felt really scared.

3. Look through your book for mistakes marked with a and put the right capital/lower case letter in place.

Apostrophes

You lose a lot of marks if these aren't correct.

- One use of apostrophes is to show where letters are missing in a contraction** like can't. Add apostrophes to these words:
a) Wont b) Im c) Shouldnt d) Couldnt e)Shant
- Another use of apostrophes is to show something belongs to someone** like the cat's kittens.
a) Mrs Williams pen b) The cars speakers c) My sisters friend
- Which of these apostrophes are correct and which of them are incorrect?** Copy it out with apostrophes *only* in the right place.

Mrs Collin's sat do'wn. Her pen's were all over the desk. "It's completely unacceptable," she told me, frowning.

"I'm sorry," I muttered. Usually there's no way I'd speak so quietly. All the other student's were staring at me now. I didn't want to walk back to my desk if it meant walking past all my friend's.

Tense

Narratives are usually written in the past tense. All the words in a sentence must be in the same tense.

1. Try changing these words in to the past tense. For example, go becomes went.

- A) Swim B) Says C) Are D) Is E) Walking

2. Correct these words so that all words are in the same tense.

- A) We go to the market yesterday.
B) She reaches for the pen and put it down.
C) Jack is my best friend because was really funny.
D) I'm having chips and a burger for dinner and we had ice-cream for dessert.
E) She went up to me and says "Stop!"

3. Write a short paragraph about something you did yesterday, making sure you stay in the past tense. When you've finished, get someone in your group to check your work.

Word order

1. **Try to complete these statements using the right word.** *We use is or was if we're talking about one thing. The dog is sick. We use are or were if we're talking about more than one. The dogs are sick.*

A) *My English lessons thrilling.*

B) *My best friend imaginary.*

C) *This cakedelicious.*

D) *My socks Disgusting.*

2. **Try to put these words in the right order and missing words**

A) Without a doubt, my favourite is chocolate.

B) Being sick really is fun not at all.

C) I went Flamingo Land yesterday .

D) Paint all over the cat.

3. **Write a short paragraph about your favourite television show or film, really focusing on including the right words in the right order.** When you've finished, get someone in your group to check your work.

Using semi-colons

1. Try finishing these sentences using a semi-colon. *Semi-colons can be used instead of a full stop in between two related short sentences. I was hungry. I ate an apple becomes I was hungry; I ate an apple.*

- A) The boy swept hair off his face; he looked.....
- B) The birds soared overhead; they were looking for.....
- C) The girl wept silently;.....
- D) There was no hope for us;

2. Try correcting these semi-colon sentences that have gone wrong. Remember, each half of the semi-colon sentence should make sense on its own.

- A) Dave was shocked; because he was sure he'd left on time.
- B) The child stared longingly at the ice-cream; He wished his mother would buy him one.
- C) There was no way out of the tunnel; and we were trapped.

3. Try writing **three semi-colon sentences of your own.**

Punctuating speech

1. Try adding speech marks to show which words are actually being said.

My Mum ran towards me. Kevin! she screamed. Where are you?

Coming, I shouted. I'll be there in a minute.

You should be here now, she replied.

2. Each time somebody new starts to speak, it should be on a new line. *Rewrite this conversation correctly.*

“Where’s your brother?” the teacher snarled. “I’m not sure Miss,” I replied, shaking. “Well, I need you to find him and bring him to my office.” “Er - ” I began, anxiously. “What?” “I’m not sure that’s a good idea,” I admitted.

2. Correct this speech punctuation. *We use commas to mark where a sentence carries on after speech.* For example: “I’ve been looking for you,” muttered the teacher. After a question mark or exclamation mark, there is no comma and no capital letter – it’s the same sentence.

- A) “Where’s my football?” Shouted Sam.
- B) “There’s no way you’re coming in” muttered Elise.
- C) “Disgusting!” Barked the old lady.
- D) “I’m going home” my sister informed me. “You’re going to be in trouble.”

SSPS

WALT: Know how to write with technical accuracy
LITOBJ: Know how to check your work and made improvements

- **Spelling**
- **Capital Letters**
- **Apostrophes**
- **Tense**
- **Using the right words and in the right order**
- **Using semi-colons**
- **Punctuating speech**



Look back through what you've learned today. Be ready to tell the rest of the class the rules you've learned for the skills you've covered.

SSPS

WALT: Know how to write with technical accuracy
WILF: Be able to check your work and improve it



Self-reflection:

Today I've learned how to

I feel more confident

I am not able to.....

I'd still like to work on improving.....



Week 3, lesson 2 - planning

Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.

Mind-map as many ideas as you can for a story with the title:



'It all began with a knock on the door'



Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.

'It all began with a knock on the door'



Refine your mind map into a **plan...think** about how you would set it out on your story mountain worksheet



Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.

Avoid stories involving:

- Action film-style events such as bank robberies, shootings, hijackings, ninjas etc.
- Supernatural themes: haunted houses, zombies, vampires etc.
- Too many characters or too much dialogue
- Very complicated stories that you won't be able to do justice to in the time
- Stories you may struggle to find a resolution or ending for
- Drugs, gangs, violence etc.

Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.

Success Criteria:

- Believable characters
- Real-life events
- Detailed descriptions
- Emotions and personal experience
- A simple but interesting scenario
- Students writing about what they know
- A beginning and ending that mirror each other

Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.



Look back at your mind map.

See if you explain to your partner, in no less than three 10 seconds, what happens at **each** stage of story mountain.

If you couldn't manage it in the time, it's probably too complicated!

My Story Mountain

Title: _____

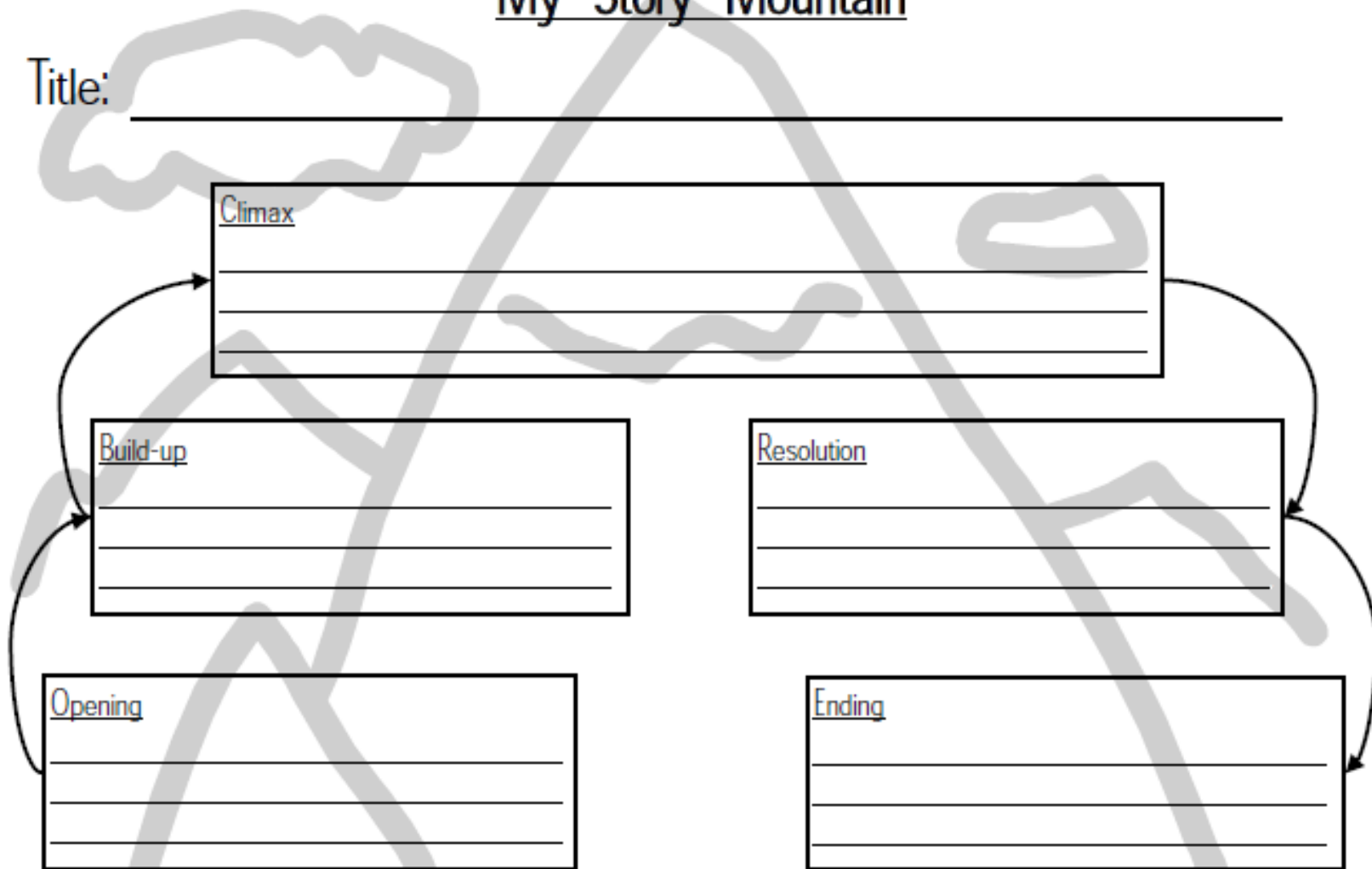
Climax

Build-up

Resolution

Opening

Ending



Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.



Now plan on your story mountain worksheet what will happen in your story.

Opening:

Build up:

Climax:

Resolution:

Ending:

Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.



Discuss in pairs.

Who are the character(s) in your story other than yourself?

They could be real people or made up.



Partners, did the character(s) you heard about sound **believable?**

Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.

Character's name:

Age:

Job:

Interests:

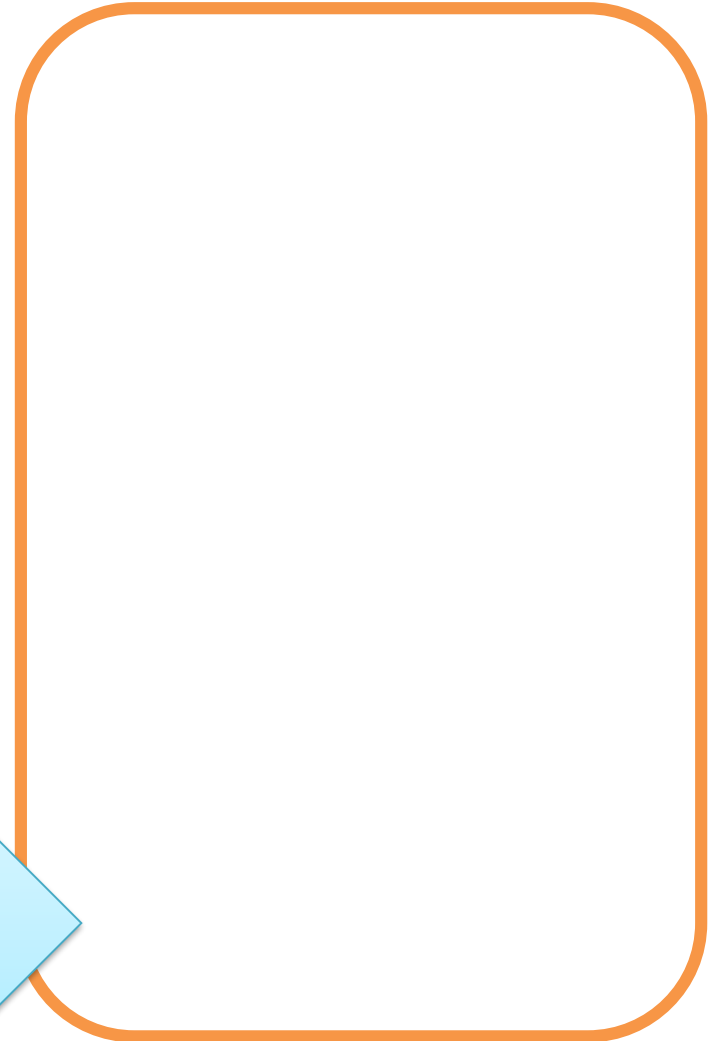
Likes:

Dislikes:

Your relationship with them:

Ten
adjectives to
describe
your
character

Draw and label your character. How do they dress?



Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.



Look at your partner's plan. How many of the success criteria can you tick off?

- Believable characters
- Real-life events
- Detailed descriptions
- Emotions and personal experience
- A simple but interesting scenario
- You've written about what you know
- A beginning and ending that mirror each other

WWW:

EBI:

Peer marked by:

Planning

WALT: Know your scenario, characters and location
WILF: Be able to include lots of the ideas that we've discussed in this unit so far.

Discuss in groups and be ready to feed back:

How does **planning** help you write a good story?

What might it be useful to plan **before** the test?



How will we have to plan **differently** if we're doing it in exam conditions?

What should we **avoid** when planning a story?

Week 3, lesson 3

Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

LITOBJ: Choose vocabulary that creates specific effects

What clues would the words below give you about the **mood** of a story?

1. I think the story is likely to be
2. I think the word “.....” makes it seem because.....
3. I think the word “.....” would suggest to the reader that.....because.....

Over-shadowed

bewitched

overwhelming

unrestful

mob

Riot

mob

strange

Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

LITOBJ: Choose vocabulary that creates specific effects

Read through the rest of the extract:

Q1. What ideas will the reader get about the place Conrad is describing?

Q2. How does the description match the purpose of the narrator's visit to Africa?

Q3. Which part of the description is most sinister? Why?

Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

LITOBJ: Choose vocabulary that creates specific effects



Group work

NOUN – object e.g. table
ADJECTIVE – describes a noun
e.g. huge
VERB – action e.g. swam
ADVERB – describes a verb e.g.
quickly

Find one **noun**, one **adjective**, one **adverb** and one **verb**. Use the table to comment on what each suggests to the reader.

Word Class	Example	Suggests...
NOUN		
ADJECTIVE		
VERB		
ADVERB		

Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

LITOBJ: Choose vocabulary that creates specific effects

What technique is the writer using here?

“The big trees were Kings”

“Vegetation rioted”

Personification

Describing non-human things with human characteristics.

Why does Conrad use personification? What is it suggesting about the **mood** in the forest?

Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

LITOBJ: Choose vocabulary that creates specific effects

“The big trees were Kings”

“Vegetation rioted”

Personification

Describing non-human things with human characteristics.

Can you come up with your own examples of personification to describe...



Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

LITOBJ: Choose vocabulary that creates specific effects

Imagine the narrator was travelling to be reunited with a family member. How could we change the language Conrad uses to change the mood?

Which words would we need to change?

The air was warm, thick, heavy, sluggish.

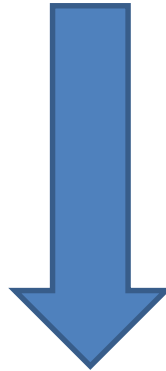
Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

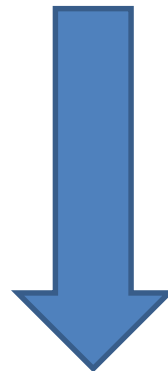
LITOBJ: Choose vocabulary that creates specific effects

Imagine the narrator was travelling to be reunited with a family member. How could we change the language Conrad uses to change the mood?

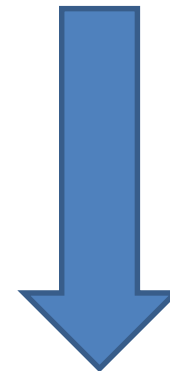
The air was warm, **thick, heavy, sluggish.**



Refreshing



?



?

Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

LITOBJ: Choose vocabulary that creates specific effects



Partner work

Imagine the narrator was travelling to be reunited with a family member. How could we change the language Conrad uses to change the mood?

The long stretches of the water-way ran on – deserted, into the gloom of over-shadowed distances.

Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

LITOBJ: Choose vocabulary that creates specific effects

Left side of the room

Right side of the room

Write a description of the place you're about to see making it seem like a **nice** place to visit.

Write a description of the place you're about to see making it seem like a **scary** place to visit.





MUST: Create a clear sense of mood and atmosphere

SHOULD: Use a range of adjectives and adverbs

COULD: Use personification



MUST: Create a clear sense of mood and atmosphere

SHOULD: Use a range of adjectives and adverbs

COULD: Use personification

Mood and atmosphere

WALT: Know how to create an engaging mood and atmosphere in your story

LITOBJ: Choose vocabulary that creates specific effects

Tick and **label** in **green** any techniques the person next to you has included

- ✓ Clear sense of mood
- ✓ Adjectives create a sense of mood
- ✓ Adverbs create a sense of mood
- ✓ Personification creates a sense of mood

Well done, you've done a good job of....

Next time, try to include...



Week 3, lesson 4 – skills lesson – look
in the skills pp

Week 4, lesson 1

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

Key terminology:

1st person

A story written from a character's viewpoint using I/me/my

3rd person

A story written observing the characters in the story using he/she/they

Past tense

Was/went/said/jumped/sang/cried

Present tense

Is/go/say/jumps/sings/cries

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

Which of these are written in the 1st person?

A. He picks up his bag as he comes towards me, panting heavily through his bloodied nostrils.

B. She turned away from the house and ran, unsure if she'd ever have the courage to come back.

C. They're firm friends – inseparable as peanut butter and jam.

D. I was all alone at the entrance.

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

Which of these are written in the past?

A. He picks up his bag as he comes towards me, panting heavily through his bloodied nostrils.

B. She turned away from the house and ran, unsure if she'd ever have the courage to come back.

C. They're firm friends – inseparable as peanut butter and jam.

D. I was all alone at the entrance.

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

Your assessment will ask you to write in the past tense. Can you change these?

A. He picks up his bag as he comes towards me, panting heavily through his bloodied nostrils.

C. They're firm friends – inseparable as peanut butter and jam.

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

**Your assessment might ask you to write in either 1st or 3rd person.
Can you change these into 1st person?**

B. She turned away from the house and ran, unsure if she'd ever have the courage to come back.

C. They're firm friends – inseparable as peanut butter and jam.

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

**Your assessment might ask you to write in either 1st or 3rd person.
Can you change these into 3rd person?**

A. He picks up his bag as he comes towards me, panting heavily through his bloodied nostrils.

D. I was all alone at the entrance.

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

Look carefully at the feedback from your baseline assessment and fill in your worksheet.

When you've finished, read through your baseline assessment again and be ready to report back:

- What person did you write in (1st or 3rd)?
- What tense did you write in (past or present)?
- Would you make the same choice again? Why/why not?
- Did you manage to stay in the same tense all the way through?

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

When you do your summative assessment, you will also need to make your writing as interesting and engaging as possible.

What **techniques** could we add?

How could we create a clear sense of **mood** and **tone**?

How could we make the **vocabulary** more interesting?

Could we include a greater range of **sentence structures**?

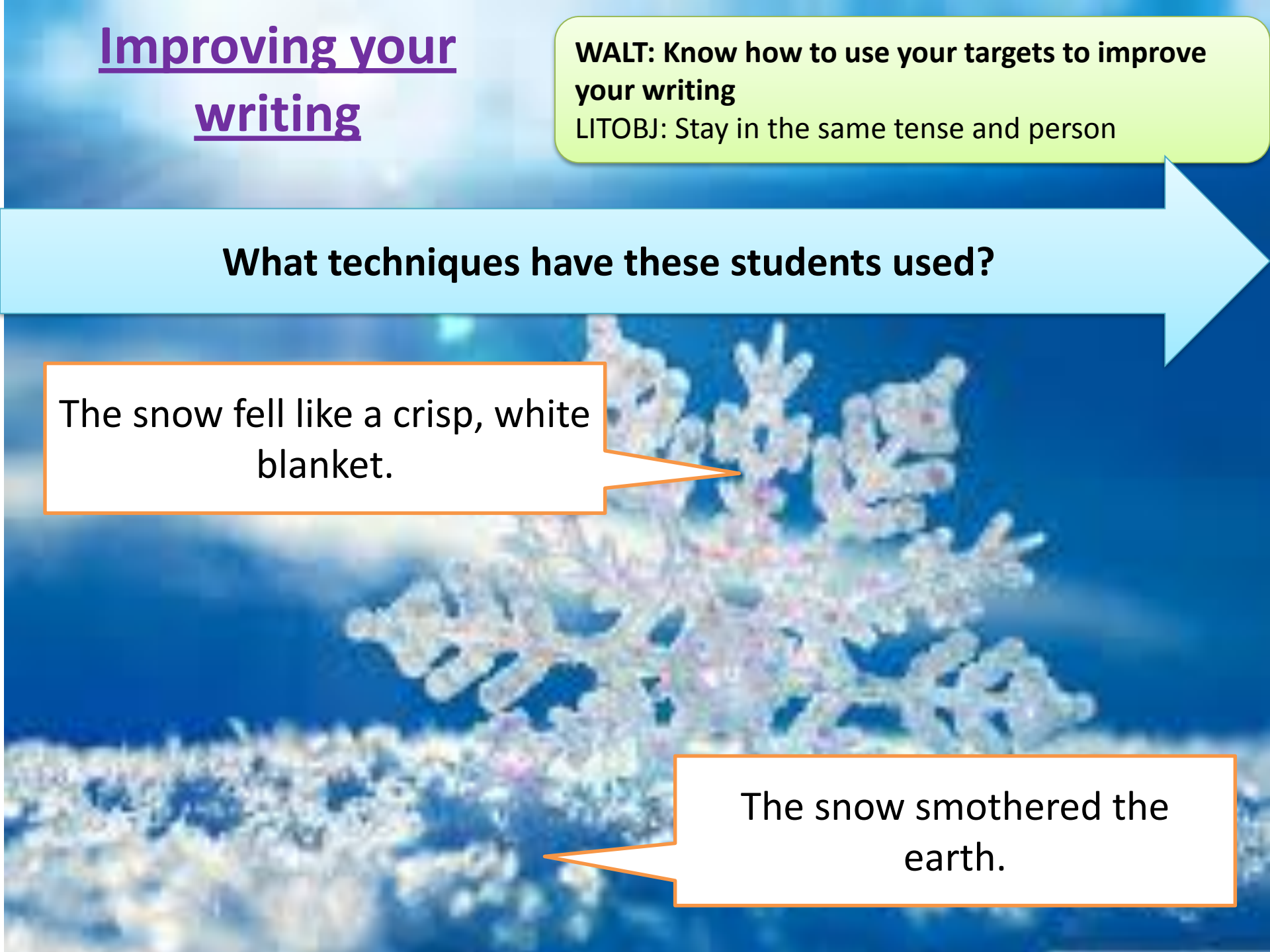


Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

What techniques have these students used?



The snow fell like a crisp, white blanket.

The snow smothered the earth.

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

Try to write your own simile and metaphor

Similes include **like** or **as**.

A metaphor should **compare** two things **indirectly**.

Improving your writing

WALT: Know how to use your targets to improve your writing

LITOBJ: Stay in the same tense and person

Look back at your baseline assessment. Try to add a simile or metaphor in green pen.

CHALLENGE: Try to add personification as well.

Similes include **like** or **as**.

Personification is describing something non-human as if it was human.

A metaphor should **compare** two things **indirectly**.

Week 4, lesson 2

Descriptive detail

WALT: Know how to include and develop descriptions to make your narrative engaging

LITOBJ: Capital letter for proper nouns

Imagine you were planning 'Guess Who'. Come up with five questions which would help you guess which character I'm thinking of.



- 1.
- 2.
- 3.
- 4.
- 5.

Descriptive detail

WALT: Know how to include and develop descriptions to make your narrative engaging

LITOBJ: Capital letter for proper nouns



Partner work



Write a of a character from a television show or film. Your description should:

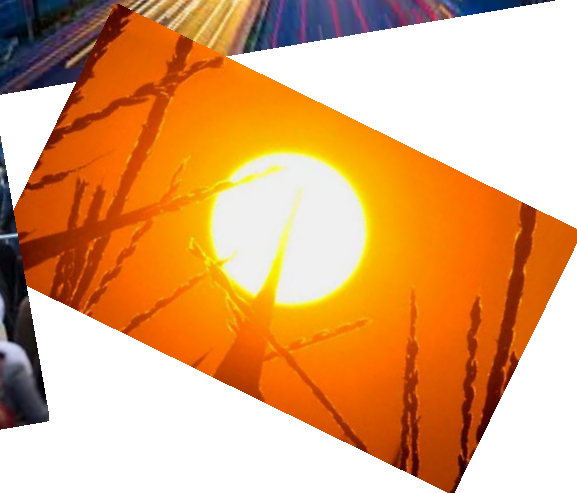
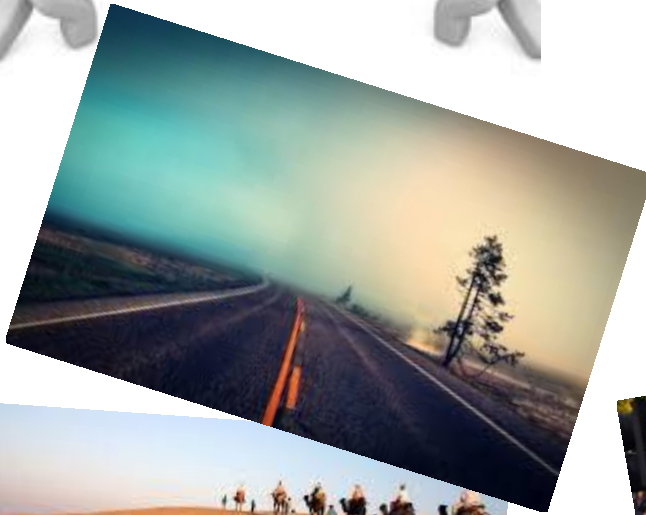
- Answer as many of your five questions as you can
- Give the reader clues about how a character **looks**
- Give the reader clues about a character's **personality**
- Give the reader clues about a character's **lifestyle**.

Descriptive detail

WALT: Know how to include and develop descriptions to make your narrative engaging

LITOBJ: Capital letter for proper nouns

What questions might a reader have about a location?



Descriptive detail

WALT: Know how to include and develop descriptions to make your narrative engaging

LITOBJ: Capital letter for proper nouns



What other things might you describe in detail during your story?



Descriptive detail

WALT: Know how to include and develop descriptions to make your narrative engaging

LITOBJ: Capital letter for proper nouns

Adding descriptive detail makes a story more believable, engaging and fills in the blanks in the reader's head.

As he walked in he called out to me and fell over. I was shocked. Before I knew it, fingers were pointing at me.



What questions will the reader have?

Descriptive detail

WALT: Know how to include and develop descriptions to make your narrative engaging

LITOBJ: Capital letter for proper nouns

Adding descriptive detail makes a story more believable, engaging and fills in the blanks in the reader's head.

As he walked in he called out to me and fell over. I was shocked. Before I knew it, fingers were pointing at me.



1. *Who is the victim?*
2. *Why did he fall?*
3. *How badly was he hurt?*
4. *Why was the narrator blamed?*

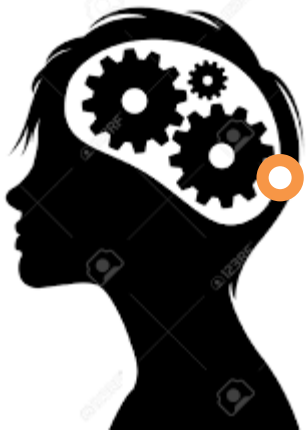
Descriptive detail

WALT: Know how to include and develop descriptions to make your narrative engaging

LITOBJ: Capital letter for proper nouns

Adding descriptive detail makes a story more believable, engaging and fills in the blanks in the reader's head.

He was a hulking boy, a massive slab of muscle, but he fell hard as he tripped on the carpet. Although he was a bully, I pitied him as I saw his head smash into the cold, stone floor. Blood trickled from his mouth in a sinister snake. For all the world, it looked like I'd tripped him – and I almost wished I had.



1. *Who is the victim?*
2. *Why did he fall?*
3. *How badly was he hurt?*
4. *Why was the narrator blamed?*

Descriptive detail

WALT: Know how to include and develop descriptions to make your narrative engaging

LITOBJ: Capital letter for proper nouns

Adding descriptive detail makes a story more believable, engaging and fills in the blanks in the reader's head.

It was cold as I left the house. The rain was coming down.



What questions will the reader have?
Rewrite this to include more detail.

Descriptive detail

WALT: Know how to include and develop descriptions to make your narrative engaging

LITOBJ: Capital letter for proper nouns

Look back at your baseline assessment

Think carefully about the questions the reader might have.

Use a green pen to add descriptive detail to your baseline assessment.

It might be:

- A character
- A location
- The weather
- Anything else you think your reader will want to know more about.



Week 4, lesson 3 = skills lesson on
skills pp

Week 4, lesson 4

Summative assessment

Narrative writing

WALT: Know how to respond to an unseen task

LITOBJ: Check your work carefully for mistakes



Can you correct these mistakes?

it was a Beautiful morning as i wandered
beneath the sweeping avenues of trees, I
felt a Blissful sense of peace.

“where are you” Yelled my friend Emma,
slouching. “Over here I replied.”

Narrative writing

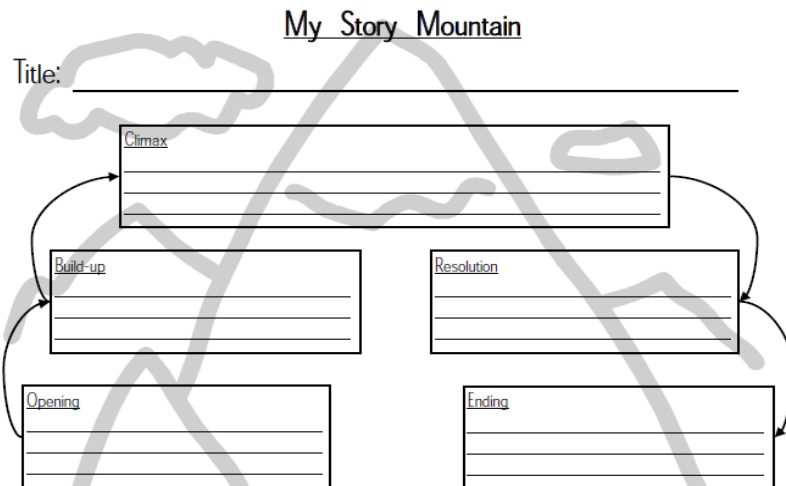
WALT: Know how to respond to an unseen task
LITOBJ: Check your work carefully for mistakes



Top Tips

PLANNING – 5 minutes

- Read the task carefully, underlining any key words or instructions
- Make sure you know if you're writing in 1st or 3rd person.
- Mind-map or bullet-point ideas about what might happen in your story
- Quickly plan a simple, realistic and believable story, remembering your story mountain.



Narrative writing

WALT: Know how to respond to an unseen task

LITOBJ: Check your work carefully for mistakes



Top Tips

WRITING – 35 minutes

- Use your planning to help structure your writing
- Remember to paragraph
- Include interesting vocabulary, descriptive detail and a good openings and ending
- Don't rush – take your time to write a good page rather two pages of nonsense



Narrative writing

WALT: Know how to respond to an unseen task

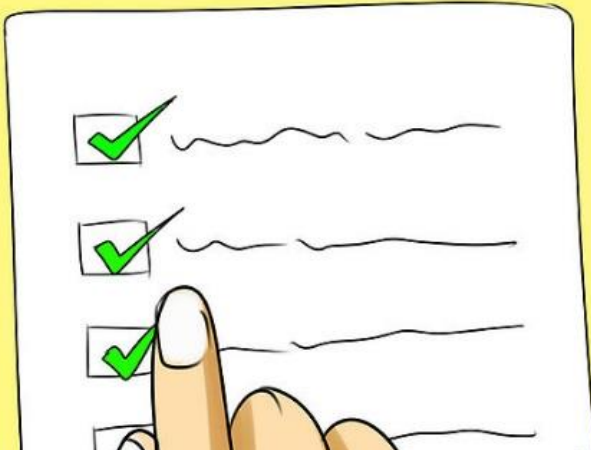
LITOBJ: Check your work carefully for mistakes



Top Tips

CHECKING – 5 minutes

- Don't be tempted to eat into your checking time. Finish your story and improve what you've written – you'll get a much higher grade.
- Look at your spellings, punctuation, vocabulary and word order. Think about the mistakes you tend to make most often.
- Is what you've written clear?
- If you need to add in a paragraph use //



Summative Assessment

- 45 minutes
- 5 minutes to plan
- 35 minutes to write
- 5 minutes to check
- You must do the assessment in exam conditions. You can't use a dictionary and your teacher won't be able to help you.
- Good luck!

Summative Assessment

- 45 minutes
- 5 minutes to plan
- 35 minutes to write
- 5 minutes to check
- You must do the assessment in exam conditions. You can't use a dictionary and your teacher won't be able to help you.
- Good luck!



Summative Assessment

- 45 minutes
- 5 minutes to plan
- **35 minutes to write**
- 5 minutes to check
- You must do the assessment in exam conditions. You can't use a dictionary and your teacher won't be able to help you.
- Good luck!



Summative Assessment

- 45 minutes
- 5 minutes to plan
- 35 minutes to write
- **5 minutes to check**
- You must do the assessment in exam conditions. You can't use a dictionary and your teacher won't be able to help you.
- Good luck!



Self-assessment

WALT: Know how to respond to an unseen task

LITOBJ: Check your work carefully for mistakes



In your book, self-assess your progress on your first controlled assessment.

1. I'd rate the effort I put into **preparing** for the assessment as /5 (5 being the highest)
2. I'd rate the effort I put into **doing** the assessment as /5 (5 being the highest)
3. I'm most proud of myself for being able to
4. The best thing about my finished assessment is
5. I found it hardest to
6. If I could start the year again, what I'd do differently is.....
7. I think I've made progress in the following skills:
8. I think I still need to work on the following skills:
9. I'd like some more help with.....