


	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	LO to punctuate dialogue accurately	<p>Re-read the opening paragraph of the story The Caravan. Children think about their own story (referring to Friday's plan) and where it will be set as well as the 'warning' that the adult will give.</p> <p>Watch: https://www.bbc.co.uk/bitesize/clips/zvftsbk for a recap of basic dialogue punctuation.</p> <p>Look at the use of dialogue (speech) in The Caravan. Note the punctuation and look at use of punctuation for dialogue.</p> <p>Rehearse your own opening. If you're at home, you can do this in front of a mirror or ask an adult/sibling to listen to your opening.</p>	<p>Write the opening based on the structure from the Pie Corbett example.</p> <p>If you'd like a challenge, you can think about what you can add/do to improve Pie Corbett's story in your own version.</p> <p>For anyone finding this tricky, there is a 'fill in the gap' exercise (copied below) for this section.</p>	<p>The Caravan story Plan from earlier in week</p> <p>Fill in the gap exercise if needed (copied below).</p>	<p>Warning Opening Dialogue Internal punctuation Inverted commas</p>
Tuesday	LO to use figurative language in my narrative.	<p>Can you remember any of the following: similes, metaphors, personification, onomatopoeia?</p> <p>This link might help you to revise them: https://www.bbc.co.uk/bitesize/articles/z6n6dp3</p> <p>Organise the examples of figurative language (copied below) from the text into the following categories: metaphors, similes, onomatopoeia and personification.</p>	<p>Look at the picture →  Or find your own picture of an abandoned plane.</p> <p>Print (if possible) and stick it in your book and write figurative language sentences to describe the picture. (Don't worry if you can't print and stick it in – just write the sentences).</p> <p>Eg: Simile: The weeds grew around the wheels <u>like malicious chains</u>. Metaphor: The small patch of silver on the nose of the <u>plane was a mirror</u>, reflecting the sunlight. Personification: Rust <u>fluttered from the body and danced to the ground</u>. Onomatopoeia: Crack! Rustle! Screech!</p>	<p>Planning sheet</p> <p>Picture of abandoned plane (found on Google Images)</p> <p>Figurative language activity (below)</p>	<p>Plan Warning Theme Spitfire Innovation</p>

Wednesday	LO: to build tension in a story.	<p>Look at the green section (copied below). Where has Pie Corbett tried to build tension? How do you think he has tried to make the reader feel worried about Mitch? Find as many ideas and you can.</p> <p>Now read the 'Fear' text. How do you think the writer made the reader feel worried/tense/scared?</p>	<p>Write a list of ways in which the writer could build tension e.g. introduce bad weather.</p> <p>This 'Suspense Toolkit' might be very useful for this activity: https://www.talk4writing.com/wp-content/uploads/2019/01/Suspense-toolkit.pdf</p> <p>How might you use some of these in your story? Can you borrow ideas from The Caravan or Fear for your own abandoned aeroplane story?</p>	<p>Green text below</p> <p>Fear (below)</p> <p>Suspense Toolkit</p>	<p>Suspense Tension Fear Figurative Language</p>
Thursday	LO: to build tension in a story.	<p>Recap yesterday's learning.</p> <p>Re-read the green section, Fear, your list of ideas and the Suspense Toolkit.</p>	<p>Today you will write the build up of your story. This is the part where the main character decides to disobey the warning. You will write up to the point JUST BEFORE the really bad thing (the dilemma) happens (e.g.in The Caravan, the pylon falls).</p> <p>You may use lots of ideas/sentences/words from The Caravan, Fear and your own work.</p> <p>In this work, you will also include your fabulous figurative language sentences from Tuesday's lesson so slip them in to help your reader to imagine the scene.</p>	<p>Fear</p> <p>Suspense Toolkit</p> <p>The Caravan</p> <p>Figurative Language work</p>	<p>Suspense Tension Fear Figurative Language</p>
Friday	To use hyphenated words in a description	<p>Watch https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zg8gbk7</p> <p>*Note the difference between a hyphen and a dash.</p> <p>Can you find any hyphens in The Caravan? Can you find some in your reading book?</p>	<p>Write some hyphenated words of your own in to use in a story.</p> <p>Re-read and rehearse the dilemma section of the story. (Where the pylon falls but NOT how they escape – that's Monday's lesson...!)</p>	<p>Link to BBC Reading book</p> <p>The Caravan</p>	<p>Hyphen Dash Dilemma Resolution</p>

		Perhaps this might be making you think about hyphenated words you could use in your story? It's FINE to use any you find in your reading books remember!	Write your own dilemmas (the really bad thing that happens to your characters) for your story using hyphenated words to add to their description.		
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Scroll down for all resources

Fill the gap opening

“ _____,” _____ had warned me often enough. “It’s dangerous. You’ll _____.” Did I listen? Of course I didn’t. Most days after school that was exactly where I went. Daft really, but she/he actually thought that _____.

_____ worries too much. I’ve still not forgotten how she/he used to tell me not to play _____ in case _____.

_____ Of course, I was younger then.

The place she was talking about was _____.

Figurative language

Moss clung to its wheels

a storm raged

The trees were like crazed zombies thrashing wildly

Rain lashed down, dancing on the metal roof

Soon the streetlights would come on, casting orange pools of light

a clap of thunder

The air prickled with electricity

His eyes were wide with fright and he gulped like a fish

We slithered like snakes across the floor

lay there with the thunder grumbling above us

That afternoon, a storm raged. It had been brewing all morning. The trees were like crazed zombies thrashing wildly. Rain lashed down, dancing on the metal roof. Inside the caravan it felt safe, almost cosy really. We shoved newspaper into any cracks to keep out the wind. I'd found a bit of old carpet and Connor had brought along some cushions that his Mum had thrown out. He'd also found a candle and in the semi-gloom its flame flickered with a cheerful glow. Outside dusk shadowed the bushes. Soon the streetlights would come on, casting orange pools of light. We were arguing over whether the last goal in the Man United game was the best yet when we heard it: a clap of thunder so close that it sounded like an explosion. Connor wiped the condensation from the window and we peered out. At that very moment, there was another tremendous crack, and lightning struck the pylon. Sparks flew, the pylon shuddered and, as if in slow motion, it crashed down towards the caravan roof.

FEAR

“Who’s there?”

“You know who I am.”

The voices echoed around her. She could hear the footsteps getting ever closer, sealing her death warrant with every stride. Lucy hated the bullies with a hatred as dark as a world with no sun. Every morning since she had started at the school, they had tracked her.

She pressed herself against the wall; her mind was spinning, turning, fluttering and gushing.

The new girl trembled, like leaves thrashed in a storm. Her heart pounded. She reeled as fear twisted its ugly dance in her stomach. She knew they were gaining on her. She was numb with dread. She cowered, fidgeting in the shadows. Her stomach contracted. Her throat pulled tight. The morning dampness hung about her feet, so thick that she tasted it in her lungs.