

Year 3: Literacy Week 2 Day 1

LI: To plan my story.

Success Criteria:

- I can pick out the main events of a story.
- I can use this structure to create my own story.
- I can create characters and settings for my story.
- I can choose a variety of sentence starters for my story.



Read chapters 19 - 24

Questions to think about:

What did you think of this chapters?

How was suspense created?

Just before she took a step further, Roz took a deep breath. Suddenly, she heard a loud bang. She turned; she froze...

What was suspenseful about this? Remember about the use of an ellipses.

Now we understand what suspense is. Today we will be planning the beginning and build up of our story, retelling 'The Wild Robot' and then eventually creating an alternative ending.

Task:

Plan the beginning using the questions below to support:

What happened to the boat? What happened to the crate? What emerged from the crate? Can you include your character profile?

Plan the build-up/problem using the questions below to support:

What is the problem within your story? How will you create suspense? Will there be any dialogue?

Key Vocabulary you want to use:

Year 3: Literacy Week 2 Day 2

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Read chapters 25 – 27

Today, we will be writing up the second part of our plan. This part we will be focusing on the creating a solution and an ending.

Questions to think about:

What did you think of these chapters?

How was suspense created? What do you think will happen next?

Something was happening inside the goose egg.

Tap, tap, tap.

Tap, tap, tap.

Tap, tap, CRUNCH!

What was suspenseful about this?

Furthering our understanding of suspense, we will use this to build up tension before revealing the solution. When planning the ending, think about how it relates to the solution.

Task:

Plan the solution using the questions below to support:

What was your problem? How might it be solved? Can the solution be drawn out? How might your solution connect to the ending?

Plan the ending using the questions below to support:

What will happen in your ending? Does anyone else help?

Key Vocabulary you want to use:

Year 3: Literacy Week 2 Day 3

L.I: To write a narrative from a key character's perspective.

Success Criteria:

- I can start my sentences with fronted adverbials.
- I can experiment with adjectives to create impact.
- I can use a range of adverbs in my writing.

Today we are going to be writing up the first two parts of the story – ‘The Wild Robot’. You are going to be retelling the beginning as normal and then changing the rest of the story to create your own version.

Looking back at your plan from Monday, what is the beginning of your story going to include? Who is the character you are going to include? What can you tell the reader about the character? What suspense can you create? Remember to include the key vocabulary you listed.

See below example:

The story started with wind, rain, thunder and lightning, thrashing the cargo ship from side to side. The ship struggled to stay afloat the aggressive waves. Boom! The ship crashed and started sinking down, down, down! It reached the seabed. The trail it left behind was hundreds of crates, but one crate made it to shore and burst open as it clattered into the cliffs...a robot emerged.

Task: Write up the beginning of your story and the build-up/problem. This should be no less than 2 paragraphs.

Ellipsis



They can also be used to show the trailing off of thoughts or to create suspense.

I know that I've seen my keys somewhere...



If only she hadn't opened the door...



"I decided to... then I left."



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Building Tension and Suspense

Can you remember all of the features of writing with tension and suspense?

- Detailed descriptions of the surroundings
- Clues to make the reader want to read on
- Short, shocking sentences
- Ellipses (...)
- Physical reactions from the character (*her heart was in her mouth*)
- Appealing to the reader's senses
- Similes and metaphors



Year 3: Literacy Week 2 Day 4

L.I: To write a narrative from a key character's perspective.

Success Criteria:

- I can start my sentences with fronted adverbials.
- I can experiment with adjectives to create impact.
- I can use a range of adverbs in my writing.

Today we are going to be writing up the last two parts of the story – 'The Wild Robot'. You are going to be write the solution and then the ending.

Looking back at your plan from Tuesday, what is the solution of your story going to be? Who might help with the solution? What suspense can you create? What is a suitable ending? Does Roz get off of the island? Remember to include the key vocabulary you listed.

See below example:

Roz submerged her body in the ocean and sunk deep below the surface. She walked along the sea bed, amongst the fish, learning to copy their behaviour. It was a long slog. She saw light suddenly emerging, was that home?

Task: Write the solution of your story and the ending. This should be no less than 2 paragraphs.

Ellipsis



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- Appealing to the reader's senses
- Similes and metaphors



Year 3: Literacy Week 2 Day 5

L.I: To edit my work.

Success Criteria:

I can up-level vocabulary.

I can experiment with adjectives to create impact.

I can include a range of different sentences for impact.

Task: To edit a paragraph and rewrite it so that it is more exciting for the reader. Think about vocabulary and using a mixture of compound and simple sentences. Read it to an adult and ask for their feedback – 2 stars and a wish (2 positive things and 1 thing to work on)

