

Learning to....

Write imaginative, thoughtful
and interesting texts.

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Write imaginative, thoughtful and interesting texts

All will think carefully about the words they use

Most should select interesting and thoughtful words

Some could choose their words carefully in order to achieve particular effects.

Read the following opening:

Me and my friends found a floorboard in the classroom. We pulled it up and found a space. We hid things in it.

In pairs:

- Discuss what you think about the way the passage has been written.
- Decide how you would improve the passage by choosing better words.

Write imaginative, thoughtful and interesting texts.

Me and my friends found a floorboard
in the classroom. We pried it up
and found a space we hid things in
it.

In your books, re-write the passage, choosing words to
make it much more interesting.

The Great Mouse Plot

In pairs, talk about what you think will happen next.....

- What will the boys do when they leave the sweet shop?
- Will Mrs Pratchett find the mouse?
- How will Mrs Pratchett find the mouse?
- What will the person who finds the mouse do?
- Why is the sweet shop closed the next day?
- Will Dahl be found out?
- What will happen to him?

Choose the best version of events to write about.

Don't forget to put the title and today's date.

Look at the following groups of words, what do you notice about them?

Adjectives

Exciting

Great

Daring

Brilliance

Glory

Secret

Verbs

Prised

Emptied

Lifted

Waved

Hesitated

Decided

Examine

Write imaginative, thoughtful and interesting texts.

A Moment of Brilliance and Glory

Think about your moment of brilliance and glory.
When was it? What did you achieve? Who else was involved? What happened afterwards?

Speed Dating:

- You are going to have 1min to find out as much as you can about a person's moment of brilliance.
- Put the numbers 1 to 10 in the back of your books.
- Next to each number, you are going to jot down what you hear. Then give them a mark out of 10, according to the quality of what they tell you.

Learning to...

write imaginative, thoughtful and interesting texts.

Task: to write about a moment of *brilliance* and *glory* in your life

All will write a piece about themselves.

Most should think carefully about the words they use.

Some could choose words to achieve certain effects.

What am I looking for

- An interesting piece of writing using lots of interesting vocabulary.
- Correct use of spelling and punctuation.
- Neatly written

Write imaginative, thoughtful and interesting texts.

Roald Dahl used the following techniques to make his story interesting:

- ✓ Descriptions of people
- ✓ Speech
- ✓ Descriptive verbs
- ✓ Building up suspense

Re-read your piece and check you have used the above techniques.

If not, identify where in your piece you could use them.

Write imaginative, thoughtful and interesting texts.

Peer Marking:

- ✓ Read your partner's work carefully.
- ✓ Check it makes sense, if it doesn't write them a question.
- ✓ Check and correct any spelling mistakes.
- ✓ Check and correct the punctuation.
- ✓ If you think they could use a better word, make a suggestion.

Finally, write **2 positive comments** and **1 suggestion** for improvement.

Understand, select, or retrieve, information from texts and use quotation and reference to text.

Mrs Pratchett's Revenge

Answer these questions in full sentences, showing your understanding of the story.

1. How do the children find out they need to go to the Headmaster's study?
2. What does the Headmaster's study smell of?
3. Who is caned first?
4. Why is this caning different from other canings?
5. What suggests that Mrs Pratchett is enjoying the punishment?

Understand, select, or retrieve, information from texts and use quotation and reference to text.

Mrs Pratchett's Revenge

Answer these questions in full sentences, showing your understanding of the story.

6. How does Dahl feel about being last?
7. What does Mrs Pratchett say about Dahl?
8. When she hears what has happened, how do you think Dahl's mother feels about the caning?
9. What sort of things do you think she says to the Headmaster?
10. Why does she decide to take Dahl out of the school?

Produce texts which are appropriate to task, reader and purpose.

Writing a formal letter

Imagine you are Roald Dahl's mother and, after your meeting with the Headmaster, you decide to put your ideas in writing.

In pairs, discuss the following questions and jot down your ideas.

- What are you upset about?
- Write down 5 reasons you feel this way – you will select 3 of your best.
- What did you expect from the Headmaster when you went to see him?
- Why were you disappointed with his response?
- What conclusion have you come to?

Produce texts which are appropriate to task, reader and purpose.

Writing a formal letter

Imagine you are Roald Dahl's mother and, after your meeting with the Headmaster, you decide to put your ideas in writing.

Choose 3 of your reasons for being upset. Write each one as a heading on a separate page.

Now, scatter your ideas:

- Describe how upset you were made you – write as many different words as you can.
- Prove that you are right to feel this way – give examples, evidence etc.
- Explain how things could have been done differently.

Produce texts which are appropriate to task, reader and purpose.

Writing a formal letter

Imagine you are Roald Dahl's mother and, after your meeting with the Headmaster, you decide to put your ideas in writing.

How to structure your letter:

In pairs, discuss:

1. what should a letter include contain?
2. How could you start it?
3. What order should you write your ideas in?
4. In the back of your books, make a list of useful / impressive words to use in your letter.

Produce texts which are appropriate to task, reader and purpose.

Writing a formal letter

Is this an effective letter? How could it be improved?

Dear headmaster,

I am very cross with you for caning my son.

You shouldn't of caned my son. I think this is wrong and he didn't deserve this.

When I came to see you, you told me if I didn't like it I could send him to a different school.

That's what I will do.

Mrs Dahl.