

Starter

Add contractions to these sentences.

1. I can not come to your house.
2. "Your so tall" cried Florida.
3. Sofia's mum said she was not very tired.
4. She would not come down from the tree.
5. It should have been a draw.

Monday 19th October 2020

LQ: Can I plan an alternative ending?

S.C. Have I...

- + used the original outline of a story to plan my own ending?
- + used metaphors and expanded noun phrases to plan an ending?
- + used metaphors and expanded noun phrases to create a mood for the alternative ending?

Today we are planning an alternative ending to Part Two of the Highwayman.

Paired: are the following ideas effective alternative endings? Why?

The Highwayman does not arrive. The soldiers arrive and they have brought Liam Kirby with them to convince Bess to join the space programme finding new life on Mars. She goes with Liam and the rocket launches from a secret location in the Lake District.

Paired: are the following ideas effective alternative endings? Why?

The Highwayman does not arrive. Bess sees the soldiers coming and escapes through the back door of the inn, steals a horse from Tim the Ostler's stables and rides off into the dawn to find the Highwayman. She finds him robbing a royal carriage, helps him and they live the rest of their life on the run together.

Paired: are the following ideas effective alternative endings? Why?

The Highwayman does not arrive. The soldiers arrive and tie up Bess in front of the window. A young maid enters the room and unties Bess. She runs to the telephone to call the Highwayman and warn him not to return to the inn. They plan where to meet and Bess escapes to find him.

Model: draw a picture to show your alternative ending, add detail including metaphors and expanded noun phrases in the final box.

The Highwayman does not arrive		
The soldiers arrive		
Bess hears the highwayman and fires the gun		
The highwayman hears and flees		
The highwayman returns and is shot		
The ghosts reunite.		

Task: Keep the first two parts of the story the same, then plan your own ending.

The Highwayman does not arrive		
The soldiers arrive		
Bess hears the highwayman and fires the gun		
The highwayman hears and flees		
The highwayman returns and is shot		
The ghosts reunite.		

Starter

Choose the correct homophone.

1. I keep my socks in the _____. draw/drawer
2. She crawled _____ the tunnel. threw/through
3. Come _____ now! here/hear
4. He is coming to _____ house. are/our
5. _____ are thirty children in the class. there/
their/they're

Tuesday 20th October 2020

LQ: Can I write an alternative ending?

S.C. Have I...

- + used the original outline of a story to write my own ending?
- + used metaphors and expanded noun phrases to write an ending?
- + used metaphors and expanded noun phrases to create a mood for the alternative ending?

Today we are writing an alternative ending to Part Two of the Highwayman.

Model: Use your plan to write your paragraphs

The Highwayman does not arrive		The path was a slithering snake coiling around the trees dawn
The soldiers arrive		dull, golden buttons marching

The path was a slithering snake coiling around the trees and looking back at Bess. She waited. She gazed out of the window over purple, frosty moor but the highwayman did not come. He had promised to be back before dawn but as the first beams of light shone in through the window, she began to fear he would not return. Then from far in the distance, she heard the faint echo of footsteps.

The Highwayman does not arrive		The path was a slithering snake coiling around the trees dawn
The soldiers arrive		dull, golden buttons marching

The path was a slithering snake coiling around the trees and looking back at Bess. She waited. She gazed out of the window over purple, frosty moor but the highwayman did not come. He had promised to be back before dawn but as the first beams of light shone in through the window, she began to fear he would not return. Then from far in the distance, she heard the faint echo of footsteps.

Task: Use your plan to write the first two paragraphs for your alternative ending.

Remember:

- each box on your plan is a paragraph
- metaphors
- expanded noun phrases
- past tense

Sort the words into their word class.

Starter

Challenge : Can some appear in more than one box? Why?

Noun

Verb

Adjective

Adverb

colour

intriguing

galloped

horse

face

cunningly

eerie

slowly

Wednesday 21st October 2020

LQ: Can I write an alternative ending?

S.C. Have I...

- + used the original outline of a story to write my own ending?
- + used metaphors and expanded noun phrases to write an ending?
- + used metaphors and expanded noun phrases to create a mood for the alternative ending?

Write the short date in the margin.

Model: Use your plan and whiteboard to ensure your writing is cohesive

Bess fights off the soldiers



bess was a caged animal
attacked the soldiers
managed to escape

Paired: Use your plan and whiteboard to plan your next paragraph together

Bess fights off the soldiers



bess was a caged animal
attacked the soldiers
managed to escape

Task: Use your plan to continue your alternative ending.

Remember:

- write the key points on your whiteboard.
- link them together and add detail (metaphors and expanded noun phrase)
- use the past tense

Starter

Up-level the underlined word:

1. The soldiers wore red coats.
2. They walked along the road.
3. They knocked on the door.
4. The landlord looked through the window.

Challenge: Can you redraft the whole sentence to make it sound more effective?

~~Thursday 22nd October 2020~~

~~LQ: Can I write a descriptive paragraph?~~

S.C. Have I...

+ edited my work for cohesion?

+ considered the order of my descriptive points to make my writing more cohesive?

+ achieved a cohesive piece of writing due to the ordering of my descriptive points?

Write the date and LQ into your magpie book.

When writing from a plan, we need to ensure that our writing is ~~cohesive~~.

What does this mean? What is cohesion?

Cohesion is a fancy way of saying that our writing should 'flow' well and each section should join together.

What do you think of this descriptive paragraph?

He wears a deep-red coat with buttons. He also wears tight boots up to his thighs. He rides a great horse with powerful legs. They clatter and clash over the cobbles. He has sultry, twinkling eyes beneath his ebony mask. He wears thick, white lace underneath his chin. His horse has thick, iron hooves on its feet. The soft lips on his face curl into a smile when he sees his love (Bess). He wears a French cocked-hat on his forehead.

Although there is a good use of the expanded noun phrases, the piece isn't particularly cohesive.

He wears a deep-red coat with buttons. He also wears tight boots up to his thighs. He rides a great horse with powerful legs. They clatter and clash over the cobbles. He has sultry, twinkling eyes beneath his ebony mask. He wears thick, white lace underneath his chin. His horse has thick, iron hooves on its feet. The soft lips on his face curl into a smile when he sees his love (Bess). He wears a French cocked-hat on his forehead.

How could we make this piece flow better?

1. Group the expanded noun phrases that are about similar things together:

- His clothing (go from the top of his clothing down to the bottom of his clothing)
- His horse
- His looks/ facial and body features (again, go from top to bottom)

He wears a French cocked-hat on his forehead. He wears thick, white lace underneath his chin. He wears a deep-red coat with buttons. He also wears tight boots up to his thighs. He rides a great horse with powerful legs. They clatter and clash over the cobbles. His horse has thick, iron hooves on its feet. He has sultry, twinkling eyes beneath his ebony mask. The soft lips on his face curl into a smile when he sees his love (Bess).

2. Join some sentences with conjunctions.

He wears a French cocked-hat on his forehead and thick, white lace underneath his chin. He wears a deep-red coat with buttons and also wears tight boots up to his thighs. He rides a great horse with powerful legs so they clatter and clash over the cobbles. His horse has thick, iron hooves on its feet. He has sultry, twinkling eyes beneath his ebony mask and the soft lips on his face curl into a smile when he sees his love (Bess).

3. Decide when it is best to use 'he' and when it is more effective to say 'the Highwayman'.

The Highwayman wears a French cocked-hat on his forehead and thick, white lace underneath his chin. He wears a deep-red coat with buttons and also wears tight boots up to his thighs. He rides a great horse with powerful legs so they clatter and clash over the cobbles. His horse has thick, iron hooves on its feet. Beneath his ebony mask, the Highwayman has sultry, twinkling eyes and the soft lips on his face curl into a smile when he sees his love (Bess).

Task: re-write one of your own paragraphs ensuring it is cohesive.

Remember:

- join similar ideas together
- use conjunctions
- decide when to use the character's name or he/
she/they

~~Friday 23rd October 2020~~

~~LQ: Can I compare texts?~~

S.C. Have I...

- + noticed similarities and differences?
- + noticed similarities and differences and considered the reason for this?
- + compared these texts to anything else I have read?

Write the date and LQ into your magpie book.

Watch the Highway Rat.

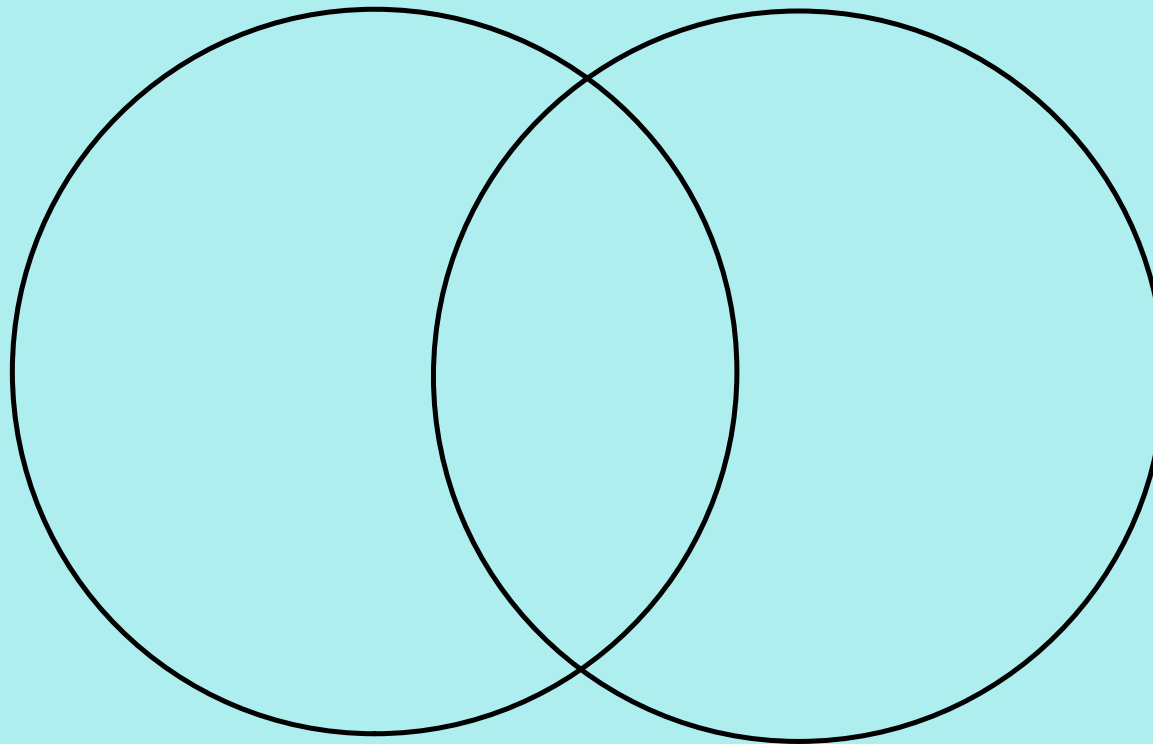
While you are watching consider:

- what are the similarities to the Highwayman?
- what are the differences?
- why have they changed it?

Paired: complete the Venn diagram to show the similarities and differences.

The Highway Rat

The Highway Man



Challenge: is this like any other text you have read? Why? Create another Venn diagram.

Task: present your findings to the class

The Highway Rat

The Highway Man

