

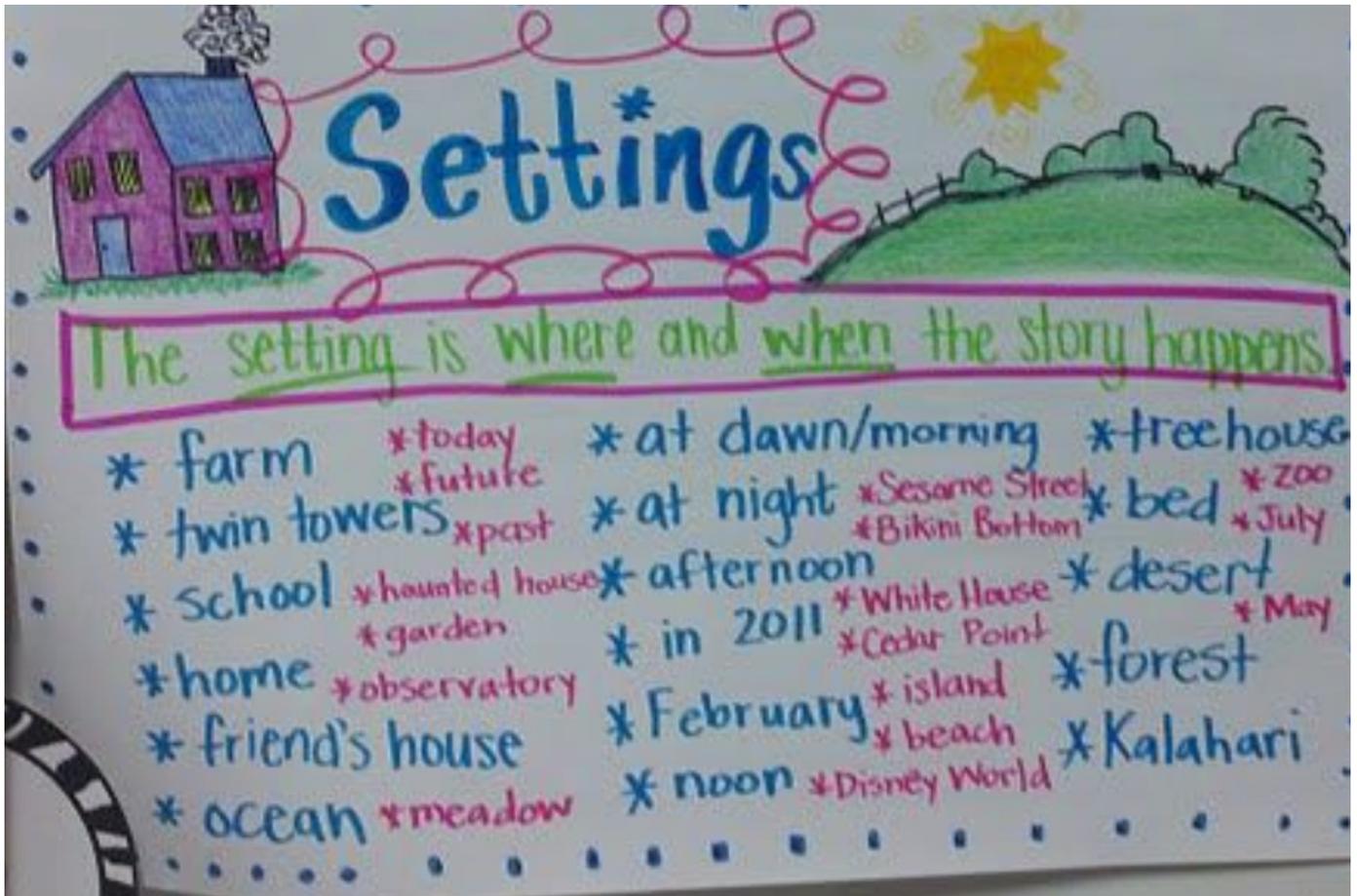
Year 5/6
English

Descriptive
writing

Setting

Definition:

A setting is a where an event takes place or the surroundings of something.



Can you draw some settings that you know? Which book had that setting?

The lion, the witch and the wardrobe: Narnia				

The Old Mill

Stealthily, Jo crept down the stairs, dodging the fourth step in case it creaked. At the bottom, she paused but all that she could hear was a silence that filled the house with sleep. The cat wound its way round her legs, begging to be let out.

Twenty minutes later, she entered Deadmans's Forest. Tall trees towered overhead and daylight filtered through the branches, casting ebony shadows. It wasn't long before she came to the old ruins of the mill. The pond glittered in the sunlight. A few bees buzzed busily. Jo sat down under the trees and watched as the dragonflies flitted across the surface of the mill pond. It was here that she had first seen the unicorn. All morning she waited, until her eyes closed and she slept, dreaming of crystal towers and goblins.

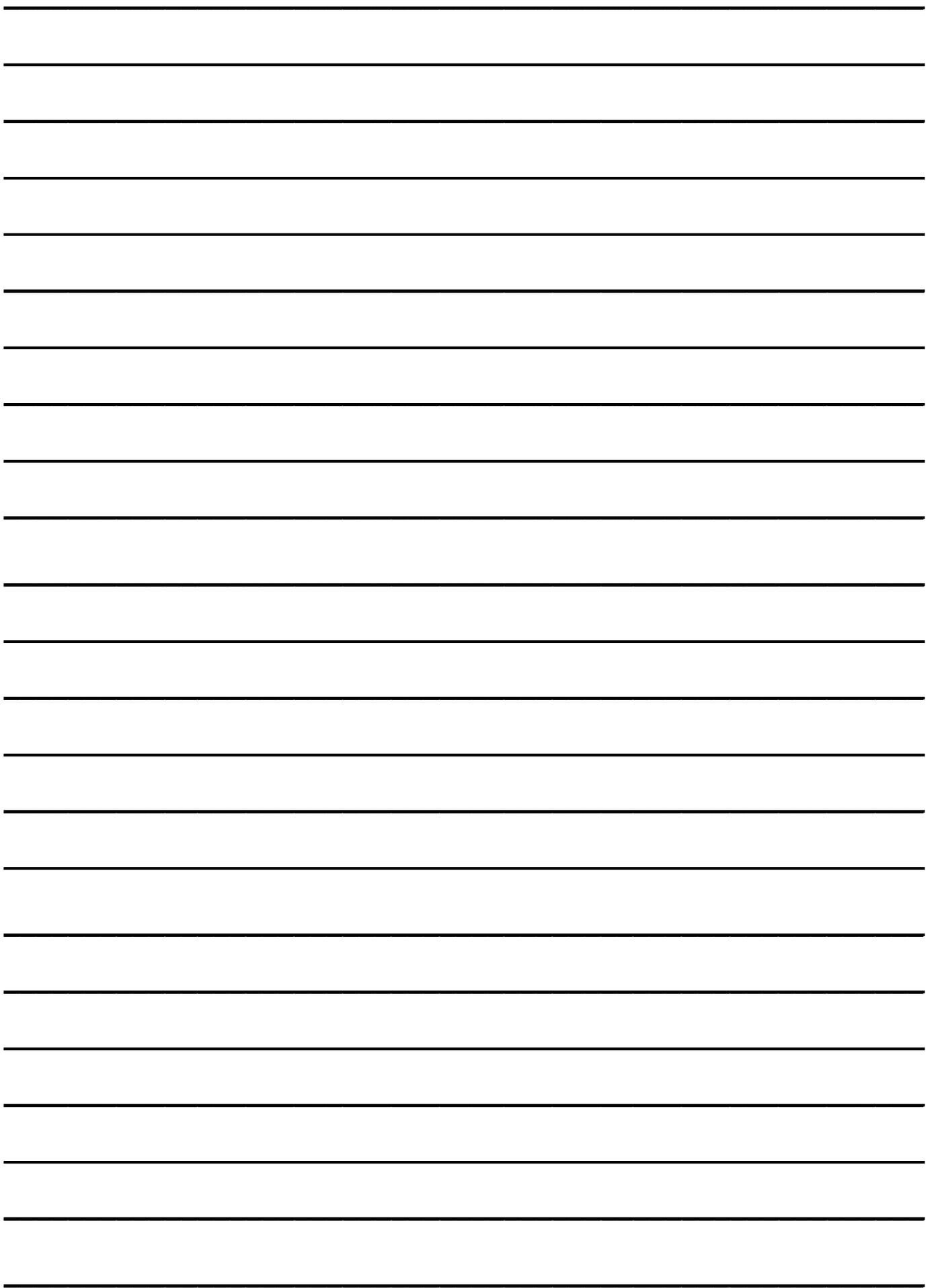
Later, she woke with a start. The sun had slipped behind the trees, casting charred shadows across the water's oily surface. A cold breeze whispered through the reeds. Jo shuddered. A twig broke, leaves rustled and something was moving towards her! What was it? She panicked. Cautiously, Jo stared into the darkness between the trees where her imagination warned her anything could exist. A vague silhouette darted! Again, Jo shivered but not from the cold. At that moment, she heard a sudden hiss and a red eye flickered. Jo gasped.

With her dreams of unicorns left behind, she ran. Branches whipped at her face and brambles tore at her feet. She was sure that she could hear something behind her, feet thudding under the undergrowth. Something breathing... It was only when she reached the road beyond the tree line that she stopped. She stood, listening, but her heart was the only sound she could hear. The trees were still. Nothing. Silence. It was as if the forest had swallowed its secret.



Date			
Subject/s	<u>English</u> Imitate		
Learning Objective 	To make predictions		
		SA 	TA 
Success Criteria 	I can read the word in the sentence		
	I can use what is happening in the text to predict the meaning		
	I can try to replace the word with another to see if it still makes sense		
Support	Independent	Adult Support ()	Group Work

	I've never heard this word before	I've heard this word before and think I think what it means	I know what this word means and can use it confidently
stealthily			
ebony			
charred			
brambles			
vague			
darted			
cautiously			
ruins			
<p>Task:</p> <p>Green column words: Write another sentence using that word.</p> <p>Red column words: Copy the sentence from the text and annotate what is happening in the sentence and what gives you clues to what the word might mean.</p> <p>Orange column words: Have a go at writing it in a sentence, if you can't think of a sentence to use the word properly, do the same as the red column word.</p>			



Date			
Subject/s	<u>English</u> <u>Imitate</u>		
Learning Objective 	To read as a reader		
		SA 	TA 
Success Criteria 	I can explain my likes and dislikes about a text		
	I can ask questions about a text		
	I can identify patterns in a text or between texts		
Support	Independent	Adult Support ()	Group Work

The Old Mill

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Likes

Dislikes

Puzzles

Patterns

Date			
Subject/s	<u>English</u> Imitate		
Learning Objective 	To understand a text		
		SA 	TA 
Success Criteria 	I can use the question words to help write my answers in full sentences		
	I can retrieve information from the text		
	I can draw inferences about a character from what they say or do		
Support	Independent	Adult Support ()	Group Work

R

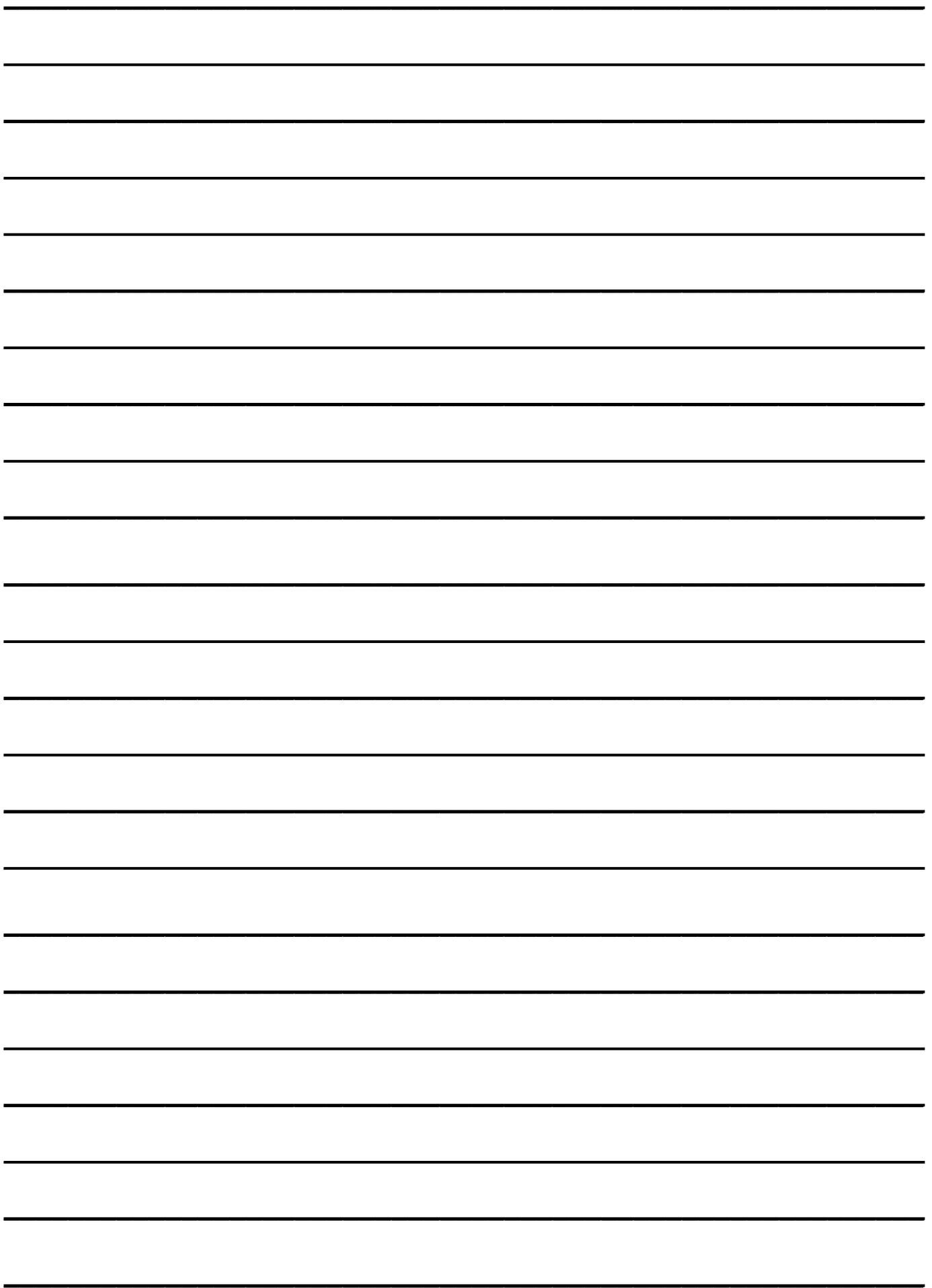
1. What was the name of the forest?
2. Who was with her at her house?
3. How did the weather change from paragraph 2 to paragraph 3?
4. Why did Jo go back to the house?

I

5. How did Jo feel at the beginning? How do you know?
6. Later, Jo's feelings change. Find and copy a phrase that shows Jo was scared.
7. Do you think Jo would go back to the forest? Explain your answer using the text.

C

8. Why do you think the writer chose to call the forest 'Deadmans forest'?
9. Why did the author call the scary thing 'shadows' instead of telling the reader what it actually was? What effect does this have on the reader?



Date	
Subject/s	<u>English</u> <u>Imitate</u>
Learning Objective	To create the toolkit features of effective writing.

To develop your setting:

To develop your suspense:

Descriptive language such as metaphor, noun phrases, personification, similes, adjectives.

A cloudless sky, a dark blue sheet above us, glimpses of shadows.

This helps the reader visualise the setting.

Use the settings name to reflect the tone.

Deadmans forest

Beyond the wall.

Hide the threat:

Use something, someone, it,

It makes the reader question what is coming.

Make your character see, hear, touch, smell or sense something ominous (strange and unknown).

Saw shadows,

Heard branches snapping,

Sense someone close.



Prepositions

It tells the reader where things are in relation to the rest of the setting.

In the distance,

Above her,

Next to the trees,

Passing over small streams,

Surprise the reader with the unexpected.

What was it in the forest chasing our character?

Something evil?
Something kind?

Her cat/dog from home.

Time of day/ weather.

At nightfall,

The sun was shining through the treetops.

This helps the reader imagine and relate to the story.

Character's reactions:

(adverbs)

Felicity said shakily

Maddie frowned, knees knocking.

This helps the reader empathise and feel for the character.

Reveal the characters inner thoughts:

She wondered if she could ever escape.

What is that?

Who is that?

Where am I?

Slow the action down by using sentences of three.

She couldn't believe her eyes. Her mouth dropped open. Her hands began to shake.

Date			
Subject/s	<u>English</u> Imitate		
Learning Objective 	To box up the text.		
		SA 	TA 
Success Criteria 	I can summarise each paragraph.		
	I can generalise the events. .		
	I can use the boxing up structure to plan my own story.		
Support	Independent	Adult Support ()	Group Work

Model text: The Old Mill	Generic structure:	Your story:
Jo sneaking out of the house. Creaky stairs. Silence. Cat wanted to come out.	Character leaving the house early in the morning. What can they hear? Who else is there?	
Jo went to Deadmans forest. Tall trees, daylight in the sky. Jo sat watching the dragonflies. Jo fell asleep after waiting for a long time	Where did they go? How long did it take? Description of the forest. What did character see and do? Eventually, character falls asleep.	
She woke up. The sun had gone behind the trees and it had gotten cold. Jo heard leaves rustling and twigs breaking. She saw a silhouette and shivered.	When? Character woke up. Describe the weather/sun. Something made a noise. Shadows are coming closer to the character. Character is scared.	
Jo ran away. Branches and brambles hit her as she ran. Could hear something behind her. Something breathing. She stopped when she was far away from the forest and listened. She couldn't hear anything. Her heart was pounding.	Character begins to run away. What can they feel/hear/see? No description on who is near. Character stop and listens. Character is still very scared. Character is safe.	

Date		
Subject/s	<u>English</u> Imitate	
Learning Objective 	To write a setting description.	
	SA 	TA 
Success Criteria 	I can use all five senses in my writing.	
Support	I can use adjectives and adverbs to describe the setting.	
	Independent	Adult Support ()
		Group Work



Here is an idea to help you with your setting.

Think about what old buildings might be near this forest? Church, shop, house.

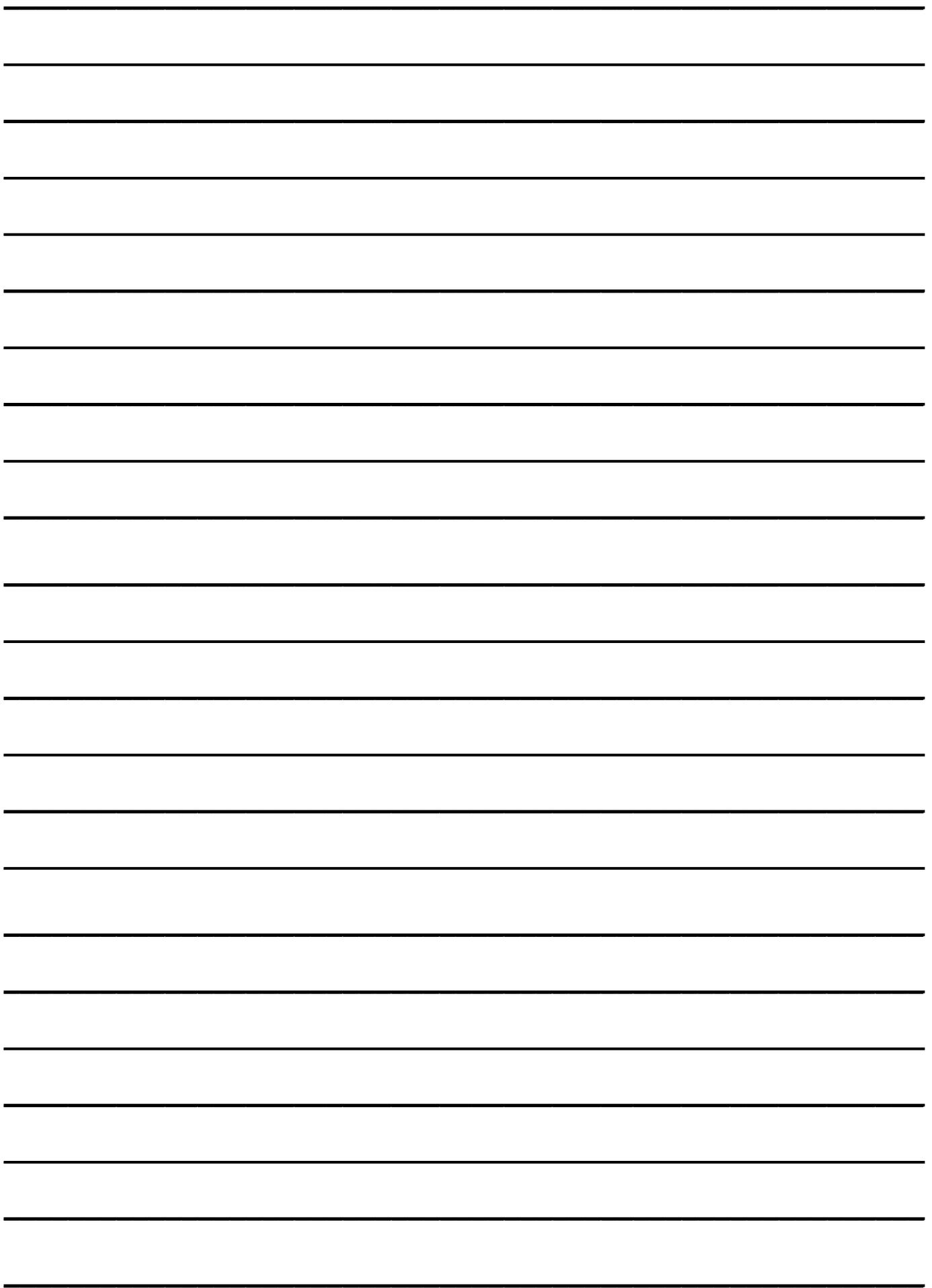
Think about why your character might be coming to visit this place?

Has someone seen an ogre/giant/unicorn/magician?

Look at the contrast between the two photos from day to night.

Write two descriptive paragraphs about the setting in the day time then at night.

F		Feeling
A		Asking
N		Noticing
T		Touching
A		Action
S		Smelling
T		Tasting
I		Imagining
C		Checking



Date			
Subject/s	English Imitate		
Learning Objective 	To show not tell characters feelings.		
		SA 	TA 
Success Criteria 	I can use physical reactions to express feelings.		
Support	I can describe how feelings might make people think or act.		
	Independent	Adult Support ()	Group Work

Show not tell:

When we use this technique, we don't write the emotions the character is feeling.

E.g Jo was frightened.

We use physical changes to express that emotion.

Jo's heart was beating out of her chest and her legs felt weak.

In our model text, The Old Mill, the writer does this effectively.

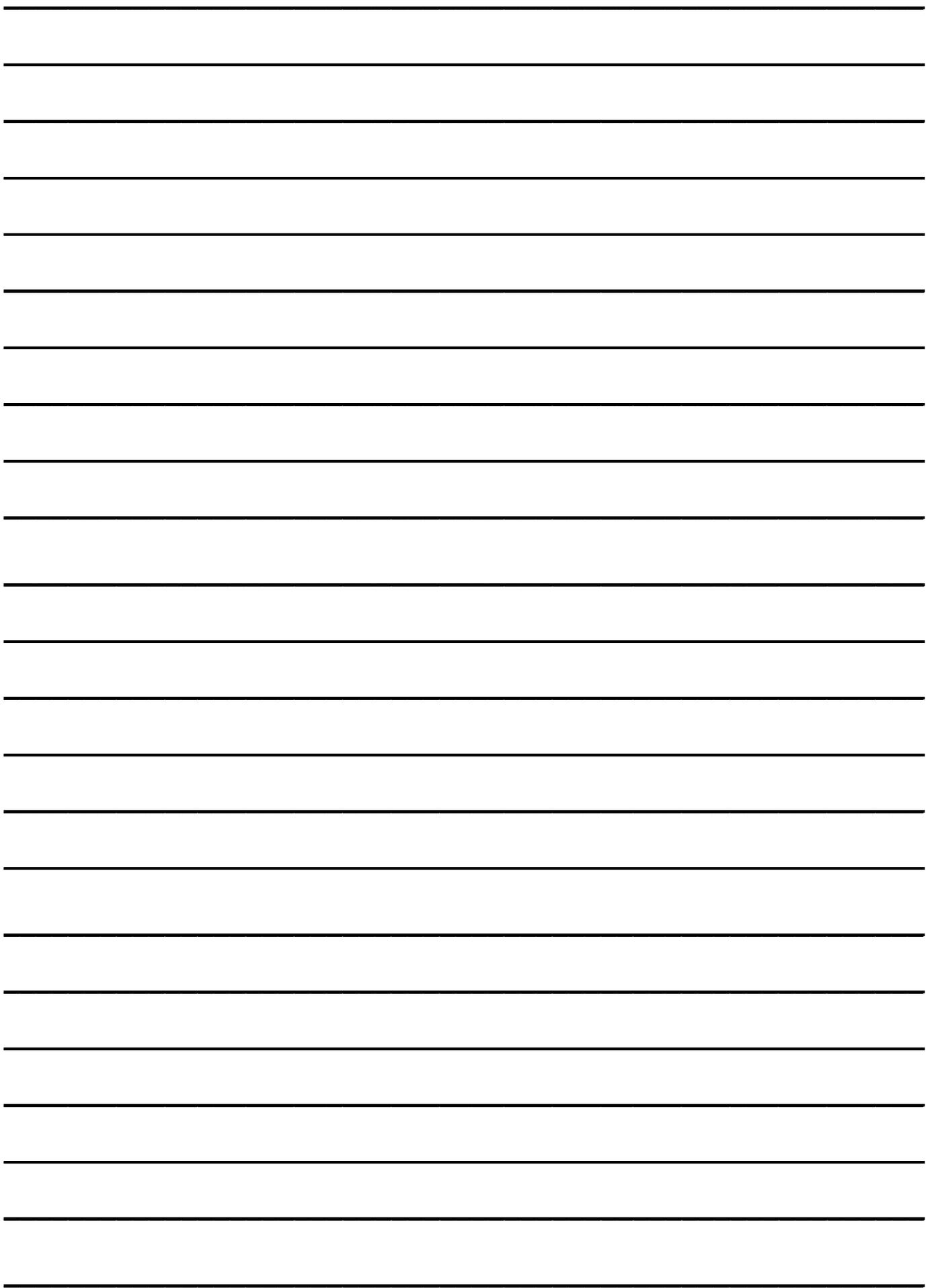
How did the character, Jo, feel in each of these sentences?

1. Jo shuddered.
2. Cautiously, Jo stared into the darkness between the trees where her imagination warned her anything could exist.
3. Jo gasped.
4. She stood, listening, but her heart was the only sound she could hear.

Can you have a go at writing your own sentences showing your character's feelings?
Focus on fear, shock, excited, nervous, tired as they will be used in your story.

Show Not Tell!

<p>FEAR knees trembling hands shaking breathing hard whimpering legs turn to jelly colour drains from face breathless/ short breaths eyes widen heart pounding/racing heart hammering against chest</p>	<p>heart thumping wildly a shiver down your spine lips quivering knees shaking not daring to look paralysed with fear a rush of fear wash over you low voice mouth goes dry swallow head spinning</p>	<p>ANGRY huffing and puffing hands on hips slamming door hands/jaw clenched face reddening gritting teeth scowling snapping eyes narrowed</p>
<p>TIRED trudging eyes growing heavier yawning stumbling trying to keep eyes open rubbing eyes slumping in seat</p>	<p>SHOCKED jaw drops mouth wide open gasp jump/start drop what you are holding step back caught off guard</p>	<p>WORRIED feeling sick to your stomach biting bottom lip sweaty palms pacing back and forth can't sleep or focus eyes tearing up heart racing pale face</p>
<p>NERVOUS fidget bite bottom lip butterflies in stomach stammer/stutter jumpy</p>	<p>SAD trembling lips tears prickling in the corner of your eyes lump in throat muffled voice heart aches shaky voice</p>	<p>HOT bright crimson face fan self with hand panting moving slowly drinking cold water wipe sweat from forehead</p>
<p>FRUSTRATED folding arms rolling eyes biting your tongue putting your head in your hands sighing/ groaning</p>	<p>HAPPY jump up and down talk rapidly laughing big smile eyes sparkle</p>	<p>EXCITED grinning from ear to ear jumping up and down jaw drops clap hands eyes wide mouth wide</p>
<p>SHY speak softly withdraw hide look down blush</p>	<p>EMBARRASSED holding/fighting back tears stomach flips cheeks flush crimson cheeks roll eyes</p>	<p>COLD shivering goose bumps see breath red nose rub hands together</p>
<p>DISGUST recoil pull a face shudder wrinkle your nose</p>	<p>PROUD chin held high standing tall chest sticking out beaming</p>	<p>MISCHIEVOUS eyes twinkling teasing give a wink grinning</p>



Date			
Subject/s	<u>English</u> <u>Imitate</u>		
Learning Objective 	To create a mood using pathetic fallacy		
		SA 	TA 
Success Criteria 	I know how the weather can effect the mood of the story.		
Support	I can use descriptive vocabulary to deepen the moment.		
	Independent	Adult Support ()	Group Work

Writers use a technique called **Pathetic Fallacy**. This means that they use the weather to foreshadow (predict) the events/moods in the story.

For example:

1. **At the bottom, she paused but all that she could hear was a silence that filled the house with sleep.**

That is demonstrating that the house is peaceful and still. Positive mood.

2. **Daylight filtered through the branches. The pond glittered in the sunlight. A few bees buzzed busily.**

This is creating a positive mood. The words 'glittered, daylight and sunlight' all suggest things are good and that Jo is happy.

3. **The sun had slipped behind the trees, casting charred shadows across the water's oily surface. A cold breeze whispered through the reeds.**

The sun has now gone in, it is getting darker and there is a cold breeze. This creates tension as it is getting scarier and the cold breeze suggests something uncomfortable or bad is going to happen.

4. **The trees were still. Nothing. Silence. It was as if the forest had swallowed its secret.**

At the end, the mood is calm again and Jo is safe. The environment is silent.

Have a think about the weather and if you think it creates a positive or negative mood. Then write some sentences to demonstrate.

1. Snow.
2. Fog.
3. Rain.
4. Cloudy.
5. Sunny.
6. Night time.
7. Day time.

Date			
Subject/s	English Imitate		
Learning Objective 	To write effective description		
		SA 	TA 
Success Criteria 	I can use short sentences.		
	I can use similes and metaphors. .		
	I can hide information from the reader to create suspense.		
Support	Independent	Adult Support ()	Group Work

Use the example from the text and my model to help you write a description of a different sound. Here are some ideas for your description, but feel free to try your own.

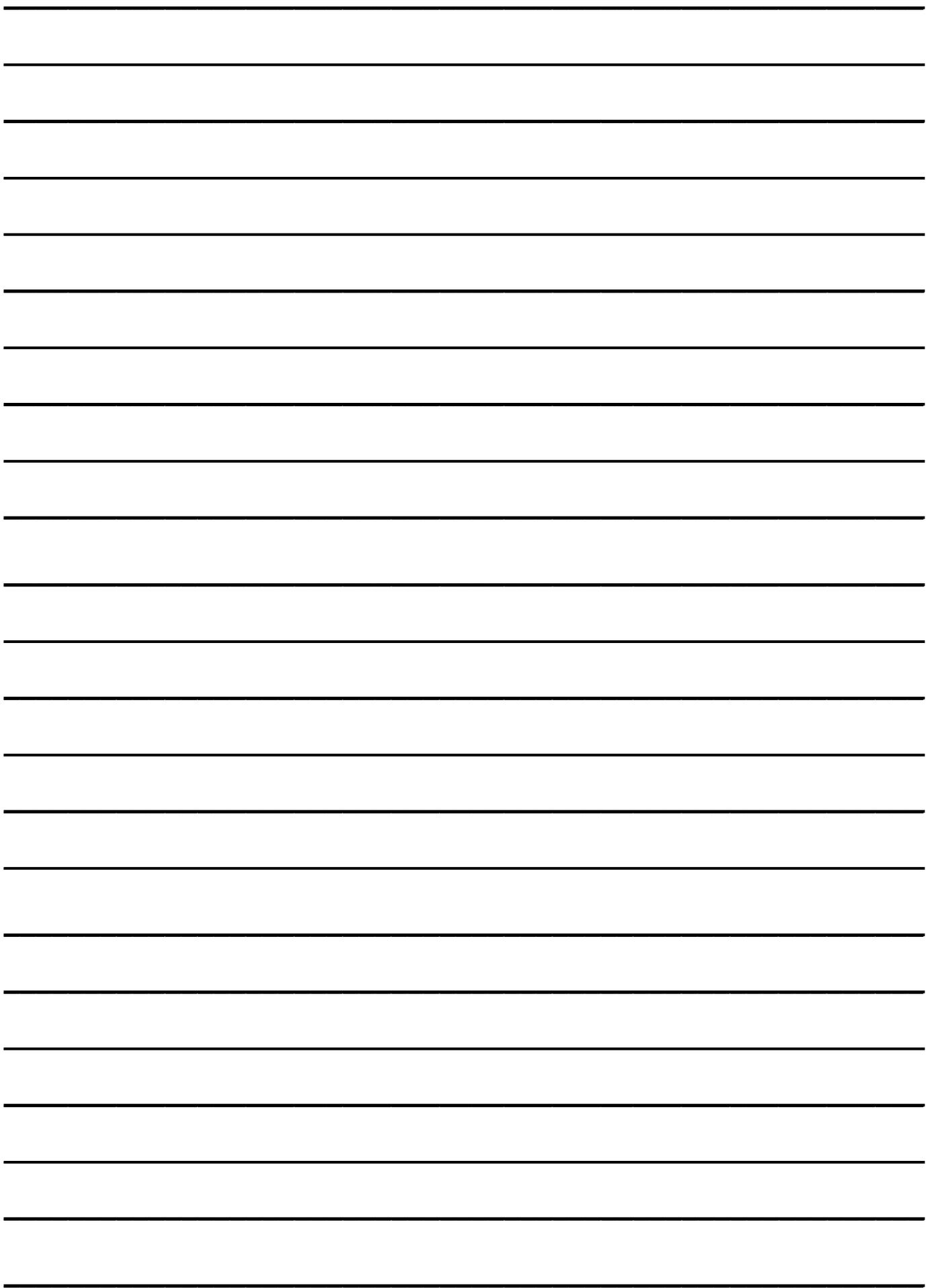
- Leaves crunching.
- Branch snapping.
- Footsteps getting closer.
- Breathing in the distance.
- Thunder striking.

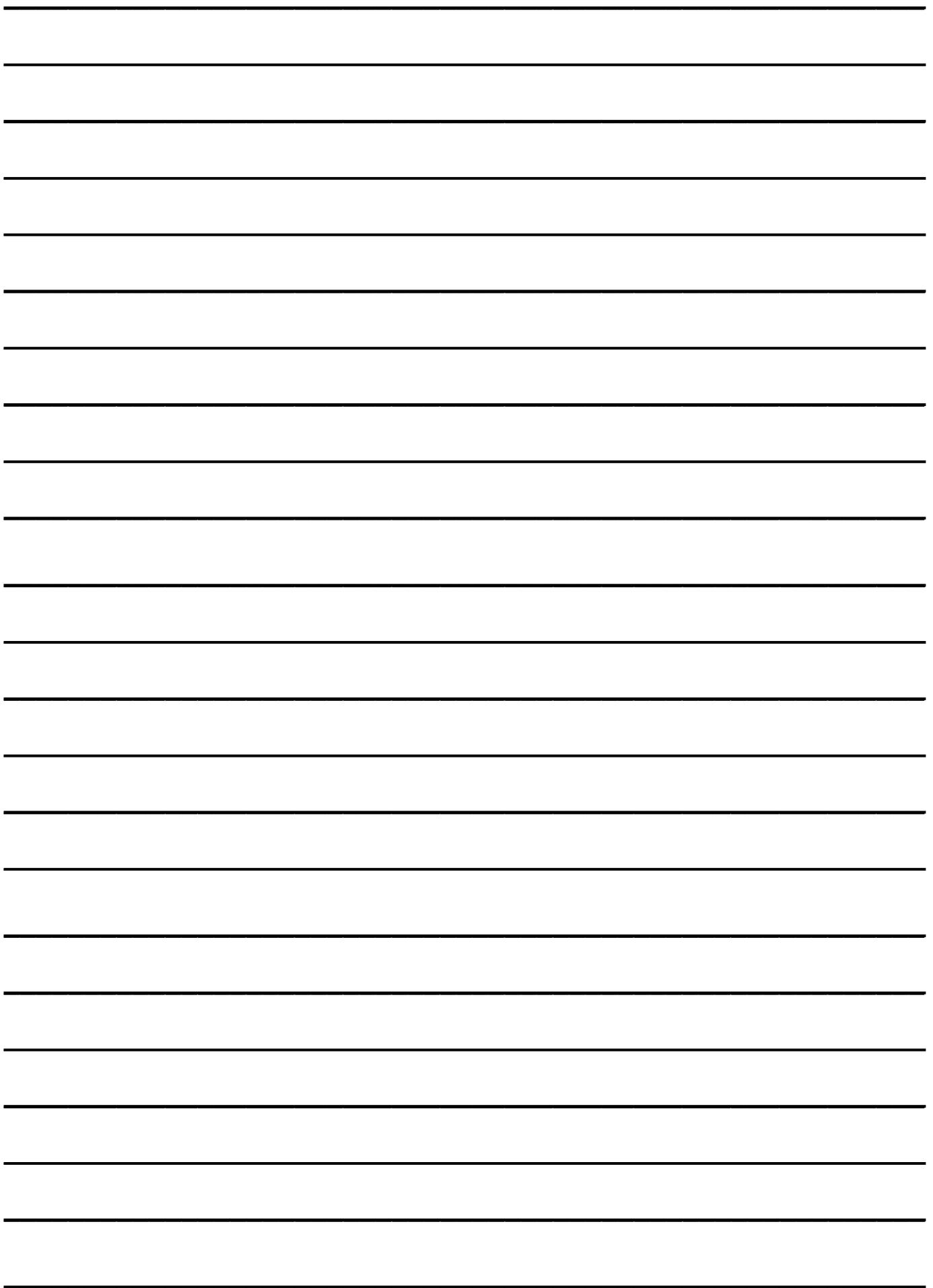
Text example

Later, she woke with a start. The sun had slipped behind the trees, casting charred shadows across the water's oily surface. A cold breeze whispered through the reeds. Jo shuddered. A twig broke, leaves rustled and something was moving towards her! What was it? She panicked.

Modelled writing

Later, she woke with a jolt. The sky had been covered in dull, grey clouds and the darkness of night crept in between the trees. A chilling breeze blew through the trees. Alice's face went pale as the colour drained from it. She could hear something clawing at the tree trunks and leaves crunching. The sound was getting closer every second. She saw an eerie shadow pass swiftly between the trees. What is that? She worried, paralysed with fear.





Now it is time to write your story.

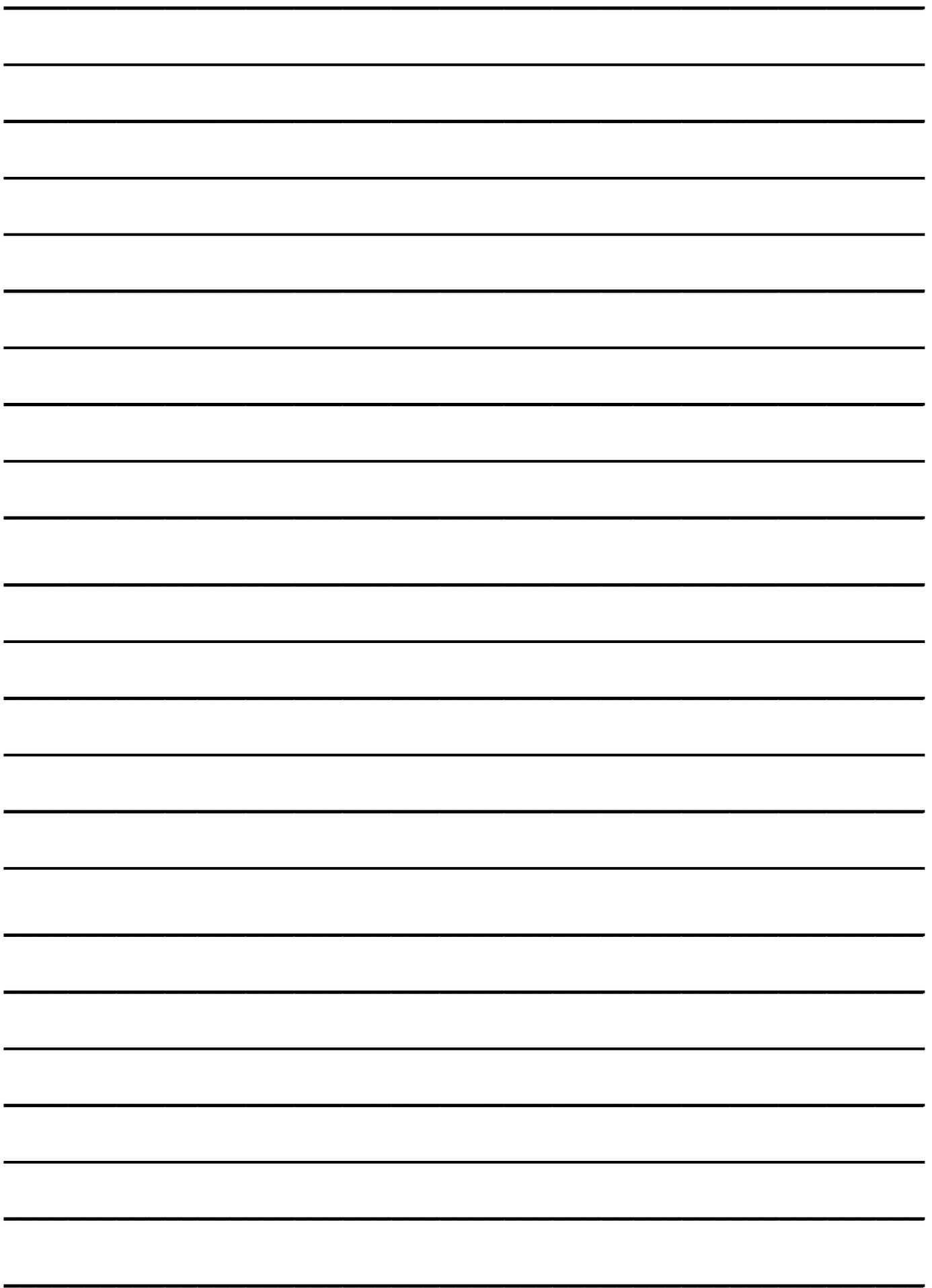
Remember to use all of the activities and writing you have done throughout the last week to write it.

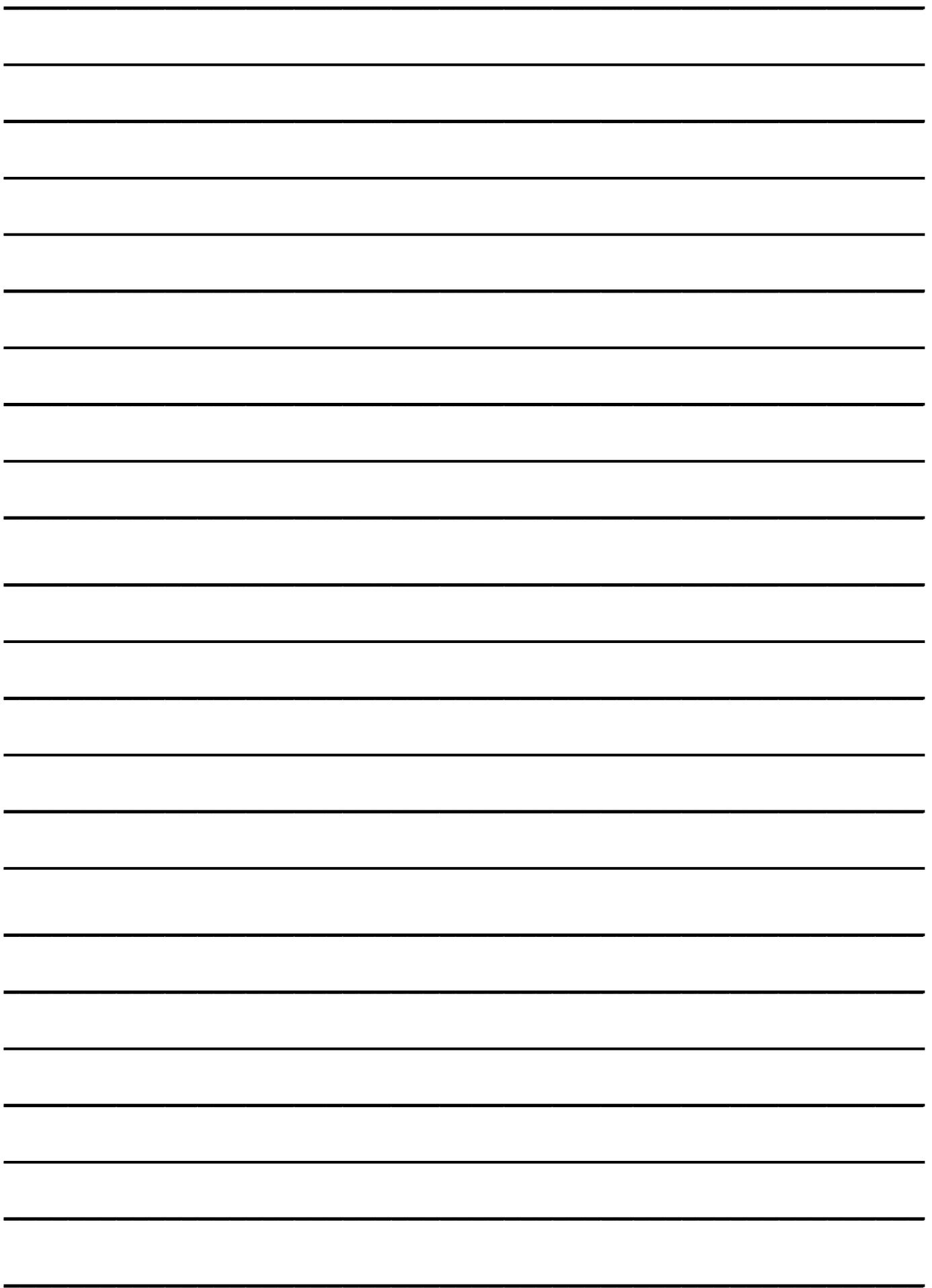
Can you include the toolkit features?

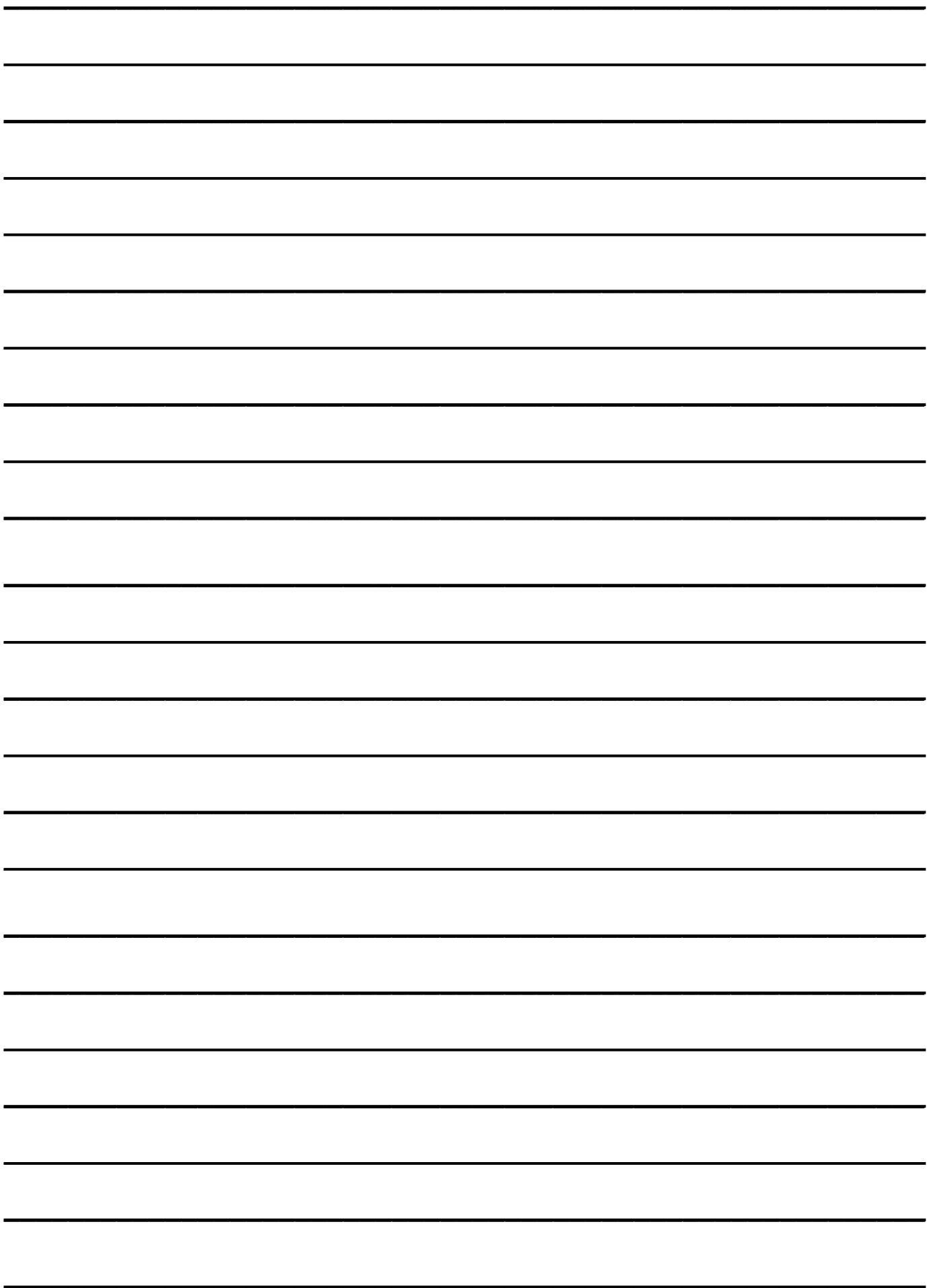
Can you uplevel your vocabulary?

Can you use the sentence structures in the model text to help you.

Send a photo of your story to your teacher when you are finished!







Year 5 and 6 Spelling List

accommodate	communicate	environment	identity	opportunity	secretary
accompany	community	equip	immediate	parliament	shoulder
according	competition	equipped	immediately	persuade	signature
achieve	conscience	equipment	individual	physical	sincere
aggressive	conscious	especially	interfere	prejudice	sincerely
ancient	controversy	exaggerate	interrupt	privilege	soldier
apparent	convenience	excellent	language	profession	stomach
appreciate	correspond	existence	leisure	programme	sufficient
attached	criticise	explanation	lightning	pronunciation	suggest
available	curiosity	familiar	marvellous	queue	symbol
average	definite	foreign	mischievous	recognise	temperature
awkward	desperate	forty	muscle	recommend	thorough
bargain	determined	frequently	necessary	relevant	twelfth
bruise	develop	government	neighbour	restaurant	variety
category	dictionary	guarantee	nuisance	rhyme	vegetable
cemetery	disastrous	harass	occupy	rhythm	vehicle
committee	embarrass	hindrance	occur	Sacrifice	yacht