## Monday 22<sup>nd</sup> February 2021

### Focus: To recite poetry with intonation and expression

Today you will read this poem and try to build up the confidence to read it aloud with expression, intonation and humour.

Look at where the rhyming words are. This is a ABCB poem — the second and last line in each stanza rhymes. This will help you to read it aloud and with intonation.

Can you video or audio record yourself reading it aloud?

My dad's a secret agent.

He's an undercover spy.

He's the world's best detective.

He's the perfect private eye.

He's a Pinkerton, a gumshoe, He's a snoop and he's a sleuth. He's unrivalled at detecting and uncovering the truth.

He's got eyesight like an eagle. He's got hearing like a bat. He can out-smell any bloodhound. He's as stealthy as a cat.

He can locate nearly anything with elementary ease.
But no matter how he looks and looks my dad can't find his keys!

## Tuesday 23rd and Wednesday 24th Febrauray 2021

#### Focus - Can I build a poem with precise and interesting vocabulary?

Today you are going to write your own poem in the style of My dad's a secret agent.

I would like you to think of a job that an adult could do. For example: My mum's a teacher. My Gran's a robber. My aunt's an artist. Make it exciting and be creative (it doesn't have to be true!)

Now using the style of the poem from yesterday see if you can write a poem in the similar style. Remember the poem is in an ABCB poem which means the  $2^{nd}$  and  $4^{th}$  lines rhyme (if you can).

#### Stanza one Cocuses on other names for the profession

My mum's a teacher. She's an educator She's a coach She's a tutor.

# Stanza two the first 2 lines focus on other names for the profession, the second 2 lines is a sentence split up describing what the job does.

She's a lecturer, a mentor, She's a presenter and she's a guru, She's unrivalled at teaching and telling children what to do.

## Stanza three describes 4 qualities that are needed for the job.

She's got the patience of a saint, She's got eyes in the back of her head, She can tell if you are lying. She can sharpen your pencil lead.

## Stanza four describes 2 qualities that are needed but extended across the 4 lines.

She can teach you anything With elementary ease. But no matter how hard she tries She cannot eat her peas. Here is my modelled example as a whole poem. Look at the rhyming words

My mum's a teacher. She's an educator She's a coach She's a tutor.

She's a lecturer, a mentor,
She's a presenter and she's a guru,
She's unrivalled at teaching
and telling children what to do.

She's got the patience of a saint, She's got eyes in the back of her head, She can tell if you are lying. She can sharpen your pencil <mark>lead</mark>.

She can teach you anything
With elementary ease.
But no matter how hard she tries
She cannot eat her peas.

Now you try...

## Thursday 25<sup>th</sup> February 2021 Focus: To analyse story openers

Stormbreaker starts in a very memorable way...

When the doorbell rings at three in the morning, it's never good news. Alex Rider was woken but the first chime, his eyes flickered open but for a moment he stayed completely still in his bed, lying on his back with his head resting on the pillow. He heard a bedroom door open and creak of wood as somebody went downstairs. The bell rand a second time and he looked at the alarm clock glowing beside him. 3.02am. There was a rattle as someone slid the security chain off the front door.

Look through the Story opener PowerPoint to understand how many stories begin. Stories start in different ways: action, dialogue, setting, characterisation. They should be informative, exciting, hook the reader, dramatic...

Activity: Look through the extracts on the Powerpoint and decide which techniques are used to begin each story. How effective are they?

Extension: Look through other books - what ways have these stories started?

#### Friday 26th February 2021

### Focusi Can I write an effective story opening?

Yesterday we looked at what techniques are used to begin story. Your task is to write a different story opener for each technique: action, dialogue, setting, characterisation.

Writing a story opening:

#### The objective is to make the reader want to keep reading

Make it dramatic, informative or exciting using at least one of the 4 components discussed.

- · Describing a character
- Describing a setting
- Start with an action
- Start with some dialogue

#### Setting

Could you give the reader information about the setting: Where and when is it based? What time of year (or season) What can you see, hear, smell or touch? What would the audience see if they were standing there?

#### Character:

Could you introduce a character (or more than one)? Tell the audience about character, their name, something about them that is relevant to the story.

Could you tell us about their past, something interesting that will be impact on what happens? Or something that will explain why something will happen?

If you are writing about WW2 it could be about their experience of the war, how it has affected their family

#### Action

Could you start the story with an interesting action that sets up something that will happen?

Boom!! The bombs exploded around me ...

Wrmmmmmhhhhhhhhh. The air raid siren wailed to warn us of the impending danger.

## Dialogue

Could you show us a conversation that a character may have that tells us a little about what might happen? Or something that suggests a possible storyline, or leaves the reader with a question?

"But Mum, I don't want to stay at Grandma'd She has weird things in her house and it is really spooky. It almost feels like the painting s are watching me..."

I am going to take a well-known story to show you how this can be done.

These story openers are based on Jack and the Beanstalk.

Dialogue — "Mother! I am off to market to sell our cow. We need some food and she is the last thing we have!" called Jack as he headed out of the ramshackle cottage.

Setting — The cottage was set back from the dusty track that led from the town to the farm; it was ramshackled and cracks had started to appear. Ivy tore across the windows barricading the light in but a couple of pretty roses had started to appear within it.

Character — His blonde, straw like hair sat just below his shoulders — he had never had it cut — and it was unwashed. He dragged his feet as he slumped across the front yard heading towards his only possession... his cow! His feet felt cold; the holes in his shoes were now significant and the snow that lay on the ground soaked through easily.

Can you choose a well-known story and write 4 different story openings for it. You could choose: Little Red Riding Hood, Cinderella or another fairy tale, or Harry Potter. You could choose your own story.

Dialogue		
Setting		
Character		
Action		