LO: to entertain.

we do

in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, *e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses*

use verb tenses consistently and correctly throughout their writing

use the range of punctuation taught at key stage 2 correctly, *e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists*

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write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (*e.g. the use of the first person in a diary; direct address in instructions and persuasive writing*), *using similar writing as a model (WAGOLL and other texts)*

use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

we do

Review your plan verbally with your partner.

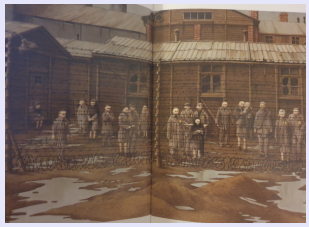
What description could you add?

Before Rose saw the concentration camp • What was she doing? • What did she see? • How was she feeling? • How did she get there?	sprinted across rutted tracks, fields pursuing a van branches scratched her face over ditches, dodged tree branches, climbed over barriers Determined, anxious - nausea, stomach in knots, heart began to race winding streets slowed her pace tired- legs ached, panting stumbled in to a clearing

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I do





?

What happened before?



1. What was she doing?
2. What did she see?
3. How was she feeling?
4. How did she get there?

use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, *e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses*

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I do

I do

Rose ran along the rutted tracks. Every step she took was in sync with her thumping heart; racing at the thought of what she may find. She could see the faint outline of the van ahead. Determined, Rose continued to pursue the van through the forest. The mud began to thicken and bare branches started to scratch her flushed cheeks as she dodged the ditches laid on the ground. Nausea began to fill her stomach at the realisation of what she was doing. Her legs began to ache as she stumbled in to a clearing.

we do

Through the forest,...

As Rose came in to the clearing,...

Heart racing ...

you do



Write your first paragraph.

I do

When Rose saw the concentration camp • What did she see? • How was she feeling? • What happened?	motionless ghost-like faces stared begging for food sorrowful eyes shattered window breathed in powerful gusts of wind barbed wire moaned silence echoed hungry eyes

I
do

I do

As Rose lifted back the final branch in her way, her heart stopped at what was in front of her. Before her eyes, stood an army of ghost-like faces, wearing what look liked matching pyjamas; staring back at her. Their eyes were filled with sorrow as silence echoed through the forest. Barbed wire moaned whilst metal fences caged the compound warning strangers away. Rose's vision began to blur. The silent statues remained still and continued to lock their eyes on Rose as if they were waiting for something. Rose edged forward to get a better look. The wind howled in desperation overhead as the fog laid a thick blanket. A building stood behind with broken windows that breathed in the cold gusts of air. One of the prisoners, no older than 6, came closer to the fence and fell to his knees. The desperation in his eyes made a tear fall from Rose's eyes. .....

we do

In front of her,...

The ___ fence _____

you do



Write your second paragraph.

I	the	my	you	said	
your	are	be	he	no	
a	and	he	I	in	is
it	of	that	the	to	was
as	at	but	for	had	him
his	my	no	not	on	said
so	they	we	with	you	your
what	all	an	we	so	
to	me	call	her	there	
want	go	old	some	he	
all	did	are	be	been	big
call	do	go	then	I've	into
like	me	my	no	of	old
she	see	some	there	they	what
by	came	well	get	has	have
her	here	if	like	little	look
made	make	our	up	or	out
this	were	will	when	where	who
about	back	before	come	could	down
first	from	just	more	much	new
now	off	one	only	other	over
right	their	them	two	want	went
which					
does	tall	come	watch	who	
were	brother	any	there	where	
two	small	love	many	here	
once	buy	worse	thought	talk	
caught	bought	walk	could	anyone	
would	great	son	water	should	