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*

LO: to entertain.

we do

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)

Review your plan

I do

When Rose left the concentration camp • What did she do? • How was she feeling? • What did she see?	scared and ran home felt a sense of responsibility Pity Anxious over ditches, dodging trees entered her house Asked for help from Mum

I do

I do

Rose held back the tears whilst taking a deep breathe. Her body began to free itself from shock and Rose began to slowly turn around to make the journey back home. The fear and guilt inside her was trembling as she began to run. The children's eerie silence echoed in her ears. The sky began to darken and thunder started to rumble in the distance. As Rose entered the forest, she felt a sense of responsibility to help the prisoners and the only way she knew how was to tell her Mum. Swiftly turning around, Rose glanced back at the innocent children: her eyes filled with sorrow once again.
Rose ran as fast as she could back over the ditches; dodging any trees that stood in her way.
A wave of hope came over her when she saw her front door.
" Mum! I need your help!".

As Rose...

we do

Swiftly...

A feeling of...

you do

?

Write your third 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	