# Monday 29th June

Today is all about action sequences. Watch the clip again and come up with as many noun-verb pairs as you can which would describe different elements of the scene. E.g. Smoke rising, fire crackling.

https://www.youtube.com/watch?v=GwXFVqKuH-w

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Here is an example of an action sequence.

# Action Sequences

Time	What happens
	Sequence One
11s	First see the creature appear behind the boy
16s	Boy hears something as he's toasting marshmallows
20s	The viewing angle alters so that the audience looks up to the creature's face- see his teeth
22s	Boy stands up and holds up the stick with the marshmallow on it

This has been turned into paragraph:

With eyes glaring and teeth snarling, the creature rose upwards to a standing position behind the child sat by the fire. A twig snapped. Without hesitation, the young boy-scout whipped his head around and leapt from his seat, legs shaking. The marshmallow he had been toasting sat poised on the end of a stick and he thrust it towards the creature.

Can you spot the following by filling out the table below?

Any noun-verb pairs	
A short snappy sentence	
A prepositional phrase of time or place	
Verbs which imply speed	

# Tuesday 30th June

Today you will begin to write your narrative based on the clip. You will need to look back at your story track from last week. You will be writing two paragraphs.

Paragraph one: setting

Example:

It was a clear, warm night. Crickets chirped in the distance, and intermittently an owl hooted. A solitary boat bobbed on the lake and from time-to-time the water slapped against it. Moonlight reflected like diamonds on the water and slowly, from the depths of the lake, a pair of bright yellow eyes and the tips of two pointed ears momentarily appeared.

# **Paragraph two:** the boy first meeting the monster

A short, leaf-littered pathway led from the lakeside to a camping area, and in the middle of the camp, a fire crackled with red embers and ash rising upwards into the night sky. By the fire, a fallen log was used as a makeshift bench by a young boy. The boy watched the fire as he toasted marshmallows, oblivious to the creature which was slowly making its way up the path to the camp. With eyes glaring and teeth snarling, the creature rose upwards to a standing position behind the child sat by the fire. A twig snapped. Without hesitation, the young boy-scout whipped his head around and leapt from his seat, legs shaking. The marshmallow he had been toasting sat poised on the end of a stick and he thrust it towards the creature to scare it off.

Paragraph one: setting					
Paragraph two	o: the boy first r	neeting the m	nonster		

# Wednesday 1st July

Today we be writing the next paragraph of the narrative.

•	-		List how	the monst	er has char	rged. How
does it ac	t differentl	y?				
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Using the list below: write down a sentence, clause or phrase to describe each change. Number 1 has been done for you.

AI	<ol> <li>Tongue hangs out</li> <li>A long pink tongue lolled from his mouth down to his chin.</li> </ol>		
2.	Starts panting		
3.	Tail starts wagging		
4.	Pupils change- become round		
5.	Friendly face- eyebrows up		
6.	Stops baring teeth		
7.	Whimpers for food		
8.	Smiles at the boy		
9.	Tilts head		

Use this to write your paragraph about what happens in the clip between 24 and 41 seconds

# Thursday 2<sup>nd</sup> July

Today you are going to write your final paragraph. The final paragraph will be about the creature eating the marshmallows. Watch the clip between 41 seconds and 1m 7 seconds. End the paragraph by leaving the reader wondering what happens when they reach the last marshmallow.

https://www.youtube.com/watch?v=GwXFVqKuH-w

### Friday 3<sup>rd</sup> July

Today you are going to edit and improve one of your paragraphs using the surprises method. Show us your new, improved paragraph in your neatest handwriting.

#### SURPRISES Editing Method- Year 3/4

#### Say in head

Rehearse in head to listen to what immediately stands out, which sentences are you happy with? Unhappy with? Mark anything you think needs to change.

#### Under breath - mumble

In a muttered voice, begin to FEEL how the piece fits together- are your sentences varied enough? Are your sentence lengths varied enough?

#### Read aloud

Have you accidentally repeated anything? Are your tenses correct? Does it need anything adding in?

#### Punctuation power

Look at your use of punctuation- is it correct? Is it varied enough? Have you used commas after fronted adverbials?

#### Read the openers

Is there enough variety in your openers? Have you used fronted adverbials?

#### Improve worrisome words

Improve vocabulary by checking your word choices particularly verbs, adjectives and adverbs.

#### Say in head or aloud

Read it through to listen to how it is now sounding? Have you done enough? Has it improved? What more needs to be done? Could you re-order some sentences to improve the overall effect?

#### Extending sentences

Look at your sentence choices. Have you expanded your noun phrases? Can you add information into your sentence?

#### Share with a friend

Together can you improve your work in any other ways? Does it feel finished?