

Writing Week 2 Home Learning

Session 1

Look at the picture titled *The Tunnel* and read the story starter. Consider the following questions:

- Who do you think made the circles?
- How long do you think they have been there?
- Do the stones on the ground have any significance?
- If you were the girl, would you step through the circles?

Read the story starter again and then draw a picture of the place that the circles lead to. While you are drawing, try to label your image with some ideas of vocabulary you could use to describe it (are you able to think of any metaphors, similes, alliteration or personification?).

Session 2

Read through the model story, 'The Tunnel'.

Create a Boxed Success Criteria for the story. Remember that PAF stands for Purpose, Audience and Form.

P: What is the purpose of this writing? To inform, to persuade, to argue, to entertain etc.

A: Who is the audience of your writing?

F: What form does your writing take? Is it a story, a non-chronological report, a diary, etc.

Use your Boxed Success Criteria to plan your own story about where the circles lead your character. Use the Box It Up Plan to develop ideas for each section using the questions to help you. Remember, you can **imitate** (use the Teacher Model but improve vocabulary and change some parts), **innovate** (use the Teacher Model idea but change the significant parts) or **invent** (write it completely independent of the Teacher Model - let the picture take you on your own adventure!)

Session 3

Write the story that you planned in session 2. Don't forget to use your Boxed Success Criteria and Box It Up Plan to help you.

Session 4

Be the teacher! Read the story you wrote in session 3 aloud. Check your punctuation is accurate, your tense is correct and that it makes sense! Look at the Boxed Success Criteria you created in session 2 and identify the things from your success criteria you have done successfully. Now, choose one thing that you have not been as successful at and edit your writing to improve this. Unable to pick up your errors? Why not ask a member of your family to listen while you read aloud? This way, you're much more likely to find your errors. Alternatively, have a look at the suggestions on the page titled 'Be the Teacher! Edit and Improve' to help make your writing the best it can be.

Session 5

Publish your writing in any way you choose. You could type it up, paint a background to write over or even just rewrite it and decorate.

The Tunnel



Story Starter!

She had been tracking the deer. Her parents had taught her how.

One hour before, finding the hoof prints in the soft earth, she had followed the trail of broken twigs and occasional nibbled leaf until she had located it. Creeping slowly and quietly, not making even the slightest sound, she remained undetected.

She had stumbled across the mysterious circles in a clearing in the forest, and watched as the deer approached them. With a slight twitch of its ears, the deer stepped indifferently through the first circle, and vanished. Completely vanished.

The girl let out a gasp and walked towards the circles to investigate...

The Tunnel - Teacher Model

She had been tracking the deer. Her parents had taught her how.

One hour before, finding the hoof prints in the soft earth, she had followed the trail of broken twigs and an occasional nibbled leaf until she had located it. Creeping slowly and quietly, not making even the slightest sound, she remained undetected.

All of a sudden, she had stumbled across the mysterious circles in a clearing in the forest, and watched as the deer approached them. She watched in anticipation. With a slight twitch of its ears, the deer stepped indifferently through the first circle, and vanished. Completely vanished.

The girl let out a gasp and walked towards the circles to investigate...

Legs shaking, she stepped closer and closer to the first circle, her eyes darting back and forth to check her surroundings. She reached out her hand and firmly gripped the woven twigs which formed the mysterious circles. After taking a deep breath, she found her courage, closed her eyes and stepped through the first circle.

Only a second later, her eyes reopened. Where was she? What was this place? Could she be dreaming? She turned around and could see the outline of the mysterious circles growing smaller and smaller until they disappeared. Now, all she could see was darkness.

In the distance, a soft, long grunt could be heard. It was a familiar sound. It had to be the deer calling out for another: calling its mother or father, perhaps. Then it sunk in, "What about my mother and father?" she questioned in a hushed voice. She began to walk cautiously towards the sound. Street lights began to come to life, leading her towards her destination.

As she approached the sound, the deer turned its head and stared straight at her. The pair edged closer and closer to one another.

Looking closely at it, she realised that this was no adult deer, but merely a young deer: a fawn. "Come on now," she said, "my name is Lucy. Let's find our parents together." Despite being an animal, the speckled, young fawn seemed to almost understand and, with that, they both wondered on, following one street light to the next which seemed to guide them through the darkness.

Just as Lucy began to think the darkness was never going to end, she saw a glint of light in the distance. As she approached the light source, she realised it was

being filtered through the leaves of a thick bush, which was covered in delicate, purple flowers.

Taking a deep breath, Lucy pushed through the leaves and emerged in a clearing, the fawn following close behind her.

Once her eyes had adjusted to the light, Lucy began to take in her surroundings. The clearing was circular and surrounded by dense foliage. In the centre was an ornate wishing well perched on top of a mound. Lucy was about to step forward when she became aware of a cloaked figure sat on a tree stump on the opposite side of the clearing. Like it was floating, the figure began to move elegantly towards her. Lucy's breath quickened and her hands began to tremble. She was considering fleeing back into the darkness when the fawn bounded towards the wishing well, where the cloaked figure had paused.

When the fawn reached it, the figure raised a pale hand and the fawn began to fade until it could no longer be seen. Horrified, Lucy stormed towards the figure, forgetting her fear. "What did you do to him?" she questioned. "Where did he go?"

"Lucy, you have a brave, kind heart. I would like to congratulate you. The fawn was merely a guide to show you the way." the figure explained in a calm, female voice. "I am Helena, your guide. I have been searching for someone like you for some time but none have passed the test. None but you have been able to work the rings."

"I don't understand." said Lucy shaking her head in disbelief. "What was the test for? I did not work anything. I just closed my eyes and then I was here."

Ignoring Lucy's question, the figure, whose face was still concealed beneath her cloak, approached the wishing well and leant over it before turning back to Lucy. "All will be answered in time but now you must lean over the well and think of home."

Lucy looked at the well and, when she looked back up, the mysterious lady had vanished. Confused, she did as instructed and found herself back in the forest.

Still, questions circled in her head. What had just happened? What did it mean?

Boxed Success Criteria

Vocabulary:	Success Criteria:	Effect on the reader:	P:
			A:
			F:

Box It Up Plan:

Opening: Where is the story starting? Who is there to begin with? Can you describe and of the five senses (hear, smell, see, taste and feel)?

Build up: How will you develop suspense/action/fantasy? Can you give your reader more information about the character? Can you give clues about what might happen next?

Problem: What is the problem/happening? How do the characters react? How will you show their thoughts/feelings? Can you use a variety of sentence lengths (long for description and short for action)?

Resolution: What is the problem being solved/sorted out? How will you keep your reader interested? What happens immediately after the problem? How are the characters reacting?

Ending: What do the characters do now? Can you link the ending to the beginning in some way? Will you leave a cliffhanger or build up to a problem that could occur in the sequel? Where does the story end? Which characters are there? How are they feeling?

Be the Teacher! Edit and Improve

Re-read:

Firstly, re-read your work in your head. Can you spot, and amend, any errors?

Next, read your work aloud. Can you spot any more errors? (These will likely be commas and full stops)

Sentences:

Place your finger on the beginning of a sentence and on the full stop which ends that sentence. Does that work as a sentence? Should it be two sentences? Is another piece of punctuation required somewhere within?

Spellings:

Du awl tha werds luk lyk thay re spelt write? If not, use a dictionary/the internet/family member to correct spellings which may be incorrect.

Language Choice:

Is your work good? **OR** Is your writing enjoyable, full to the brim with vivacious vocabulary and as formal as the Queen where necessary?

If not, use a thesaurus/the internet/family member to find synonyms and improve your vocabulary choices.

DON'T FORGET: do not use words which are too unfamiliar to you else you risk using them incorrectly.

Text Features:

Use your Boxed Success Criteria to check that you've used all the necessary features.