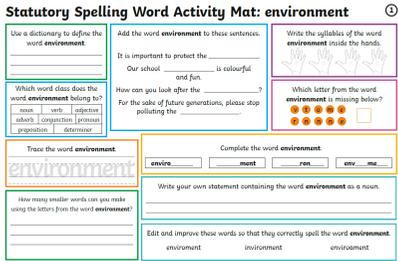
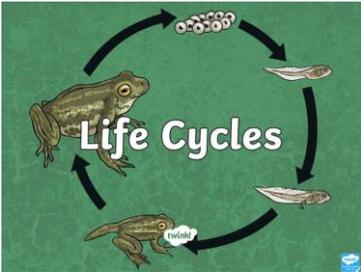




Year 5 Home Learning
w/c 29th June 2020



All activities and resources will be at the bottom of the page and on Seesaw activities

	<p align="center">Spelling</p> <p align="center">(All spelling mats can be found on Seesaw activities and at the bottom of the page)</p>	<p align="center">Reading</p>	<p align="center">Literacy</p> <p align="center">(Setting description)</p>	<p align="center">Maths</p> <p align="center">(You will no longer be able to access to the task sheets online, you will have to log onto Seesaw activities to complete)</p>	<p align="center">Topic</p>
<p>Mon</p>		<p>Read chapter 5 - The Double V -of our Hidden Figures text. The text can be found below and on seesaw for you to read.</p> 	<p>At the end of the week you will have written a setting description based on a clip from the film Hidden Figures.</p> <p>https://www.youtube.com/watch?v=RzMe4BYwJaM</p> <p>We are going to split the clip into three scenes (settings)</p> <ol style="list-style-type: none"> 1) The bathroom 2) The rain (outside) 3) The office area <p>Like you did last week, watch the clips and complete the feelings graph of how each scene makes you feel. Then for each scene write a list of adjectives - at least 5 -</p>	<p>Today we are looking at multiplying unit fractions by an integer</p> <p>Click here to watch the video (Summer term week 6 - Lesson 1)</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Click on the following link to access the activity</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Multiply-unit-and-non-unit-fractions-by-integers.pdf</p>	<p align="center">Science</p> <p align="center"><u>This is a 3 day task</u></p> <p>Today, we are looking at the difference in the life cycles of: mammals, amphibians, insects and birds.</p> <p>Click through the powerpoint on Seesaw activities to gain some knowledge of life cycles.</p>  <p>Once you have gone through</p>

			that describe the setting.		the powerpoint, complete the life cycles of the each species of animal. To do this you can either complete the task sheet with the pictures already included or create your own life cycles. On each life cycle you will have to explain each stage.
Tues	<p>Statutory Spelling Word Activity Mat: equip</p> <p>Use a dictionary to define the word equip.</p> <p>Which word class does the word equip belong to?</p> <p>Trace the word equip.</p> <p>If equip is the root word, how many longer words can you think of?</p> <p>Statutory Spelling Word Activity Mat: equip</p> <p>Add the word equip to these sentences.</p> <p>I will _____ you with the necessary tools for the job.</p> <p>We must _____ the doctors to do their job.</p> <p>If you are going rock climbing, you must _____ yourself with a safety harness.</p> <p>Write the syllables of the word equip inside the hands.</p> <p>Which letter from the word equip is missing below?</p> <p>Complete the word equip.</p> <p>Write your own statement containing the word equip as a verb.</p> <p>Edit and improve these words so that they correctly spell the word equip.</p> <p>2b. I can retrieve and record information</p> <p>Chapter 5</p> <p>1. Write down three things you see told about the Hampton Roads area.</p> <p>2. The Hampton Roads area was:</p> <p>3. Which of these drawings best represents the Hampton Roads region?</p>	<p>Today we are thinking about retrieving information from the text. Complete the sheet which can be found below and on seesaw activities.</p> <p>Today, you are going to story map the video. This story map is going to be different to the ones you are used to as there are only going to be three pictures.</p> <p>1) The toilets</p> <p>2) Outside</p> <p>3) The office</p> <p>Underneath each picture you are going to write what you see in each scene. Think about the colours you see for example everything is very grey.</p>	<p>Today we are looking at multiplying mixed numbers by integers</p> <p>Click here to watch the video (Summer term week 6 - Lesson 2)</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Click on the following link to access the activity</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Multiply-mixed-numbers-by-integers-2019.pdf</p>	<p>The Amphibian Life Cycle</p> <p>Complete by writing a title and an explanation for each stage.</p> <p>The Bird Life Cycle</p> <p>Complete by writing a title and an explanation for each stage.</p> <p>The Insect Life Cycle</p> <p>Complete by writing a title and an explanation for each stage.</p>	
Wed	<p>Statutory Spelling Word Activity Mat: especially</p> <p>Use a dictionary to define the word especially.</p> <p>Which word class does the word especially belong to?</p> <p>Trace the word especially.</p> <p>How many smaller words can you make using the letters from the word especially?</p> <p>Statutory Spelling Word Activity Mat: especially</p> <p>Add the word especially to these sentences.</p> <p>I don't _____ enjoy singing.</p> <p>Dajit likes listening to music _____ pop.</p> <p>This is an _____ difficult question to answer.</p> <p>How _____ but it is today!</p> <p>Write the syllables of the word especially inside the hands.</p> <p>Which letter from the word especially is missing below?</p> <p>Complete the word especially.</p> <p>Write your own statement containing the word especially as an adverb.</p> <p>Edit and improve these words so that they correctly spell the word especially.</p>	<p>We are continuing to look at Chapter 5 today. We are continuing to use our retrieval skills today. Complete the below sheet or it can also be found on seesaw activities.</p>	<p>Today, you are going to plan your setting description. Using the boxing up sheet to create your plan.</p>	<p>Today we are looking at fractions of an amount</p> <p>Click here to watch the video (Summer term week 6 - Lesson 3)</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Click on the following link to</p>	

2a. I can retrieve and record information 1.7.20
Chapter 5—Read pages 31–33

1. Describe 3 ways in which businesses tried to keep up with the war.

A: _____
B: _____

2. Circle the adjectives which became apparent due to the growing population.

not enough schools not enough food
not enough playgrounds not enough water

3. Tick the true, false and non-given statements describing the problems Dorothy faced when she arrived in Newcombe Park.

Statement	True	False	Not given
She had to live in a hostel.			
Public transport was over crowded.			
She was expected to work for free.			
There was a shortage of some foods.			

Setting description, having up sheet

Remember you are focusing on just the setting not the character - you will have to include the character but into detail.

Write at least three sentences in each box that include a different form of figurative language.

The toilets

Froned adverbial to join the scenes

Outside

Froned adverbial to join the scenes

The office

access the activity

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Fractions-of-an-amount-2019.pdf>

The Mammal Life Cycle
Complete by writing a title and an explanation for each stage.

Thurs

Statutory Spelling Word Activity Mat: exaggerate ©

Use a dictionary to define the word **exaggerate**.

Add the word **exaggerate** to these sentences.

Why do you always _____ everything?
Uma has a tendency to _____ things.
"Don't _____," said Mum when I told her about the size of the fish I'd caught.

Which word class does the word **exaggerate** belong to?
noun | verb | adjective | adverb | conjunction | preposition | pronoun | determiner

Which letter from the word **exaggerate** is missing below?
e x a g g e r a t e

Trace the word **exaggerate**.

Complete the word **exaggerate**.

Write your own statement containing the word **exaggerate** as an verb.

Edit and improve those words so that they correctly spell the word **exaggerate**.

Synonym: _____

2b. I can retrieve and record information 2.7.20
Chapter 5—Read pages 34 - 35
1. Complete the table below analysing which statements connected America's advance in African American during World War II.

Statement		
They were killed in gas chambers.		
The jobs they could have were limited.		
They were made to live in different areas.		
They were imprisoned often with no reason.		
They were segregated on public transport.		
They were treated unfairly.		
They were denied equal rights.		
They were sent to concentration camps.		

2. According to the text, who helped make the Fair Employment Prac- tices laws a reality?

3. What did P.B. Young state in a 1942 address? Explain what you think this means.

Writing Steps to Success

PA	TA	Features I MUST try to include:	Example
	Punctuation	I have used commas for a relative clause and fronted adverbials.	As the heavens opened above her, she ran across the car park, which was full with cars, to the office she shrieked.
	Vocabulary /grammar	I have used figurative language. I have used show me not tell me.	Sheek's metaphorical personification /adjectives/onomatopoeia The door slammed shut and the vibrations shook everyone for seconds, a shiver was in the air.
	Sentence	I have used fronted adverbials and relative clauses.	As the heavens opened above her, she ran across the car park, which was full with cars, to the office she shrieked.
	Text structure	I have linked the scenes cohesively.	She ran through the door out of the cold air to the stuffy room.

Comments

We are continuing to look at Chapter 5 today. We are continuing to use our retrieval skills today. Complete the below sheet or it can also be found on seesaw activities.

This task will take 2 days

Using the steps to success, you are going to write your setting description. Refer back to the video to constantly remind you of the different scenes. This will be longer than your character description as you have three scenes to describe.

Today we are looking at fractions as operators

Click here to watch the video (Summer term week 6 - Lesson 4)

<https://whiterosemaths.com/homelearning/year-5/>

Click on the following link to access the activity

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Fractions-as-operators-2019.pdf>

RE - Hinduism

Today, we are looking at life choices. The choices you make in your life can impact it in the future; it can not only impact yours but also those around you.

You are going to make a poster explaining about your life choices.

There are going to be three sections of your life choices poster - now, next, later

For each you will have to

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You are going to make a poster explaining about your life choices.

There are going to be three sections of your life choices poster - now, next, later

For each you will have to

					<p>think of at least three choices.</p> <p>At the top of the poster you are going to write/draw about now.</p> <p>Think about the life choices you have made this year. Is there any that made an impact on your life now?</p> <p>At the end of the poster you are going write/draw where you want to end up in your life.</p> <p>In the middle of the poster you are going to write/draw what life choices you want to do in the near future. But think, these choices will be linked to the later life choices.</p> 
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Fri

Statutory Spelling Word Activity Mat: excellent ©

Use a dictionary to define the word **excellent**.

Add the word **excellent** to these sentences.
"How _____!" exclaimed Joe.
Our teacher is _____.
The singer had an _____ voice.
"Who drew this _____ tree?" asked Mr Low.

Write the syllables of the word **excellent** inside the hands.

Which word class does the word **excellent** belong to?
noun | verb | adjective | adverb | conjunction | preposition | pronoun | determiner

Which letter from the word **excellent** is missing below?
o o o o o

Trace the word **excellent**.

Complete the word **excellent**.
exce_ _ _ _ _
_ _ _ _ _
_ _ _ _ _
_ _ _ _ _

Write a sentence and an adverb for the word **excellent**.

Spangram: _____

Antagrams: _____

Write your own statement containing the word **excellent** as a verb.

Edit and improve these words so that they correctly spell the word **excellent**.
excllent exallent excelllent

We are finishing our week by looking again at retrieval. Have a go at the sheet below or on seesaw activities.

2b. I can release and record information 3.7.20
Chapter 5—Read pages 35–36
1. Create a poster using James Thompson's idea of adopting the double VJ for double visibility.

Click on the following link and test how quick you are at your times tables.

Make sure you go up to x12

<https://www.timestables.co.uk/speed-test/>

Speed Test X

Choose the table you want to practise

1	2	3	4	5	6
7	8	9	10	11	12

All tables Start Last results

PSHE - Changing Me



Draw a picture of all the members of your family who live with you.

Underneath each person write what makes them unique (different). Compare the similarities and differences between all of you. Discuss it as a family.

Statutory Spelling Word Activity Mat: environment

1

Use a dictionary to define the word **environment**.

Add the word **environment** to these sentences.

It is important to protect the _____.

Our school _____ is colourful
and fun.

How can you look after the _____?

For the sake of future generations, please stop
polluting the _____.

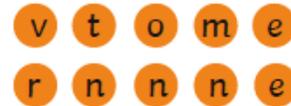
Write the syllables of the word **environment** inside the hands.



Which word class does the word **environment** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Which letter from the word **environment** is missing below?



Trace the word **environment**.

environment

Complete the word **environment**.

enviro_____

_____ment

_____ron_____

env_____me_____

How many smaller words can you make using the letters from the word **environment**?

Write your own statement containing the word **environment** as a noun.

Edit and improve these words so that they correctly spell the word **environment**.

enviroment

invironment

enviroament

Statutory Spelling Word Activity Mat: equip

2

Use a dictionary to define the word **equip**.

Add the word **equip** to these sentences.

I will _____ you with the necessary tools for the job.

We must _____ the doctors to do their job.

If you are going rock climbing, you must _____ yourself with a safety harness.

Write the syllables of the word **equip** inside the hands.



Which letter from the word **equip** is missing below?

q e
i p

Which word class does the word **equip** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **equip**.

equip

Complete the word **equip**.

e _____

_____ p

_____ u _____

e _____ i _____

If **equip** is the root word, how many longer words can you think of?

Write your own statement containing the word **equip** as a verb.

Edit and improve these words so that they correctly spell the word **equip**.

ekwip

eqwip

ecquip

Statutory Spelling Word Activity Mat: especially

Use a dictionary to define the word **especially**.

Add the word **especially** to these sentences.

I don't _____ enjoy singing.

Daljit likes listening to music,

_____ pop.

This is an _____ difficult question to answer.

How _____ hot it is today!

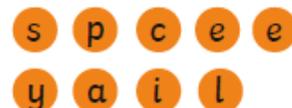
Write the syllables of the word **especially** inside the hands.



Which word class does the word **especially** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Which letter from the word **especially** is missing below?



Trace the word **especially**.



Complete the word **especially**.

espec_____

_____ally

_____ci_____

esp_____l_____

How many smaller words can you make using the letters from the word **especially**?

Write your own statement containing the word **especially** as an adverb.

Edit and improve these words so that they correctly spell the word **especially**.

especialy

espeshally

espechally

Statutory Spelling Word Activity Mat: exaggerate

4

Use a dictionary to define the word **exaggerate**.

Which word class does the word **exaggerate** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **exaggerate** to these sentences.

Why do you always
_____ everything?

Uma has a tendency to
_____ things.

"Don't _____," said Mum when
I told her about the size of the fish I'd
caught.

Write the syllables of the word **exaggerate** inside the hands.



Which letter from the word **exaggerate** is missing below?

t e g r g
x e a a



Trace the word **exaggerate**.

exaggerate

Complete the word **exaggerate**.

exagg_____

_____rate

_____ge_____

exa_____a_____

Write a synonym and an antonym for
the word **exaggerate**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **exaggerate** as a verb.

Edit and improve these words so that they correctly spell the word **exaggerate**.

exagerate

exadgerate

ecsaggerate

Statutory Spelling Word Activity Mat: excellent

5

Use a dictionary to define the word **excellent**.

Add the word **excellent** to these sentences.

"How _____!" exclaimed Joe.

Our teacher is _____.

The singer had an _____ voice.

"Who drew this _____ tree?"
asked Mr Low.

Write the syllables of the word **excellent** inside the hands.



Which word class does the word **excellent** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Which letter from the word **excellent** is missing below?



Trace the word **excellent**.

excellent

Complete the word **excellent**.

excel_____

_____lent

_____el_____

exc_____e_____

Write a synonym and an antonym for the word **excellent**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **excellent** as a verb.

Edit and improve these words so that they correctly spell the word **excellent**.

exellent

exsellent

excellant

5

THE DOUBLE V

In the early 1940s, the Hampton Roads area was bustling with newcomers. The cities around the harbor—Newport News and Hampton to the north, and Portsmouth, Norfolk, and Virginia Beach to the south—had welcomed hundreds of thousands of new residents since the start of World War II. Between 1940 and 1942, the region's population had increased by more than 50 percent.

The area had emerged as a powerful military capital, and most of the jobs there were now related to the war. Much of the work belonged to women. The sight of women wearing coveralls and working at filling stations, a job that used to be just

for men, no longer turned heads. Women now did all kinds of jobs—shined shoes, worked in the shipyard, and staffed offices. With men off to fight on the front lines, womanpower picked up the slack.

The war operated around the clock—three eight-hour shifts—and many businesses tried to keep pace. Some stores stayed open long hours. The movie theater showed movies from 11:00 a.m. to midnight, often featuring films with a strong dose of patriotism. Banks stayed open late to cash checks for workers.

All of the new residents needed places to live. Landlords doubled their rents and still had long waiting lists. Water systems, electrical plants, schools, and hospitals struggled to keep up with the growing population. The government addressed the shortage by building 5,200 new houses in the East End of Newport News. Of those, 1,200 homes were built for African Americans in a separate subdivision known as Newsome Park.

Welcome

Dorothy Vaughan arrived in Newport News on a Thursday and started work at the Langley Memorial Aeronautical Laboratory the following Monday. The personnel department kept a file of available houses for new employees, divided by race to comply with the custom of segregation. Five dollars a week

got Dorothy a room of her own and two meals a day in the home of a black couple in their sixties who were willing to take in a boarder. The house was located in the East End, not far from the newly built housing development Newsome Park. The houses in the city's East End neighborhood were well maintained, surrounded by thriving local businesses, and occupied by members of a growing middle class.

City buses and trolleys circulated through the neighborhood from morning until night, as employees punched out from one shift and met workers coming in for the next shift. The buses always seemed crowded, and the race-specific laws made commuting more difficult. Whites had to enter and exit from the front of the bus, while blacks had to go in and out of the back, behind what was known as the Colored Line. Those in the back of the bus had to stand if the white section was full. When the buses were short on conductors, blacks had to enter at the front and push their way to the back section, then do the same in reverse to get off the bus. Blacks caught in the white section were fined or arrested. Even whites complained about the jostling and scrambling caused by the rules.

**VIRGINIA STATE LAW
REQUIRES ALL
COLORED PASSENGERS
TO RIDE IN REAR OF BUS**
CITIZENS RAPID TRANSIT CO.

*A sign from the Newport News, Virginia, bus station in 1954.
Credit: Citizen's Rapid Transit Company, Virginia?; a.n., 19—. Broadside
Collection, Library of Virginia.*

Race and Patriotism

In Hampton Roads and across the country, relationships between blacks and whites became strained. Overcrowded buses; six-day workweeks; constant noise and construction; shortages of sugar, coffee, butter, and meat—all of these factors came together to create tension.

This was not a new problem. Two years earlier, in his 1941 State of the Union address, President Franklin D. Roosevelt had promised that "men of every creed and every race, wherever they lived in the world" were entitled to "Four Freedoms"—freedom of speech, freedom of worship, freedom from want, and freedom from fear. He pledged that the United

States would help to overcome dictators in other countries who would deny other people their freedoms.

African Americans were sympathetic to the needs of oppressed people around the world. They shared in the horror when they learned about the acts of the Germans against their Jewish citizens—limiting the jobs they could have, imprisoning them, denying them citizenship, treating them with violence, segregating them into ghettos, working them to death in slave camps, and having them killed. How could black Americans learn about the way the Jews were treated without comparing some of these experiences to some of their own struggles against slavery, unfair treatment, and violence at home?

For generations, African Americans had been promised an end to discrimination. But instead of greater freedom, the period between World War I and World War II—1918 to 1941—saw segregation harden and become the law of the land. As America made the decision to join the fighting in World War II, African Americans pressured the government to open the war jobs to their community. Leaders like A. Philip Randolph, who had helped make the Fair Employment Practices laws a reality, asked the country to show its patriotism by treating all of its citizens fairly.

Black newspapers spoke out on the issue. "Help us to get some of the blessings of democracy here at home first before

you jump on the 'free other peoples' bandwagon and tell us to go forth and die in a foreign land," said P. B. Young, the owner of the *Norfolk Journal and Guide*, in a 1942 editorial. Should African Americans fight for freedom overseas when they did not experience it for themselves at home?

James Thompson, a twenty-six-year-old cafeteria worker, made his case in a letter to the *Pittsburgh Courier*: "Being an American of dark complexion, these questions flash through my mind: . . . 'Is the kind of America I know worth defending?' . . . 'Will colored Americans suffer still the indignities that have been heaped upon them in the past?' These and other questions need answering: I want to know, and I believe every colored American, who is thinking, wants to know."

What are we fighting for? This was the question asked by many African Americans in private and in public. African Americans were loyal to their country. They had a deep and abiding belief in the possibility of democracy. When Pearl Harbor was attacked and the United States joined the fighting in World War II, the African-American community closed ranks, as they had done in previous times of war. They geared up to fight for their country's future and for their own.

From this divide, between feeling black and feeling American, came the idea of the double victory. James Thompson expressed the idea in his letter to the *Pittsburgh Courier*: "Let colored Americans adopt the double VV for double victory; the

first V for victory over our enemies from without, the second V for victory over our enemies within. For surely those who perpetrate these ugly prejudices here are seeking to destroy our democratic form of government just as surely as the Axis forces."

Dorothy Vaughan understood the importance of the Double V—victory in the war and victory in the civil rights struggle at home. By accepting her post as a mathematician, she believed she was working toward both goals.

On December 1, 1943, the leaders of the United States, Great Britain, and Russia concluded a conference during which they planned a summer invasion of France. It was an invasion that would become a turning point in the war and that eventually became known as D-day.

On the same day, Dorothy Vaughan stepped behind the Colored Line on the bus and headed to her first day of work at the Langley Memorial Aeronautical Laboratory.

2b I can retrieve and record information

Chapter 5

1. Write down three things you are told about the Hampton Roads area.

A. _____

B. _____

C. _____

2. The Hampton Roads area was:

*an industrial
area*

a military capital

*a popular beach
area*

*a shopping
capital*

3. Which of these drawings best represents the Hampton Roads region?



2b I can retrieve and record information

Chapter 5—Read pages 31—33

1. Describe 3 ways in which businesses tried to keep up with the war

A. _____

B. _____

C. _____

2. Circle the struggles which became apparent due to the growing population.

not enough
schools

not enough food

not enough
playgrounds

not enough
water

3. Tick the true, false and non given statements describing the problems Dorothy faced when she arrived in Newsome Park.

Statement	True	False	Not given
She had to live in a hostel.			
Public transport was over crowded.			
She was expected to work for free.			
There was a shortage of some foods.			

2b I can retrieve and record information

Chapter 5—Read pages 34 - 35

1. Complete the table below indicating which statements connected Jewish citizens to African Americans during World War II.

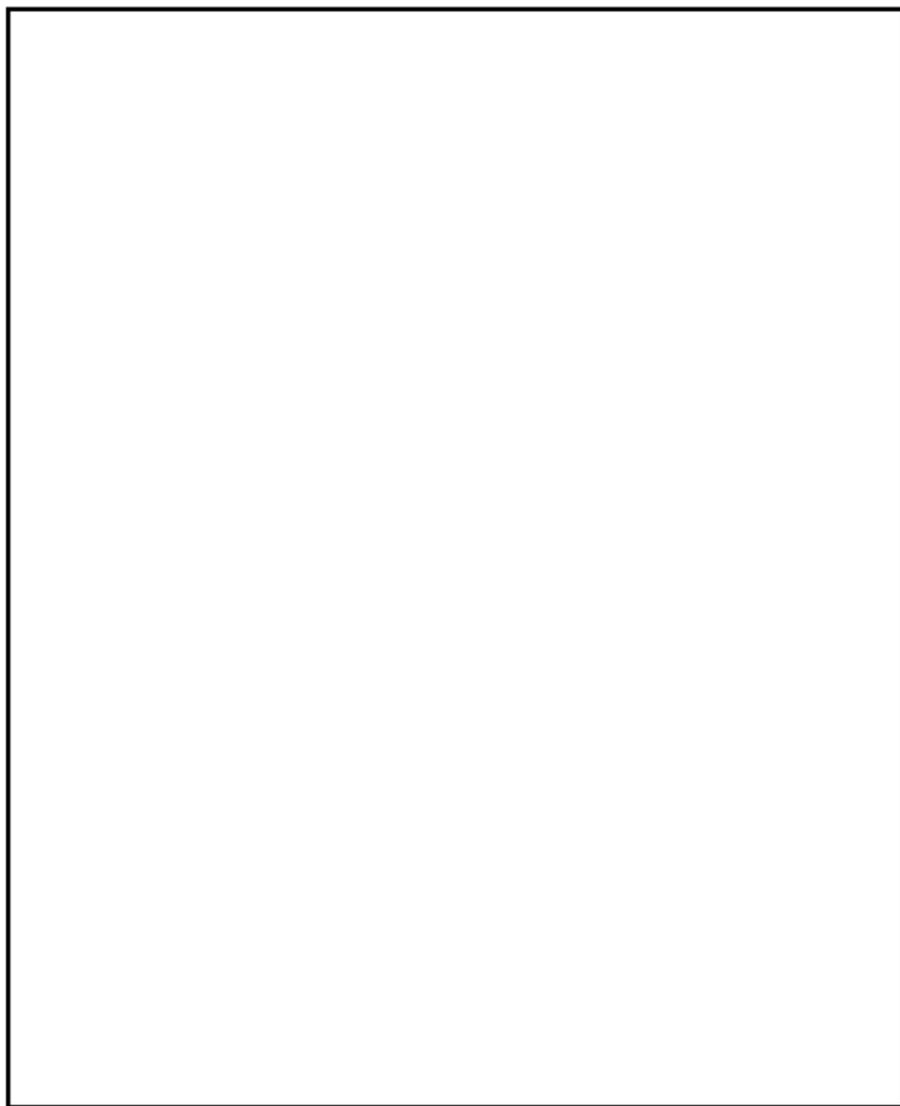
Statement	
They were killed in gas chambers.	
The jobs they could have were limited.	
They were made to live in different areas.	
They were imprisoned often with no reason.	
They were segregated on public transport.	
They were treated violently.	
They were denied equal rights.	
They were sent to concentration camps.	

2. According to the text, who helped make the Fair Employment Practices laws a reality?
-
3. What did P.B. Young state in a 1942 editorial? Explain what you think this means.
-
-
-

2b I can retrieve and record information

Chapter 5—Read pages 35-36

1. Create a poster using James Thompson's idea of adapting the double V for double victory.



Emotions Graph - Hidden Figures

Watch the clip and record your emotions throughout the video.



The toilets	Outside	The office

The Amphibian Life Cycle

Complete by writing a title and an explanation for each stage.

Blank writing area for stage 1.

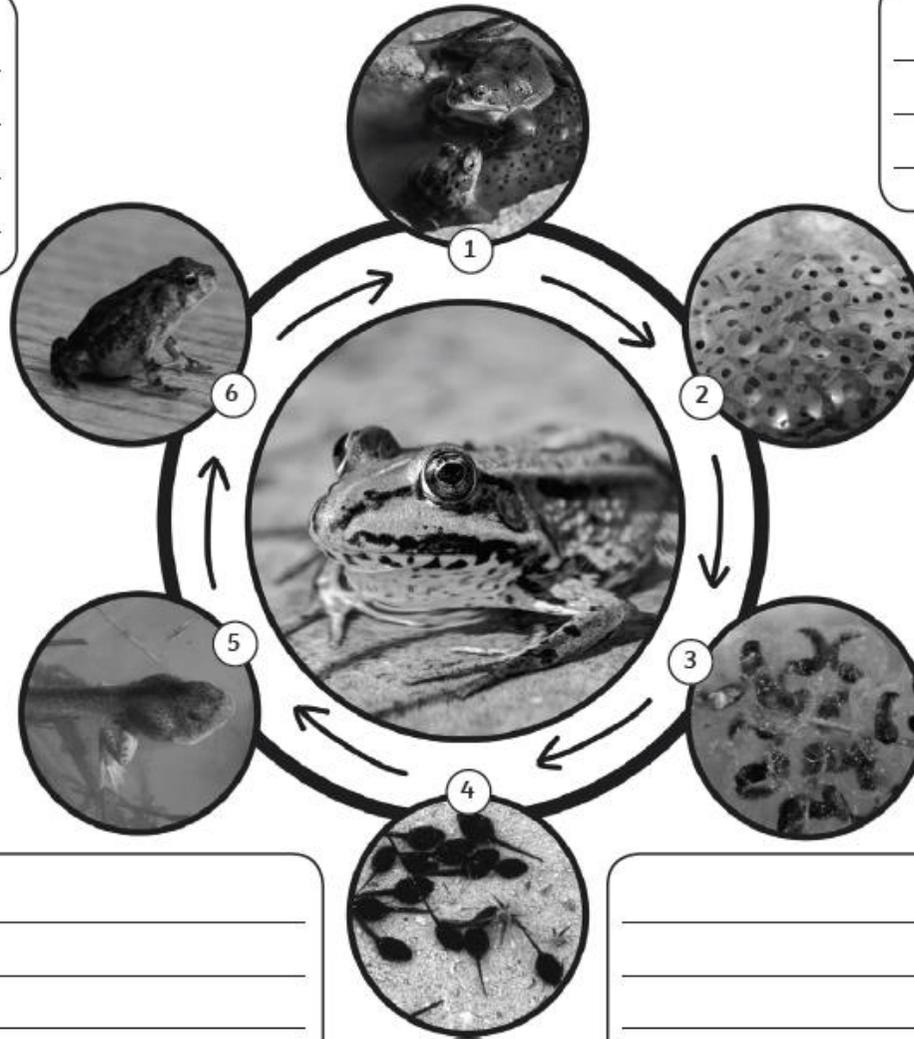
Blank writing area for stage 2.

Blank writing area for stage 3.

Blank writing area for stage 4.

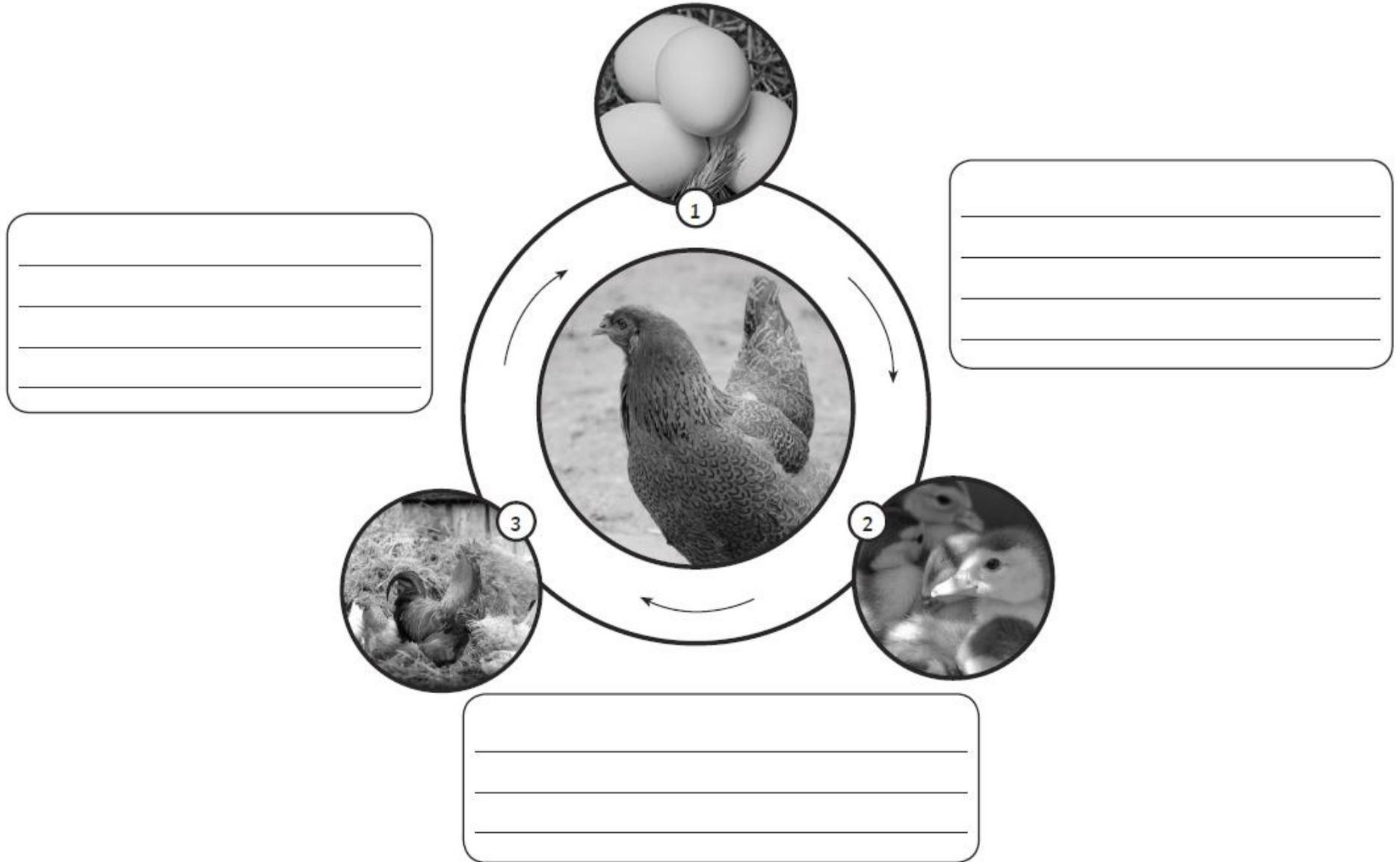
Blank writing area for stage 5.

Blank writing area for stage 6.



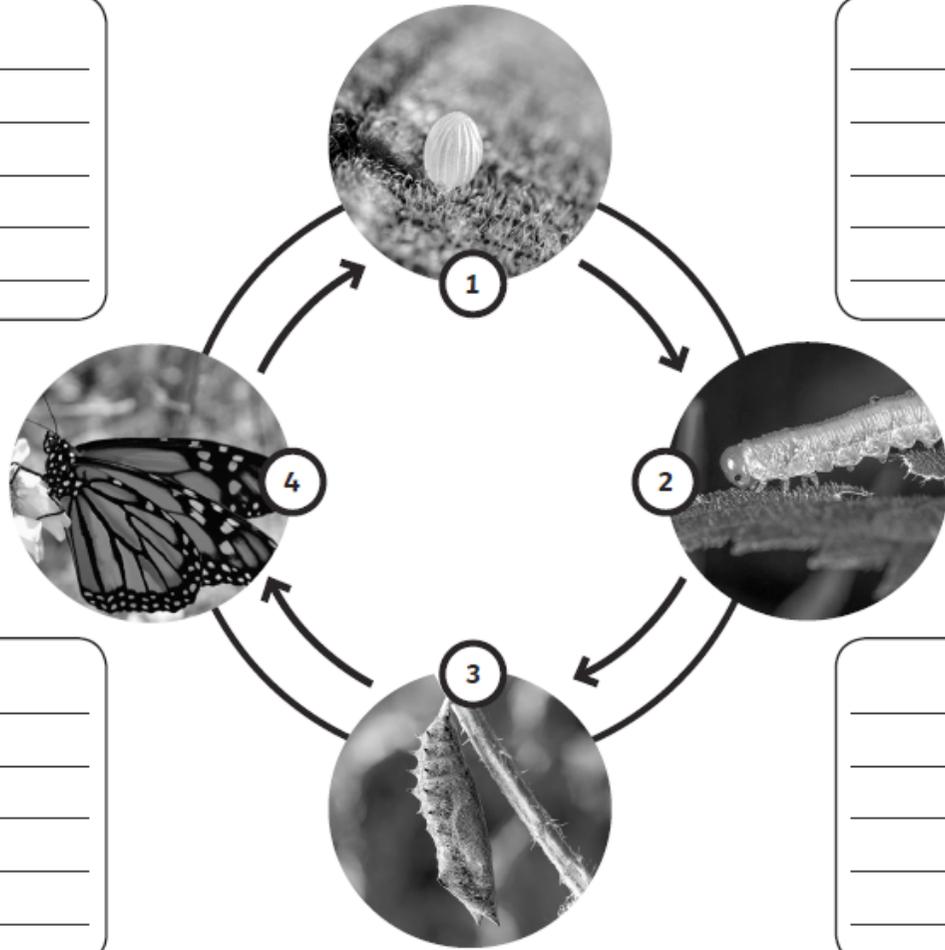
The Bird Life Cycle

Complete by writing a title and an explanation for each stage.



The Insect Life Cycle

Complete by writing a title and an explanation for each stage.



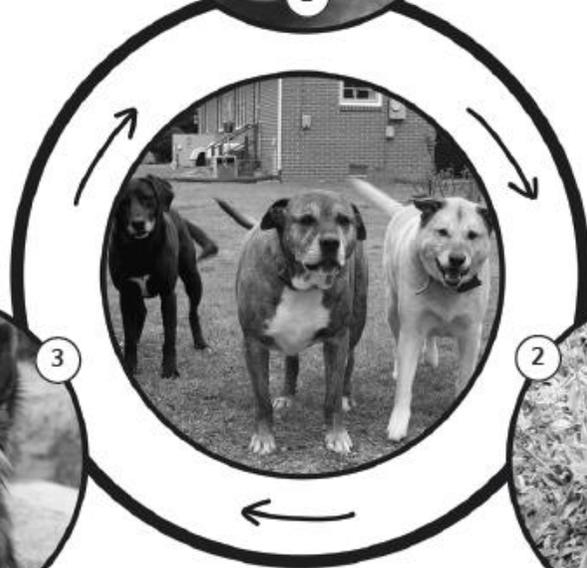
The Mammal Life Cycle

Complete by writing a title and an explanation for each stage.

Blank writing area for stage 1.



Blank writing area for stage 2.



Blank writing area for stage 3.

Setting description boxing up sheet.

Remember you are focussing on just the setting not the character - you will have to include the character but into detail.

Write at least three sentences in each box that include a different form of figurative language.

<i>The toilets</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<i>Fronted adverbial to join the scenes</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<i>Outside</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<i>Fronted adverbial to join the scenes</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<i>The office</i>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Writing Steps to Success

I can write a setting description.			
PA	TA	Features I MUST try to Include:	Example
		<p>Punctuation I have used commas for a relative clause and fronted adverbials.</p>	<p><i>As the heavens opened above her, she ran across the car park, which was full with cars, to the office she dreaded.</i></p>
		<p>Vocabulary /grammar I have used figurative language.</p>	<p><i>Similes/metaphors/personification /adjectives/onomatopoeia</i></p>
		<p>I have used show me not tell me.</p>	<p><i>The door slammed shut and the vibrations shook everyone to attention, a shiver was l the air.</i></p>
		<p>Sentence I have used fronted adverbials and relative clauses.</p>	<p><i>As the heavens opened above her, she ran across the car park, which was full with cars, to the office she dreaded.</i></p>
		<p>Text structure I have linked the scenes cohesively.</p>	<p><i>She ran through the door out of the cold air to the stuffy room.</i></p>
<p>Comments</p> <hr/> <hr/> <hr/> <hr/>			