

WALT: write by selecting appropriate grammar and vocabulary

Before we start writing the middle section of our story, let's take a look at our work from yesterday.

Read through your beginning...

1) Does it make sense? Try reading it to someone else or get someone else to read it to you.


2) Edit Part 1 - remove anything you don't need and add in anything you do.

3) Edit Part 2 - use your Success Criteria (and support sheets) to improve your work.

4) Read it again and again throughout the editing process to ensure it flows (cohesion!)

Success Criteria for a narrative in the style of 'The Daydreamer'		SA
Structure	Beginning - describes the setting of reality. Peter finds an object that sends him into a daydream.	
	Middle - the daydream.	
	Ending - Peter comes out of the daydream and into reality	
	Expanded noun phrases	
	Conjunctions	
	Fronted adverbials	
	Relative clauses	
	Parenthesis	
	Speech punctuation	
	Show not tell	

Success check

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Can you tick off anything you have added today?

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Today, we shall pick up
our story from Peter
finding the object, into the
daydream and exploring
the problem - the middle bit.

Middle - the daydream.

Key questions to answer:

What can the object do in Peter's daydream? How did he find out? Who did he use the object on? Why? What happened to them?

Let's think of the **structure** of the middle. What do we need to include?

First, he examined his forefinger. It was almost as short as his thumb. He felt the space where his missing piece of finger should have been. There was nothing. His fingertip was not simply invisible. It had melted away.

Paragraph to show Peter going into his daydream - how he realised his object was magical.

After half an hour of quiet thought, Peter went to his window, which overlooked the back garden. The lawn looked like an outdoor version of the kitchen drawer. There were his parents lying face down on blankets, half asleep, soaking up the sunshine. Between them lay Kate, who probably thought it looked grown-up to sunbathe. Surrounding the trio, was the debris of their wasted Sunday afternoon - teacups, teapot, newspapers, half-eaten sandwiches, orange peel, empty yoghurt cartons. He stared at his family resentfully. You could do nothing with these people, but nor could you throw them away. Or rather, well, perhaps...He took a deep breath, put the little blue jar in his pocket and went downstairs.

Paragraph to describe the character(s) who Peter will use his object on and why.

Peter knelt down beside his mother. She murmured dozily.

"You should be careful of sunburn, Mum," Peter said kindly. "Would you like me to rub some cream on your back?"

Viola Fortune mumbled something that sounded like a yes. He took out the jar. It was difficult to unscrew the lid with a missing forefinger. He slipped on the single glove he had collected on his way through the kitchen. His mother's white back gleamed in the sunlight. Everything was ready.

Paragraph(s) (maximum two for us!) to describe Peter using the object on the character(s).

There was no doubt in Peter's mind that he loved his mother dearly, and that she loved him. She had taught him how to make toffee, and how to read and write. She once jumped out of an airplane with a parachute and she looked after him at home when he was ill. She was the only mother he knew who could stand on her head unsupported. But he had made his decision, and she had to go. He scooped out a dollop of cold cream on the end of his gloved finger. The glove did not disappear. The magic seemed to work only on living tissue. He let the blob fall right in the middle of his mother's back. She was gone.

Let's think of the **language** in the middle. What grammar do we need to include?

First, he examined his forefinger. It was almost as short as his thumb. He felt the space where his missing piece of finger should have been. There was nothing. His fingertip was not simply invisible. It had melted away.

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Success Criteria for a narrative in 1 of 'The Daydreamer'	
Structure	
	Middle - the daydream
	Expanded noun phrase
	Conjunctions
	Fronted adverbials
	Relative clauses
Show not tell	Parenthesis
	Speech punctuation

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Let's get writing!

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	Show not tell	

Relative Clauses

The ghostly stooped figure, *that tip-toed towards the wooden door,* laughed menacingly.

that, who, which, what, where.

Time

- Afterwards
- Already
- Always
- Immediately
- Last month
- Now
- Soon
- Yesterday
- Today
- Tomorrow
- Next year

- In January
- On Tuesday
- In the morning
- After a while
- As soon as she could
- Before long
- All of a sudden
- In the blink of an eye
- Just then
- Eventually
- Later

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



Dashes

Dash - creates a break in the sentence, halfway between , and . Usually used in more informal writing.

Shows a sharp break between two main clauses.

The film was very informative - I learned a great deal.



Marks out extra information embedded in the sentence.

Playing in grandma's garden - which is huge - is always good fun.



One thing's for sure - he doesn't want to go!

I would like some cake - on second thoughts, maybe not.



ink

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Tick off the parts of the success criteria that you have achieved so far.

Please do not tick it off if you haven't done it yet! The unticked parts will help you to edit later.

If you're not sure, have a go and put a * by that one.

Not finished? Don't panic. You have more time tomorrow to continue.

