

WALT: write by selecting appropriate grammar and vocabulary

Today, you will have more time to continue the middle section of your story.

Make sure you leave time for editing too.

## Let's remember what 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.

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.

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

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## Relative Clauses

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

*that, who, which, what, where.*

## Expanded Noun Phrase

An expanded noun phrase is a phrase made up of a **noun** and **at least one adjective**. If you list more than one adjective to describe the noun, you should add a **comma** to separate them.

**lots of yummy, cold ice cream**

### Determiner

Used to introduce a noun to specify which one or how many: a/an, the, three, most.

### Adjective

A word that describes a noun; monstrous, vivid, delightful, familiar.

### Noun

A person, object or animal; garage, Henry, leopard, sofa.

## Success Criteria for a narrative in the style of 'The Daydreamer'

Structure	Success Criteria	SA
	<b>Beginning</b> - describes the setting of reality. Peter finds an object that sends him into a daydream.	
	<b>Middle</b> - the daydream.	
	<b>Ending</b> - Peter comes out of the daydream and into reality.	
	<b>Expanded noun phrases</b>	
	<b>Conjunctions</b>	
	<b>Fronted adverbials</b>	
	<b>Relative clauses</b>	
	<b>Parenthesis</b>	
	<b>Speech punctuation</b>	
	<b>Show not tell</b>	

## How to write direct speech...

**beginning and end**

Do you have speech marks at the start and at the end of the words being spoken?

"Action!" said the director.

**new speaker, new line**

Have you started a new line every time someone new starts speaking?

"Can we have a close up?" asked Sarah.

"No problem!" replied Thomas.

**capital letter**

Do you have a capital letter at the start of the speech?

Bruce said, "Sorry, I forgot my lines."

**commas**

Have you remembered to add commas?

Paul whispered, "Great job."

"Thank you," replied Justine.

**punctuation**

Do you have punctuation inside the speech marks?

"That's a wrap!" cheered the producer.

**different names**

**Inverted commas**

**Quotation marks**

**Speech marks**

There are 3 names for this piece of punctuation.

## 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

## 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.

## Co-ordinating Conjunctions

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



## Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



Get Writing!



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# EDIT

Read through your work...as before...

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!)

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# Success check

Success Criteria for a narrative in the style of 'The Daydreamer'				SA
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			Conjunctions	
			Fronted adverbials	
			Relative clauses	
			Parenthesis	
			Speech punctuation	
			Show not tell	

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! Take another look at the support sheets and have a go. Remember to put a \* by that one so that your teacher knows you're not 100% sure.