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.

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.

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.

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.

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

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

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

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.

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.

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.



WALT: write by selecting appropriate grammar and

vocabulary



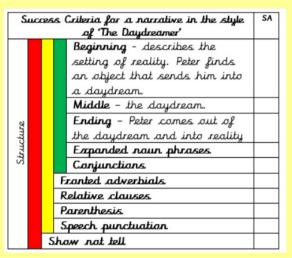
The ghostly stooped figure, that tiptoed towards the wooden door, laughed menacingly.

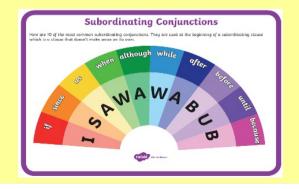
that, who, which, what, where,



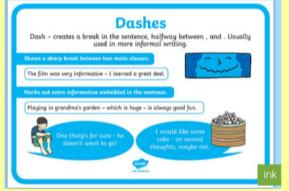












Get Writing!

WALT: write by selecting appropriate grammar and vocabulary

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 I - remove anything you don't need and add

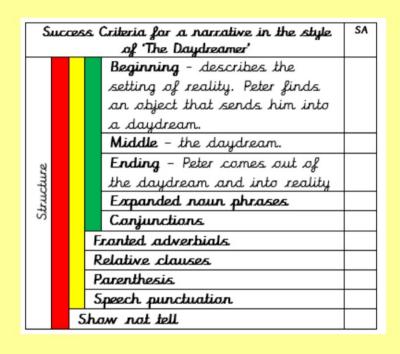
in anything you do.

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				SA
of 'The Daydreamer'				
			Beginning - describes the	
			setting of reality. Peter finds	
			an object that sends him into	
			a daydream.	
			Middle – the daydream.	
9			Ending - Peter comes out of	
l m			the daydream and into reality	
Structure			Expanded noun phrases	
S			Conjunctions	
		Franted adverbials		
		R	Relative clauses	
		P.	Parenthesis	
		5	Speech punctuation	
		Show not tell		

Success check



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.