


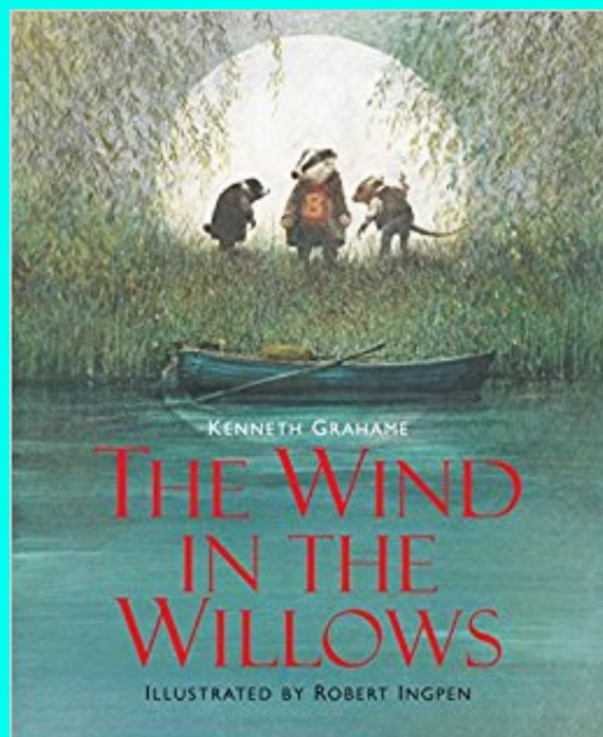


Lesson One

WALT: identify descriptive vocabulary to create atmosphere

	I can identify descriptive words/phrases that most effectively paints a picture in the mind of the reader	
	Highlight interesting words and phrases that most effectively paint a picture in the mind of the reader.	
	Highlighting interesting words and phrases and the key features of descriptive writing	---



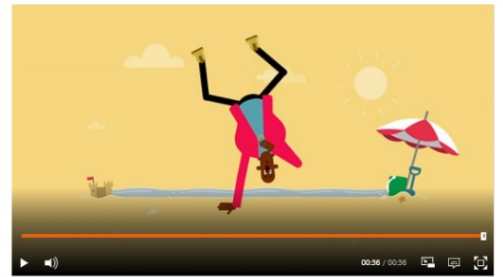
What is
a setting?

How is a setting
important to the
story?

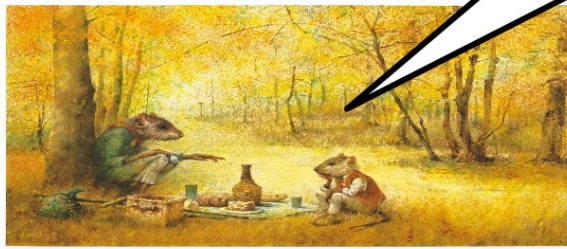
What is a setting?

Part of English | Creative writing

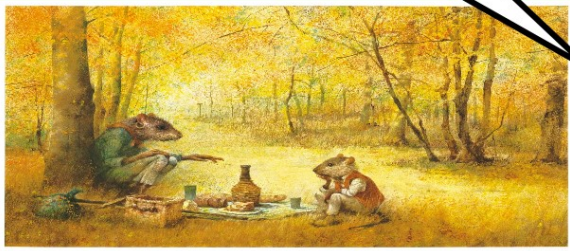
+ Add to My Biteize



Get creative with your settings!



What type of words
do we use when we
are describing a
setting?



How can we use our
senses when we
describe a setting?




We will be using the following checklist do we know what each of the features are?

video link on following page



WALT: identify descriptive vocabulary to create atmosphere

Features		Where is your evidence?
Alliteration		
Adjectives		
Adverbs of manner		
Simile		
Personification		
Powerful verbs		
Other		



What is a simile?

Part of [English](#) | [Understanding, analysing and evaluating](#)

+ Add to My Bitesize

A simile compares two things using the words 'like' or 'as'.



KS2

What is personification?

Part of [English](#) | [Language](#)

+ Add to My Bitesize



What is personification?

What is the difference between them?

The Riverbank

Mole had been working very hard all the morning. Spring was warming the air above and reaching into his underground home in the earth below. He flung down his brush and belted out of the house. He scraped and scratched a scuffle with his little paws, digging upwards until at last his nose popped out into the sunlight, and he found himself rolling in the warm grass.

"This is better than housework!" he said as the sunshine warmed his fur. Then he ran off across the meadow until he reached the hedge on the far side.

Suddenly he found himself by the edge of a river.

He had never seen one before and he was transfixed. A dark hole in the bank opposite,

just above the water's edge, caught his eye. As he gazed a brown little face with

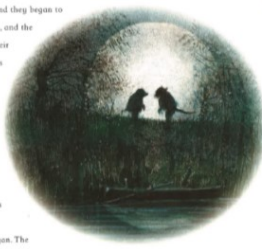


Mole didn't hear a word Rat was saying. He was enjoying the sparkle, the ripple, the scents and the sounds of the river. Putting a paw in the water, he daydreamed in the late morning sunlight. Rat, who understood Mole's new-found love for the river, carried on rowing and did not disturb his new friend.

Moonlight

At last, the moon rose and they began to see meadows, quiet gardens, and the river more clearly. Tying their boat to a willow, the friends explored the silent, silver kingdom on one side of the river. Then they crossed it and explored the other side. From up in the cloudless sky, the moon helped them until it was time for her to sink towards the earth again.

Then a slow change began. The



horizon became clearer. Fields and trees lost their mystery. A light breeze sprang up and the reeds rustled. Rat sat up suddenly and listened intently. Mole, who was rowing as he scanned the banks, looked at him with curiosity.

The Wild Wood

It was a cold afternoon with a hard grey sky, when Mole slipped out into the still air. The country lay bare, strong and simple and he pushed on towards the Wild Wood.

When he first arrived, nothing worried him. Twigs crackled under his feet, logs tripped him, fungus on stumps looked like faces, but that was all fun, and exciting. The deeper in he went, the less light there was. Trees crouched nearer and nearer, and holes made ugly mouths at him.

Everything was very quiet now. Dusk came quickly and the light drained away like floodwater. Then he thought he saw a face looking out at him from a hole. He walked faster, feeling a little frightened but telling himself not to start imagining things. Suddenly there were hundreds of holes in the banks, all with hard-eyed, sharp faces inside them. He scurried off the path and into the wildest part of the wood.

Then the whistling began. It was far behind him at first but it still made him hurry forward. A moment later, it was far ahead of him, and made him stop and want to go back. In an instant the whistling was all around him, and he was alone, and far from help, and the night was closing in.

WALT: identify descriptive vocabulary to create atmosphere

Features	😊😬😞	Where is your evidence?
Alliteration		
Adjectives		
Adverbs of manner		
Simile		
Personification		
Powerful verbs		
Other		

We are going to use the checklist to identify descriptive vocabulary in the paragraphs to start to create a word bank.

The Riverbank

had been working very hard all the morning. Spring was warming the air
 ve and reaching into his underground house in the earth below. He flung down
 d bolted out of the house. **He scraped and scratched a scrabble** with his little
 ng upwards until at last his nose popped out into the sunlight, and he found
 ng in the warm grass.

better than housework!" he said as the sunshine warmed his fur. Then he ran off

across the meadow until he reached the hedge on the far side.

Adverb of manner Suddenly he found himself by the edge of a river.

He had never seen one before and he was
 transfixed. A dark hole in the bank opposite,
 just above the water's edge, caught his
 eye. As he gazed a brown little face with

Adjectives
 hear a word Rat was saying. He was enjoying the **sparkle**, the **ripple**, the
 sounds of the river. Putting a paw in the water, he daydreamed in the late
 ht. Rat, who understood Mole's new-found love for the river, carried on
 not disturb his new friend.

WALT: identify descriptive vocabulary to create atmosphere

Features	😊 😐 😞	Where is your evidence?
Alliteration	✓	Scraped and scratched a scrabble
Adjectives	✓	Sparkle, ripple
Adverbs of manner	✓	Suddenly
Simile		
Personification		
Powerful verbs		
Other		



(Teacher example)

Metacognition

The Riverbank

had been working very hard all the morning. Spring was warming the air
 ve and reaching into his underground house in the earth below. He flung down
 4 bolted out of the house. He scraped and scratched a scrabble with his little
 ng upwards until at last his nose popped out into the sunlight, and he found
 ng in the warm grass.

better than housework!" he said as the sunshine warmed his fur. Then he ran off
 across the meadow until he reached the hedge on the far side.
 Adverb of manner Suddenly he found himself by the edge of a river.

He had never seen one before and he was
 transfixed. A dark hole in the bank opposite,
 just above the water's edge, caught his
 eye. As he gazed a brown little face with

hear a word Rat was saying. He was enjoying the sparkle, the ripple, the
 sounds of the river. Putting a paw in the water, he daydreamed in the late
 ht. Rat, who understood Mole's new-found love for the river, carried on
 not disturb his new friend.

WALT: identify descriptive vocabulary to create atmosphere

Features	😊 😐 😞	Where is your evidence?
Alliteration	✓	Scraped and scratched a scrabble
Adjectives	✓	Sparkle, ripple
Adverbs of manner	✓	Suddenly
Simile	✗	
Personification	✓	
Powerful verbs		
Other		

We Do



(Teacher example)



(Independent)

WALT: Identify descriptive vocabulary to create atmosphere

Features		Where is your evidence?
Alliteration		
Adjectives		
Adverbs of manner		
Simile		
Personification		
Powerful verbs		
Other		

It was a cold afternoon with a hard grey sky, when Mole slipped out into the still air. The country lay bare, strong and simple and he pushed on towards the Wild Wood.

When he first arrived, nothing worried him. Twigs crackled under his feet, logs tripped him, funguses on stumps looked like faces, but that was all fun, and exciting. The deeper in he went, the less light there was. Trees crouched nearer and nearer, and holes made ugly mouths at him.

Moonlight

At last, the moon rose and they began to see meadows, quiet gardens, and the river more clearly. Tying their boat to a willow, the friends explored the silent, silver kingdom on one side of the river. Then they crossed it and explored the other side. From up in the cloudless sky, the moon helped them until it was time for her to sink towards the earth again.



Then a slow change began. The horizon became clearer. Fields and trees lost their mystery. A light breeze sprang up and the reeds rustled. Rat sat up suddenly and listened intently. Mole, who was rowing as he scanned the banks, looked at him with curiosity.

The Wild Wood

Everything was very quiet now. Dusk came quickly and the light drained away like floodwater. Then he thought he saw a face looking out at him from a hole. He walked faster, feeling a little frightened but telling himself not to start imagining things. Suddenly there were hundreds of holes in the banks, all with hard-eyed, sharp faces inside them. He scurried off the path and into the wildest part of the wood.

Then the whistling began. It was far behind him at first but it still made him hurry forward. A moment later, it was far ahead of him, and made him stop and want to go back. In an instant the whistling was all around him, and he was alone, and far from help, and the night was closing in.

Lesson 2

WALT: *use slow writing to write
a setting description.*

The white, frothy foam bubbled on the surface of the water. Reeds danced gracefully, bowing their heads towards the sun in worship. The golden rays that shone down, reflected off the surface of the river like a mirror, shimmering and shining their light into the emerald forest. The rapids continued to meander quickly, drawing a stumbling breath from every rock they crashed into with force.

Read through this paragraph.
Which writing features can you spot?

Which features highlighted in red have been included in these sentences?

WALT: Use slow writing to write a setting description.

The *white, frothy* foam bubbled on the surface of the water.

Spindly reeds *danced gracefully, bowing their heads* towards the sun in worship.

The golden rays that shone down reflected off the surface of the river *like a mirror*, shimmering and shining their light into the emerald forest.

The rapids continued to *meander* quickly, drawing a stumbling breath from every rock they crashed into with force.

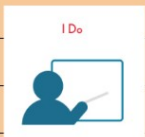
Using the slow writing technique together we will write the start of setting description.

The *white, frothy* foam bubbled on the surface of the water.

Ask children to write a sentence once modelled

The dark, hazy reflections floated along the edge of the river.

Words changed to make it my own version.



(Teacher example)



Metacognition

	Checklist	✓
1.	Adjectives	✓
2.	Personification	
3.	Simile	
4.	Powerful verb	

Using the slow writing technique together we will write the start of our setting description.

Spindly reeds danced gracefully, bowing their heads towards the sun in worship.

Ask children to write a sentence once modelled

Words changed to make it my own version.

We Do



(Teacher models)

	Checklist	✓
1.	Adjectives	
2.	Personification	
3.	Simile	
4.	Powerful verb	

Using the slow writing technique together we will write the start of our setting description.

3. Simile

The golden rays that shone down reflected off the surface of the river *like a mirror*, shimmering and shining their light into the emerald forest.

4. Powerful verb

The rapids continued to *meander* quickly, drawing a stumbling breath from every rock they crashed into with force.

Words added to make it my own version.

You Do It Alone






(Independent)

	Checklist	✓
1.	Adjectives	
2.	Personification	
3.	Simile	
4.	Powerful verb	

Lesson 3

WALT: use descriptive vocabulary to create atmosphere for a setting

	I can use a range of key features and interesting word choices to describe a setting to create an emotional response.	
	I can use a range of key features and interesting word choices to describe a setting	
	I can use descriptive vocabulary to describe a setting	

Your task today is to write a setting description using this picture as your starting point.

What kind of mood/atmosphere are you going to create through this setting?

How do you want your reader to feel?



*You can use
resources to help you
with your
vocabulary.*

Word mat for setting description

Sight

Dripping branches, current, glossy, darting shapes, water striders, leaf-dappled, twisting flow, drag, silt, reeds, bowed willows, shadows, sparkling, mirror, bent grasses, carve, clash, boulders, ripples, carry, twigs, debris, gliding birds, minnows, fish, smooth stones, slime, weeds, ducklings, drifting, lazy, tepid, mud, churning flow, winding...

Sounds

Frothing, crashing, clash, splashing, chuckling, burbling, tumbling, rush, trickle, gurgle, roar, simmer, murmur, rumble, clash, glug, warble, thundering, musical, gushing, din, bird calls, chattering squirrels, buzzing flies or bees, animals scampering through nearby undergrowth

Smells

Algae-scented, briny, wet earth, dank, musty, reek, fetid, rank, fresh, clean, pungent, wildflowers, grass, clover, rotting deadfall or leaves

Tastes

Cold, quenching, thirsty, numbing, tang, sip, sweet, bitter, mineral-rich, impure, oily, gulp, coppery, swig, sharp, fishy, brackish, tart, brassy, stale, sharp, bite

Touch

Silken, smooth rocks, slippery, wet, chill, shock, soak, icy, warm, simmering, gritty, ticklish, sleek, cool, fluid, caressing, soothing, pulling, strength, powerful, brisk, jolt, stun, numbing, nip, freezing

|

What setting does this picture show?
How can you use your senses to describe it?

What can you hear?

Birds singing in the trees



What can you see?

Empty branches



What can you smell?

Damp air from bark on the trees



What can you touch?

Edge of the wooden Boat



What can you taste?

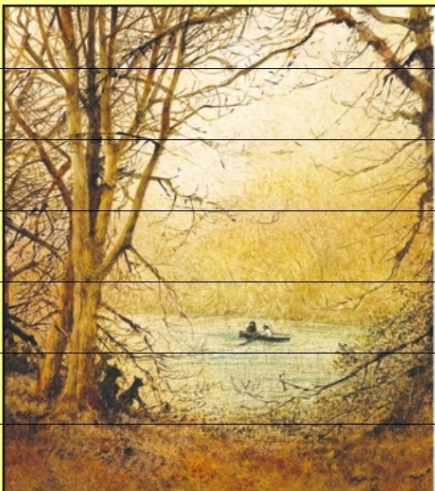
Fresh droplets of dew dripping from above











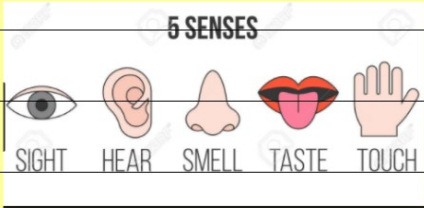
Magpie any ideas!

Uplevel word choices and include more features from the checklist.

The river was still. I could hear the birds singing in the trees. I got into my wooden boat and started to gently row.



	Setting Description Checklist	✓✗
	Senses for description	✓
	Personification	✓
	Simile	
	Prepositions	
	Powerful verbs	
	Adverbs of manner	✓
	Subordinating Conjunctions (ISAWAWABUB)	
	Adjectives	✓
	Conjunctions (FANBOYS)	✓

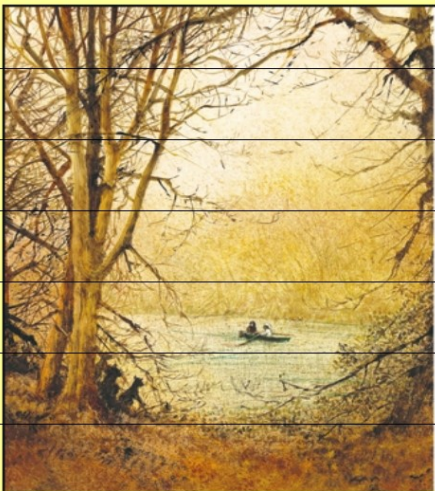


(Teacher example)

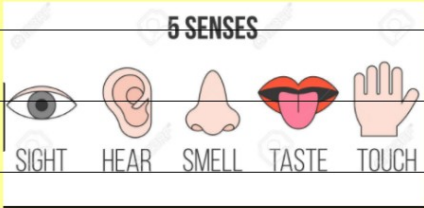


Carry on writing using your sense plan and checklist as a guide.

The river was still. I could hear the birds singing in the trees. I got into my wooden boat and started to gently row.



	Setting Description Checklist	
	Senses for description	
	Personification	
	Simile	
	Prepositions	
	Powerful verbs	
	Adverbs of manner	
	Subordinating Conjunctions (ISAWAWABUB)	
	Adjectives	
	Conjunctions (FANBOYS)	



You Do It Alone




(Independent)



Have you achieved
everything from the
checklist?
Let's share our work...

Lesson 4

WALT: proof read and edit a setting description

	I can proof read and edit my writing, changing spelling errors, adapting and adding descriptive features to my paragraphs and completing the checklist	
	I can proof read and edit my writing, changing spelling errors, adapting and adding descriptive features to my paragraphs and completing most of the checklist	
	I can proof read and edit my writing, changing spelling errors, adapting and adding descriptive features to my paragraphs	---

Thursday 21st September

WALT: write a persuasive letter

Dear Mum and Dad,
As you can see I'm your daughter Lila, and I'm writing to you about getting a puppy. I get a puppy can I have a golden retriever? I would take it for walks because if you ever have a dog, course you want it to be fit and healthy. I will sleep in my room so it doesn't disturb you at night. PLEASE, PLEASE, PLEASE can I get a PUPPY!

I'll feed it and go the shops with you to buy the food. I'll even pay for it! I promise I'll look after it really well. If you get me a puppy I will do anything you say I promise. I promise you won't need to worry about it apart from taking it to the vets for checkups. PLEASE, PLEASE PLEASE can I get a PUPPY!

I really really hope that you agree I can get a puppy. If you say I can get a golden retriever puppy I'll be THANKFUL!

from Lila

its love can be Charley!

(M1) soon

(M2) always

(M3) and that word is my word of honor I!

(M4) calligraphy

(M5) concede

(M6) GRATEFUL

(M7) aside

(M8) well

(M9) in the morning

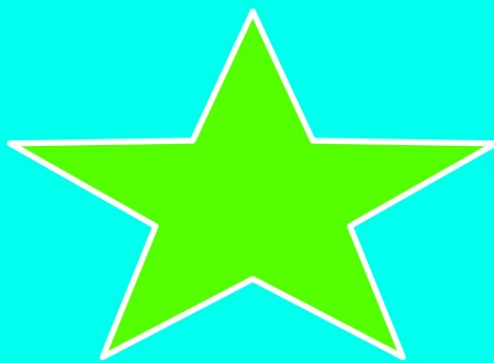
(M10) capital letters M, D, PC

WALT discuss and record ideas

My persuasive letter has:

- Main body with reasons including evidence and explanation
- Emotive language (with feeling)
- 1 or 2 rhetorical questions
- Persuasive phrases
- Repetition of a key word

When we proof read our work what should we be thinking about?

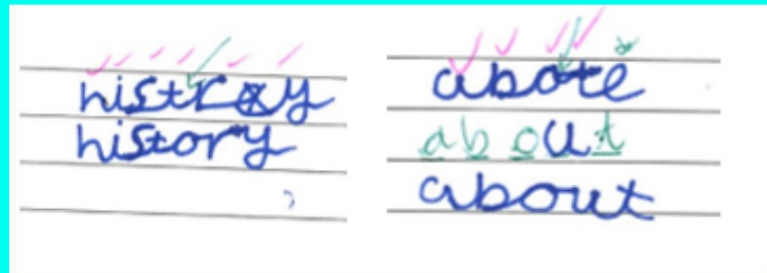


Copyright © Ron Leisher - <http://ToonClips.com/757>

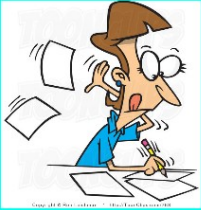
When we proof read our work what should you be thinking about?



As well as identifying your own spelling errors, an adult may have used positive marking to help you find the correct spelling.



• How else can we correct spelling errors?



How do we proof read our work?

Spelling

- ★ Try writing the spelling again
- ★ Check in the dictionary
- ★ Check on word mats
- ★ Positive marking

Grammar

- ★ Tenses
- ★ Word choices

Punctuation

- ★ Capital letters used correctly
- ★ Full stops in the correct place.
- ★ Other punctuation used correctly and accurately

WALT: Proof read a descriptive piece of writing

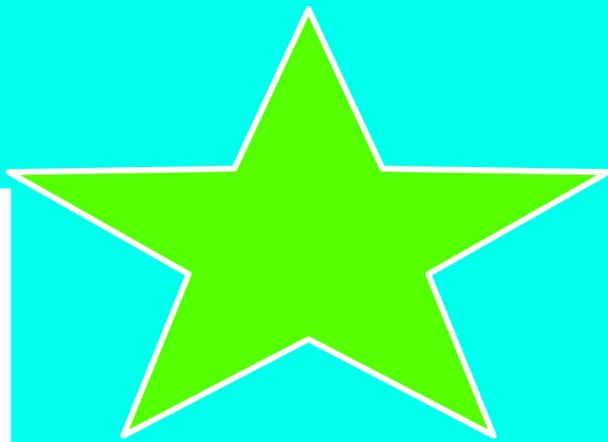
Timer for 10 minutes

As the otters peeped out the tree trunk they saw the blue
gunning water shimmering in their eyes while the carlen was whacking
them playing in the tree trunk. The dangerous carlen is swimming
towards the cute wet silky otter. ~~The otter was~~ Meanwhile the curious
otters were still playing in the water while the carlen was
about to pounce at them while they were sneaking or still the curious
creacher turned around looking right at the suspicious angry carlen.

Have I remembered to...

- ★ respond to my positive marking
- ★ check spellings of underlined words
- ★ check year 1/2 words are correct
- ★ check 3/4 words are spelt correct

When we edit our work what should
you be thinking about?



WALT: edit a descriptive piece of writing

Timer for 10 minutes

AS the otters popped out the tree trunk they saw the blue
gunning water shimmering in their eyes while the carmen was whacking
them playing in the tree trunk. The dangerous carmen is swimming
towards the cute wet shiny otter. ~~The otter was~~ Meanwhile the curious
otters were still playing in the water while the carmen was
about to pounce at them while they were sneaking or so the curious
creacher turned around looking right at the serious angry carmen.


Have I remembered to...


- ★ check my work makes sense
- ★ uplevel my vocabulary choices
- ★ use conjunctions to add interesting details
- ★ (M) 'make it better'

Have you now achieved everything
from the checklist?

	Setting Description Checklist	<input checked="" type="checkbox"/> <input type="checkbox"/>
	Senses for description	
	Personification	
	Simile	
	Prepositions	
	Powerful verbs	
	Adverbs of manner	
	Subordinating Conjunctions (ISAWAWABUB)	
	Adjectives	
	Conjunctions (FANBOYS)	

Check your target card. Can you show an adult where you have achieved one of your targets?

Name:	Class:
Small Step Target	Success
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
Success consists of going from failure to failure without loss of enthusiasm. Winston Churchill British Prime Minister 1940-45 World War II; 1951-55	


Chesswood Junior School
