

Weekly focus: Writing a legend based on St. George and the Dragon

Monday 11th January 2021



Today, you are going to write the introduction to your legend based on St. George and the Dragon, which you planned last week. If you completed your plan, make sure you have it next to you. If you didn't complete your plan, don't worry because you'll be able to complete this without one by following the model.

Let's look at introduction to the model we looked last week:

St. George and the Dragon

One thousand and seven hundred years ago, in the time of the Roman Empire, there was, just outside the City of Cyrene in North Africa, a large, stagnant, smelly pond. In this pond there lived a fierce, frightening dragon with an enormous, scaly tail. Whenever the dragon breathed on a person or an animal, they died on the spot. At first the dragon breathed on all the sheep that lived in the fields around the city. Then he started to attack the people and threatened to kill them one and all.

Task 1 - Nasty Writing

The model uses **expanded noun phrases** to describe the setting and the dragon (they are in bold and have been underlined).

The smallest expanded noun phrase we can have is a **determiner** + **adjective** + **noun** e.g. **a fierce dragon**.

We can also expand the noun phrase further with more **adjectives** e.g. **a fierce, frightening dragon**.

We can expand the noun phrase even further with a **prepositional phrase** e.g. **a fierce, frightening dragon with an enormous, scaly tail**.

Determiner	Adjectives	Noun	Prepositional Phrase
A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it.	Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider.	The noun is the thing, person or idea that the expanded noun phrase is about.	A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun.
the a an my these her our your five some many those	colourful gigantic miniature pristine dilapidated ancient obnoxious mischievous crumpled ecstatic muscular rectangular	socks bus engine bottle television pond custard paper lettuce caravan tongue Linda imagination	beside the river near the town in the water during the night through the winter this evening on the table between the houses underneath the waterfall before morning towards home



Now practise writing your own expanded noun phrase describing a dragon. You can use the support table on the previous page if you're stuck. You could also Google different adjectives about dragons that you could use.

Task 2 - Write your introduction

Next, reread the model introduction on the previous page. You can take inspiration from this to write your own introduction.

You will need to:

Describe when it was set	
Describe where it was set	
Tell the reader what problems the dragon was causing	
Use expanded noun phrases to help you describe	

Use the check list above to help you write your introduction. You can also use the expanded noun phrase describing a dragon that you wrote for Nasty Writing in your introduction!

Write the introduction to your legend based on St. George and the Dragon in your home learning journal. Why not send your teacher a picture of it once you've finished?

Tuesday 12th January 2021



Today, you are going to write the build up to your legend based on St. George and the Dragon, which you planned last week. If you completed your plan, make sure you have it next to you. If you didn't complete your plan, don't worry because you'll be able to complete this without one by following the model.

Let's look at the build up in the model we looked last week:

The people of Cyrene had no choice but to come to terms with the dragon. They agreed to give him one person every month, so long as he left the others alone and unharmed for the rest of the time - but how were they to decide which person to sacrifice?

The king decreed that the names of every citizen should be scratched onto pieces of pottery and kept in a great urn. Each month, one of the names would be drawn out of the urn, and that person would be given to the dragon. In this way, men and women, both rich and poor, were chosen to be fed to the evil beast.

Task 1 - Nasty Writing

The model uses **fronted adverbials** to describe when something happened and to link the next sentence to the previous sentence (they are in bold and have been underlined) but we can use **fronted adverbial** for a variety of purposes.

Fronted = at the start of a sentence.

Adverbial = gives more information about a verb (or adjective).

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,



Finish these sentences by adding in a fronted adverbial. Remember, there is always a comma after fronted adverbials. You can use the support table on the previous page to help you.

_____ the citizens had to accept that the dragon was a part of their life.

_____ the king decided to give the dragon a citizen every month in the hopes that he could save more people this way.

Task 2 - Write your build up

Next, reread the model build up on the previous page. You can take inspiration from this to write your own build up.

You will need to:

Describe how the people felt about the dragon	
Describe what the King did to deal with the dragon	
Use fronted adverbials	

Use the check list above to help you write your build up. You can also use the support table on the previous page to help you use fronted adverbials.

Write the build up to your legend based on St. George and the Dragon in your home learning journal. Why not send your teacher a picture of it once you've finished?

Wednesday 13th January 2021



Today, you are going to write the problem to your legend based on St. George and the Dragon, which you planned last week. If you completed your plan, make sure you have it next to you. If you didn't complete your plan, don't worry because you'll be able to complete this without one by following the model.

Let's look at the problem in the model we looked last week:

Then one day, the name of the princess was shaken out of the urn. According to the King's own law, his daughter must be sacrificed. He called the people together and offered them gold and treasure if only they would agree to spare her from the dragon. The judges who oversaw the lottery said that it must be completely fair, or else the people would no longer accept it. And so, much saddened, the king said to the princess, "My dear, I shall never see your wedding day."

A week went past, and the day arrived when she must meet her fate. The palace servants dressed her in her wedding gown and placed a crown of flowers on her head. They led her out of the city in a procession and headed for the lake where the dragon lived.

As they were on their way, a Roman soldier came riding up to the city. His name was George and he was a Christian from Cappadocia in Turkey. George stopped and asked why such a beautiful young woman was looking so sad on her wedding day.

A citizen replied, "Because according to the law, she must this day marry the dragon who lives in that lake, and her wedding gift shall be death."

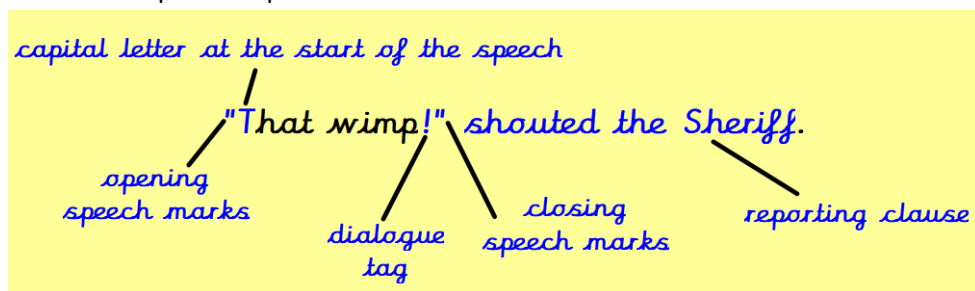
George immediately replied, "If that really be the case, then let me slay the dragon."

The citizens warned him that nobody stood a fighting chance against such a ferocious, plague-breathing lizard, but George was determined to save the princess. The people tied her to a tree by the lake and left her to meet her fate.

Task 1 - Nasty Writing

The model uses direct speech punctuation to show when a character is speaking and what they are saying (the direct speech is in bold and has been underlined).

Here is the direct speech punctuation that we need to use:



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.

Edit in the correct direct speech punctuation to the sentence below. Use the support sheet above to help you if you need to.

i will save the princess and slay the wretched dragon shouted George.

Task 2 - Write your problem

Next, reread the model problem on the previous page. You can take inspiration from this to write your own problem.

You will need to:

Describe who was going to be killed by the dragon and explain why	
Describe who showed up to help save them (the hero)	
Include a dialogue between the citizen and your hero, using direct speech punctuation	

Use the check list above to help you write your problem. You can also use the support sheet above to help you punctuate your direct speech.

Write the problem to your legend based on St. George and the Dragon in your home learning journal. Why not send your teacher a picture of it once you've finished?

Thursday 14th January 2021



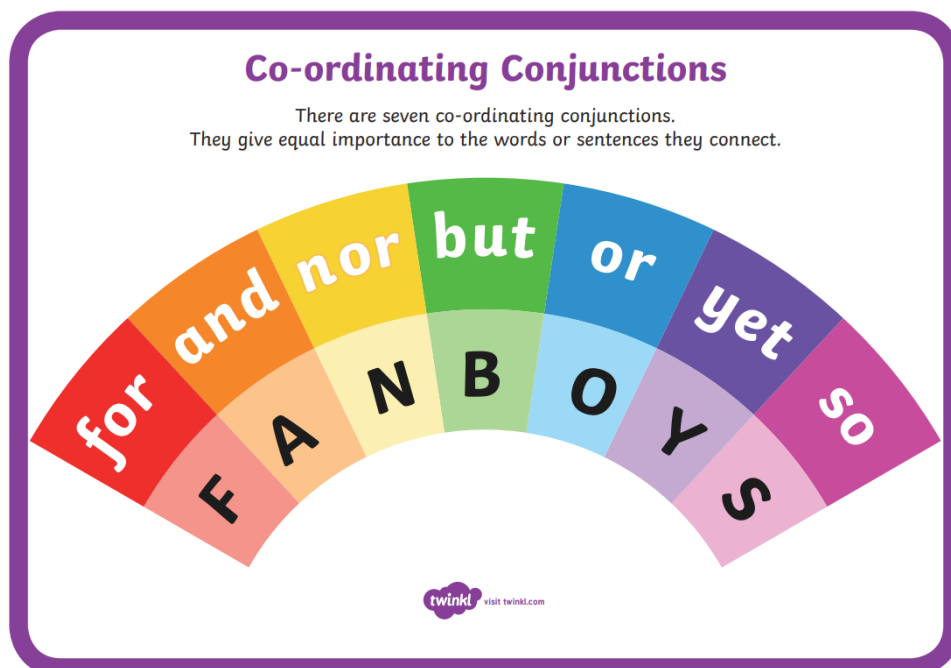
Today, you are going to write the resolution to your legend based on St. George and the Dragon, which you planned last week. If you completed your plan, make sure you have it next to you. If you didn't complete your plan, don't worry because you'll be able to complete this without one by following the model.

Let's look at the resolution in the model we looked last week:

George saw the dragon emerge out of the swampy waters and he charged up on his horse and flung his spear into its shoulder. The dragon let out a piercing shriek. It was wounded, but not fatally. While it was writhing in pain, George managed to cut the princess free from her bonds. The dragon was enraged and rounded on his attacker. George retreated and called out to the princess to take off the belt from around her waist and to throw it at the dragon. This she did, and by a miracle, the belt wrapped itself round the dragon's neck like a collar. Immediately, the dragon became as peaceful as a lamb, and the princess was able to lead it by her belt back to the city.

Task 1 - Nasty Writing

The model uses co-ordinating conjunctions to join main clauses together and add more detail to the description (some examples are in bold and have been underlined). A main clause is a group of words containing a verb that can stand alone as a sentence.





Use a co-ordinating conjunction to join the main clauses below together. Use the support sheet on the previous page to help you if you need to.

The dragon tried to avoid the thrust of George's sword _____ George was too quick.

The fearsome beast charged at George _____ he leapt out of the way.

Task 2 - Write your resolution

Next, reread the model resolution on the previous page. You can take inspiration from this to write your own resolution.

You will need to:

Describe the fight between the hero and the dragon, making sure there was a struggle!	
Describe what the prince(ss) did during the fight	
Describe how your hero saved the prince(ss)	
Use co-ordinating conjunctions	

Use the check list above to help you write your resolution. You can also use the support sheet on the previous page to help you include co-ordinating conjunctions.

Write the resolution to your legend based on St. George and the Dragon in your home learning journal. Why not send your teacher a picture of it once you've finished?

Friday 15th January 2021



Today, you are going to write the ending to your legend based on St. George and the Dragon, which you planned last week. If you completed your plan, make sure you have it next to you. If you didn't complete your plan, don't worry because you'll be able to complete this without one by following the model.

Let's look at the resolution in the model we looked last week:

When the people saw the princess and George leading the dragon back to their walls, they became angry and afraid, until St. George drew out his sword and slew the dragon. Then the people knew that from then on they could live safe and unharmed.

Task 1 - Nasty Writing

The model uses **subordinating conjunctions** to join main clauses with subordinate clauses and add more detail to the description (some examples are in bold and have been underlined).

A **main clause** is a group of words containing a verb that can stand alone as a sentence and a **subordinate clause** is a group of words containing a verb that cannot stand alone as a sentence. Subordinate clauses often start with a **subordinating conjunction**. Subordinate clauses can go at the start or the end of a sentence. If it goes at the start of the sentence, it needs a comma after it.

We went back to work after we ate lunch.

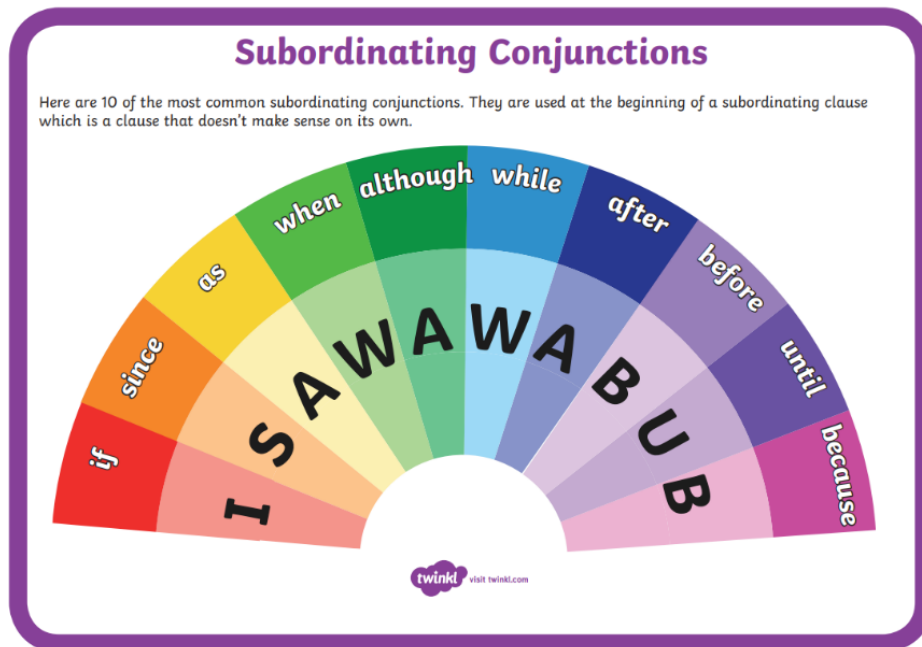
main clause

subordinate clause

After we ate lunch, we went back to work.

subordinate clause

main clause



Join a subordinate clause to the main clause below, using a subordinating conjunction. Use the support sheet above to help you.

The villagers were overjoyed to see the princess was alive _____

Task 2 - Write your ending

Next, reread the model ending on the previous page. You can take inspiration from this to write your own ending.

You will need to:

<i>Describe what happened to the knight, the prince(ss), the dragon and the villagers</i>	
<i>Use subordinating conjunctions</i>	

Use the check list above to help you write your ending. You can also use the support sheet above to help you include subordinating conjunctions.

Write the ending to your legend based on St. George and the Dragon in your home learning journal. Why not send your teacher a picture of it once you've finished?