

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

## Lesson 1/5

Let's get started. Today you are going to write your introduction

Your introduction should tell the reader

- 1) When the story happened
- 2) Where the story happened
- 3) What problems the dragon was causing.

Before you start writing your legend introduction, complete the Nasty writing task below. It will help you get some ideas about where you could add Expanded Noun Phrases to your writing.

### Task 1 - Nasty Writing

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**.



Determiner	Adjective
A	enormous
The	ferocious
An	scaly
	terrifying
	mischievous
	muscular
	fierce

Now practise writing your own expanded noun phrases describing a dragon. Use the support table and picture to help you.

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Task 2 - Write your introduction

This is the introduction we looked at in English last week. The Expanded Noun Phrases are in red.

St. George and the Dragon

One thousand and seven hundred years ago, in the time of the Roman Empire, there was City called Cyrene which had a large, smelly lake. In this lake 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. Next, he started to attack the people and threatened to kill them all.

Now it's your turn. Use the model above and the expanded noun table to help you write your introduction. Just follow the instructions and write your sentences. Are you ready? Write one or two sentences for each part. Remember your capital letters, full stops and commas.

Describe when the story happened

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Describe where the story happened

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Tell the reader what problems the dragon was causing

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Brilliant. That's the beginning of your story started. Well done. Time to take a break from writing so you are ready to continue tomorrow.

## Lesson 2/5

The build-up should tell the reader

- 1) How the people felt about the dragon
- 2) What they agreed to do to stop the dragon causing problems for the people.
- 3) What the king did to make it fair to everyone.

Before you start writing your legend build up, complete the Nasty writing task below. It will help you get some ideas about where you could add fronted adverbials to your writing.

### 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).

<u>Time</u> When it happened	<u>Frequency</u> How often it happened	<u>Place</u> Where it happened	<u>Manner</u> How it happened
Most days Every morning Immediately Every day	Often Sometimes Occasionally Daily	Outside the city walls Nearby On the top of the hill In the forest	Anxiously Slowly Without a sound Sadly

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

\_\_\_\_\_ the dragon would roar loudly and breath fire until it was fed.

\_\_\_\_\_ the king pulled a name out of the pot to feed to the dragon

## Task 2

This is the build-up that we looked at in English last week.



The people of Cyrene had no choice but to accept the dragon and its ways - This is how the people felt about the dragon

They agreed to give him one person every month, so long as he left the others alone. How could they decide which person to sacrifice?

This is what they agreed to do to stop the dragon causing problems for the people.

The king decided that the names of every person should be scratched onto pieces of pottery and kept in a large pot. **Each month**, one of the names would be drawn out of the pot, and that person would be fed to the dragon. **In this way**, men and women, both rich and poor, were chosen to be sacrificed to the evil beast. This is what the king did to make it fair to everyone.

Now it's your turn. Use the model above and the fronted adverbials table to help you write your build up. Just follow the instructions and write your sentences in the same way as you did yesterday. You can do this. Be confident.

Describe how the people felt about the dragon

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Describe what the people agreed to do to stop the dragon causing problems for them

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Describe what the King did to make it fair to everyone.

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That's it for today. Don't write any more. Save all your creativity for tomorrow.

## Lesson 3/5

We hope you had fun writing your build up yesterday. Today you need to write your problem. This will need to include:

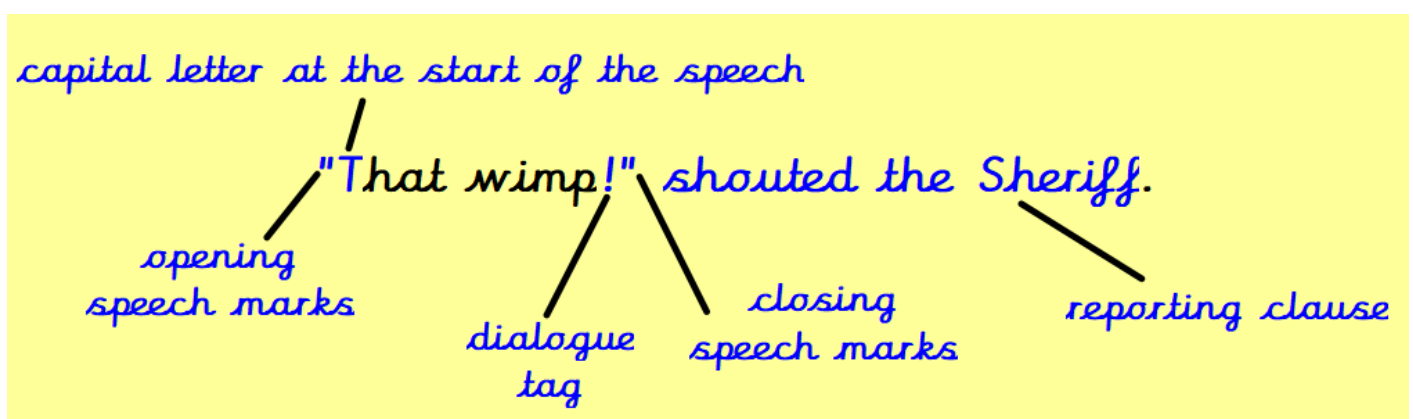
- 1) A description of who was going to be killed by the dragon next and why.
- 2) A sentence explaining when the victim was going to be taken to the dragon, what they looked like and where the dragon lived.
- 3) A description of who turned up to help save them (Your hero - the knight)
- 4) A short conversation between a person in the town and your hero/knight
- 5) Where the victim was left for the dragon to find them.

Before you start writing your legend problem, complete the Nasty writing task below. It will help you to correctly add direct speech to your writing.

### 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 in the model is in blue and has been underlined).

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



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

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

## Task 2

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

Then one day, the name of the princess was shaken out of the pot. According to the King's own law, his daughter must be sacrificed and fed to the dragon. This tells the reader who is going to be eaten by the dragon next and why.

A week went past, and the day arrived when she must meet her fate and get fed to the dragon. 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 and headed for the lake where the dragon lived. This bit tells the reader when the princess was going to be taken to the dragon, what she looked like and 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 knight from Turkey. George stopped and asked why such a beautiful young woman was looking so sad on her wedding day. This bit describes the hero/knight.

"Because according to the law, she must marry the dragon who lives in that lake, and her wedding gift shall be her death.," a man told him.

"If that really is the case, then let me slay the dragon!." George replied boldly. This is the speech between the man and the hero

The people warned him that nobody stood a chance against such a terrible creature 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. This ending sentence shows how heroic the hero is and where the princess was left for the dragon to find her.

Your turn again. You are getting really good at this. Use the model above and the direct speech support sheet to help you write your problem. Just follow the instructions and write your sentences in the same way as you did yesterday. You are doing brilliantly. By the end of today you will have written most of your legend.

Describe who was going to be killed by the dragon next and why.

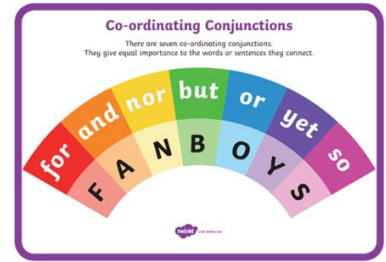
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Explain *when* the victim was going to be taken to the dragon, what they looked like and where the dragon lived. Try to use different conjunctions to join your sentences.



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Describe *who* turned up to help save your victim (Your hero)

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Write a short conversation between a person in the town and your hero. Remember to use the Direct Speech support sheet to help you.

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Lastly, say *where* the victim was left for the dragon to find them.

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If you have completed all of the sentences above then you are truly amazing. Give yourself a pat on the back.

## Lesson 4/5

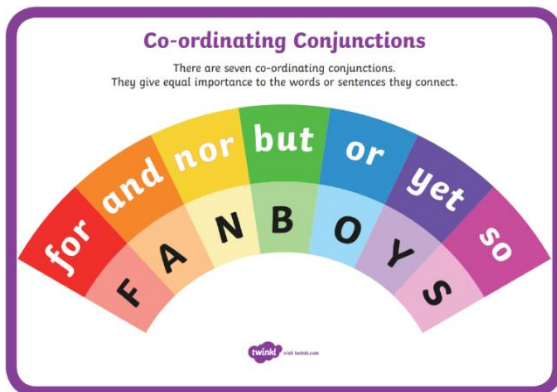
We hope you are well rested from all that amazing writing yesterday and ready to rescue your princess. Today you need to write your legend resolution. This will need to include:

- 1) A description of the fight between the hero and the dragon, making sure there was a struggle!
- 2) A description of what the prince(ss) did during the fight
- 3) A description of how your hero saved the prince(ss)

Before you start writing your legend resolution, complete the Nasty writing task below. It will help you to correctly use co-ordinating conjunctions to join main clauses together and add more detail to your descriptions.

### Task 1 - Nasty Writing

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 picture above to help you if you need to.

The dragon tried to avoid George's sword \_\_\_\_\_ George was too quick.

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



## Task 2 - Write your resolution.

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

George saw the dragon emerge out of the swampy waters. He charged towards it on his horse and threw his spear into its shoulder. The dragon let out a piercingly loud shriek. It was wounded but not too seriously. While it was struggling in pain, George managed to cut the princess free from where she had been tied up. The dragon was enraged and headed straight for his attacker. This bit describes the fight between the hero and the dragon.

George retreated and called out to the princess to take off the belt from around her waist and to throw it at the dragon. She did, and by a miracle, the belt wrapped itself round the dragon's neck like a collar. This bit explains what the princess did.

Immediately, the dragon became as peaceful as a lamb, and the knight was able to lead it by the princess's belt back to the city. This bit describes how the hero saved the princess.

Time to get writing again. Use the model above and the co-ordinating conjunctions sheet to help you write your resolution. You know what you need to do now so just follow the instructions and write your sentences in the same way as you did yesterday. You are doing brilliantly.

Describe the fight between the hero and the dragon, making sure there is a struggle!

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Describe what the prince(ss) did during the fight

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Describe how your hero saved the prince(ss)

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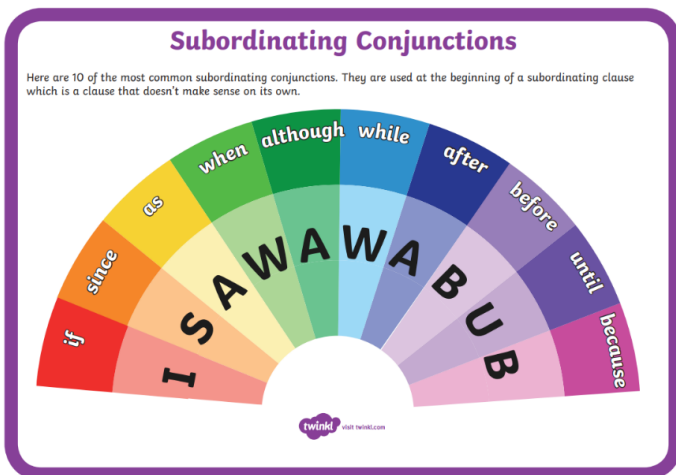
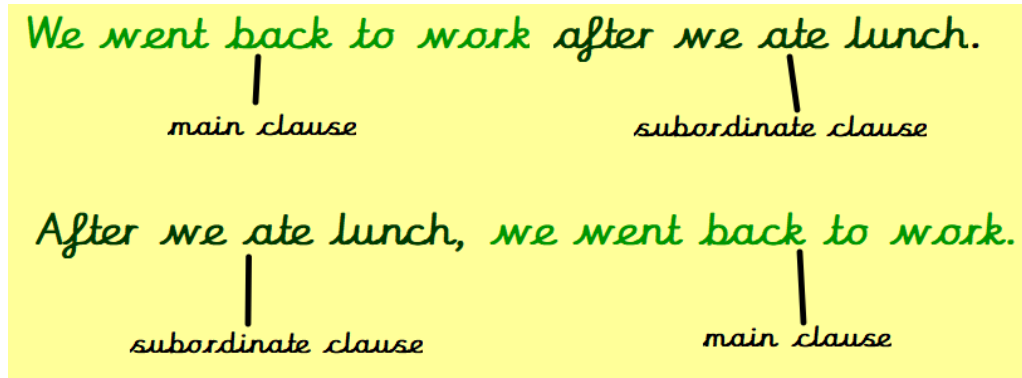
## Lesson 5/5

Today you need to write your legend ending. All you need to do is to describe what happened to the knight, the prince(ss), the dragon and the villagers.

Before you start writing your legend ending, complete the Nasty writing task below. It will help you to correctly use subordinating conjunctions to join main clauses together and add more detail to your descriptions.

### Task 1 - Nasty Writing

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.



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 \_\_\_\_\_

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## Task 2 - Write your ending

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

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

This is it. The very last piece of your legend. Use the model above and the subordinating conjunctions sheet to help you write your resolution.

Describe what happened to the knight, the prince(ss), the dragon and the villagers.

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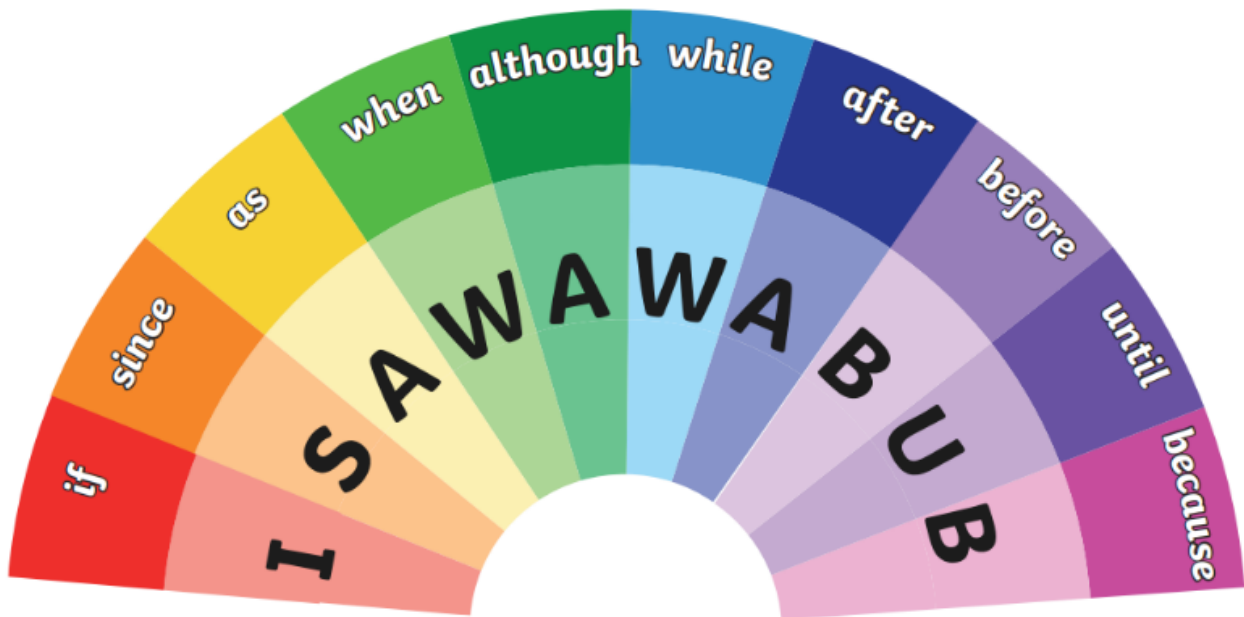
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You are a superstar. We hope you have been tallying up all the house points you have earned writing your legend.

I'm sure your teacher can't wait to see how you have got on with writing your legend so ask your parent to take a picture of your work and email it in now you have finished.

## Subordinating Conjunctions

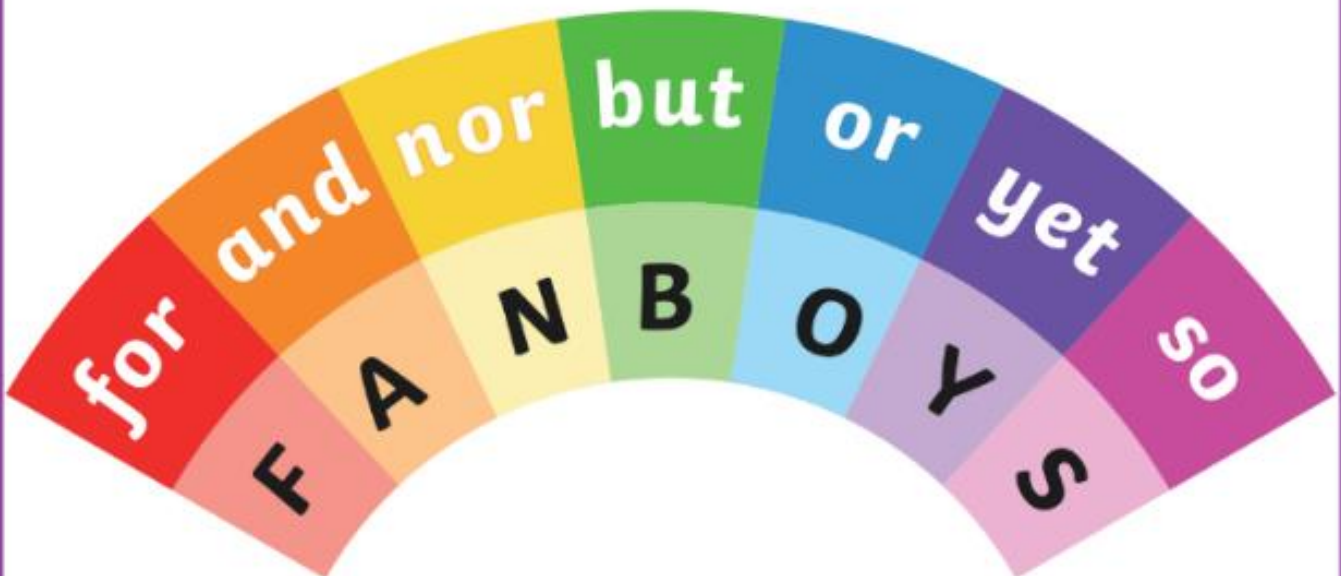
Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



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## Co-ordinating Conjunctions

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



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# To Describe Settings

attractive  
awe-inspiring  
beautiful  
breathtaking  
glorious  
magnificent  
spectacular

disgusting  
hideous  
horrible  
ugly  
unappealing  
unattractive  
unsightly

grand  
impressive  
magnificent  
majestic  
regal  
splendid  
stately

creepy  
eerie  
frightening  
scary  
sinister  
spine-chilling  
unnerving

bustling  
busy  
crowded  
hectic  
lively  
swarming  
teeming

calm  
noiseless  
peaceful  
quiet  
silent  
still  
tranquil

# To Describe Feelings

delighted  
ecstatic  
elated  
euphoric  
happy  
overjoyed  
thrilled

crestfallen  
dejected  
depressed  
despondent  
heartbroken  
miserable  
sad

angry  
annoyed  
fuming  
furious  
incensed  
livid  
outraged

afraid  
frightened  
panic-stricken  
petrified  
scared witless  
terrified  
terror-stricken

anxious  
apprehensive  
jittery  
nervous  
tense  
uneasy  
worried

certain  
confident  
convinced  
in no doubt  
optimistic  
positive  
sanguine

## To Replace Said

added  
answered  
argued  
asked  
asserted  
continued  
remarked

commented  
enquired  
mentioned  
queried  
questioned  
replied  
responded

barked  
bellowed  
cried  
roared  
screeched  
shouted  
yelled

argued  
asserted  
declared  
insisted  
retorted  
snapped  
suggested

complained  
groaned  
moaned  
sighed  
snivelled  
wailed  
whined

elaborated  
explained  
mumbled  
murmured  
muttered  
whimpered  
whispered

## To Describe Characters

amiable  
charming  
delightful  
good natured  
likeable  
nice  
pleasant

disagreeable  
horrible  
insufferable  
loathsome  
nasty  
obnoxious  
unpleasant

attractive  
beautiful  
exquisite  
gorgeous  
handsome  
stunning  
winsome

grotesque  
hideous  
repugnant  
repulsive  
revolting  
ugly  
vile

audacious  
bold  
brave  
courageous  
fearless  
plucky  
valiant

almighty  
big  
enormous  
gargantuan  
gigantic  
humongous  
massive