

NOTES FOR PARENTS ON WRITING:

At the beginning there is a starter challenge to get warmed up for each lesson. They are regular activities the children are used to and they know what to do. These are on the main PowerPoint.

You have a **Parents PowerPoint** to help you explain what to do with the children. This week we are finishing planning our version of the story Little Red Riding Hood. The children will plan a character instead of Little Red Riding Hood and they can plan a monster instead of the wolf. They then plan where the story take place instead of the woods. Once they have made their choices, they plan the story as a whole. Finally they write it up. On the Parents PowerPoint, the main place to read guidance at the bottom of each slide.

Finally we have a publish day. This is where the children will identify their own corrections, make minor changes or improvements and then write a 'best' version that could go on display.

There is also a **Children's Resources** to look at (or print if you can) they can use these in their work. There are notes with each slide on the PowerPoint to help you decide which resources to use.

Monday

Plan your own character to use in your story

Tuesday

Plan a setting instead of the woods to use

Wednesday

Box up/plan your story and tell it verbally to a grown up using your plan to help you

Thursday

Write your story

Friday

Now go back, read your story and perhaps make some changes or corrections and try to do a neat version we could use to display in classroom. Bring it in to school for your teacher to see

AUDIENCE?

Children who love exciting stories

PURPOSE?

To entertain

OUTCOME?

A story about a character who defeats a monster

TENSE

Past

PERSPECTIVE

Third Person

Monday LA: to create a new characters and descriptions of them

1 Identify characters we are going to change

2 Describe your changed characters using adjectives

3 Present your characters

Think about what we've learnt

Warm up challenge

Pick a word and a suffix and make a sentence



Root
word

walk
wave
build
hope

s
es
ed
ing
er



Suffix

Character Description Word Mat

Face

adorable
attractive
beautiful
blotchy
blushing
cheerful
cruel
cute
freckled
gloomy
gorgeous
jaunty
kind
long
loving
miserable
morose
narrow
odd
pale
plump
round
rosy
sallow
scrunched
slim
striking
stunning
sullen
sunburnt
sunken
unusual
wicked
wrinkled

Hair

coarse
curly
dark
fine
floppy
frizzy
ginger
golden
greasy
luscious
messy
neat
shiny
tangled
thick
wild
wispy

Body

angular
athletic
broad
bulky
burly
frail
lithe
muscular
narrow
plump
slender
slight
slim
stout
wide
willowy
wiry

Voice

booming
brittle
clear
confident
croaking
echoing
flat
gruff
hushed
inaudible
loud
quiet
quivering
raspy
shrill
wheezy
whispering

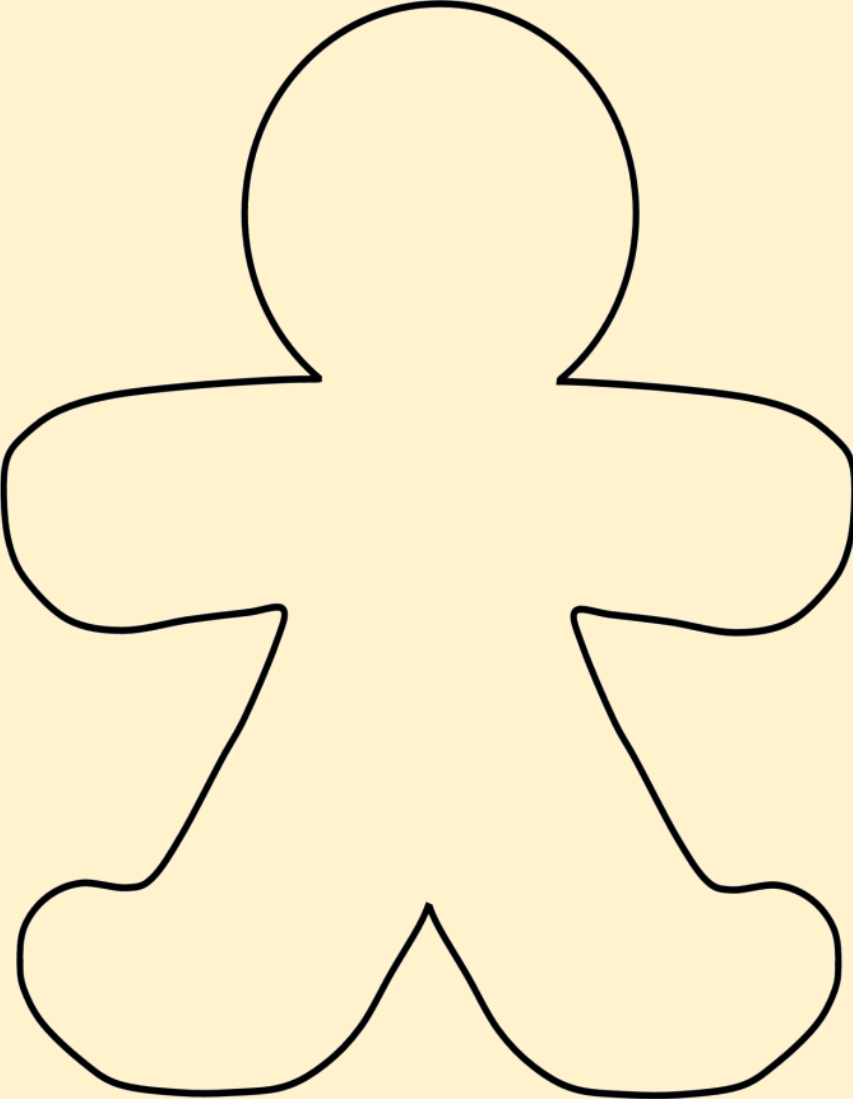
Clothes

clean
damaged
fashionable
flowing
ill-fitting
modern
neat
old-fashioned
pristine
spotless
stylish
tidy
torn
untidy
unkempt
vintage
worn

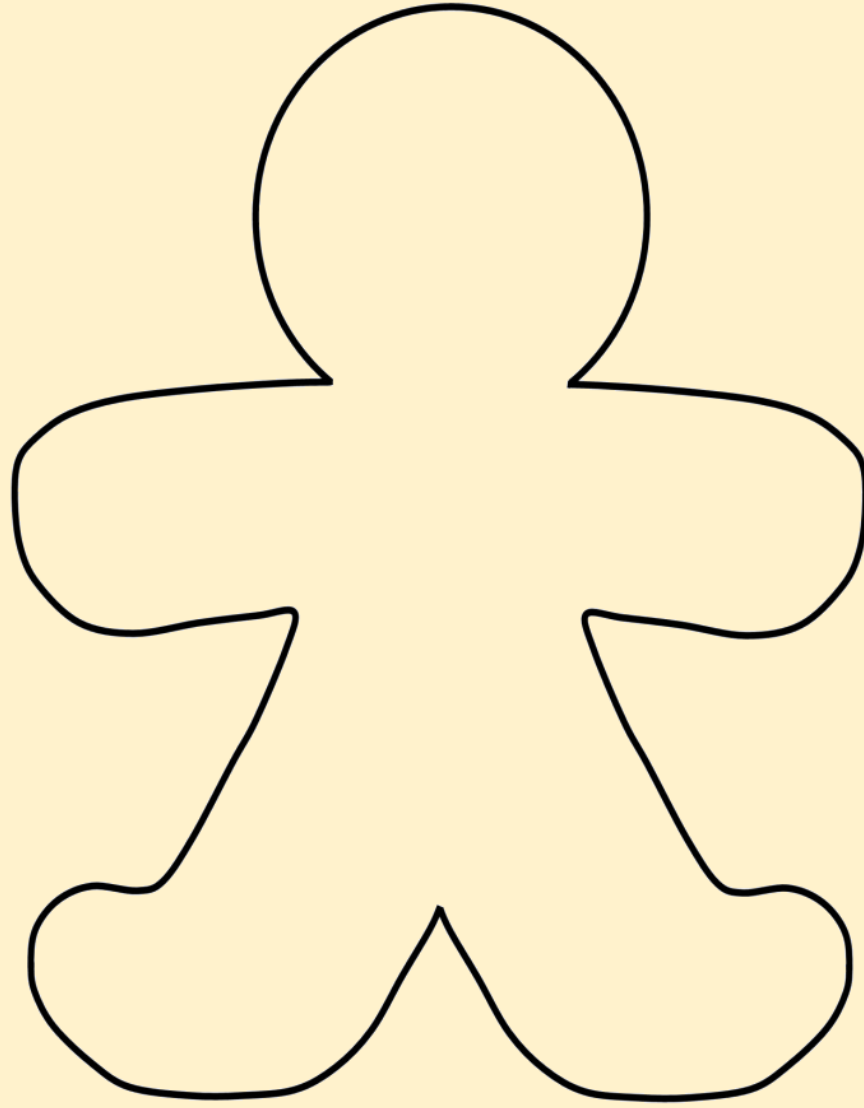
Movement

blundering
edging
hobbling
limping
looming
pacing
plodding
racing
scrambling
skulking
stalking
stooping
striding
strutting
stumbling
sweeping
trudging

My new main character



My new monster



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Tuesday LA: to create and describe a new scene story

1

Identify changeable settings from the text

2

Describe your scene using adjectives

3

Talk about your setting out loud with a member of your family

Warm up
challenge

Pick a picture.
Imagine you live
there.
Tell me what its
like.



The smells, the
sounds, how it
feels, smells and
what the air
tastes like

Setting Description Senses Word Mat

Sights

ancient
angular
bright
bustling
cluttered
crowded
dazzling
disappointing
dusty
empty
enormous
fashionable
glistening
gloomy
grim
hectic
impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screeching
scuffling
silent
tapping
thumping
tuneful
wailing
whispering

Smells

clean
clinical
damp
delicious
disgusting
dusty
earthy
exotic
familiar
floral
fresh
fruity
homely
mouth-watering
perfumed
pleasant
pungent
refreshing
sickening
smoky
tangy
tempting
unfamiliar
unusual

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweltering
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed

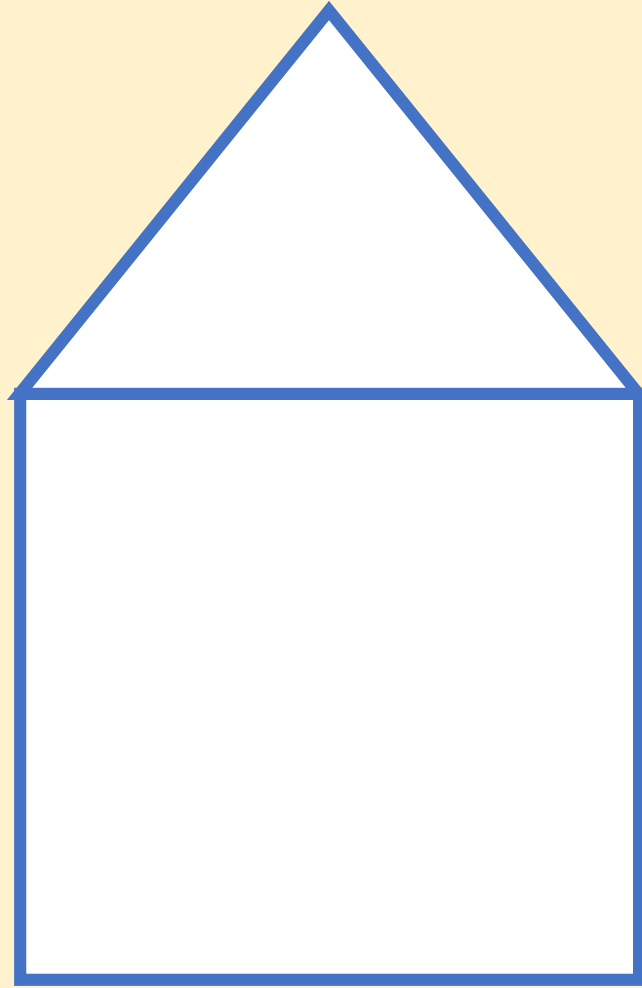


Main character's home: _____

How it looks:

What it's like to live there:

**My new home for the
main character**

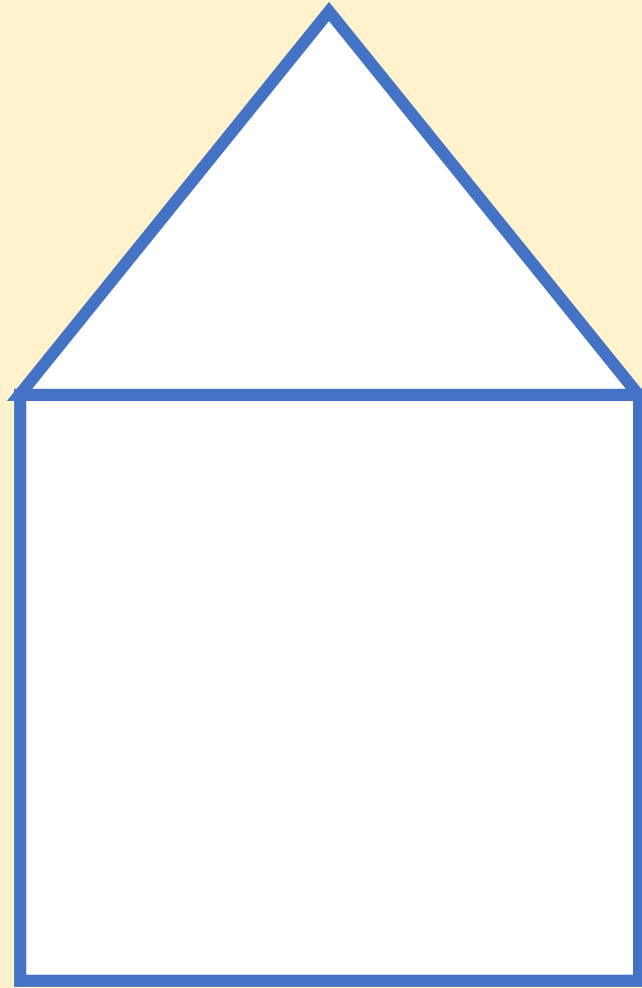


The monster's place: _____

How it looks:

What it's like to be there:

**My new home for the
monster**



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Wednesday LA: to box up your innovation

1

Understand the five parts of the original story

2

Describe your five parts to a parent or carer

3

Box up your five parts

Think about what we've learnt

Pick a word and a suffix and make a sentence



Root
word

continue
reach
run
decide



s
es
ed
ing
er

Suffix

Which part	In Little Red Riding hood	In my story
Beginning	Little Red Riding Hood must take some food to grandma	<hr/> <hr/> <hr/>
Build up	The wolf hears her talking about taking food to grandma	<hr/> <hr/> <hr/>
Problem	The wolf tried to trick LRRH by pretending to be Grandma	<hr/> <hr/> <hr/>
Resolution	The wood cutter saves Little Red Riding by killing the wolf	<hr/> <hr/> <hr/>
Happy ending	Little Red Riding Hood lives happily ever after with her grandma	<hr/> <hr/> <hr/>

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Thursday LA: to hot write your story

1

Discuss and agree key success criteria with children

2

List success criteria for all children to see

3

Hot write the story

Your teacher wants to see:

Good things

Neatest joined handwriting

Capital letters at the start of a sentence and for names

Full stops

Each sentence makes sense

Great things

Some speech

Work organised into paragraphs

A story that uses great adjectives

A story that creates a picture in the reader's mind

Friday LA: to write a 'published' version

1

Read the story and decide on corrections or improvements

2

Changes as a parent to help the child identify improvements.

3

Write a best version