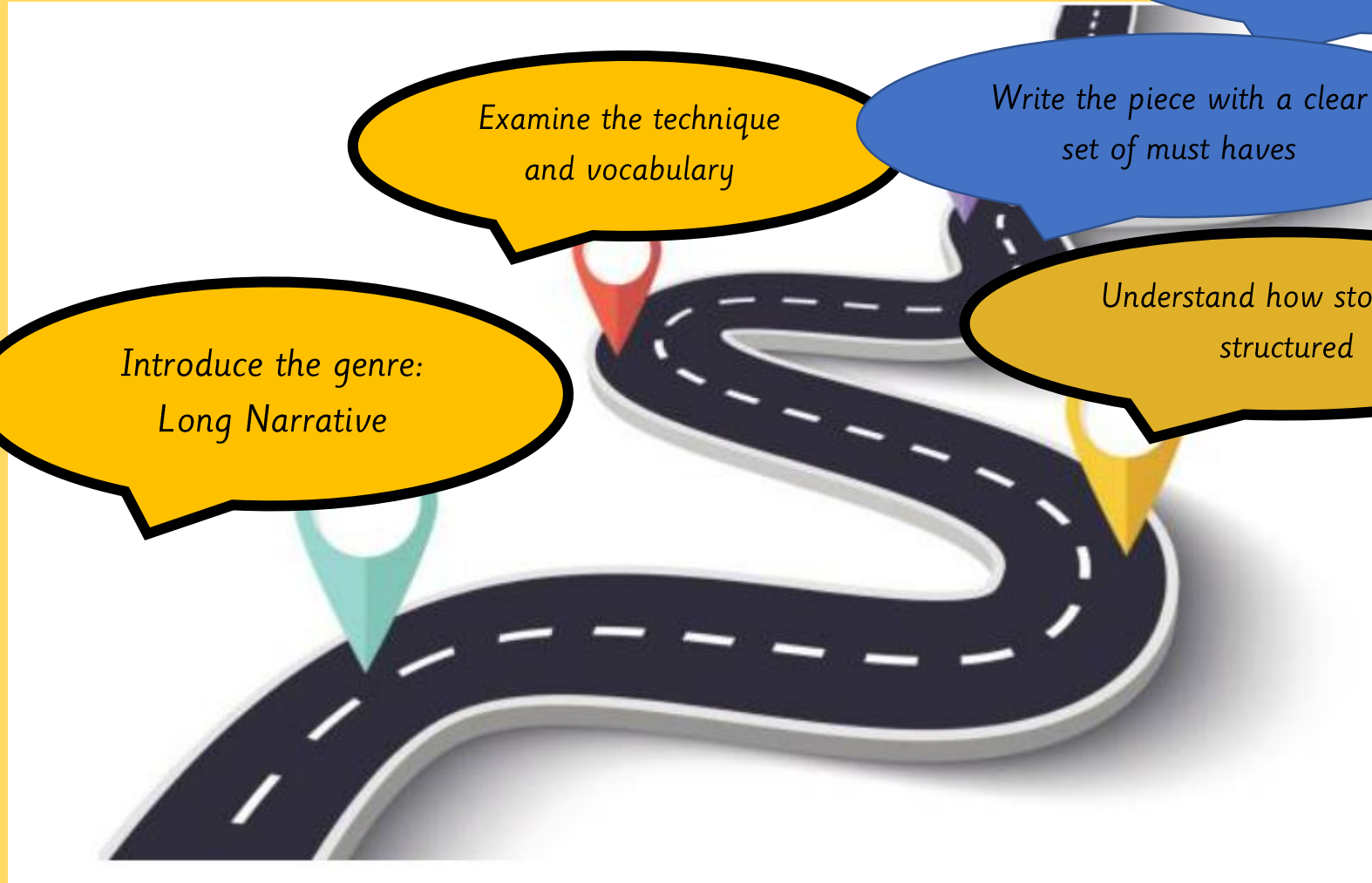


# Our English Learning Journey



Key vocabulary:

Senses

Adjectives

adverbs

commas

conjunctions

nouns

verbs,

past tense

present tense

suffixes

prefixes

narrative

comprehension

Introduce the genre:  
Long Narrative

Examine the technique  
and vocabulary

Write the piece with a clear  
set of must haves

Understand how stories are  
structured

Editing and publishing

Let's warm up our brains!

# endless

Do you know what this word means?

Having or seeming to have no end or limit.



Sentence

There was an endless amount  
of dishes in the sink.

Synonyms

limitless

boundless

constant

TP- Can you use it in a sentence?

*Monday 29<sup>th</sup> April 2024*

*LQ: Can I think of similes?*

Monday 29<sup>th</sup> April 2024



## LQ - Can I think of similes?

### Steps to Success

*I know what a simile is.*

*I can write a sentence using a simile.*

*I can use adjectives and similes together in a sentence.*



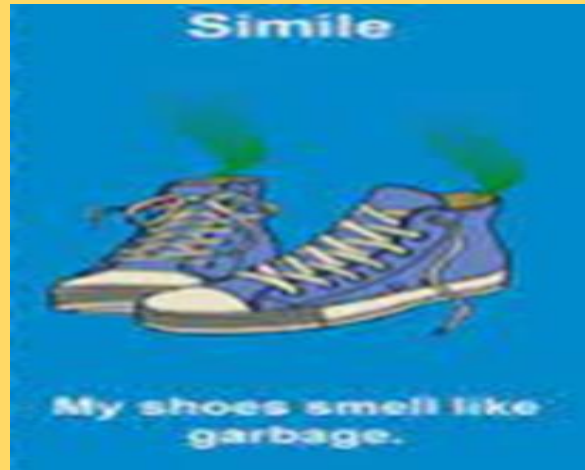
# STAR WORDS



*adjective*



*simile*

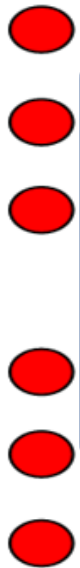


*Let's warm up our brains!*

*TPs- What are the must haves for a long narrative?*

# Writing Checklist

*Writing/genre focus: long narrative*





Recap learning

## What is an adjective?

An **adjective** is a describing word.

It describes a **noun** by telling you more about it.

Adjectives usually come before a noun.





The *grainy* sand.

This sentence shows *sand* being described as *grainy*.

We can make this even better by comparing it to something else.

e.g.

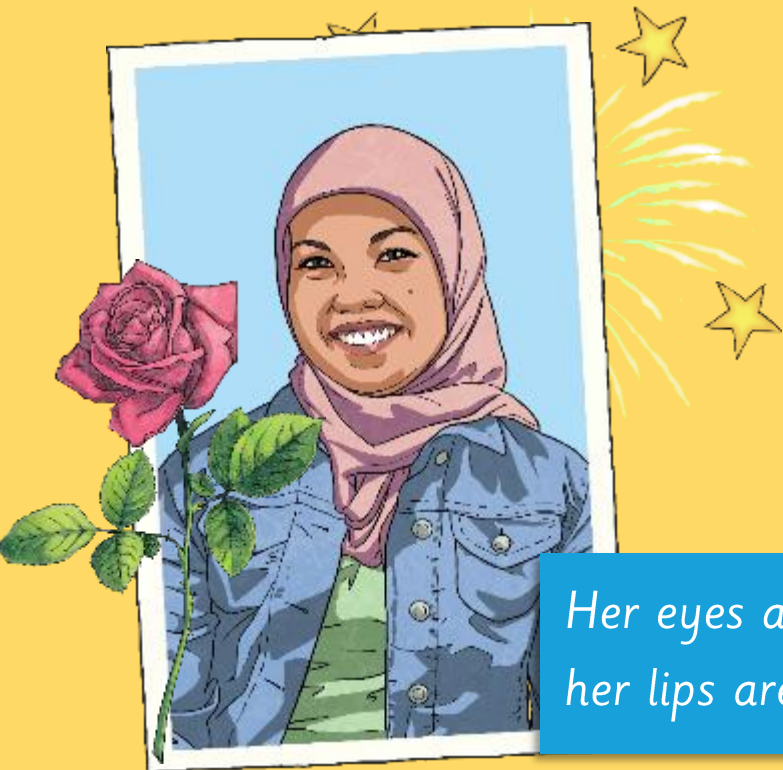
The *grainy* sand is *hard* like a *rock*.



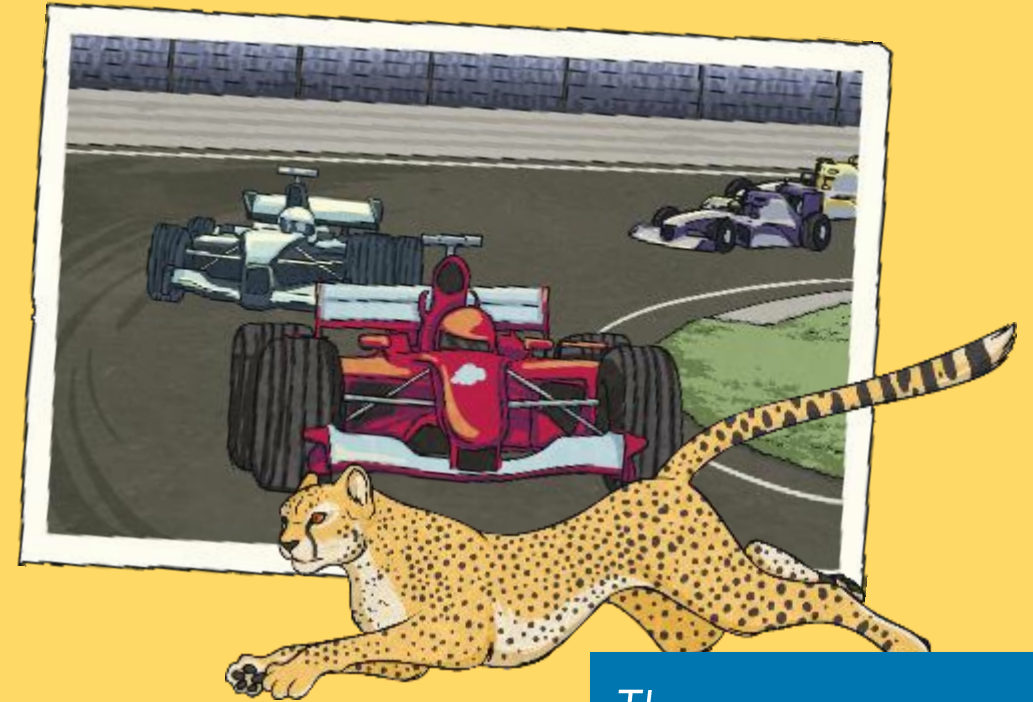
When we describe something like something else. We call this a simile.

A simile is a comparison between 2 things using *like* or *as*.

Here are some examples...



Her eyes are *like* stars and  
her lips are *like* roses.



The car was *as*  
fast *as* a cheetah

*Let's learn more about similies*

<https://www.youtube.com/watch?v=ROmKMtLWY14>

# Let's think of some similes for these pictures

The doll's face was as smooth as...



Greece was hot like...



The book was as exciting as...



The night was as black as...



The fireworks were colourful like...



LQ - Can I think of similes?



*As small as a giraffe*

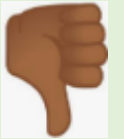
When we use **adjectives** we need to use appropriate words.

When using **similes** we also need to make sure they make sense.

*As hot as ice*



Do these similes make sense?



*As calm as the wind*

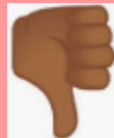


## LQ - Can I think of similes?

When you are describing something, you are trying to create a picture in the reader's mind. Similes can help you to do this.

### Self Assessment

1. Do you understand what a simile is?



*The dog was big  
and fierce.*

*Now if we add adjectives  
and similes...*

*The black, scruffy dog was  
as big as a wolf and fierce  
like a very angry bear.*

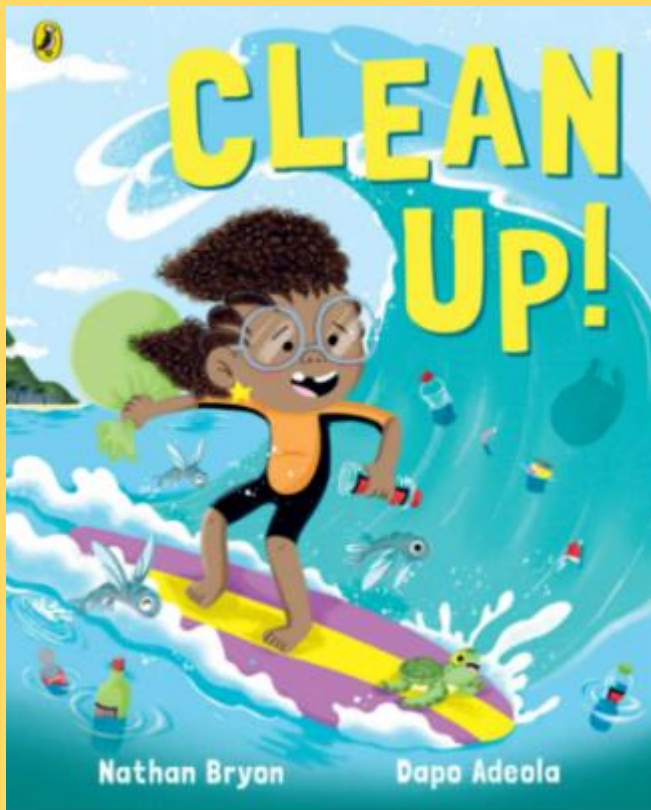
*The house was beautiful.*

*Now if we add adjectives  
and similes...*

*The ancient house was  
beautiful like an old  
fashioned painting.*

## Task

Today you are going to use similes to describe Rocket.



Quick as \_\_\_\_\_  
Slow as \_\_\_\_\_  
Small as \_\_\_\_\_  
Large as \_\_\_\_\_  
Sad as \_\_\_\_\_  
Happy as \_\_\_\_\_  
Nice as \_\_\_\_\_  
Mean as \_\_\_\_\_  
Cold as \_\_\_\_\_  
Hot as \_\_\_\_\_

NS: Now write these similes as full sentences in your book.

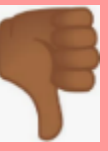
E.g. Rocket is as fast as a cheetah.

Rocket is as fast as.....      Rocket is as slow as..  
Rocket is cold as.....  
Rocket is tall as a.....



## Self Assessment

1. Do you understand what to do?



*Tuesday 30<sup>th</sup> April 2024*

*LQ: Can I think of adverbs?*

*Let's warm up our brains!*



*5 minute write*



*Write in your books*



*Write about this picture for  
5 minutes.*

*Remember to include:*

*Your senses*

*Adjectives*

*Verbs*

*Adverbs*

*Full sentences*

*Expanded noun phrases*

*Think about:*

*What can you see? Where is it set, what  
is the setting?*



Tuesday 30<sup>th</sup> April 2024



LQ - Can I think of adverbs?

Steps to Success



*I know what an adverb is.*

*I can use an adverb correctly in a sentence (orally).*

*I can write a descriptive sentence, using an adverb.*



LQ - Can I think of adverbs?






# STAR WORDS



*verb*

Verbs express:

physical actions	mental actions	states of being
		
to jump	to think	to be




*adverbs*

**Adverb**  
A word that describes a verb and tells how, when, and where

The turtle walked slowly.

He went to the beach today.

My dog ran over there.





## LQ - Can I think of adverbs?

Recap learning.

TPs- What is a verb?

A verb is a doing word, an action.





## LQ - Can I think of adverbs?

Recap learning.

TPs- What is an adverb?

An adverb describes the verb.

It tells you *where*, *when* and *how* something is done.



TPs- Use an adverb to describe the verbs on the board. Remember to use a full sentence.

## LQ: Can I think of adverbs?

When using an **adverb** it is important to remember that the **adverb** usually goes **before** the **verb** in a sentence.

Daisy **carefully** **Painted** her butterfly.

Ben **quickly** **ran** to the bus stop.

John **quietly** **read** in book corner.

Mrs Wigzell **elegantly** **danced** in rehearsal.

**Remember!**

It tells us **where**,  
**when** or **how**  
they are doing it.

Self Assessment

Do you understand what an adverb is?







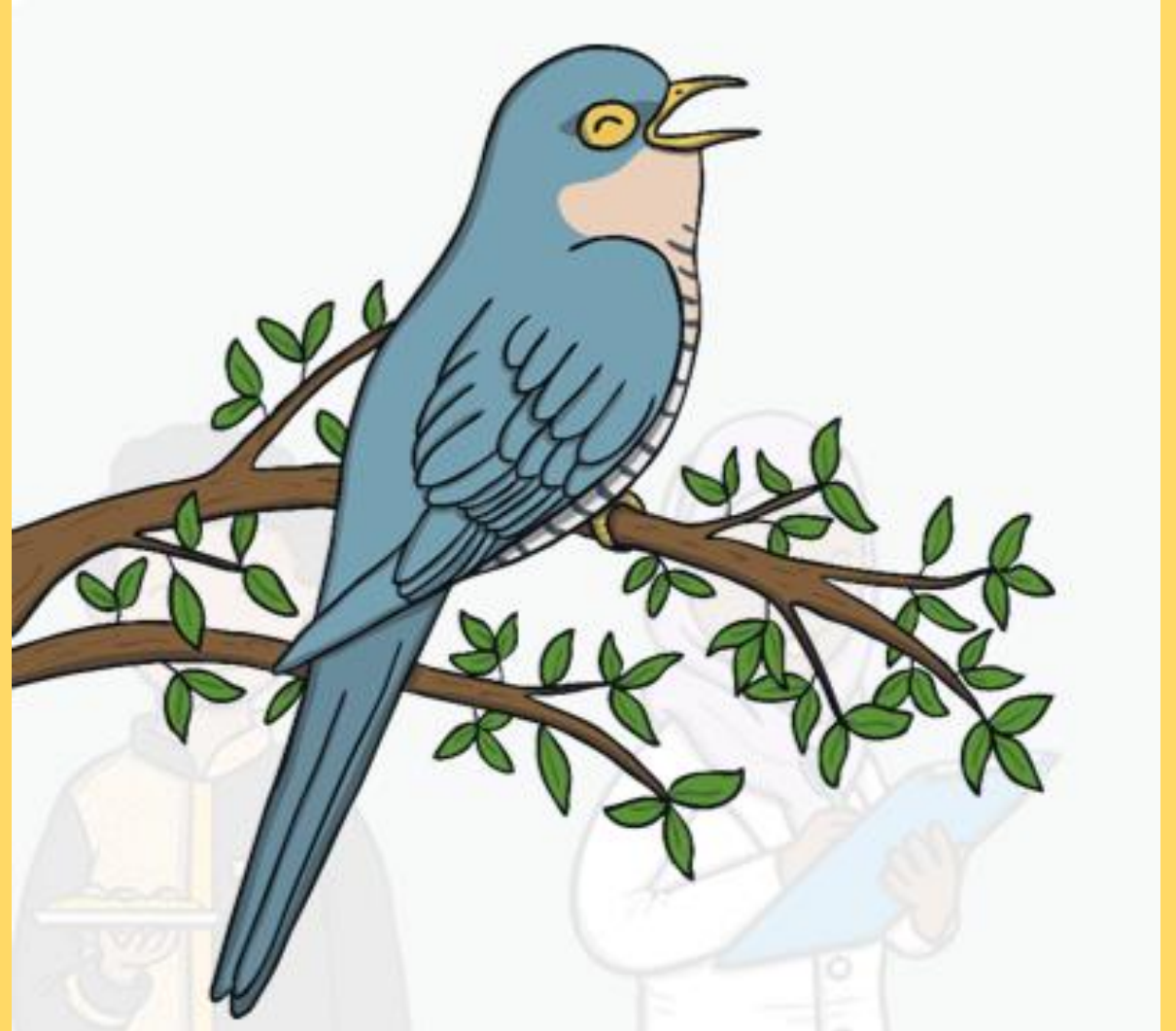
## LQ - Can I think of adverbs?

Let's practice!

For each picture write as many **adverbs** you can think the action. You have 30 seconds to think of as many **adverbs** as you can. Use your whiteboard. Share your answers once the time is up.

<https://www.youtube.com/watch?v=CH50zuS8DD0>

**1:00**





## LQ - Can I think of adverbs?

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## LQ - Can I think of adverbs?

# Task 1

Now we are going to practice writing a full sentence using a verb and an adverb.

We are going to watch two videos.

On your white boards you are going to write a list of **verbs**- all the actions that you see.

<https://www.youtube.com/watch?v=mj1o6jynang>

<https://www.youtube.com/watch?v=Uuv2Pst2hr0>



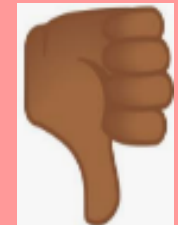
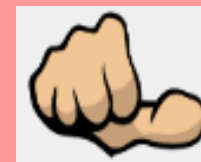
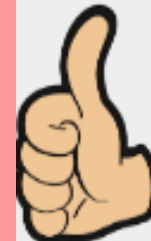


## Task2

Using your list of verbs. You are now going to think of adverbs that you can use to describe what the children were doing at the beach. You are going to write full sentences. You can use the word mat /Thesaurus/ or think of your own adverbs to describe what you saw.

Self - Assessment:

Do you understand what to do?



*Wednesday 1<sup>st</sup> May 2024*

*Our school trip to Saltdean*

*Thursday 2<sup>nd</sup> May 2024*

*LQ: Can I plan a story?*

Thursday 2<sup>nd</sup> May 2024



LQ: Can I plan a story?

Starter

On your whiteboards write a good descriptive sentence, using adjectives, similies and adverbs to describe this picture.



Thursday 2<sup>nd</sup> May 2024



LQ: Can I plan a story?

Steps to Success



*I can plan a story*

*I know a story has a beginning, middle and end.*

*I can use the story planner to help plan a story.*



LQ: Can I use my senses?

# STAR WORDS



story



plan



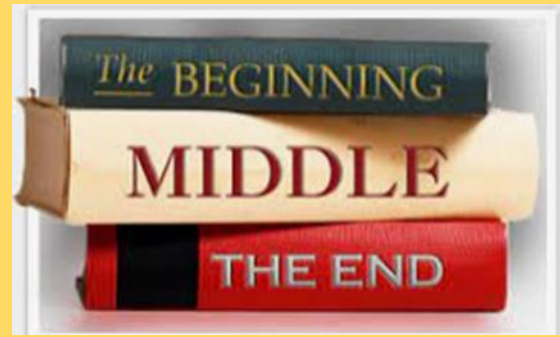
end



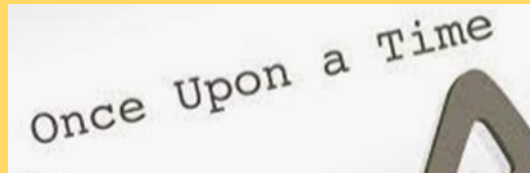
character



middle



beginning





Thursday 2<sup>nd</sup> May 2024

LQ- Can I plan a story?

What are the features needed for a well structured story?

**S**omebody Tries - (this is where the author introduces the character and there is a character description).


**T**o get what they want – (the author explains what the character wants/ is longing for).

**O**h no! What's in the way – (this author explains the problem the character has).

**R**escued Now, what happens next – (the author explains how the character's problem was solved).

**Y**ou'll have to see, hooray! (the author gives a happy or cliff hanger ending).

LQ- Can I plan a story?


<i>Somebody Tries</i>	<i>To get what they want</i>	<i>Oh no! What's in the way</i>	<i>Rescued now! What happens next</i>	<i>You'll have to see Hooray</i>
				

*This is where you introduce your character and write your character description*

- TPs – Who is your character?*
- What is their name?*
- Are they a boy or a girl or an animal?*
- How do they look?*
- What is their personality like?*

*Now I'm going to draw my character.  
Here I'm going to write key words, noun phrases, verbs and similes to describe them*

LQ- Can I plan a story?

<i>Somebody Tries</i>	<i>To get what they want</i> 	<i>Oh no! What's in the way</i>	<i>Rescued now! What happens next</i>	<i>You'll have to see Hooray</i>
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*This is where you write what your character wants or is longing for.*  
*TPs- What does your character want?*  
*Why?*  
*Here I'm going to draw my character wants*  
*Here I'm going to write bullet points of key words, expanded noun phrases, verbs and similes to describe it*





LQ- Can I plan a story?

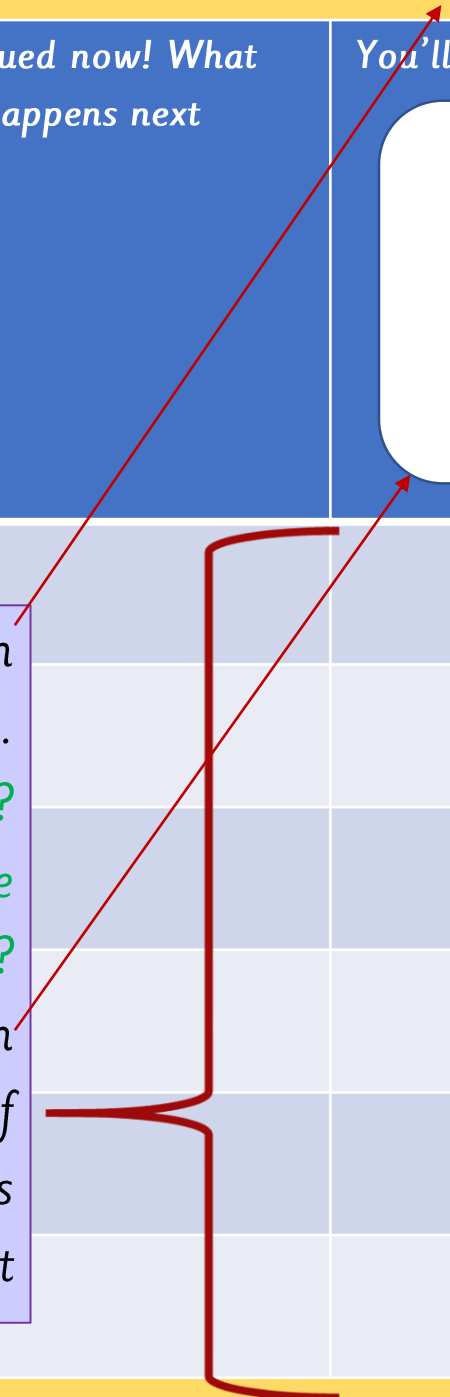
<i>Somebody Tries</i>	<i>To get what they want</i>	<i>Oh no! What's in the way</i>	<i>Rescued now! What happens next</i>	<i>You'll have to see Hooray</i> 
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*This is where you write what will happen at the end of the story.*

*TPs- How is your story going to end? Is it going to be a cliff hanger (leaving the reader wanting more) or a happy ending?*

*Here I'm going to draw the problem*

*Here I'm going to write bullet points of key words, expanded noun phrases, verbs and similes to describe it*



LQ- Can I plan a story?

***Task***

Now you are going to use the story planner to plan your own narrative.  
Take your time to complete and describe. You will have 2 days to complete this.

<i>Somebody Tries</i>	<i>To get what they want</i>	<i>Oh no! What's in the way</i>	<i>Rescued now! What happens next</i>	<i>You'll have to see Hooray</i>

Remember to include key words and phrases to describe.  
What adjectives are you going to use?  
Expanded noun phrases  
Verbs  
Adverbs  
Similes

*Friday 3<sup>rd</sup> May 2024*

*LQ: Can I plan a story?*





5 minute write



*Write a short story for this picture.*

*Think about:*

*How many people are there?*

*How do they know each other?*

*Where are they?*

*What do they get up to?*

*Will there be a happy ending?*



Friday 3<sup>rd</sup> May 2024



LQ: Can I plan a story?

Steps to Success



*I can plan a story*

*I know a story has a beginning, middle and end.*

*I can use the story planner to help plan a story.*



LQ: Can I use my senses?

# STAR WORDS



story

plan



end

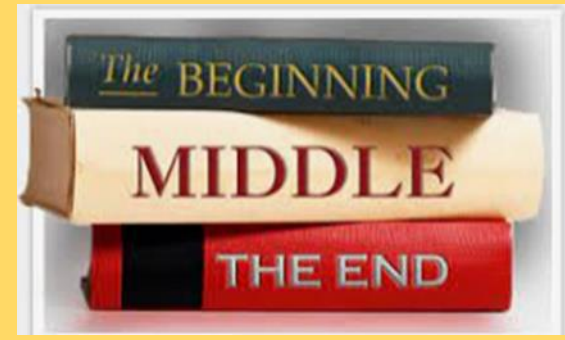
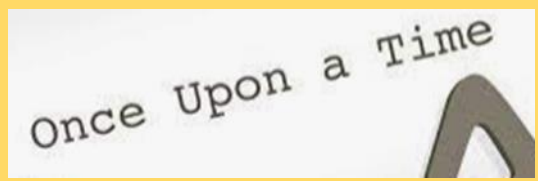


character



middle

beginning



Friday 3<sup>rd</sup> May 2024

LQ- Can I plan a story?

What are the features needed for a well structured story?

**S**omebody Tries - (this is where the author introduces the character and there is a character description).

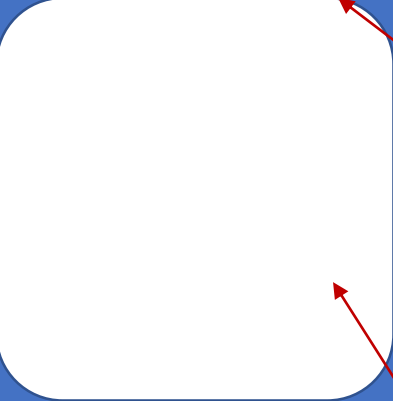
**T**o get what they want – (the author explains what the character wants/ is longing for).

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**Y**ou'll have to see, hooray! (the author gives a happy or cliff hanger ending).

LQ- Can I plan a story?

<i>Somebody Tries</i> 	<i>To get what they want</i>	<i>Oh no! What's in the way</i>	<i>Rescued now! What happens next</i>	<i>You'll have to see Hooray</i>

*This is where you introduce your character and write your character description*

*TPs – Who is your character?*

*What is their name?*

*Are they a boy or a girl or an animal?*

*How do they look?*

*What is their personality like?*

*Now I'm going to draw my character.*

*Here I'm going to write key words, noun phrases, verbs and similes to describe them*

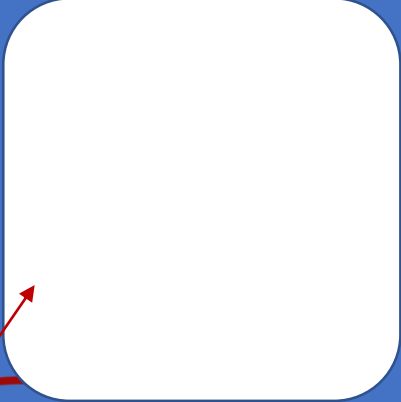
LQ- Can I plan a story?

<i>Somebody Tries</i>	<i>Something happens</i>	<i>Oh no! What's in the way</i>	<i>Rescued now! What happens next</i>	<i>You'll have to see Hooray</i>
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*This is where you write what your character wants or is longing for.*  
*TPs- What does your character want?*  
*Why?*  
*Here I'm going to draw my character wants*  
*Here I'm going to write bullet points of key words, expanded noun phrases, verbs and similes to describe it*

LQ- Can I plan a story?

<i>Somebody Tries</i>	<i>To get what they want</i>	<i>Oh no! What's in the way</i>	<i>Rescued now! What happens next</i>	<i>You'll have to see Hooray</i>
				

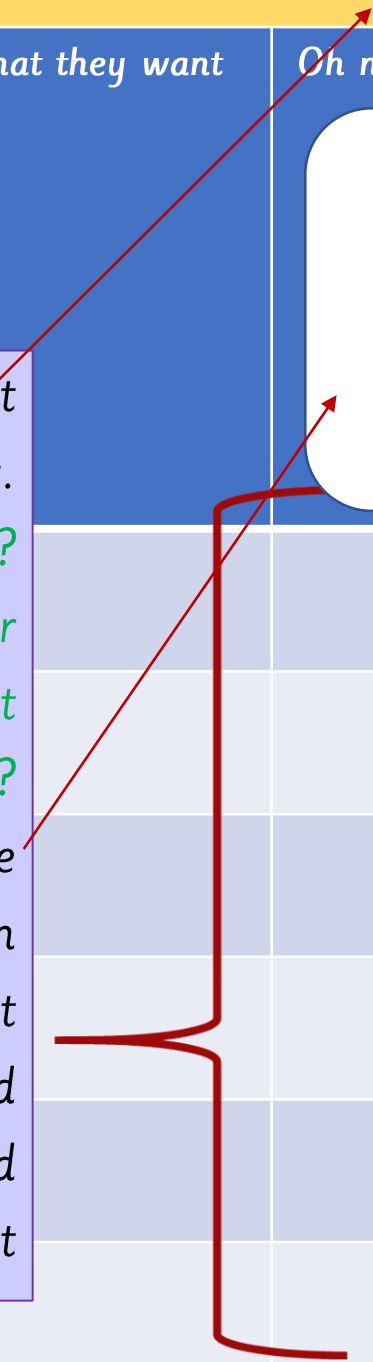
*This is where you write what your characters problem is.*

*TPs- What is in the way?*

*What is stopping your character from getting what they want?*

*Here I'm going to draw the problem*

*Here I'm going to write bullet points of key words, expanded noun phrases, verbs and similes to describe it*







LQ- Can I plan a story?

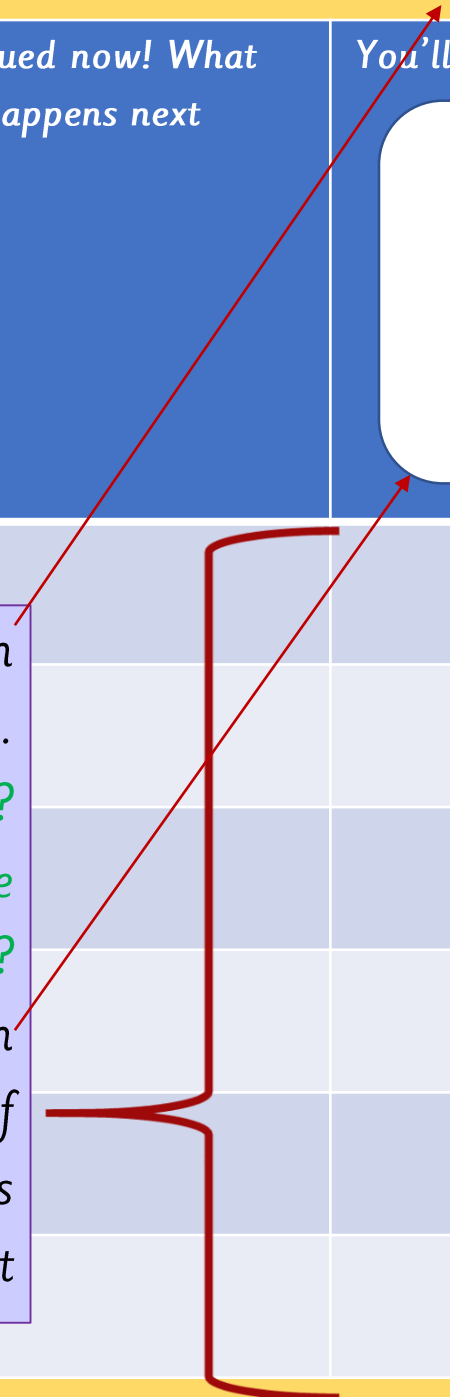
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*Here I'm going to draw the problem*

*Here I'm going to write bullet points of key words, expanded noun phrases, verbs and similes to describe it*



LQ- Can I plan a story?

***Task***

Now you are going to continue using the story planner to plan your own narrative.  
This is your last day to complete this.

<i>Somebody Tries</i>	<i>To get what they want</i>	<i>Oh no! What's in the way</i>	<i>Rescued now! What happens next</i>	<i>You'll have to see Hooray</i>

Remember to include key words and phrases to describe.  
What adjectives are you going to use?  
Expanded noun phrases  
Verbs  
Adverbs  
Similes