

L.O. I can plan to write a descriptive narrative

This week we are going to be writing a description of the snowman's journey in the short film, 'The Longest Journey'. These pieces of writing will be used as part of your Autumn 2 assessments, so it is time to show off what you can do!



Let's start by watching the film



<https://www.literacyshed.com/longestjourney.html>



We do not need to write to describe every single part of the snowman's journey. We are just going to describe the most interesting parts. We are going to use screen shots from the film to plan our writing.



Describe the moment when the moon came out - everything went dark. Could describe the snowman slowly coming to life (a wink/wiggle of his carrot nose etc)



Describe the wind, treacherous snow....





Crossing the river



Contrasting atmosphere in the city - people joyous, celebrating the Christmas season.





How could we end our narrative?



L.O. I can use relative clauses in my descriptive writing to add information to a noun



Write the date and LO into your English book.

Now tell your partner what a relative clauses is!

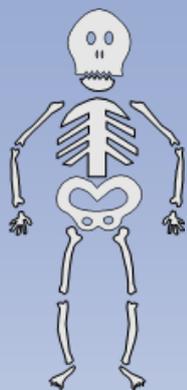
In today's lesson we are going to be looking at how to accurately use relative clauses in our writing. Let's get started!



Human sentence cards.docx



Human Sentence



A freezing chill sent life into a slumber.

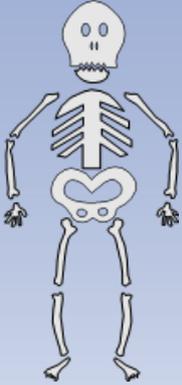
I think that we could heighten the impact on the reader by adding more detail about the chill.



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Human Sentence

A freezing chill sent life into a slumber. It swept across the hills.



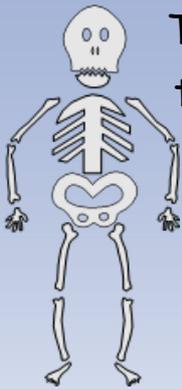
Ok. This is providing the reader with a bit more detail, but how could we improve it even further?



Human sentence cards.docx

Human Sentence

A freezing chill sent life into a slumber. It swept across the hills.



The second sentence adds a bit of non-vital information to the first sentence, so we can drop it in as a relative clause! Where would it go?



Yay! We've dropped
in a relative clause!

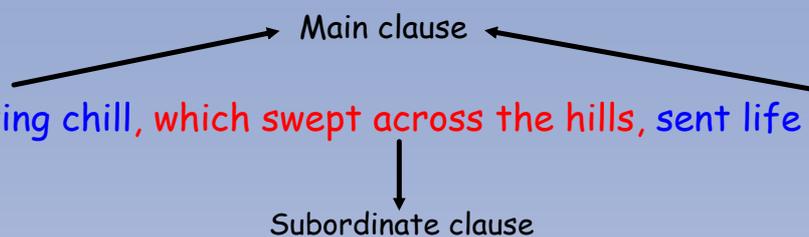


Let's have a look in more detail
at the parts of our new
sentence. Where is the main
clause in the sentence?

Is there a subordinate clause?

A freezing chill, which swept across the hills, sent life into a slumber.





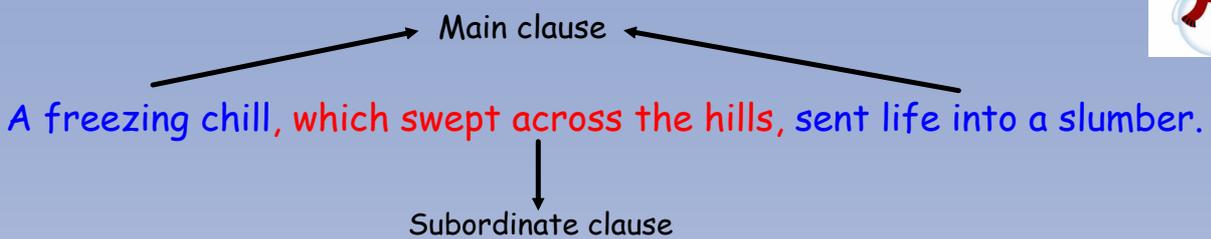
The main clause could be a sentence by itself and still make sense:

A freezing chill sent life into a slumber.

However the second sentence is now a subordinate clause, which doesn't make sense by itself:

which swept across the hills.





What do you notice about the punctuation?

The 'dropped in' (embedded) relative clause needs to be stapled into the sentence with commas!



So it's all relative then?

Did anyone spot what we replaced in the sentence when we 'dropped in' the relative clause?

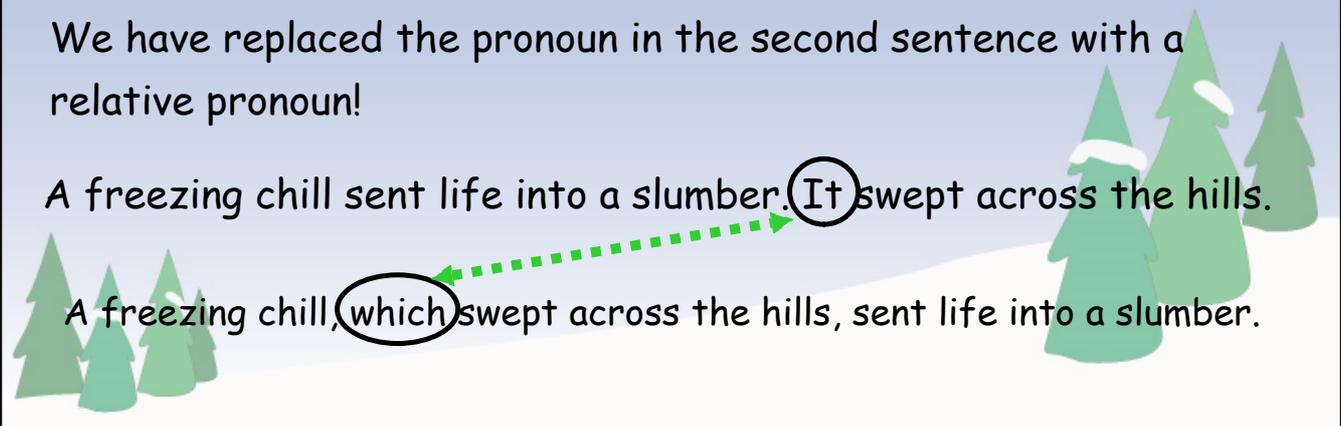
A freezing chill sent life into a slumber. It swept across the hills.

A freezing chill, which swept across the hills, sent life into a slumber.

We have replaced the pronoun in the second sentence with a relative pronoun!

A freezing chill sent life into a slumber. **It** swept across the hills.

A freezing chill, **which** swept across the hills, sent life into a slumber.



'which' is the relative pronoun
that we use to replace
'objects' nouns and pronouns.



Use your post it notes to re-write these sentences so that they include an embedded relative clause. Your main clause will need to be split over two post-it notes, and your relative clause will need to be on a post it note of it's own!

1) Ellie blinked thoughtfully at her creation. She loved building snowmen.

2) The street was perfectly white. It looked like an unpainted canvas.

3) The fields looked like an unfinished painting. Ellie loved to play there.



Use your post it notes to re-write these sentences so that they include an embedded relative clause. Your main clause will need to be split over two post-it notes, and your relative clause will need to be on a post it note of it's own!

- 1) Ellie, who loved building snowmen, blinked thoughtfully at her creation.
- 2) The street, which looked like an unpainted canvas, was perfectly white.
- 3) The fields, where Ellie loved to play, looked like an unfinished painting.



In those example sentences, we used the relative pronouns 'who', 'which' and 'where'. Can you match the relative pronoun to the type of nouns/pronouns that it replaces? Look at your sentences to help you.

which

replaces 'place' nouns and pronouns.

who

replaces 'objects' nouns and pronouns.

where

replaces 'people' nouns and pronouns.



Work with your partner to spot what is wrong with this sentence!

Ellie was fast asleep wrapped in a blanket of warmth. She had been outside all day playing in the snow.

Ellie, who she had been outside all day playing in the snow, was fast asleep wrapped in a blanket of warmth.

The writer has left the pronoun in the new subordinate clause as well as adding a relative pronoun!

So remember, the relative pronoun is instead of not as well as!



Let's recap

Relative clauses containing non-vital information have to be separated from the main clause. Typically, we use commas to mark the relative clauses although sometimes we can use other pieces of punctuation. Can anybody tell me what punctuation we could use to mark a relative clause?

Brackets

Dashes



Have a go at using a relative clause on your whiteboard.



Spin the spinner to choose a topic to write your sentence about!



In your writing I expect to see that you are choosing the correct relative pronoun to use in the sentence and that you are punctuating your relative clause correctly!

We are now going to re-watch the short film 'The Longest Journey'.

<https://www.literacyshed.com/longestjourney.html>



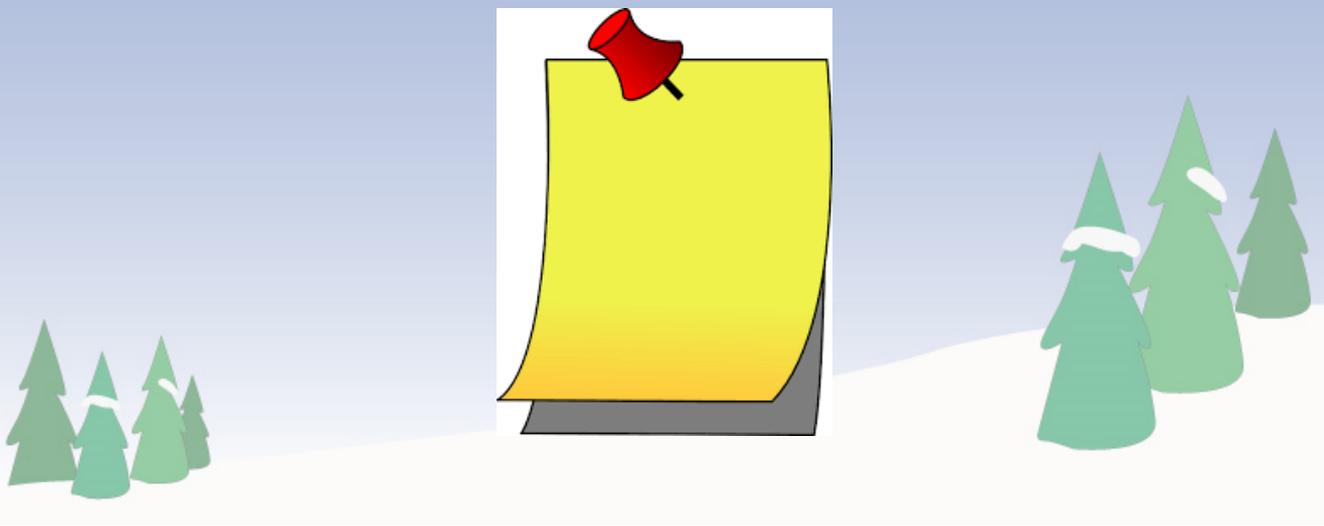
You are going to be writing the narrative of 'The Longest Journey'. In our writing we are going to have to use our descriptive writing techniques to enable the reader to paint a picture of what is happening in their minds.

You are writing in 3rd person.

I will be looking for relative clauses in your description!



On your table you have a *WAGOLL* of a descriptive narrative. You need to read the text, and on your post it note write down *ONE* language technique that can be used to heighten the impact on the reader. When you have written down the language technique that you have identified, come and stick your post it note up on the sheet on the board! This will form our writing success criteria for the lesson.



Success criteria:

- Describe using the 5 senses
- Figurative language (Similes, metaphors, personification)
- Ambitious vocabulary choices to heighten the effect on the reader
- A range of sentence structures for effect (simple, compound, complex - including relative clauses)



Mini plenary



**KEEP
CALM
AND
LOOK AT A
WAGOLL**

Discuss with your partner why I
have chosen it as a WAGOLL.



Mini plenary

Read your description to your partner. Have you included a relative clause? Use a coloured pencil to underline the relative clause. Has your partner used it correctly and does it flow within their writing? Have they used the correct relative pronoun to replace the noun/pronoun?



Plenary

Has your partner...

Peer assessment

Written in joined, legible handwriting?

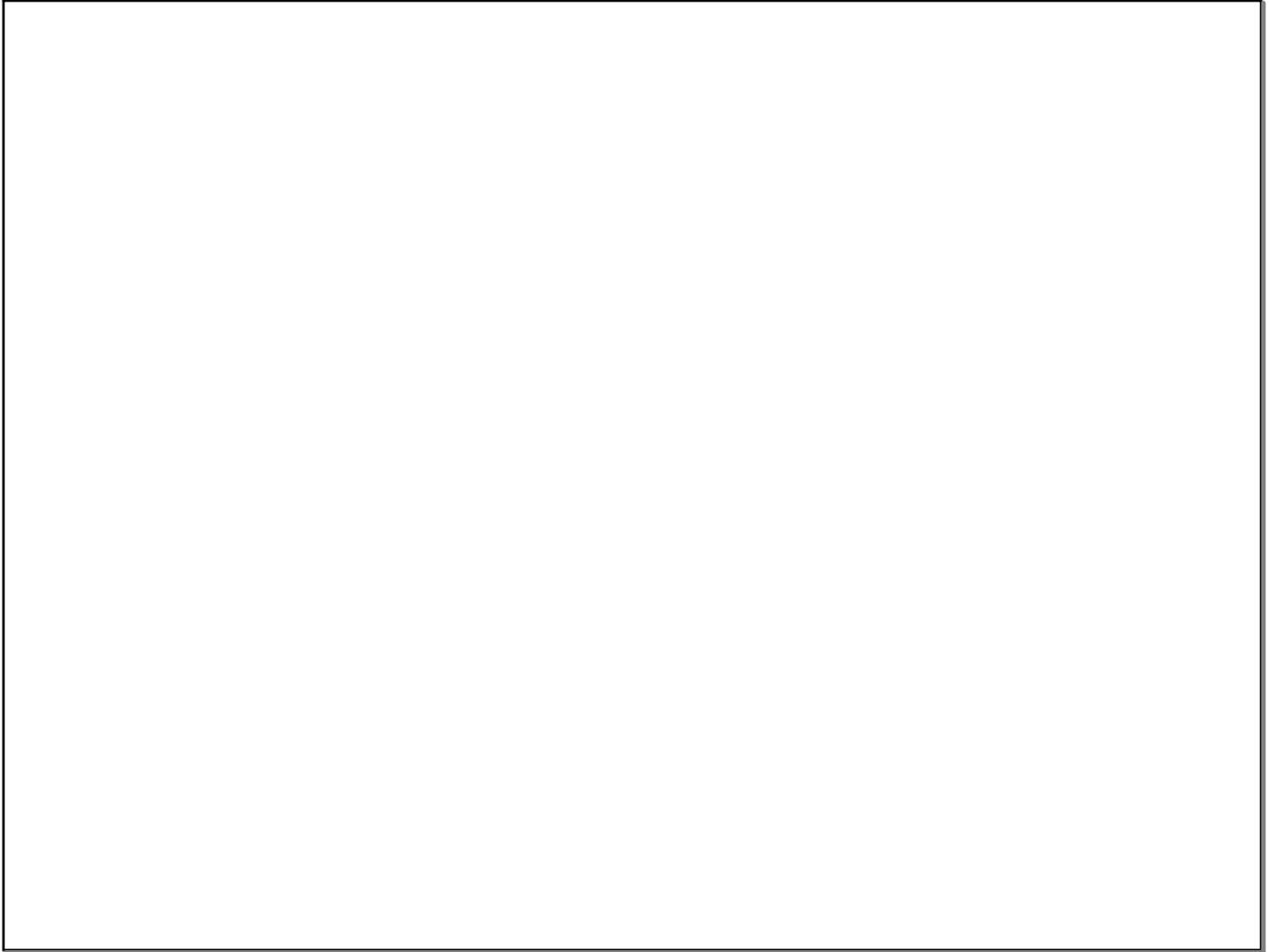
Used full stops, capital letters, commas for lists and apostrophes for contractions correctly?

Used powerful, descriptive vocabulary?

Used relative clauses with the correct relative pronoun and the correct punctuation?

Used some higher order punctuation?

Made any spelling mistakes?



Attachments

t4-e-728-discursive-writing-prompt-guide_ver_1.pdf

Human sentence cards.docx

Punctuation flashcards.docx

Slow write cards.docx

Editing stations.docx