



Stampede

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Hello Year 5,

We hope you enjoyed being journalists.

This week in English, we will be using the picture above to inspire our writing. Over the week, we will be practising lots of skills that we can use at the end of the week to create a diary entry.

We can't wait to see some of your work!

Feeling inspired? Excited about the writing you have been producing?

This week we're concentrating on how to write in a way that makes the reader feel like they are taking part.

Miss McGroarty and Ms Deudney

Lesson 1: Question time!

Look closely at the picture and answer these questions in full sentences – can you answer using a variety of sentences?

1. Who is the boy? Where is he from?
2. What is he doing there?
3. How has he managed to control the rhinos?
4. Where are the herd heading? What is their goal?
5. How do you think rhinos communicate?
6. Did you know that rhinos are endangered? Why do you think this is?
7. What do you think makes rhinos unique from other animals?

Remember, you can use single clause, short, or multi clause sentences with coordinating and subordinating conjunctions as well as relative clauses to create a variety of sentences.

Relative pronouns

WHO

(PEOPLE)

This is a boy. He is my friend.
This is a boy **who** is my friend.

WHICH

(THINGS)

There is a park in New York. It is Central Park.
The park **which** is in New York is Central park.

THAT

(PEOPLE AND THINGS)

This is a man .He lives across the street.
This is the man **that** lives across the street.
Look at my car. I bought the car yesterday.
Look at the car **that** I bought yesterday.

WHOM

(PEOPLE OBJECT
PREPOSITION)

This is a boy. I want to see him
This is a boy **whom** I want to see.
This is a boy. I want to speak with him.
This is a boy **with whom** I want to speak.

WHOSE

(POSSESSION)

This is a boy. I borrowed his book.
This is a boy **whose** book I borrowed.

WHERE

(PLACE)

This is the house. I lived there when I was a child.
This is the house **where** I lived when I was a child.

WHEN

(TIME)

It will always remember the day. We met that day.
I will always remember the day **when** we met.



Lesson 2:

Today, you're going to work **on up-levelling some simple sentences** that describe the picture above. Make the following passage of writing much better by up-levelling all the sentences:

The rhino walked across the sand. It was grey. It was big. The boy rode on its back. The sun was hot. The desert was dusty.

To do this well, you might use some **fronted adverbials**.

Remember, a fronted adverbial goes at the beginning of a sentence. It describes the verb in the sentence. These examples of **fronted adverbial phrases** helps to describe **when**. E.g. **At midday**, the sun was at its hottest. **After the stampede**, the boy felt excited.

You should include **adverbials, relative clauses and up level the vocabulary**.

E.g. *The rhino walked across the sand.*

becomes:

Heavily, the rhino thumped across the sand, *billows of dust puffing out behind every step, while the blazing sun beat down mercilessly on its steel-grey hide.*



Great adverbs! adverbs are words which describe actions

How?	When?	How often?	Where?
angrily	joyously	afterwards	above
anxiously	loudly	again	around
cautiously	madly	before	away
cheerfully	merrily	beforehand	below
courageously	nervously	early	down
			always
			annually
			constantly
			daily
			hourly

Lesson 3:

Today our learning objective will be to describe atmosphere and location to create a sense of drama.

Where in the world do you think our picture for the week describes? **Can you describe the setting?**

Think about the **five senses** as you write a description of the desert and the rhinos. Use **antonyms (opposites)** to emphasise the contrasts. For instance, the difference between the boy (fragile small with smooth skin) and the rhinos (large, sturdy, with rugged skin).



Ms D's example:

The heavy thump of the Rhino's feet, **echoed** in the **silence of the desert**. Pillows of dust **puffed** up from the sandy floor and **scratched** at the boy's mouth, nose and eyes, **clouding his vision**. While the sun **beat mercilessly** on his head, beads of sweat trickled down his **pale, smooth skin** and dropped dark splashes on **the Rhino's tough hide**.

Challenge: use prepositions to enhance detail.

through over after
on before under beyond
beside along near
in on top of from
between to at past



Lesson 4:

Today, you will show off all the skills you have learnt in the past week: fronted adverbials, sentence variety, describing senses.

You are going to write a diary entry in role as the rhino rider in the picture. Below is the start of the diary. Your task is to finish it, including all the writing skills you have practised this week. Here goes...



Dear Diary,

Before the dawn rose this morning, I scrambled out of bed and ran to the rhino pen. I knew that if I didn't escape with the rhino's today, they would be lost forever to that zoo in Europe. I don't know where I found the courage to go into their pen. They are huge!

Finish the diary, what might happen next?

Marvellous Modals!
Include modal verbs to show possibility:

can could should
might must may
would will ought

(and their negative versions)

Could you pop in an adverb of possibility?

surely possibly
certainly perhaps

Super Suffixes!

-ation preparation sensation
-ous courageous curious serious
-ly gently angrily frantically

Super Subordination!

Use these conjunctions to create super complex sentences:

if because as
before after until
that since when

Front it Out!

Link your sentences and paragraphs:

Time

At that moment, On Saturday,
Finally,

Place

Over the bridge, Inside the chest,
Beyond the clouds,

Frequency

Every few weeks, Never before,
Occasionally, Often,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

It's All Relative!

Use a 'which', 'who' or 'that' relative clause to add extra information:

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

Who	Relates to people (Subject)	The musician who wrote this song is French.
Whom	Relates to people (Object)	I know the boy whom sits next to you.
Which	Relates to animals and objects	This is the cake which Mary made.
Why	Refers to reason	Do you know the reason why the market is closed today?
When	Refers to time	The day when the concert takes place is Saturday.
Where	Refers to places	This is the house where my son was born.
Whose	Refers to possession	The boy whose phone just rang should stand up.
That	Relates to people, animals and things	12th September is the date that I was born.

