

This work is aimed at able Year 5 pupils and Year 6 pupils. The project lasts for 2 or 3 weeks.  
 Week 1 (and 2) - Read, study and analyse the text.  
 Week 2 (or 3) - Plan, prepare and write the final chapter of the book

**PRIMARY FRAMEWORK FOR LITERACY**

<b>YEAR 5</b>	<b>YEAR 6</b>	<b>YEAR 6-7</b>
<p>Make notes on and use evidence from across a text to explain events or ideas</p> <p>Distinguish between everyday use of words and their subject-specific use</p> <p>Explore how writers use language for comic and dramatic effects</p>	<p>Appraise a text quickly, deciding on its value, quality or usefulness</p> <p>Understand underlying themes, causes and points of view</p> <p>Understand how writers use different structures to create coherence and impact</p> <p>Explore how word meanings change when used in different contexts</p>	<p>Locate resources for a specific task, appraising the value and relevance of information and acknowledging sources</p> <p>Identify how print, images and sounds combine to create meaning</p>

## PRIMARY FRAMEWORK FOR LITERACY

### **Strand 8: Engaging with and responding to texts**

<b>YEAR 5</b>	<b>YEAR 6</b>	<b>YEAR 6-7</b>
Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts	Sustain engagement with longer texts, using different techniques to make the text come alive	Read a range of recent fiction texts independently as the basis for developing critical reflection and personal response  Write reflectively about a text, distinguishing between the attitudes and assumptions of characters and those of the author and taking account of the needs of others who might read it

## PRIMARY FRAMEWORK FOR LITERACY

### Strand 9: Creating and shaping texts

YEAR 5	YEAR 6	YEAR 6-7
<p>Reflect independently and critically on their own writing and edit and improve it</p> <p>Experiment with different narrative forms and styles to write their own stories</p> <p>Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail</p>	<p>Set their own challenges to extend achievement and experience in writing</p> <p>Use different narrative techniques to engage and entertain the reader</p> <p>Select words and language drawing on their knowledge of literary features and formal and informal writing</p> <p>Integrate words, images and sounds imaginatively, for different purposes</p>	<p>Independently write and present a text with the reader and purpose in mind</p> <p>Use a range of narrative devices to involve the reader</p> <p>Experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme</p>

## PRIMARY FRAMEWORK FOR LITERACY

### **Strand 10: Text structure and organisation**

<b>YEAR 5</b>	<b>YEAR 6</b>	<b>YEAR 6-7</b>
Change the order of material within a paragraph, moving the topic sentence	Use varied structures to shape and organise text coherently  Use paragraphs to achieve pace and emphasis	Organise ideas into a coherent sequence of paragraphs

**PRIMARY FRAMEWORK FOR LITERACY**

**Strand 11: Sentence structure and punctuation**

<b>YEAR 5</b>	<b>YEAR 6</b>	<b>YEAR 6-7</b>
<p>Adapt sentence construction to different text types, purposes and readers</p> <p>Punctuate sentences accurately, including using speech marks and apostrophes</p>	<p>Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</p> <p>Use punctuation to clarify meaning in complex sentences</p>	<p>Extend their use and control of complex sentences by deploying subordinate clauses effectively</p> <p>Use punctuation to convey and clarify meaning and to integrate speech into longer sentences</p>

## PRIMARY FRAMEWORK FOR LITERACY

### **Strand 12: Presentation**

<b>YEAR 5</b>	<b>YEAR 6</b>	<b>YEAR 6-7</b>
<p>Adapt handwriting for specific purposes, for example printing, use of italic</p> <p>Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes</p>	<p>Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style</p> <p>Select from a wide range of ICT programs to present text effectively and communicate information and ideas</p>	<p>Review the legibility and neatness of their handwriting</p> <p>Set personal targets to improve presentation, using a range of presentation devices, on paper and on screen</p>

**Please also refer to National Literacy Strategy:**

**Reading composition - 1, 2, 7 and 8**

**Writing composition - 10, 11, 12, 13 and 14**

CHAPTER 1

1. How does the writer attract the attention of the reader in the first paragraph?

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2. Explain— a ‘pointless spat’ - Page 6.

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3. Locate the imagery for the night on Page 7—It begins, ‘Night fell...’  
Write a different image to describe the night.

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4. On Page 8, in the final paragraph, locate the words which describe Jake’s anxiety for Beth.

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5. Locate the personification in paragraph 3 (Page 8) and explain what it means.

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6. List the powerful adverbs in paragraph 4 (page 8) and explain their effect.

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7. How do we know in the fourth paragraph on Page 8 that Beth had just about had enough of the terrible events?

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8. On Page 10, what does an ‘unceremonious ceremony’ mean?

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CHAPTER 2

1. Locate the personification in the first chapter. Use your own imagery to describe the clouds.

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2. Locate and write the author's description of the pup.  
(Page 11).

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3. What gave the pup a 'touch of style'? - (Page 12)

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4. What do you think a 'resigned air' means? - (Page 12)

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5. Discuss the effect of the way the sentences are presented and the use of language, in the final paragraph on Page 12.

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6. Look at the sentence that begins 'Pedro's feet' and rewrite it in your own words to make it a powerful sentence. (Page 15)

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7. Locate all the powerful verbs in Chapter 2 and discuss what makes them so powerful. Choose 4 or more and explain what makes them powerful.

Verb	Powerful Effect
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CHAPTER 3

1. Write down the description in paragraph 1 for Pedro's awakening.

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2. Explain what 'precariously' means in paragraph 2.

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3. In paragraph 3, name the verb which means to 'walk slowly'.

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4. What does it mean in paragraph 3, when it states that Beth was being 'practical'? - (Page 18)

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5. Explain how the writer makes the pup appear 'comical'.  
Do you think this is effective?  
Explain your reasons.

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CHAPTER 4

1. Be a word pincher!  
Choose 4 words or phrases from Page 20 that you think are effective and you would like to use in a story of your own. Write down the words and explain why you have chosen each word.

Word	Reason Chosen
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2. Rewrite the paragraph near the end of Page 21 that begins—'Not so fast...'  
Choose effective vocabulary and punctuation.

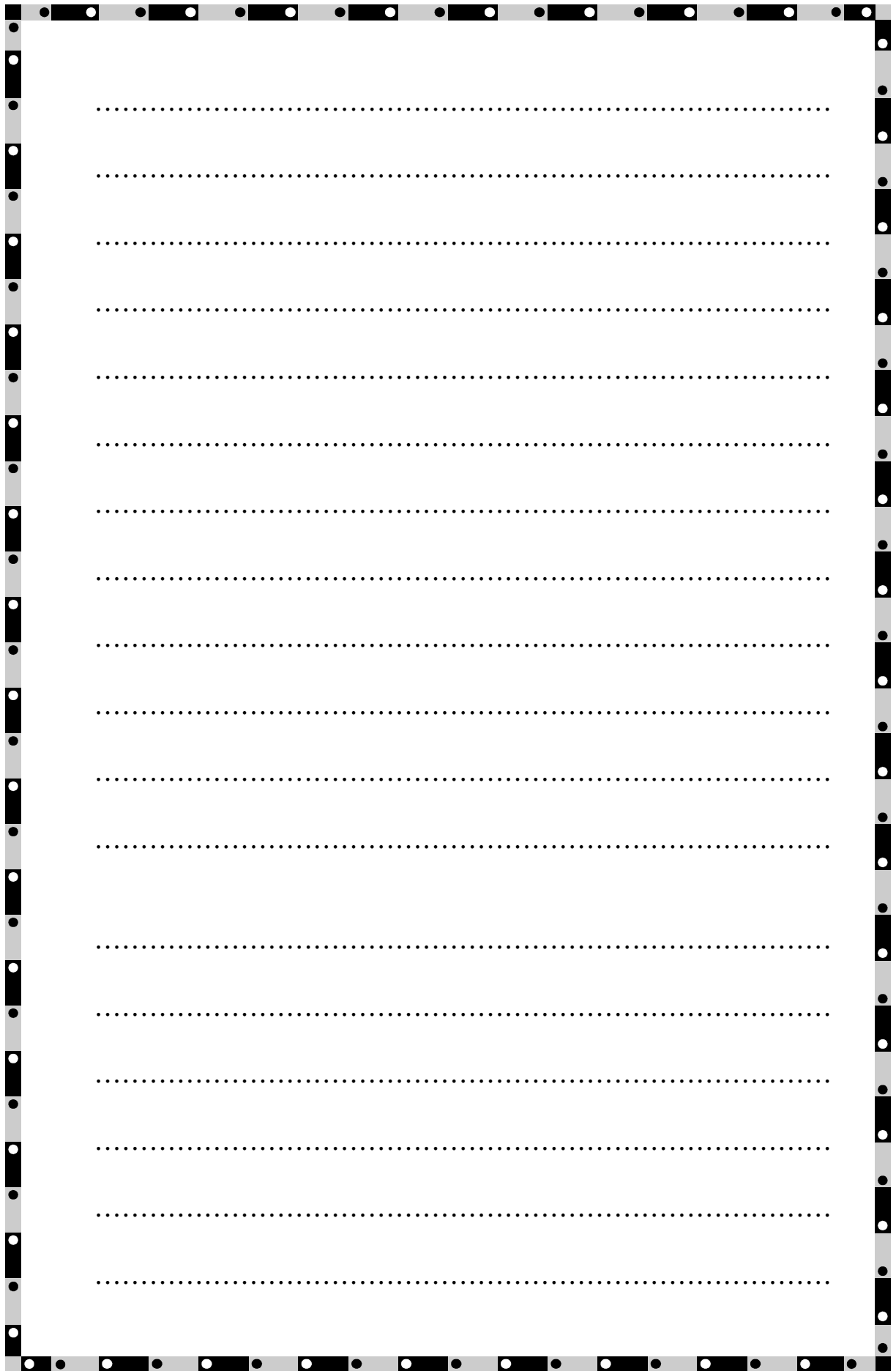
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CHAPTER 5

1. Locate and explain the following vocabulary:

**Taunted** (Paragraph 2)

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**Slight apprehension** (Paragraph 3)

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**Nickname** (Paragraph 4)

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**Affectionately** (Paragraph 7)

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**Skulked off** (Paragraph 11)

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3. Why did Wess not like Starfly's 'howlers'?

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4. Which book have you read or film have you seen, that had something similar to howlers in?  
Can you explain what they were?

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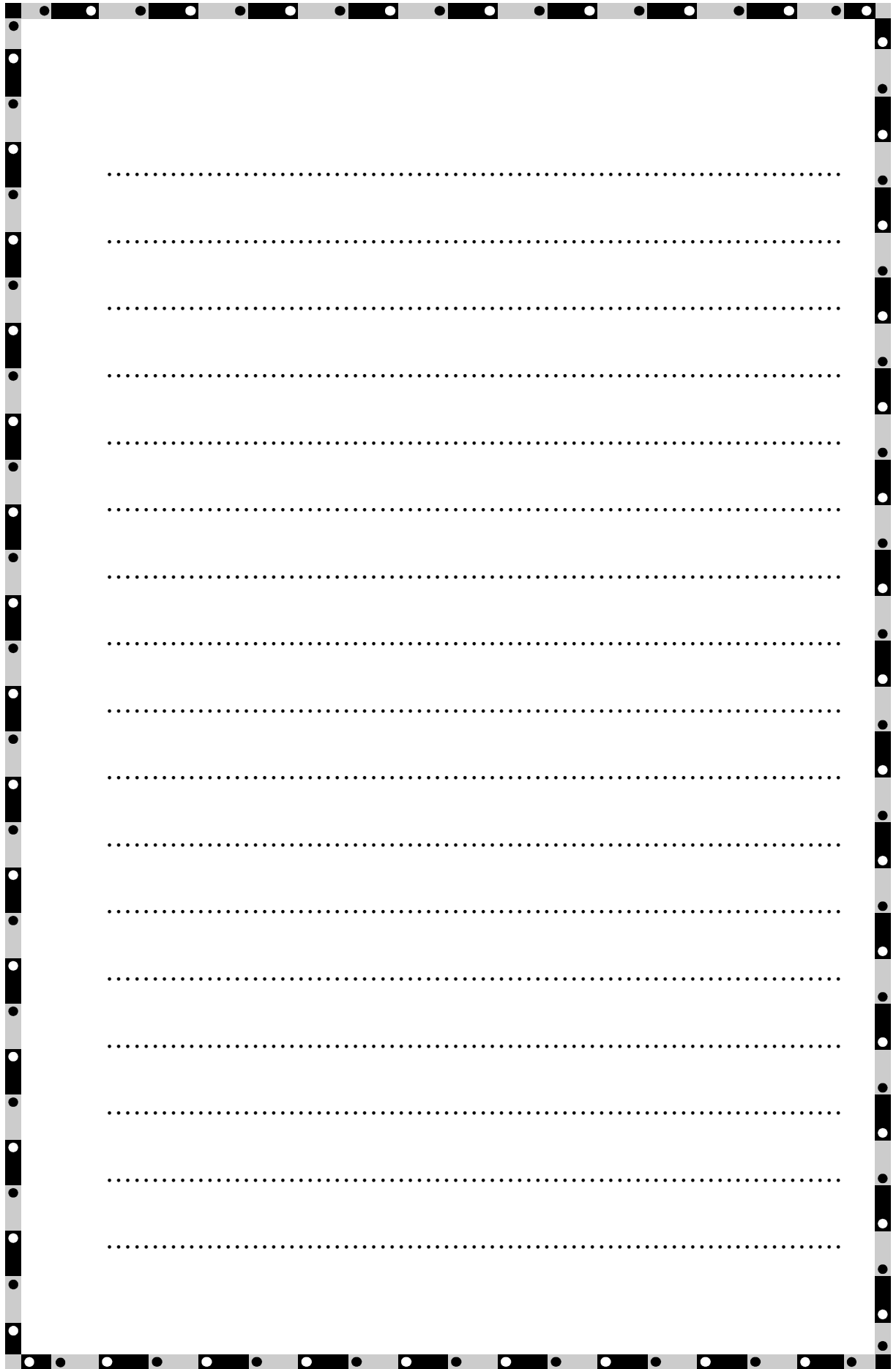
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2. Read the Section on Starfly and Dolly the Sheep.  
Write your explanation on the effectiveness of Dolly's conversation with Starfly.

Use the following sentences as prompts:

1. What do you think are the characteristics of Dolly?

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2. How did her use of both verbal and body language, have a deep effect on Starfly?

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3. What finally changed Starfly's mind to help him to decide to go to the show?

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CHAPTER 8

1. Describe the feelings of Starfly on the first few pages in Chapter 8. Use quotes from the text to help you.

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2. 'Jake tried to stop him; the crowd gasped; Starfly was not to be deterred'. —(Page 41). Describe in your own words the events that followed.

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## So now is your chance to write an inspiring final chapter

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... 'Starfly wondered to himself how his friend Dolly would greet him' back at the farm.

To begin to write an effective last Chapter to this book, you need to use the following information:

- Begin by drawing a Chapter outline (see the Page 35 to help you)
- Use exciting or adventurous openers
- Collect some powerful vocabulary
- Vary the sentence length, this adds interest to the reader
- Think carefully about how to use imagery for effect (Similes, Personification, Alliteration, Metaphors)
- Exciting settings sometimes use the senses
- You will need effective and powerful conversations between characters
- You will need powerful verbs and adverbs
- Remember to use your punctuation pyramid!
- Flashbacks may be needed to help to keep the interest of the reader
- Use connectives which would achieve a Level 5
- You have to be able to engage the reader... Keep them interested

**GO FOR IT! BE CREATIVE** 😊

## Narrative Writing Unit

Some examples of effective narrative writing to help your final chapter.

### Opening/setting scene or introducing characters:

- Using dialogue, e.g. a warning given by one character to another
- Asking the reader a question
- Describing some strange behaviour of one of the characters
- Using a dramatic exclamation (Help!) or dramatic event
- Introducing something intriguing
- Making the characters do something
- Using detail based on sense impressions—what can be seen, heard, smelt, touched or tasted
- Creating atmosphere, e.g. what is hidden? what is Dangerous? what looks unusual? what is out of place?
- Using the weather, time of day and season as well as place
- Introducing a problem
- Using 'empty' words, e.g. 'someone' to create suspense
- Using short sentences to be dramatic
- Strengthening nouns and verbs rather than adding adjectives and adverbs
- Employing suspense words such as 'suddenly', 'without warning'
- Drawing the reader in by asking a question
- Varying sentence openings by sometimes starting with an adverb
- Using ominous sounds, darkness or cold to build the tension
- Building on many of the techniques already used in the earlier part of the story
- Varying sentences structures by using longer sentence to get a rhythm going to describe the increasing tension as events unfold
- Using alliteration and short sentences to portray sounds within the action
- Using metaphors and similes to help paint the scene and describe the feelings of the characters
- Allowing help to arrive in an unexpected form, such as 'It was at that moment that...'
- Making the character(s) do something unexpected
- Allowing the character some extra effort to overcome the problem
- Only resolving a part of the dilemma so the characters learn a lesson for the future

## Words to help your narrative writing

Said words	Adverbs for Said words	Verbs—walking	Good Words to use in stories
supplied interjected growled declared asked laughed pronounced concluded trumpeted spluttered gasped snapped shouted whispered screamed mumbled hissed exclaimed cried mused told suggested	quietly quickly loudly confidently inquisitively finally angrily exhaustedly wearily awkwardly timidly mysteriously	marched shuffled scrambled strode wriggled scurried hobbled strolled dashed crawled waded plodded galloped bounded hurried	mischievous delicious overwhelming dangerous inspired disagreeable vanished distress terror horrified consideration decision imagination remember curious proof locality incredible inaccurate irrelevant petrified observe glinting deadline signature admit permit escape anxious nervous respect honest frightened careless independent relief linger absurd expand mighty transported outrageous misplaced dense beautiful

Connectives	Story tricks	Best adverbs	Adverbs	Pronouns
<p>and then and then next because when where rather so therefore but however alternatively if although</p> <p>after a while after some time afterwards meanwhile before long eventually immediately in the meantime finally soon later then already and next but so</p>	<p>Exhausted by the day's events...</p> <p>Ignoring her advice, the boy...</p> <p><u>Flashbacks</u></p> <p>It had once been very different...</p> <p>He looked back over time and remembered when...</p> <p>It all came flooding back...</p> <p>He remembered that fateful day when...</p> <p>He shuffled forward; he stood on the edge; he waited.</p> <p>She crawled through the undergrowth; she heard a rattling sound; she froze to the spot.</p>	<p>gently hungrily happily silently gladly thoughtfully anxiously angrily quickly slowly hastily brightly narrowly sympathetically carefully fiercely awkwardly impatiently majestically</p>	<p><u>How</u></p> <p>sadly sweetly slowly fast</p> <p><u>When</u></p> <p>often never always last</p> <p><u>Where</u></p> <p>inside outside here there</p>	<p>I you me we he she they them his mine yours our this that</p>

The final chapter can be written as a story in itself—so please plan either as below, or just use Events and Resolution and ending.

### Narrative framework for writing

