

Week 4
Talk for Writing
Little Vixen Street



Lesson 1
Starter -
similes and
metaphors

<https://www.bbc.com/bitesize/articles/z9tkxfr>



Lesson 2

WALT- retell a
story



One by one, the shop fronts in Weston flicker and die. In the distance, a lone taxi purrs and carries away its last ride. The seaside town prepares to sleep.

A door crashes open and pool of light reveals tired bins, spewing rubbish over the oily pavement. I flinch and sink into the shadows of Little Vixen Street.

Suddenly, a figure emerges from a door lifts the lid of a bin and casually tosses in a stinking carcass. I bide my time, watch and wait. Seconds later, the door snaps shut and the street is dark once more.

Emerging from the darkness like a phantom, my amber eyes stare left and right. Nothing. Now to work. I know that I need to return to the den soon- the cubs are hungry and time is precious.

One ear pricked, I hastily sniff and snuffle through the debris of an upturned bin. Aromas prickles my nostrils, jowls drip and drool. Picking through the rubbish, I find and grab the evening meal in my muzzle- the chicken carcass is still warm.

Without warning.

Flash!

Forward. Stumble. Trip.

Flash!

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Let's start learning the first paragraph of the story together.

One by one the shop fronts in Weston flicker and die. In the distance, a lone taxi purrs and carries away its last ride. The seaside town prepares to sleep.

I am going to give each group a paragraph to learn. Eventually, you are going to teach this paragraph to your class mates so you need to really concentrate.

One of you say a sentence and the rest of the group repeat it back.

Take it in turns to support one another.

See how much you can remember in the time I am going to give you.

Add some actions to help you remember the story.



We are now going to learn this bit together.

Without warning.

Flash!

Forward. Stumble. Trip.

Flash!

Forward. Stumble. Trip.

Does this remind you of any other story?

Let's join the pieces of our story and all learn it together.



Plenary
Think, pair,
share



Who is telling the story?

What is this character doing?

Why?

What happens to this character?

Lesson 2

Let's perform the story together.



Today we will be working on a reading comprehension.

On the next few slides you will find some different types of questions.

Let's try and answer some of these together.

Lesson 2

WALT: read, find and answer questions

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Direct questions

1. What is the seaside town preparing to do?
2. What crashes open?
3. What does the pool of light show?

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Vocabulary questions

4. What does the word flinch mean?
5. '... a lone taxi purrs...' why does the author describe the taxi in this way?
6. Find another word for phantom.

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Inference questions

7. 'I bide my time, wait and wait.'

Why is the fox waiting?

8. How do you think the fox feels? Why?

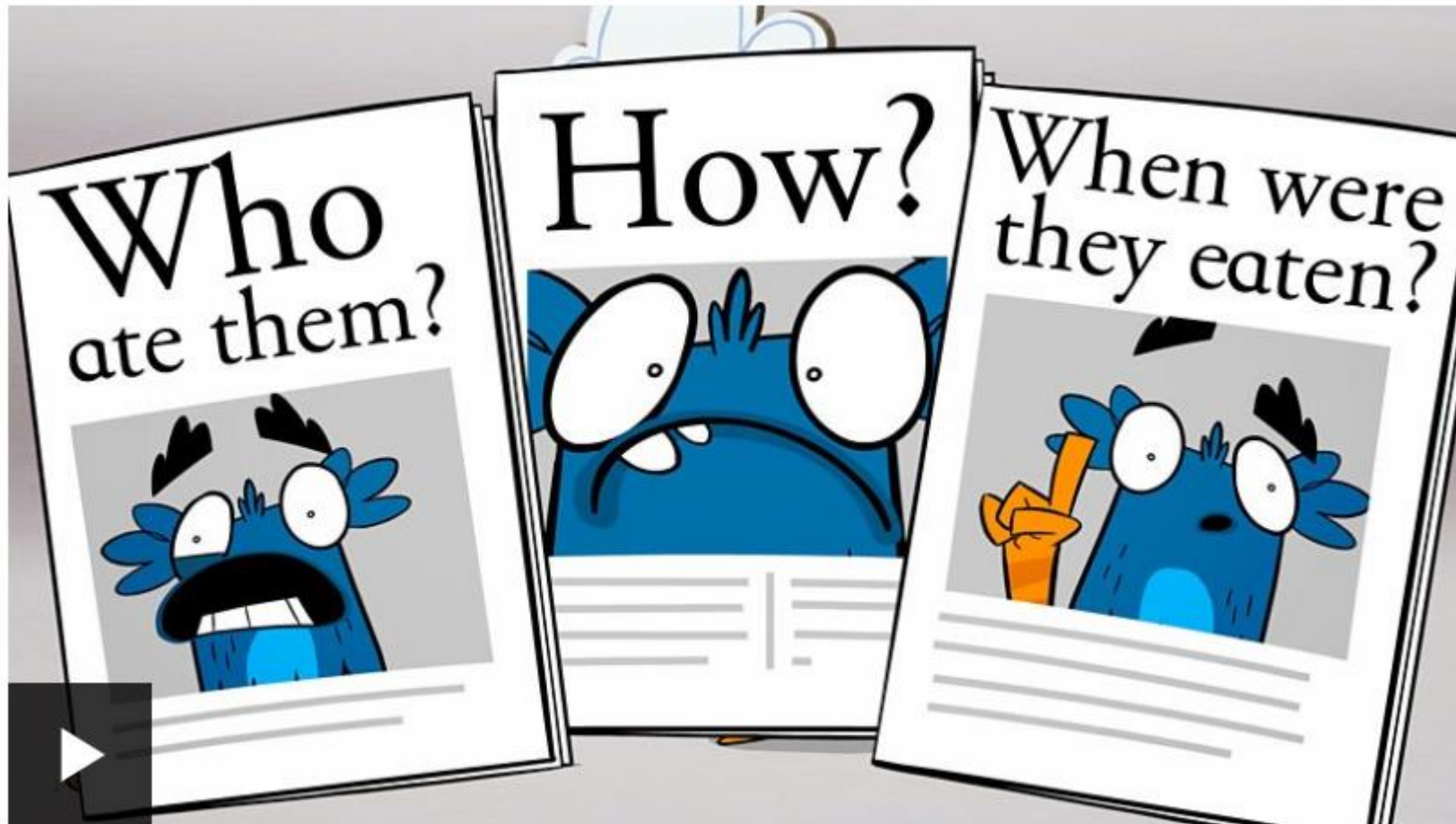
Plenary

Let's go through the answers together.



Lesson 3
SPaG Starter

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z2xdng8>



Lesson 3

WALT- understand
a character

Today, we are going to hot seat the character
of the fox.

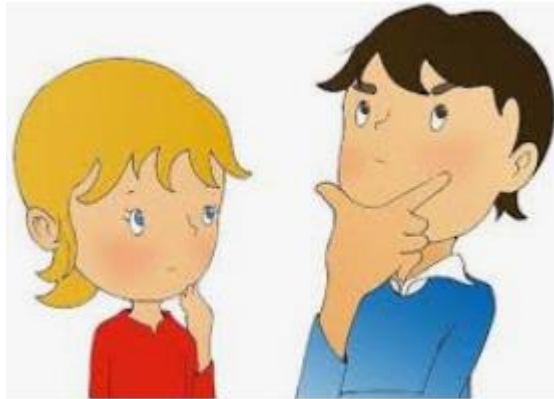
Can you think of some questions that you would
ask the fox?

Write these in your jotter.



Let's read the text.

Are there any words that you are unsure of?



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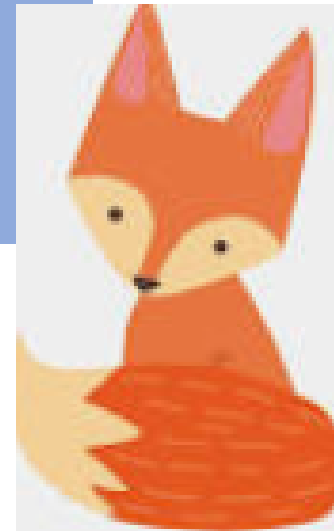
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What words can you find
that describe the fox?

Think about her appearance
and how she acts.



Let's share our ideas

Appearance

amber eyes

like a phantom

red fuzz



Actions

bides her time

Watches and
waits

hasty

as quick as
lightning

Can you think of any other words
to describe a fox? I will
scribed these.

Think and share

Today you are going to be working in small groups to create a freeze frame.

One of you will be the adult fox, some will be the cubs and one the mysterious figure who takes a photograph.

If you are the foxes, imagine that you are all going into Little Vixen Street the following evening.

Show how you will behave.

What advice would the adult fox give the cubs?

If you are the mysterious figure, how will you behave?

Each group now needs to show their freeze frame of what happened on Little Vixen Street.



Lesson 4

WALT- describe
a character



What words did we use to describe the fox?

Let's have a look at our list.

Today, we are going to describe the fox.

Imagine that you are the mysterious stranger. How would you describe the fox?

Here is a WAGOLL to help you.

Late one evening, I was walking home when I first noticed the fox. She was peering from behind the bins her muzzle quivering. Sniffing the cold night air, she waited quietly. Amber eyes like precious jewels glistened and shimmered in the darkness. Her ribs showed through her tatty fur and she looked in need of a good meal.

Warily, she moved towards the spewing bins looking suspiciously here and there as she emerged from the shadows. Her paws tiptoed daintly through the oily rubbish. For a moment, she was a ghostly phantom emerging from the darkness. Her ears pricked as she sniffed and snuffled through the upturned bin. Without warning, she turned and like a flash of lightning ran from my view.

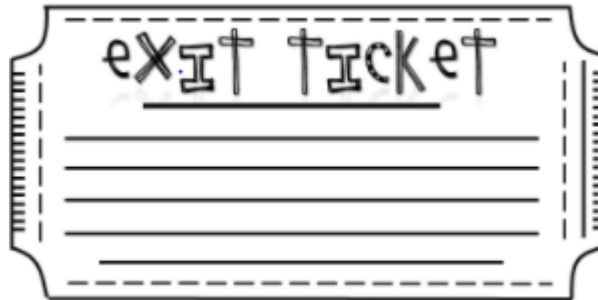
Use this rubric
to help you with
your description

Character description		
	Great	Excellent
Language features	<ul style="list-style-type: none"><input type="checkbox"/> Adjectives used<input type="checkbox"/> Written in 1st person	<ul style="list-style-type: none"><input type="checkbox"/> Adverbial phrases used<input type="checkbox"/> Written in the first person<input type="checkbox"/> Powerful verbs used
I must include:	<ul style="list-style-type: none"><input type="checkbox"/> Capital letters and full stops<input type="checkbox"/> Neat hand-writing<input type="checkbox"/> Spelling common words correctly	

Plenary

Read your description to your talk partner.

Together choose two of your favourite wow words that you have used to describe the fox. Write them onto your exit ticket.



Lesson 5

WALT-fronted adverbials

https://www.youtube.com/watch?v=Lk-_Llc3dWA



When?

At midnight, Pickles
the cat goes out.



▶ ⏪ 🔊 0:21 / 1:33



Read these sentences.

The fronted adverbials are in blue.

What comes after the fronted adverbial?

That's right a fronted adverbial is usually followed by a comma.

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood and waited.

By the train station, we met.

Fronted adverbials add details for when, where and how an action takes place.

Think, pair, share

Which of these sentences show when?

Where?

And how?

when

Before the sun came up, he ate his breakfast.

when

All night long, she danced.

how

As fast as he could, the rabbit hopped.

where

Under the clock, he stood and waited.

where

By the train station, we met.



Be an English detective

Read the story of 'Little Vixen Street'
and identify the fronted adverbials.

You'll find the story on the next two
slides.

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Did you
find them?

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Add some fronted adverbials to these sentences and write them out neatly in your book.

1. The taxi purrs and carries away its last ride.
2. A door crashes open.
3. A figure opens the door.
4. The street is dark once more.
5. A can clatters.
6. The lone figure looks at his iphone.
7. The cubs run up to me.

FRONTED ADVERBIALS

Time

Today,
Yesterday,
On Monday,
After a short while,
In the blink of an eye,
Later,
Eventually,
Recently,
Early in the morning,
Punctually,
In June,
After dusk

Location

Over the mountain,
In the distance,
On the shore,
Outside the house,
Down the stairs,
Underneath the bridge,
Aboard the boat,
Around the corner,
Adjacent to the shop,
Far away,
Back in the room,
Under the sea



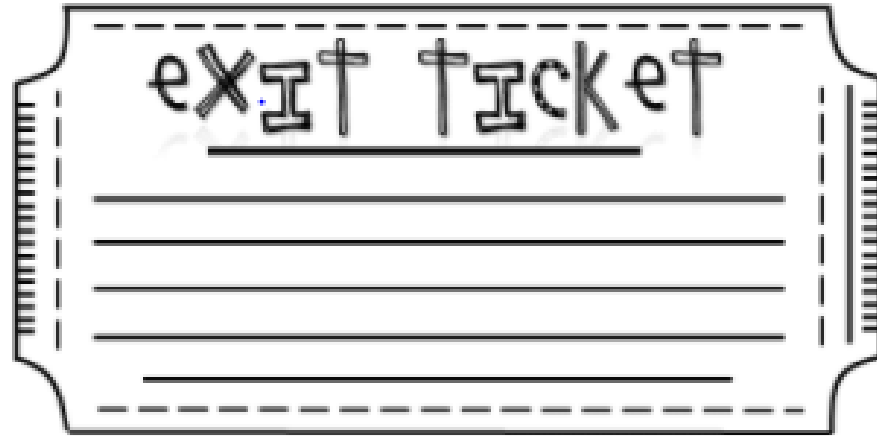
Feelings

Anxiously,
In a flash,
Suddenly,
Nervously,
Curiously,
Joyfully,
Unfortunately,
Frantically,
Enthusiastically,
Wildly,
Courageously,
As fast as he could

Now think of your own sentences and add some fronted adverbials.

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Plenary



Write your favourite sentence on the exit ticket.

Remember your sentence needs a fronted adverbial.