

Week 5
Talk for Writing
Little Vixen Street



Lesson 1

WALT- use a dictionary and a thesaurus

Let's begin by retelling the story of 'Little Vixen Street'.



Today we are going to find the meaning of some words. Then we will find synonyms for these words using a thesaurus

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z8t8pbk>



What are synonyms?

Synonyms are words with the same or similar meaning:

- Words such as happy, cheerful and merry.
- Words such as sad, miserable and heartbroken.

Use a dictionary to find the meaning of the words in red.

If you can not find them in your school dictionary, then you can use an online dictionary

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 a 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!

Forward. Stumble. Trip.

Blinded, I blink and think. As quick as a lightning, I gather up my bounty and scamper away. Blinking and squinting, I stare back through the rusted iron railings. A **lone** figure stares down at the screen of his iphone and retreats. I am safely hidden and tonight my cubs will have their fill.

Complete the word meaning grid.

Word	Type of word e.g. Noun, adjective, verb or adverb	Definition	Synonyms
flicker			
reveals			
emerges			
precious			
hastily			
jowls			
drools			
lone			

Plenary

Choose a sentence and rewrite it using your favourite synonym for the word in red.

I know that I need to return to the den soon- the cubs are hungry and time is **precious**.

A door crashes open and a pool of light **reveals** tired bins, spewing rubbish over the oily pavement

Lesson 2
WALT- plan a
story

Let's begin by
retelling the
story of 'Little
Vixen Street'.



You will need to look at a copy of the story to help you answer the questions.

What tense is the story written in?

The past

The present

The future

The story is written in the present tense so the action is happening now.

How do you know?

The verbs tell us
Here's an example,

` A door **crashes** open...'

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zxdhsg8>



Watch the short video clip.

Can you guess who is telling the story?
Is it written in the first, second or third
person?

This story is written in the first person as it is told from the main characters point of view.

How do you know?

Look at the text for the evidence.

Here's an example

'I flinch and sink into the shadows...'

Lesson 1
WALT- plan a
story

Let's unpick what happens in the story of 'Little
Vixen Street'.
Think, pair, share

The seaside town prepares to sleep.

A door crashes open and I hide in the shadows.

Suddenly, a figure emerges and throws a
chicken carcass into a bin.

I emerge from the shadows ready to grab the
food.

Without warning.
Flash!
Forward, stumble. Trip.

Blinded I gather up bounty and scamper away.



Here are the bare bones of this story.

The scene is set.

The main character is hiding.

Suddenly, a threat arrives.

The threat leaves and the main character gets ready to snatch some food.

Another threat arrives.

The main character escapes but watches from the shadows.



Now we are going to box up the story.

Use a plan to help you create an idea for a story.

It would be really great if you could change the main character of the story.

You are still going to be writing in the first person but instead of being a fox you could be another animal for example you could be a stray cat, a stray dog, a peregrine falcon, a badger or a stoat looking for food for their young.



Now plan your story.

The scene is set.	
The main character is hiding. Remember to use 'I'.	
Suddenly, threat 1 arrives.	
The threat leaves and the main character gets ready to snatch some food.	
Another threat arrives.	
The main character escapes but watches from the shadows.	

Plenary

Share you plan with your talk partner.

Think, pair, share

What is going well

And

How you can make it even better?

Lessons 3 and 4
SPaG Starter

Watch the video clip
to find out about
the simple present
and simple past
tense.

https://www.youtube.com/watch?v=4hLS3Go_Hjk



Lessons 3 and 4
WALT- write a
story.

These sentences have been written into the past tense.

Can you rewrite these in the present tense?

1. A door crashed open and a pool of light revealed upturned bins.
2. The door snapped shut and the street was dark once more.
3. I found and grabbed the evening meal.

How did you get on?

1. A door crashes open and a pool of light reveals upturned bins.
2. The door snaps shut and the street was dark once more.
3. I find and grab the evening meal.

Did you find any especially tricky?

Let's read
the WAGOLL.

One by one the shop fronts in Worle glimmer and die. Afterwards, a lone car hums into life and drives away. The small town prepares to slumber.

A door bangs open and a pool of light reveals worn out bins, spewing rubbish over the greasy pavement. Quietly, I recoil and sink into the shadows of Little Tabby Street.

Without warning, a dark figure appears, lifts the lid of a bin and carelessly throws in a smelly chicken carcass. I stand still, watch and wait. Moments later, the door snaps shut and the street falls into darkness once more.

Emerging from the shadows, my emerald eyes stare right then left. Not a sound. Quickly to work. I know that I need to return to the derelict house soon - the kittens will be getting hungry and time is precious.

One ear pricked, I hurriedly sniff and rummage through the rubbish of the over turned bin. Aromas prickles my nose, jowls drip and slaver. Picking through the rubbish, I find and grab the evening meal in my mouth- the chicken carcass still warm.

Suddenly, without warning.

Flash!

Forward. Stumble. Trip.

Flash!

Forward. Stumble. Trip.

Momentarily blinded, I stop and think. Gathering up my prize, I dash away. Blinking and squinting, I stare back through the iron railings. A solitary figure stares down at the screen of his iphone and departs. Luckily, I am safely hidden and my kittens will eat their fill tonight.

With your talk partner, use the rubric to help you decide whether the WAGOLL is a great or excellent story.

	Great	Excellent
Story structure	<input type="checkbox"/> My story has a plot with a beginning, middle and ending.	<input type="checkbox"/> My story has a clear and convincing plot
Language features	<input type="checkbox"/> It is written in the 1 st person <input type="checkbox"/> I have used adjectives used	<input type="checkbox"/> It is written in the 1 st person <input type="checkbox"/> I have used adverbial phrases <input type="checkbox"/> I have used powerful verbs used
I must include:	<input type="checkbox"/> Capital letters and full stops <input type="checkbox"/> Neat hand-writing <input type="checkbox"/> Spelling common words correctly	

Working with your talk partner, take it in turns to talk through your story.



Now begin to write up your story.

You have two sessions to do this so don't rush.

Things to remember:

Refer back to your story map,

Reread to check that it makes sense.

Write in paragraphs

Use the rubric to help.

Lesson 4

Before you continue with your story, read it through to check that it makes sense.

Here are some things to remember:

Is it written throughout in the first person? You haven't suddenly changed from I to she or he.

Is it written in the present tense throughout?

Remember to use paragraphs.

Plenary



Take it in turns

Choose your favourite sentence and read it to your talk partner. What do they think about it?

Remember to be a critical friend so be positive.

Say things such as

"I like this word because it explains how the character feels." (it is a powerful verb or adjective).

"I think that you could make this sentence even better by adding a fronted adverbial." (or by using a subordinating conjunction).

Lesson 5

WALT – edit and improve work

<https://www.bbc.co.uk/bitesize/articles/zmcsy9q>

Watch this short clip to learn more about **proofreading**.



Top proofreading tips

- Once your story is finished, **read it** to yourself.
- Pretend that someone else wrote the story, see how well you think the story is written and then **rewrite it** to make it better.
- Use **conjunctions** to make your sentences flow and make sense.
- **Double-check** your facts.
- Look out for **spelling, grammar and punctuation** mistakes.
- Look for words or sentences that you can make better by choosing **different vocabulary**, adding **description** or adding **adverbs**.

Carefully read through your story.

Now share it with your talk partner.

Check that it makes sense.

Look for marvellous mistakes. Use a purple pen to edit.





Now find a sentence to improve. How could you make it better?

Rewrite it on a whiteboard or in your jotter adding corrections and an improvement.

Plenary

Now you have improved your work reread it to your talk partner.

What do they think?

