

NARRATIVE WRITING



Tuesday 13th April 2021

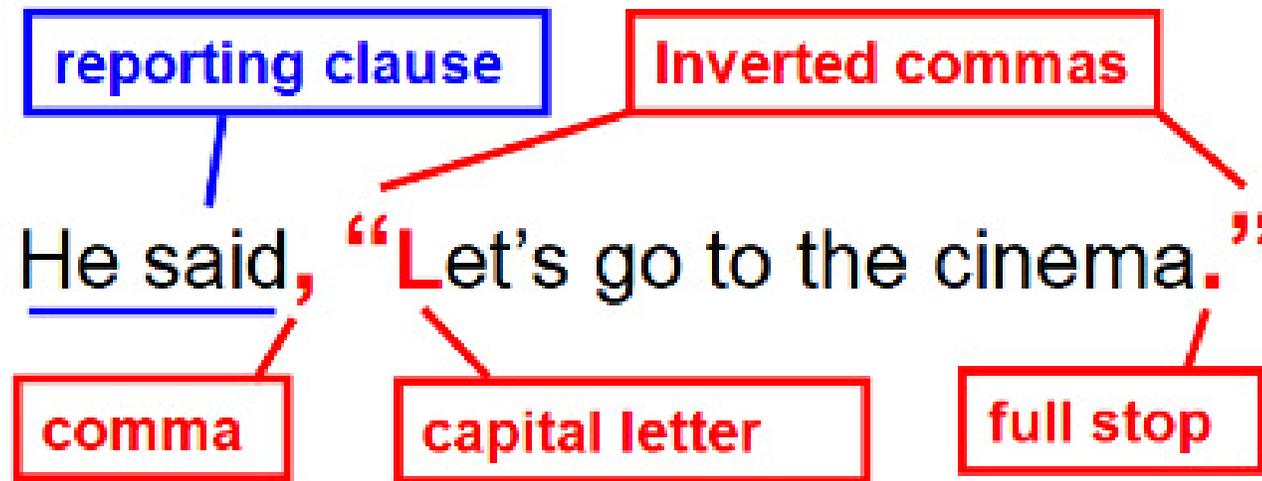
Learning Objective: To punctuate direct speech accurately.

Learning Outcome: I can use inverted commas and the appropriate punctuation and capitalisation within inverted commas.

Usually, the reporting clause follows the spoken words. Look carefully at the punctuation and capital letters which are needed.



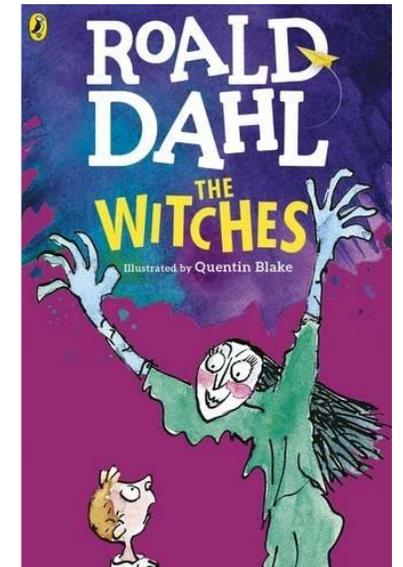
Sometimes, the reporting clause comes before the spoken words. Look carefully at the punctuation and capital letters which are needed.



Click on the face to learn more about setting down direct speech.

With a partner, add all of the punctuation that is needed to this passage from Roald Dahl's book 'The Witches'

Blue I cried Not blue Their spit can't be blue
Blue as a bilberry she said
Nobody can have blue spit I said
Witches can she said
Is it like ink I asked
Exactly she said



Look carefully at the punctuation which is needed. Start with a score of 20 and subtract one mark for each thing that you have forgotten to add.

“Blue!” I cried. “Not blue. Their spit can’t be blue.”

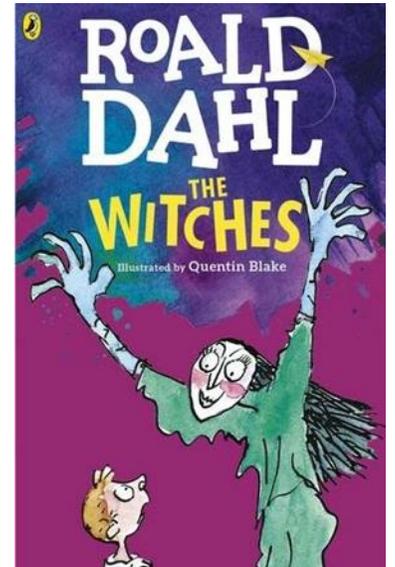
“Blue as a bilberry,” she said.

“Nobody can have blue spit,” I said.

“Witches can,” she said.

“Is it like ink?” I asked.

“Exactly,” she said.



BLUE

Write this passage in your book ensuring that you use all of the correct punctuation and remembering to begin a new line each time a new person begins to speak. The extract is from Harry Potter and the Philosopher's Stone.

No! Why said Mrs Dursley sharply. Funny stuff on the news Mr Dursley mumbled. Owls...shooting stars...and there were a lot of funny looking people in town today. So snapped Mrs Dursley. Well I just thought it was something to do with...her lot.. Their son - he'd be about Dudley's age now, wouldn't he muttered Mr Dursley. I suppose so said Mrs Dursley stiffly. What's his name again - Howard asked Mr Dursley. Harry. Nasty common name if you ask me explained Mrs Dursley.

GREEN

Write this passage in your book ensuring that you use all of the correct punctuation in the direct speech.

No! Why said Mrs Dursley sharply.

Funny stuff on the news Mr Dursley mumbled. Owls...shooting stars...and there were a lot of funny looking people in town today.

So snapped Mrs Dursley.

Well I just thought it was something to do with...her lot.. Their son - he'd be about Dudley's age now, wouldn't he muttered Mr Dursley.

I suppose so said Mrs Dursley stiffly.

What's his name again - Howard asked Mr Dursley.

Harry. Nasty common name if you ask me explained Mrs Dursley.

AMBER

Write this passage in your book ensuring that you use the inverted commas in the correct place to show when somebody is speaking.

No! Why? said Mrs Dursley sharply.

Funny stuff on the news, Mr Dursley mumbled. Owls...shooting stars...and there were a lot of funny looking people in town today.

So? snapped Mrs Dursley.

Well I just thought it was something to do with...her lot.. Their son - he'd be about Dudley's age now, wouldn't he? muttered Mr Dursley.

I suppose so, said Mrs Dursley stiffly.

What's his name again - Howard? asked Mr Dursley.

Harry. Nasty common name if you ask me, explained Mrs Dursley.

Wednesday 14th April 2021

Learning Objective: To use reporting clauses to develop characters

Learning Outcome: I can add reporting clauses to develop characters within a story.

Adding a reporting clause can really change the story and help the reader to understand the characters. Although the direct speech itself can tell the reader information, it is the reporting clause which reveals the most about the characters. Let's look at this example.

"Here, take them!" whispered Maddie quietly passing the coins to her brother.

"Here, take them!" yelled Maddie hurling the coins angrily at her brother's feet.

The words that Maddie says are the same but adding a **reporting clause** changes the meaning of the sentence by telling the reader how she does it.

BLUE / GREEN

Give each of the sentences below two different meanings by using a reporting clause to help the reader understand the characters more fully.

1. "Let's get out of here," Daniel said.
2. "You wouldn't dare come any closer," said Bob.
3. "This has been a strange day," said Emily.
4. "I'm leaving now," Eliza said.
5. "I don't understand," said Karim.

- a) "Let's get out of here," Daniel cried picking up the money and sprinting out of the vault.
- b) "Let's get out of here," Daniel whispered backing up nervously against the wall.

AMBER

Re-write each of the sentences below. Ensure that you change the reporting clause to add some detail to the characters for the reader.

1. "Let's get out of here," Daniel said.
2. "You wouldn't dare come any closer," said Bob.
3. "This has been a strange day," said Emily.
4. "I'm leaving now," Eliza said.
5. "I don't understand," said Karim.

a) "Let's get out of here," Daniel cried picking up the money and sprinting out of the vault.

Thursday 15th April 2021

Learning Objective: To write accurate dialogue.

Learning Outcome: I can write a short dialogue which uses accurate punctuation and reporting clauses to develop characters.



Click on the link and watch the film closely. Think carefully about how the characters are portrayed.

Mrs Dursley: Get up! Now!

Dudley: Wake up, Potter. We're going to the zoo.

Mrs Dursley: Here he is the birthday boy.

Mr Dursley: Happy birthday, son.

Mrs Dursley: Why don't you cook the breakfast and try not to burn anything.

Harry: Yes, Aunt Petunia.

Mrs Dursley: I want everything to be perfect for my Dudley's special day.

Mr Dursley: Hurry up! Bring my coffee boy.

Harry: Yes, Uncle Vernon.

Mrs Dursley: Aren't theydarling.

Dudley: How many are there?

Mr Dursley: Thirty-six. I counted them myself.

Dudley: Thirty-six...thirty-six but last year...last year, I had thirty-seven.

Mr Dursley: Yes, but... but some of them are quite a bit bigger than last year.

Dudley: I don't care how big they are.

Mrs Dursley: Darling what...what we are going to do is when we go out, we are going to buy you two new presents. How about that pumpkin?

<https://www.youtube.com/watch?v=GHSvCMpCGM>

Using the extract, create a narrative for the dialogue which contains reporting clauses which help the reader to understand the characters.

“Get up now,” Mrs Dursley snarled as she unlocked the cupboard and rapped viciously on the door. Harry rubbed his eyes sleepily and fumbled for his glasses.

Friday 16th April 2021

Learning Objective: To develop understanding of spelling patterns.

Learning Outcome: I can develop my understanding of spelling words which contain ie and ei.

Spelling Rules

Remember there are sometimes exceptions.

ie

most words use *ie*

ie is always used for word endings

ei

c is usually followed by *ei**

ei is always used for word beginnings

ei is usually used for the long *e* sound



Click on the picture or copy the link below to go to your spelling lesson for the week.

<https://classroom.thenational.academy/lessons/to-investigate-ee-sound-spelt-ie-or-ei-6xjk8t>

Quiz

1



2



3



4



5



6



7



8



9



In your spelling journal, write the correct spellings of each of these words within a sentence.

Underline the word.

Quiz

1



2



3



4



5



6



7



8



9



ANSWERS

1. priest
2. handkerchief
3. ceiling
4. weight
5. eight
6. veil
7. sleigh
8. reindeer
9. abseil