### Year 3: Literacy Week 1 Day 1

L.I: To draw inferences about a character in a text.
Success Criteria:
I can pick out clues about characters from a text.
I can use these clues to make guesses about the characters.
I can experiment with adjectives.

**THE WILD ROBOT**
BY NEW YORK TIMES BESTSELLING AUTHOR
PETER BROWN

*Read chapters 5 and 6*

Roz is programmed to keep herself safe – we call this survival instincts – as well as her learning through her observations of the animals around her, who were able to survive the terrain.
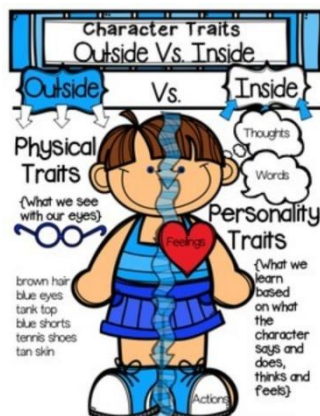
Questions to think about:
*Has Roz learned anything from the otters? Why? Why not?*
*Do we learn everything straight away?*
*What might be useful for Roz that she could learn from the otters?*

Bearing this in mind and knowing what we know of Roz already (including the image of Roz below), **your task** will be to create a character profile of Roz. Remember to think about her personality (her character) and her appearance (what she looks like)

Character Traits
Outside Vs. Inside

Outside Vs. Inside

Physical Traits {what we see with our eyes}
brown hair
blue eyes
tank top
blue shorts
tennis shoes
tan skin

Personality Traits {what we learn based on what the character says and does, thinks and feels}
Thoughts
Words
Feelings
Actions

| shiny | robust | mechanical | giant |
| intelligent | clever | observant |
| focused | metallic | boxy | heavy |
| gentle | kind | broken | damaged |
| quick learner | skilful | strong | cautious |
| brave |

See the example below:

*Roz was a mechanical machine, she stood tall above her surroundings. Her metallic frame was shiny and strong. She was scuffed and damaged. Her silver outside had dents but her mechanical brain remained working. She was extremely clever. She was able to learn quickly from the animals around her, copying their behaviours.*

## Year 3: Literacy Week 1 Day 2

L.I: To identify and use words that create a setting.
Success Criteria:
I can discuss words and phrases that capture the reader's imagination.
I can use a range of appropriate adjectives to create impact.
I can use a range of appropriate adverbs.
I can use a mixture of simple and complex sentences.

*Read chapter 9*

Roz managed to stomp her way to the top of the mountains.



**Task**: Your task is to rewrite chapter 9, describing the setting, in your own words. Try to think of your 5 senses without using 'I saw, I heard, I touched, I smelled, or I tasted'. You are going to include adjectives and adverbs but before writing, think to yourself:
**What could this adverb be describing?**
**Which adjectives could I use to describe the …?**

Challenge: Can you include similes and metaphors to provide extra detail?

Here are some sentence starters to help you:

*Standing tall at the top of the mountain, I spotted…*
*In the distance, past the treetops, I noticed…*
*Rustling beneath my feet, …*
*At the tip of my fingers, …*
*Crunching leaves, …*

## **Year 3: Literacy Week 1 Day 3**

<u>L.I: To understand the characters thoughts and feelings.</u>
Success Criteria:
I can use information from the book to respond as the character.
I can adopt a viewpoint and maintain it throughout my writing.
I can create a brief inner monologue for a character.

### *Read chapters 12 and 13*

Today we are going to be writing a postcard, as Roz, to our creators telling them about where we landed, what condition we landed in and what we are experiencing so far. Look at the PowerPoint attached for an example.



**Task:** Write a postcard, as Roz, to your creator Remember that postcards have to be written in 1<sup>st</sup> person and can include adjectives to describe how you are feeling and your surroundings.

## Year 3: Literacy Week 1 Day 4

*Read chapters 16 and 17*

Roz met both a robin and a stick insect and had conversations with them both. You are going to create your own speech about interacting with those characters.

You should think about what has happened so far in the story, what you know of Roz and what inferences of the characters you can make, to support your dialogue writing. For example, Roz had not seen a bird before, and a line of dialogue could be - *"You are a fascinating creature!" Roz whispered delicately.*

**Use the checklist below to ensure that your dialogue is punctuated correctly.**

| | |
|---|---|
| Opening speech (**"**) | |
| Capital letter starting off what the character has said. | |
| What is being spoken by the character | |
| Punctuation closing what the character has said (**,  !  ?**) | |
| Closing speech (**"**) | |
| Synonym for said (**yelled, whispered, shouted, cried etc**) | |
| The speaking character's name (yelled **Roz**) | |
| Full stop at the end of speech (yelled Roz**.**) | |
| **New speaker, new line!** | |

L.I: To create suspense in my writing.
Success Criteria:
I can start my sentences with fronted adverbials.
I can experiment with adjectives to create impact.
I can use a range of adverbs in my writing e.g. to create suspense.

**Task:** To write a story opening of the story so far, creating suspense where possible.

Think about:
- What suspense is.
- Do we want our readers to be able to know the ending straight away?

## What Is Tension?

Tension is something that writers use to create a problem in their stories.

Tension means feeling worry, fear, nerves or pressure. You can also create tension between characters if they argue.

## Ellipsis

They can also be used to show the trailing off of thoughts or to create suspense.

| I know that I've seen my keys somewhere... | If only she hadn't opened the door... | "I decided to... then I left." |
| --- | --- | --- |

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## What Is Suspense?

Suspense is something used in stories to make them mysterious or scary.

Suspense means waiting for something to happen or being uncertain about what will happen.

## Building Tension and Suspense

Can you remember all of the features of writing with tension and suspense?

- Detailed descriptions of the surroundings
- Clues to make the reader want to read on
- Short, shocking sentences
- Ellipses (...)
- Physical reactions from the character (*her heart was in her mouth*)
- Appealing to the reader's senses
- Similes and metaphors

Follow on from my example or write your own:

*The story started with wind, rain, thunder and lightning, thrashing the cargo ship from side to side. The ship struggled to stay afloat the aggressive waves. Boom! The ship crashed and started sinking down, down, down! It reached seabed. The trail it left behind was hundreds of crates, but one crate made it to shore and burst open as it clattered into the cliffs…a robot emerged.* _____

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