Session 1

1. Read the start of a story

- Read *Opening.* This is the start of a story. What do you think might happen in the rest of the book? Why do you think that?

2. Choose some memorable phrases

- Read the six phrases that have been chosen on *Memorable Phrases.*
- Use lines to match the reasons to the phrases.
- Read *Further Extract*. Choose 3-5 memorable phrases from here and write reasons for why they are memorable on *My choice of phrases*.

Opening

When I was young, I lived in a city that was mean and hard and ugly. Its streets were dry as dust, cracked by heat and cold, and never blessed with rain.

A gritty, yellow wind blew constantly, scratching around the building like a hungry dog.

Nothing grew. Everything was broken. No one ever smiled.
The people had grown as mean and hard and ugly as their city, and I was mean and hard and ugly too.

I lived by stealing from those who had almost as little as I did.
My heart was as shrivelled as the dead trees in the park.

from **The Promise** *by Nicola Davies*

Memorable phrases

The reasons are muddled. Draw lines to match the reason to the phrase.

Memorable phrase	Reason it's memorable
When I was young I lived in a city that was **mean and hard and ugly.**	*This is an unusual adjective to have chosen. It makes the phrase vivid and memorable*
A **gritty**, yellow wind blew constantly	*Simile. The character's inner condition is as desolate as the setting.*
Scratching round the buildings **like a hungry dog.**	*Three dramatic short sentences. Nothing, everything and no-one = hyperbole/possible exaggeration.*
Nothing grew. **Everything** was broken. **No one** ever smiled.	*Repetition giving emphasis and echoing: mean, hard, ugly.*
The people had grown as **mean and hard and ugly** as their city, and I was **mean and hard and ugly** too.	*A simile. The dog sounds wild and uncared for which fits the description of the city.*
My heart was **as shrivelled as the dead trees in the park**.	*The extra 'and' emphasises all three words in this list.*

Further extract

And then, one night,

I met an old lady down a dark street.

She was frail and alone, an easy victim.

Her bag was fat and full,

but when I tried to snatch it from her,

she held on with the strength of heroes.

To and fro we pulled that bag until at last she said,

"If you promise to plant them, I'll let go."

What did she mean? I didn't know or care,

I just wanted the bag, so I said,

"All right, I promise."

She loosened her grip at once and smiled at me.

I ran off without a backward look,

thinking of the food and money in her bag.

*from **The Promise** by Nicola Davies*

My choice of phrases

Choose 3-5 phrases from **Further Extract.** Explain why each phrase is memorable.

Memorable phrase	Reason it's memorable

Session 2

1. Read non-fiction information

- Read the report on *Sea Myths*. Which of these creatures had you heard of before? What is the most important piece of information about each? Why do you think that people like to tell stories of sea creatures like these?

2. Remind yourself about word classes

- Use the revision PowerPoint slides below *word classes to remind yourself of the word classes.*
- Find examples of each class of word in *Sea Myths* and write them on the *Classification Table*.

Sea Myths

The Kraken

The kraken is a legendary monster. Scandinavian folktales told stories of this giant, terrifying creature who lived in the sea. Some stories told of the kraken pulling ships apart with its strong tentacles. Other myths were that it often caused dangerous whirlpools in the water which sunk ships fast. It is thought that the myths arose from sightings of giant squid and these terrified and inspired tall stories.

Sirens

In Greek Mythology, the sirens were dangerous creatures, who lured unlucky sailors with their enchanting music and beautiful songs. The ships sailed into the rocks that surrounded the island and capsized. Sirens were half human and half bird. Originally, they could be men or women, but later stories described all sirens as women.

Merfolk

In folktales, a mermaid or merman is an aquatic creature with the upper body of a human and the lower body of a fish. They appeared first in stories in ancient Assyria but soon were told around the world. Some tales show merpeople as very kind and helpful towards sailors, while other stories link them to storms, floods and shipwrecks. Many people explain that belief in merpeople is because of manatees (or sea cows).

Selkies

Selkies are found in folktales from the Northern Isles of Scotland. They are able to change from seal to human form by shedding their skins. In some stories they come to land and live as humans for many years before returning to the sea.

Revision Card 1 – Word Classes

Nouns
A noun names a person, place, idea, thing or feeling.

a poem
the sea
a myth
an image

In front of a noun, we often have
a   an   the
Determiners

Verbs
Verbs indicate that someone or something is
doing, feeling or being.

We paddled.
The sea roared.
The boat was old.
Something attacked us.
We lost hope!

Usually verbs have the name of a person or thing or a pronoun in front of them.

Adjectives
An adjective is a describing word.
It tells you more about a noun.

those strange noises
that mysterious smell
a cold, creepy feeling
its green claws

The claws were green.

Adjectives sometimes come next to 'their' nouns…
but sometimes they do not.

Adverbs
Adverbs often modify verbs.
They can also modify adjectives,
or a **whole clause**.

The creature rose then.
We fought hard against it.
Its claws slashed furiously.

It had horribly sharp claws.
We were very frightened.
It was too strong for us!

Suddenly, it froze.
Then, it sank beneath the waves.
Perhaps, we were safe.

Revision Card 2 – Word Classes

Prepositions

Prepositions link a noun or noun phrase to a sentence.

We continued our voyage *on the ship.*

We repaired our vessel *after the attack.*

We kept watch *because of the creature.*

It could still be lurking *beneath the waves.*

Prepositions tell us how words are related.

They can tell us about time, place and cause.

Determiners

A *shadow* loomed on the horizon.

> any shadow

The *shadow* loomed on the horizon.
That *shadow* loomed on the horizon.

> a particular shadow

My *shadow* loomed on the horizon.
Your *shadow* loomed on the horizon.

> a shadow which belongs to...

Every *shadow* loomed on the horizon.
Some *shadows* loomed on the horizon.

> a specified number of shadows
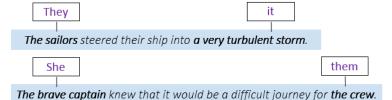
Determiners stand in front of nouns. They specify a noun.

Pronouns

Pronouns can stand in the place of a noun or noun phrase.

| They | | it |

The sailors steered their ship into *a very turbulent storm.*

| She | | them |

The brave captain knew that it would be a difficult journey for *the crew.*

Conjunctions

Co-ordinating conjunctions join two words or clauses.

> **Co-ordinating conjunctions**
> and
> but
> or

> What conjunctions could be inserted?

It might sink the ship now ☐ it might play with it for a while.

Subordinating conjunctions introduce subordinate clauses.

> **Subordinating conjunctions**
> when
> while
> before
> because
> so
> if
> unless
> although

> What conjunctions could be inserted?

Huge tentacles gripped the ship ☐ the crew slept.

Classification Table

Nouns	Verbs
Adjectives	**Adverbs**
Prepositions	**Determiners**
Pronouns **including relative pronouns**	**Conjunctions**

Session 3

1.. Research one of the sea-creatures

- Choose one of the sea-creatures from *Sea Myths*. Research some more information about it and make notes about all that you discover.

2. Remind yourself about word classes

- Use the *Revision Cards 1* and *2* from yesterday if you need to.
- Write about the sea-creature that you chose to research. Complete the *Description Builder* and then use your ideas to write sentences about the sea-creature.

Description Builder

Build descriptions using the word classes in the table

Determiner	Noun	Verb	Adverbs	Adjective	Preposition	Adjective	Noun
many *these*	*dragons* *creatures*	*are* *swim*	*rather* *fast*	*ferocious* *—*	*with* *like*	*sharp* *scaly*	*teeth* *bullets*

*Once you have collected some good ideas, write some sentences describing your sea creature from Day 4. Use **pronouns** to avoid repeating nouns and **conjunctions** to link some of your clauses.*

Session 4

Read a poem

- Read *Long, Lone*. Read the poem twice, once in your head and once out loud.
- What do you like about this poem? Is there anything that you dislike about it? What patterns can you find? What puzzles and questions does it leave?

Write some ideas for a poem

- Read *Example*. Re-writing Long, Lone with new words from the same word-classes.

Long, Lone

Long, long, long and lone

is the selkie's song when the storm winds moan,

is the sigh of the sea as it rubs the stone,

is the word of the sea that lives in the bone.

Long and lone is the gliding flight

of the albatross in the dawn's grey light

on its wide white wings where the winds blow high

over the waves where the sea-ghosts cry.

Long and lone is the sea I find

that sighs on the shore at the edge of my mind;

long, long, long and lone

Is the word of the sea that lives in the bone.

Russell Hoban

From **My First Oxford Book of Poems** compiled by John Foster

Example

The subject and mood of the poem has been changed by swapping words for new ones of the same class.

Sharp, Light

Sharp, sharp, sharp and light

are the serpent's eyes when the hard hunger bites,

is the gnash of the teeth as they display the might,

is the point of the tongue that flicks in the night.

Session 5

Choose another creature to research and write about. Your writing can be in any form.

Ideas are:

- Poem
- Story
- information text/guide
- Explanation
- Instructions
- Description

Think about the most appropriate word class for your piece. For example, a description would use lots of adjectives to describe. This is what you need to email to Mrs James for feedback.