

Lesson 1

WAGOLL- The Selfish Giant

Every afternoon, as Laura and Miles were coming from school, they used to go and play in an old, abandoned garden alongside the park. It was a large, beautiful garden, with soft green grass and beautiful flowers that glistened like stars. There were twelve trees that had delicate blossoms of pink and pearl, and in the autumn grew rich fruit. The birds sat on the trees and sang so sweetly. "I love playing here!" Laura yelled to Miles. "Me too, I can't believe no one lives here anymore!" Miles replied, excitedly.

Without any idea about who was in his garden, the giant, who owned the garden, came back as he had been to visit his friend. When he arrived, he saw the children playing in the garden. "What are you doing here?!" he bellowed. "Nobody can play in it but me." Laura and Miles tried to speak, but the giant was so scary, they stuttered every word that came out. His wrinkly, wobbly fingers and illuminous, blue eyes were all that the children could see... They turned and looked at each other in fear. Without saying a word, they both sprinted off out of the once peaceful, joyous playground.

Although the children had gone, the giant built a high wall all round it, and put up a notice-board which read; WARNING! TRESPASSERS WILL BE REMOVED. He was a very selfish giant. Unfortunately, now the children had now nowhere to play. They missed the beautiful garden so much that one day they decided to ignore the warning. They climbed to the top of the wall, "I can't see him.. I think we'll be ok!" Laura yelled to Miles, and jumped into the garden.

"Oi! "A loud voice shouted. Laura and Miles froze... "Can't you read the sign? No trespassers allowed! Now clear off before I eat you for my lunch!" The giant started to run but because he was so large he was very slow. The children had to escape. They ran around in circles looking for a way out of the garden without jumping over the wall as they wouldn't have time to escape that way. "COME HERE!" screamed the giant as he chased the children around in circles. THUD! Laura and Miles turned around... The giant had tripped over and fallen on a peculiar placed rock in the garden. "Quick! This way!" Miles yelled to Laura...

Luckily, they found a tiny gap in the wall and managed to escape. "Phew!" they panted. Whilst catching her breath, Laura said to Miles "I don't think we should go back there again, it's too risky." From that day on they promised they would listen to any warnings given to them.

The Selfish Giant

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Fronted adverbial

Clauses as starters

Complex sentences

Inverted commas for speech

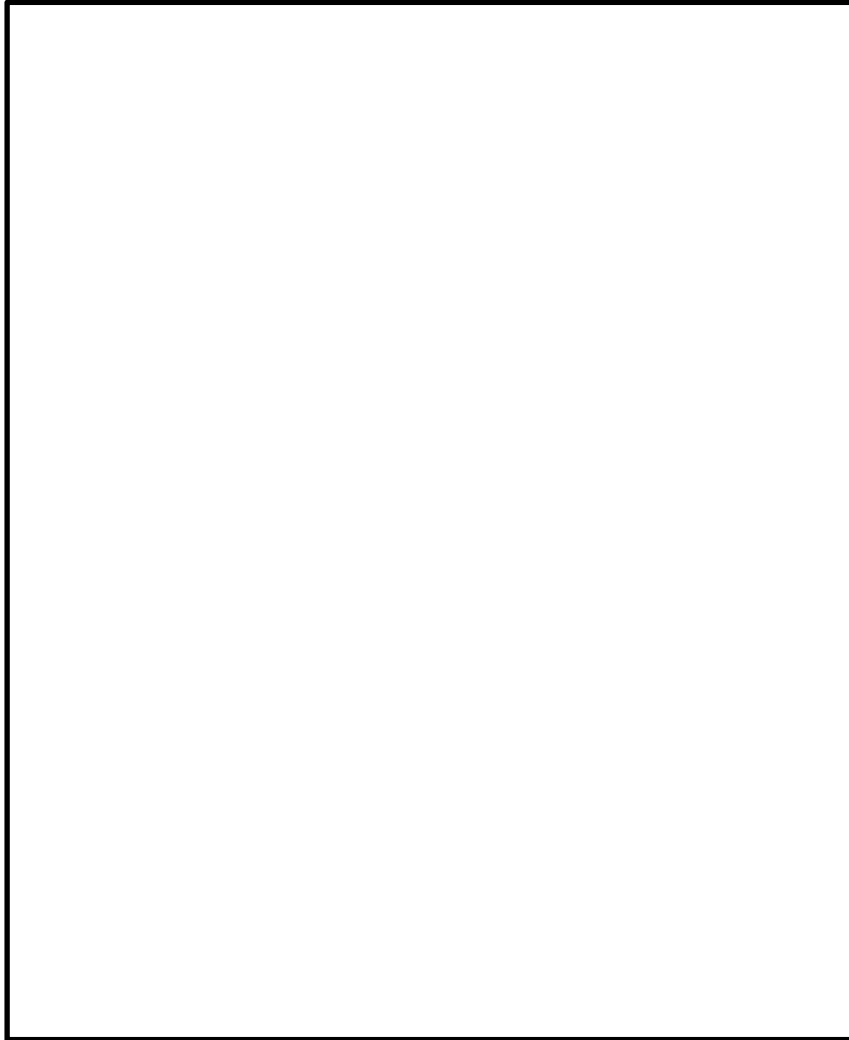
Expanded noun phrases

Commas for parenthesis

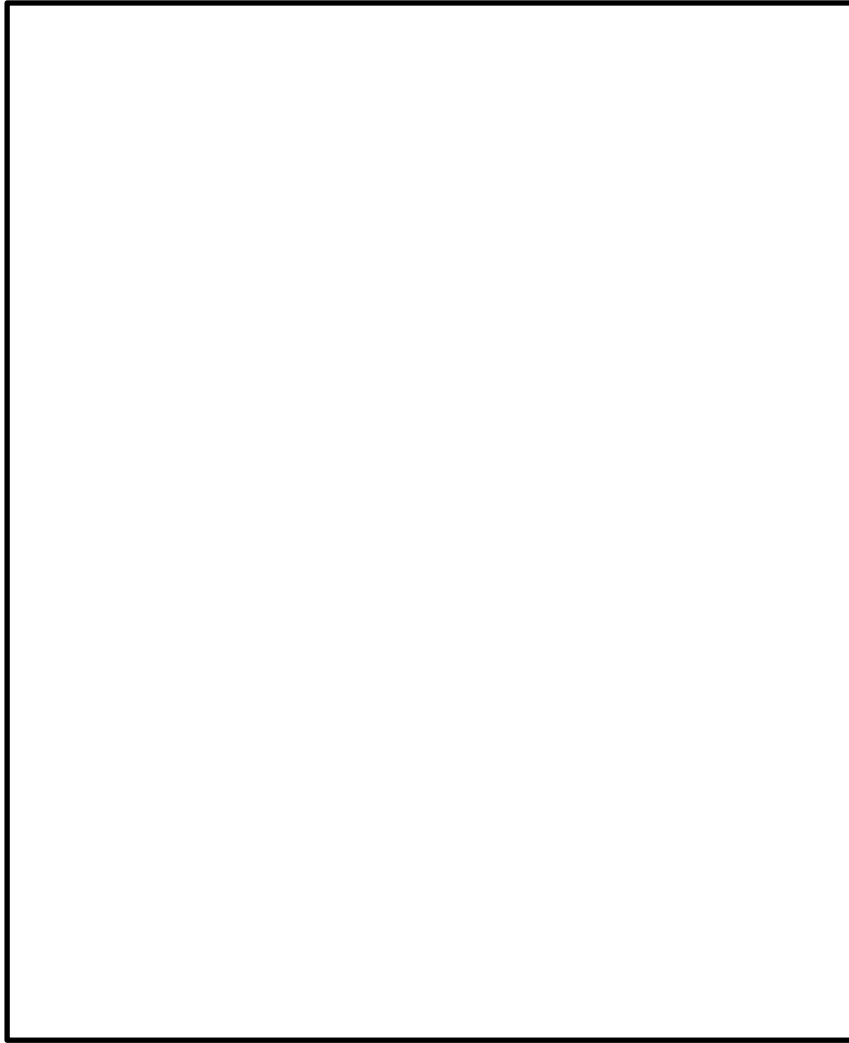
Ellipses for tension

Lesson 2- Character Creation

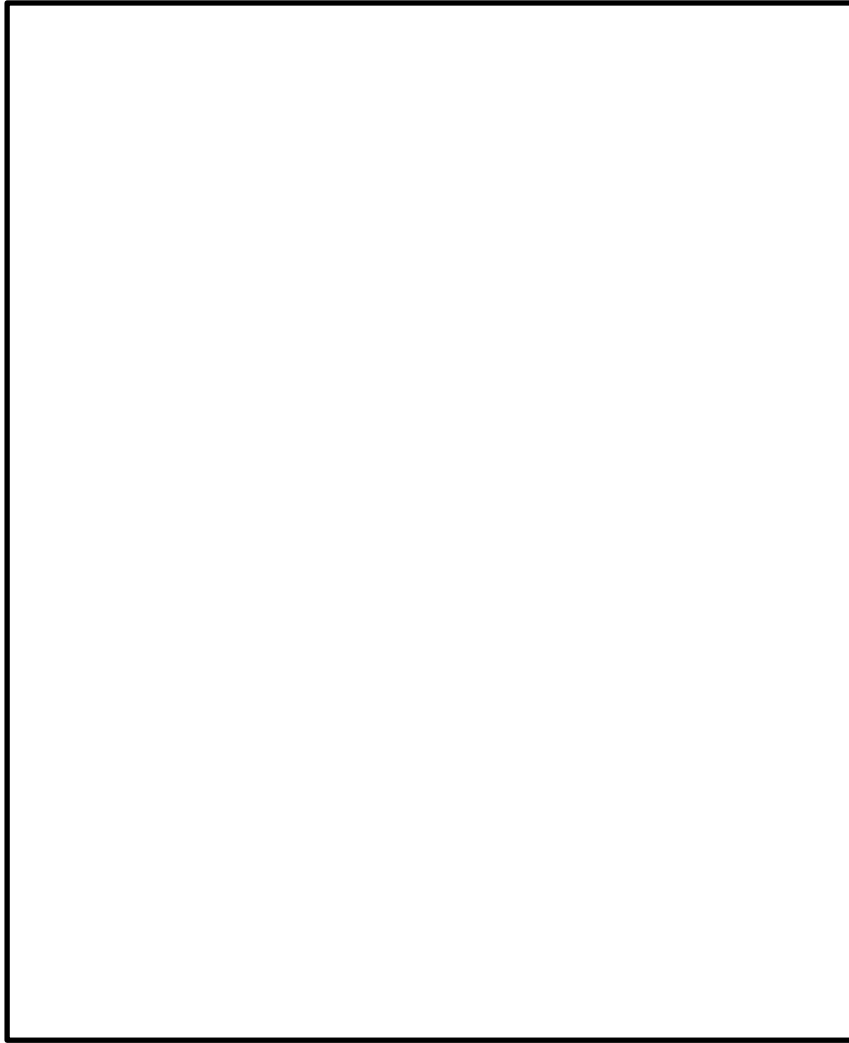
Character One



Character Two



Character Three



Lesson Three

Character Descriptions

Character One-

Character Two-

Character Three-

Lesson Four-

Finish the sentences with a main clause.

1. In the distance,

_____.

2. After lunch,

_____.

3. As it was raining,

_____.

4. Carefully,

_____.

5. In the woods,

_____.

6. After school,

_____.

7. At 12 o'clock,

_____.

8. Silently,

_____.

Identify where the comma should go in these sentences.

1. Above the clouds the birds were soaring.
2. Because she was stubborn Debbie refused to come out of her room.
3. Cautiously she edged towards the strange creature.
4. Under the stars the world was silent.
5. At midnight she heard to door creak open.

Write some sentences of your own which have a fronted adverbial and a main clause. Use the examples above and the adverbial mat to help you.

Lesson Five-

Sentence Types- Compound sentences

Finish these sentences by adding a coordinating conjunction.

1. I enjoy reading _____ I don't enjoy cooking.
2. Ben is thoughtful _____ he always plays with me when I'm lonely.
3. Kate walked home from school slowly _____ she was tired.
4. Year Four is a hardworking class _____ all of the children want to do well at school.
5. I can use simple sentences in my writing _____ I can use compound ones to make it more interesting.

Now write some compound sentences of your own:

Complex Sentences

Complete the table by creating subordinating clauses using subordinating conjunctions.

Main Clause	Subordinate Clause
We will go to the fair	
Put on your coat	
I'd love a slice of cake	
I'm going into town	
You should sit down	
Put a tick next to it	
It should be fine	

Write some complex sentences of your own, ensuring they are correctly punctuated.

Clauses as starters

Using clauses as starters means we start the sentence with the subordinate clause instead of starting with the main clause.

E.g -

Complex sentence-

main or independent clause

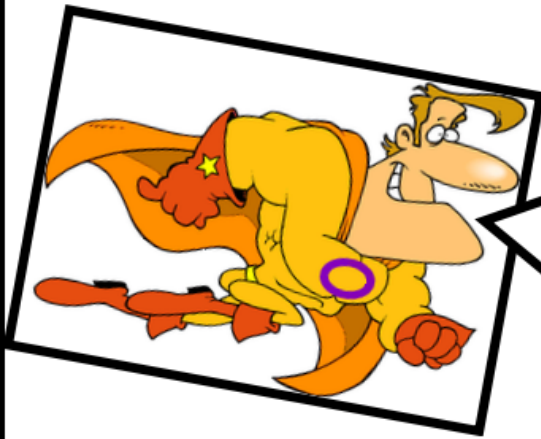
subordinate clause

Miss Jowsey watched television inside the house, while the rain poured down.

To turn this into a 'clause as a starter' we would move the subordinate clause to the start of the sentence and punctuate it with a comma before adding the main or independent clause.

While the rain poured down, Miss Jowsey watched television inside the house.

Outstanding Openers!



Here are my helpful hints to make great sentences!

Use a conjunction

After we ate lunch, we went for a walk.

Use an adverb (ed or ly)

Quickly, she raced through the forest.

Use a verb

Giggling and laughing, they skipped home.

Use a noun or adjective

Leaves fell from the trees...

Use a simile or metaphor

Like a lion, he faced battle

Use a feeling

Lonely, she walked the corridors.

Sentence Openers

Subordinate conjunctions (clauses as starters):

Fronted adverbials:

Verbs:

Noun or adjective:

Simile or metaphor:

Use a feeling:

Lesson 7- Warning tale - plan

Title - _____

<u>Paragraph</u>	<u>What needs to happen?</u>	<u>Your ideas</u>	<u>Features you need to include:</u>
Introduction	Set the scene- where is it? What is the main character doing?	_____ _____ _____ _____ _____	Fronted adverbials Expanded noun phrases- prepositional features Speech - inverted commas
Build up- character has a warning	Something happens, the character is warned not to do something. Create tension to end paragraph.	_____ _____ _____ _____ _____	Conjunctions Clauses as starters Speech- inverted commas Ellipses Parenthesis Expanded noun phrases- prepositional
Breaking the warning	Character breaks the warning...	_____ _____ _____ _____ _____	Conjunctions Clauses as starters Speech- inverted commas Ellipses Parenthesis
Resolution	What happens now? What are the actions of the warning being broken?	_____ _____ _____ _____ _____	Conjunctions Clauses as starters Speech- inverted commas Ellipses Parenthesis Expanded noun phrases- prepositional
Ending	How does the story end? Are the characters ok? What have they learned? What do or can they do now?	_____ _____ _____ _____ _____	Conjunctions Clauses as starters Speech- inverted commas Ellipses Parenthesis

