THE MIDAS TOUCH

NARRATIVE WRITING

Learning Question:

LQ: Can I write my myth using a video clip to guide me?

Success Criteria:

- I can watch the video clip 'King Midas'
- I can write my narrative

Vocabulary

- Description
- Adjectives
- Expanded noun phrases
- Senses
- Feelings
- Rhetorical questions

Click on the link below and re-cap the 'King Midas' video clip and skittles clip.

https://www.literacyshed.com/the-myths-and-legends-shed.html

https://www.youtube.com/watch?v=qp0WBiME_fM

Today you will write your narrative.

- Use the slides to edit your narrative planning as you write.
- How many ticks would you get? Use the Success Criteria to assess your writing.

Character Description Word Mat

Face

adorable
attractive
beautiful
blotchy
blushing
cheerful
cruel
cute
freckled
gloomy
gorgeous
jaunty
kind
long
loving
miserable
morose
narrow
odd
pale
plump
round
rosy
sallow
scrunched
slim
striking
stunning
sullen
sunburnt
sunken
unusual
wicked
wrinkled

Hair

coarse
curly
dark
fine
floppy
frizzy
ginger
golden
greasy
luscious
messy
neat
shiny
tangled
thick
wild
wispy

Body

angular
athletic
broad
bulky
burly
frail
lithe
muscular
narrow
plump
slender
slight
slim
stout
wide
willowy
wiry

Voice

booming
brittle
clear
confident
croaking
echoing
flat
gruff
hushed
inaudible
loud
quiet
quivering
raspy
shrill
wheezy
whispering

Clothes

clean
damaged
fashionable
flowing
ill-fitting
modern
neat
old-fashioned
pristine
spotless
stylish
tidy
torn
untidy
unkempt
vintage
worn

Movement

blundering
edging
hobbling
limping
looming
pacing
plodding
racing
scrambling
skulking
stalking
stooping
striding
strutting
stumbling
sweeping
trudging

Setting Description Senses Word Mat

Sights

ancient
angular
bright
bustling
cluttered
crowded
dazzling
disappointing
dusty
empty
enormous
fashionable
glistening
gloomy
grim
hectic
impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screeching
scuffling
silent
tapping
thumping
tuneful
wailing
whispering

Smells

clean
clinical
damp
delicious
disgusting
dusty
earthy
exotic
familiar
floral
fresh
fruity
homely
mouth-watering
perfumed
pleasant
pungent
refreshing
sickening
smoky
tangy
tempting
unfamiliar
unusual

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweltering
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed

Sentence Openers

Time	Order	Where	To add information	Comparisons
One day	At first	In the middle of the...	Again	However
One morning	First	Under the bridge...	Also	Yet
One evening	Second	Over the bridge...	Another	Despite
After that	Third	In the distance...	Along with...	Still
After a while	Then	Far away...	For example...	Unlike
Before long	Last	In a far off land...	As well as	Even though
Afterwards	Finally	Inside of...		Although
As soon as	Next	At the end of...		Rather than
At last		On top of the...		
A moment later		Next to the...		
In the meantime		Nearby...		
Later on		Opposite the...		
Meanwhile				
Soon				
During				
Now				
Next week				
All of a sudden				

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Constructing an Expanded Noun Phrase

A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use a determiner, adjectives and a prepositional phrase within your expanded noun phrase to describe and specify details about the noun.

Determiner	Adjectives	Noun	Prepositional Phrase
A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it.	Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider.	The noun is the thing, person or idea that the expanded noun phrase is about.	A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun.
the	**colourful**	**socks**	**beside the river**
a	**gigantic**	**bus**	**near the town**
an	**miniature**	**engine**	**in the water**
my	**pristine**	**bottle**	**during the night**
these	**dilapidated**	**television**	**through the winter**
her	**ancient**	**pond**	**this evening**
our	**obnoxious**	**custard**	**on the table**
your	**mischievous**	**paper**	**between the houses**
five	**crumpled**	**lettuce**	**underneath the waterfall**
some	**ecstatic**	**caravan**	**before morning**
many	**muscular**	**tongue**	**towards home**
those	**rectangular**	**Linda**	
		imagination	

Use the boxes above to plan out and construct an expanded noun phrase, such as: the fierce, ugly troll beneath the bridge

	Working towards the expected standard
1	I can write for a range of purposes
2	I can use paragraphs to organise ideas
3	In narratives, I can describe settings
4	In narratives, I can describe characters
5	In non-narratives, I can use simple devices to structure the writing (e.g. heading, sub-headings, bullet points)
6	I can use capital letters
7	I can use full stops
8	I can use question marks
9	I can use exclamation marks
10	I can use commas for lists
11	I can use apostrophes contraction mostly correctly
12	I can spell most words correctly (Including those on Year 3 and 4 list)
13	I can spell some words correctly (Including those on Year 5 and 6 list)
14	I can write legibly using my best handwriting

	Working at expected standard
1	I can write effectively for a range of purposes and audiences, selecting appropriate language
2	In narratives, I can describe settings
3	In narratives, I can describe characters
4	In narratives, I can convey atmosphere
5	In narratives, I can integrate dialogue to convey character and advance the action
	I can select vocabulary and grammatical structures that reflect what the writing requires:
6	I can use contracted forms appropriately
7	I can use passive verbs to affect how information is presented
8	I can use modal verbs to suggest degrees of possibility
	I can use a range of devices to build cohesion within and across and paragraphs:
9	I can build cohesion using conjunctions
10	I can build cohesion using adverbials of time and place
11	I can build cohesion using pronouns
12	I can build cohesion using synonyms
13	I can use verb tenses consistently and correctly throughout my writing
	I can use the range of punctuation taught at KS2 mostly correctly:
14	I can use inverted commas
15	I can use commas for clarity
16	I can use punctuation for parenthesis
17	I can sometimes use dashes, semi-colons, colons and hyphens
18	I can spell correctly most words correctly (including those from the Year 5 / Year 6 list)
19	I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary
20	I can maintain legibility in handwriting when writing at speed

TASK TIME!

- You have been given **'The Midas Touch'** and need to plan your narrative.

- **HARD/HARDER/HARDEST:** Use the planning sheet plus your success criteria to write your narrative.