

Your target for this week is...

To write your own
fantasy story based
on dragons!





Day 4

Learning Question:

How do I write the resolution to my fantasy story?

Success Criteria:

Varying sentence structures

Use alliteration, metaphors and/or similes

Connecting phrases and words (co-ordinating and subordinating conjunctions)

Resolve your dilemma in an exciting and imaginative way

Vocabulary

- Cemetery
- Average
- Frequently
- Especially
- Vegetable

Advert Adage

Write an advertising slogan for a product using this word.

especially

To a great extent; very much.

Question Time

Write a question using the word.



Possessive Apostrophes Words Already Ending in -s

Can you rewrite these descriptions using a possessive apostrophe in the correct place?

For example:

the lion belonging to James → James' lion or James's lion

1. the cricket bat belonging to Thomas
2. the team run by Agnes
3. the sculpture created by Artemis
4. the bus travelled on by Mrs Williams



Today we will be focusing on...

the resolution

The worksheet is set against a background of a grey mountain with black outlines and green grass at the bottom. It contains several text boxes for writing:

- Opening** (red text): A box with two horizontal lines.
- Build up** (yellow text): A box with two horizontal lines.
- Dilemma** (green text): A box with two horizontal lines.
- Resolution** (green text): A box with five horizontal lines.
- Vocabulary** (yellow text): A box with five horizontal lines.
- Characters** (red text): A box with two columns, each with four horizontal lines.
- Setting** (red text): A box with two columns, each with four horizontal lines.
- Ending** (blue text): A box with four horizontal lines.
- Moral** (blue text): A box with four horizontal lines.

Blue curved arrows indicate a flow from left to right: from the left edge to the Opening box, from Opening to Build up, from Build up to Dilemma, from Dilemma to Resolution, and from Resolution to the right edge.

Today we will be focusing on...

the resolution

4. Resolution

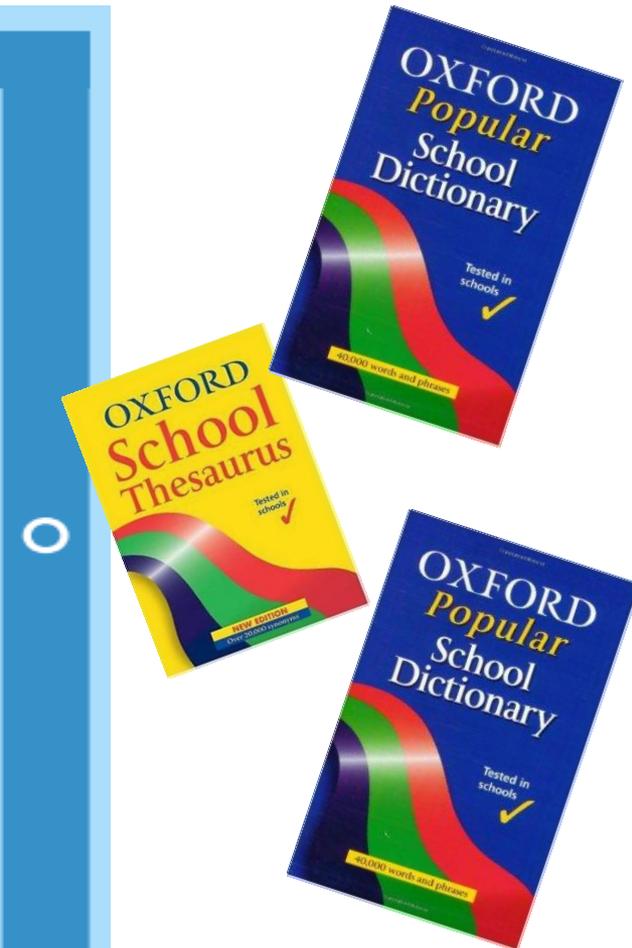
- building on many of the techniques already used in the earlier part of the story
- varying sentences structures by using longer sentence to get a rhythm going to describe the increasing tension as events unfold
- using alliteration and short sentences to portray sounds within the action
- using metaphor and simile to help paint the scene and describe the feelings of the characters
- introducing further possible complications, using connecting words and phrases such as 'unfortunately . . . ' or 'what he hadn't noticed was . . . '

Mini Task

Create sentences which you could include in your writing using the 5/6 spelling word bank.

Spell some of these Y5/ Y6 words correctly?

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	



Example sentences using 5/6 spelling words

I peered into the cave. After my eyes had adjusted to the dark it became **apparent** to me that I wasn't alone.

I didn't want to go on this adventure alone, I hoped he would **accompany** me.

The dragon lunged at me **aggressively**.

Immediately, I ran towards the commotion

I was **desperate** to escape this desolate place.

I ensured we were fully equipped for the long journey. I polished my **equipment** - **especially** my favourite sword.

I was wounded – I didn't want to be a hindrance to the rest of the group.

The **lightning** flashed across the sky and thunder boomed in the distance.

I took my **opportunity** and dashed towards the exit.

I was starving as I hadn't had **sufficient**

I the distance I was able to **recognise** the silhouette of a...



Your Task...

Today you will be writing:

– The resolution

- Varying sentence structures
- Use alliteration, metaphors and/or similes
- Connecting phrases and words (co-ordinating and subordinating conjunctions)
- Resolve your dilemma in an exciting and imaginative way

4. Resolution

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