

English - Planning and Ideas



Week Commencing: 22nd June 2020

Year Groups: 5

Hi Year 5,

This week, our focus is on setting descriptions. This is something that we have learned about before so you should feel quite confident completing this. Remember – the focus of a setting description is to **describe** somewhere – you need to make the reader feel as if that they are there. You need to ‘paint a picture’ in the reader’s head.

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	Reading Comprehension	LC: Can you identify the features of a setting description?	LC: Can you explore your understanding of figurative language?	Subject: English LC: Can you plan a setting description?	Subject: English LC: Can you write a setting description?
Activity	<p>Starter: Spelling Shed https://play.edshed.com/login Log into spelling shed and play one of the games in your assignment list.</p> <p>Main teaching Listen to Yolanda Brown read an extract by the book by Joan Aiken.</p> <p>Tasks Answer the questions underneath the video. Everyone should complete Activity 1 and 2 and then Activity 3 is an extension if you are feeling confident.</p>	<p>Starter: Spelling Shed https://play.edshed.com/login Log into spelling shed and play one of the games in your assignment list.</p> <p>Main teaching: Something a bit different today. Here are three extracts of text from real books. These are excellent examples of setting descriptions which ‘paint a picture’ in the reader’s head.</p> <p>Task 1 – When you have read each setting description, write a word or phrase to describe what the extract is describing (eg. Village) Task 2 - Use the checklist at the top of the sheet to spot the particular features in the examples.</p>	<p>Starter: Spelling Shed https://play.edshed.com/login Log into spelling shed and play one of the games in your assignment list.</p> <p>Main teaching: Listen to the teacher talking about the figurative language examples. We have learned about these in class before. https://www.bbc.co.uk/programmes/p08cw1nb</p> <p>Task Look at the beginnings of the sentences on the sheet. Think of a simile or metaphor ending to your sentence. Try to challenge yourself here – don’t just write the first thing that comes to your head. Try to think of something interesting, thoughtful or unique.</p>	<p>Starter: Using specifically chosen adjectives Look at the sheet below in ‘Thursday’. In the gaps, add an adjective which is specifically chosen to convey a particular meaning. Do not use ‘boring’ words like <i>big</i> or <i>small</i> or <i>nice</i>!</p> <p>Task Tomorrow, you are going to write a Harry Potter themed setting description. You are going to write it on The Great Hall from Harry Potter. Watch this clip, https://www.youtube.com/watch?v=095sQ6PzGTA If you know Harry Potter, this is a clip from the first time Harry enters The Great Hall of Hogwarts. Today, you are going to plan this. You will see a picture of the Great Hall on the planning sheet. Use the planning sheet to plan your setting description. To help, you might want to use your word bank in the sheets for tomorrow.</p>	<p>Starter: Spelling Shed https://play.edshed.com/login</p> <p>Main teaching: Read back through the examples from Tuesday and look at the sentence starters. I think the hardest thing about writing a setting description is making sure you don’t just write a list of sentences beginning with ‘I could see’ or ‘There was’.</p> <p>Task I have included a word bank of vocabulary and a word bank of sentence starters to help you when you write. As usual, when you finish, use your self-assessment sheet to edit and improve.</p>

Tuesday – Identifying the Features of a Setting Description

Feature	Can I spot it? Tick and locate in the text
Adjectives	
Similes (something is 'like' or 'as' something else)	
Relative clauses (clauses which begin with which/who)	
Prepositions (in, on, under, behind, in front of, above, next to, between, below etc)	
Personification (giving human qualities to something not human)	
References to sound	
References to smell	
References to feelings	

Extract from My Swordhand is Singing by Marcus Sedgewick - The hut stood in a strange position. The river Chust, from which the village took its name forked in two here, as it snaked through the woods. With deep banks, the rivers had spent ten thousand years eating its way gently down into the thick soft dark forest soil. Its verges were as sharp as knives and there were moss laden blankets that dripped leaf mould into the slow brown water. But at a certain point, in its ancient history, the river had met some solid rock hidden in the soil, and had split in two. It was in the head of this fork that the hut stood. **Location described?** _____

Extract from Howl's Moving Castle by Diana Wynne Jones -The room was as dark as night. It was quite a small room, with heavy black beams in the ceiling. By daylight it was amazingly dirty. The stones of the floor were stained and greasy, ash was piled within the fender, and the cobwebs hung in dusty droops from the beams. There was a layer of dust on the skull. Sophie absently wiped it off as she went to peer into the sink beside the workbench. She shuddered at the pink and grey slime in it and the white slime dripping from the pump above it. Howl obviously did not care what squalor his servants lived in. **Location described?** _____

Extract from Over Sea, Under Stone by Susan Cooper - Trewissick seemed to be sleeping beneath its grey, slate-tiled roofs, along the narrow winding streets down the hill. Silent behind their lace-curtained windows, the little square houses let the roar of the car bounce back from their whitewashed walls. Then Great Uncle Merry swung the wheel round, and suddenly they were driving along the edge of the harbour, past water rippling and flashing golden in the afternoon sun. **Location described?** _____

1. She ran like

2. When she danced she was

3. The man trudged down the road like

4. The waves on the ocean were

5. Dave was in the water waving like

6. On her way to her own birthday party, Lucy was as

7. When he looked out from the stage, the audience was

8. The rain was

9. The trees in the storm were like

Wednesday figurative language activity:

Tuesday identifying the features:

Thursday Starter

- The _____ dog barked at the _____ cat.
- The _____ snake slipped through the _____ grass.
- The _____ wall crumbled under the _____ weight of the giant's _____ foot.
- Mrs Snaggleworth rode her _____ bicycle through the _____ market.
- She passed _____ stalls of _____ apples, _____ pears and _____ pineapples.

Thursday planning:

What can you hear?

Similes

What can you smell?



Personification or Metaphors

Adjectives and nouns (these are called noun phrases eg. The wooden, long tables)

Friday – writing your setting description

attractive	grand	bustling
awe-inspiring	impressive	busy
beautiful	majestic	crowded
breathtaking	regal	hectic
glorious	splendid	lively
magnificent	stately	swarming
spectacular	lavish	teeming

Sentence Starters Mat

Description starter:

e.g. – a lean, grey cat

'ly' starter:

e.g. – Slowly, she ran down the road

'Where' starter

e.g. – At the end of the lane, stood an old house

'ing' starter

e.g. – Running along, Tim fell over

Relative clause

e.g. – Tim, who was running, tripped over.

Short, punchy sentences

e.g. – He froze.

Although/as starter

e.g. – Although he was late, he walked slowly

Similes

e.g. – She was as tall as a bus

Alliteration

e.g. – The sneaky, slimy snake

'ed' starter

e.g. – Exhausted, Tim ran home

Drop-in 'ed' clause

e.g. – Tim, exhausted by so much effort, ran home

Sentence of 3 for action

e.g. – Tim ran home, sat down and drank his tea.

Self-assessment

	Have I included?
Adjectives (specifically chosen)	
Similes and metaphors	
Personification	
Interesting sentence starters	
References to smell	
References to sound	

Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KSI and KS2 across all subjects.