



Year 6 - Week beginning 4.5.20



Non-fiction – The Battle of Hastings


Texts and resources can be found at the bottom of this plan, on the school website or collect a printed one from the school office

Please use your orange journal to record any learning, if you need a new one because it's filled to the brim with AMAZING work please pick a new one up from school (remember you can share any work you are really proud of on our Twitter or Facebook pages ☺)

| D a y | Spelling | Reading | Writing | Maths | Creative |
|-------------|---|--|---|---|---|
| 1 | <p>Plural nouns exceptions Adding -ves or -s to words ending in f, ff or fe</p> <p>RULES:</p> <p>1. Words ending in ff you just add s to make the plural. cliff - cliffs toff - toffs scuff - scuffs sniff - sniffs <u>Some words ending in f add s:</u> roof - roofs chief - chiefs oaf - oafs</p> <p>2. There are other words ending in f or fe that change their plurals to ves: calf - calves half - halves knife - knives leaf - leaves loaf - loaves life - lives wife - wives shelf - shelves thief - thieves yourself - yourselves</p> <p>3. Some words can have both endings ves or s: scarf - scarfs/scarves dwarf - dwarfs / dwarves wharf - wharfs / wharves handkerchief – handkerchiefs/ handkerchieves</p> <p>TASK: Can you find your own examples of the words</p> | <p><i>Text can be found attached to this planning, on the school website or collect a printed one from school</i></p> <p>The Battle of Hastings</p> <p>Task: Read and annotate the text. Make notes from the comic and video: https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z3s9j6f https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-the-normans-animation/z4xjmfr</p> | <p>WARNING: This video is purely fiction and although there are some scary elements please always remember that it is NOT REAL!</p> <p>Story writing: https://www.literacyshed.com/alma.html</p> <p>Pause at various intervals and using thinking questions think about your answer:</p> <p>Think about what genre it is?</p> <p>Where is the girl?</p> <p>What time of year is it?</p> <p>Why might the shop window be significant?</p> <p>What is written on the chalk wall?</p> <p>L/O To plan for purpose and audience</p> <p>Complete P&A grid, preparing yourself for how you want your reader to feel and how you're going to achieve this: (intrigued, unsettled, scared, terrified, shocked, hopeful, fearful etc.)</p> | <p>White Rose Home learning – https://whiterosemaths.com/homelearning/year-6/</p> <p>Summer 1 week 1 – lesson 1</p> <p>Revision of vertically opposite angles are equal</p> | <p>French https://www.thenational.academy/year-7/french/introducing-yourself-year-7-wk1-2 Learn to introduce yourself in French: Complete the quiz and watch the video which will help you out. There's a prompt sheet attached below.</p> <p>Music: Charanga!!! https://charanga.com/site/ Visit the site and log on using the YUMU option. Enjoy working your way through the 'You've got a friend in me' Unit. Your log ins should have been emailed via purple mash – if you need</p> |

| | | | | | |
|-------|---|---|---|---|---|
| | that fit the rule in your reading books or newspapers and create a poster of the rules? | | | | yours please contact school. |
| Day 2 | Spelling Task: Complete the smiley word search attached to the bottom of this document. Once complete: Create your own sentences using the 10 words. EXT: Can you convert the plural nouns into singular nouns? | Reading Task: Vocabulary task: Match the words from List 1 to the correct definition in List 2 (provided as attachment at the end of this document) List 1 <ul style="list-style-type: none">○ Saxons○ Normans○ Throne○ Invade○ Scorched○ Fortress | Writing L/Q How is mood and atmosphere created through use of descriptive vocabulary? Watch the few seconds at the beginning of the film. Describe the town setting, weather, time and feeling of the setting. Write a short paragraph describing the scene. Include pathetic fallacy and figurative language. Introduce Alma appearing into the street. | Maths White Rose Home learning – https://whiterosemaths.com/homelearning/year-6/ Summer 1 week 1 – lesson Revision of Angles in a triangle | Creative PE (You could do this every day!) PE With Joe https://www.youtube.com/watch?v=XGqjVI6J5Ew Enjoy the workout – keep going even when it gets tough! It feels GREAT afterwards! |
| 3 | Statutory Y5 & 6 Spelling Words: ancient Persuade competition Lightening vehicle Necessary temperature Nuisance accommodate community frequently immediately criticise muscle marvellous Task: practice spelling these words using look, cover, write and check. (find worksheet attached to the bottom of this document) | Task: Re-read the text to answer the following questions Looking – In which year did the Battle take place? (1 mark) Find and copy a word which is similar in meaning to renowned. (1mark) Clue – Why was Harold advised to wait before attacking? (2 marks) Thinking – Do you think William of Normandy deserved to win the battle? Give evidence from the text to justify your answer. (3 marks) | L/Q How do writers use imagery and what is the effect on the reader? Children to describe the shop - using some of the five senses. Remember to use language to paint an image - rather sinister image of the shop. Language choices: grimace, stared, clawed and enticed. Write a descriptive paragraph of the inside of the shop. Lots of metaphors and similes – describe the sounds, smells, dolls, atmosphere – show not tell. | White Rose Home learning – https://whiterosemaths.com/homelearning/year-6/ Summer 1 week 1 – lesson 3 Revision of Angles in a triangle special cases | History LO: Anglo Saxons Read the Power Point about Anglo Saxons and create your own poster all about your new-found knowledge. |

| Day | Spelling | Reading | Writing | Maths | Creative |
|-----|--|---|--|---|--|
| 4 | <p><u>Correct the spellings</u></p> <p>Using the Y5&6 statutory spellings can you complete the worksheet attached to his document, and correct the spellings?</p> | <p>Task: Re-read the text to answer the following questions</p> <p>Looking – Which side did King Harold represent? (1 mark)</p> <p>How long did the battle last on the 14th October? (1 mark)</p> <p>Clue – How did William win the battle? (2 marks)</p> <p>Thinking – What impressions do you get of William of Normandy? Give two impressions, using evidence from the text to support your answer. (3 marks)</p> | <p><u>L/Q What is the effect of starting sentences in a variety of ways?</u></p> <p>Children are to continue using a range of sentence openers to describe Alma writing her name on the wall to spotting the doll.</p> <p>(see attachments)</p> | <p>White Rose Home learning – https://whiterosemaths.com/homelearning/year-6/</p> <p>Summer 1 week 1 – lesson 4</p> <p>Revision of Missing angles</p> | <p><u>Science</u> <u>LO: to recognise the impact of exercise on the heart.</u></p> <p>Watch video to learn about heart rate: https://www.youtube.com/watch?v=tF9-jLZNM10</p> <p>Find your own pulse, predict how many times it will beat in 60 seconds, then time it (1 minute) and write it down.</p> <p>Predict different animals pulse rates: cat, hamster, blue whale, giraffe, bear, dog, shrew etc. Predict will it be higher/lower than human? (Play your cards right!)</p> <p>Go to website to find out: http://www.everyscond.io/animal-heartbeats</p> <p>Now choose 5 exercises (press ups, star jumps, marching, running) and do them for 1 minute, measure your pulse before and after the exercise and fill in the table as you do. Can you create a graph with your results? What do they show? (attachment).</p> |

| D a y | Spelling | Reading | Writing | Maths | Creative |
|-------------|--|--|---|---|---|
| 5 | <p>Rainbow Write:</p> <p>Use the 10 spelling words from Tuesday's word search and 10 from the Y5&6 statutory spellings and write them in pencil in your journals.</p> <p>Trace over each word three times, EACH TIME YOU TRACE, YOU MUST USE A DIFFERENT COLOURED PENCIL CRAYON.</p> <p>Trace neatly and you will see a rainbow! (Very fitting for the rainbow logo to support the NHS! 😊)</p> | <p>Task:</p> <p><u>Journal task:</u></p> <p>Sequence the events which occur in the text in the correct order.</p> <p>Match the dates to the events in the text.</p> <p>(Please find attached the worksheet to complete for both of these tasks)</p> | <p>L/Q <u>How can we show the emotions of a character?</u></p> <p>Play the film through once again: https://www.literacyshed.com/alma.html</p> <p>Think about Alma's emotions throughout the story - how each event might impact upon Alma's emotions what could she be thinking/ feeling at certain points? How would her facial expression/ body language/ inner physical reactions mirror this (heart beating, dry mouth, stomach churning etc.)? Write how Alma might be feeling in the boxes provided.</p> <p>Write a paragraph/description of Alma trying the shop door, add in her emotions (exaggerated emotions/show not tell).</p> <p>TO BE CONTINUED NEXT WEEK...</p> | <p>White Rose Home learning – https://whiterosemaths.com/homelearning/year-6/</p> <p>Summer 1 week 1 – lesson 5</p> <p>Friday Maths challenge</p> | <p>D&T (FINALISE & SEND IN PHOTOS)</p> <p>Using scrap material design a 3D model of a famous/iconic London feature...to make over the next few weeks Eg.. London Bus Bridge Taxi</p>  |

Don't forget.....

If you visit the school website, you can listen and enjoy recorded chapters of our class text, Journey to the River Sea, we are continuously uploading new chapters – a bit like new weekly episodes on Netflix (just as exciting)!!

<http://gladstoneroadschool.co.uk/year-6-hl/>

Our science blog gives some brilliant things to try at home

<https://grpsscienceblog.wordpress.com/>

The Battle of Hastings

The Battle of Hastings is one of the most famous and important battles in English history. It was fought between the Saxons and the Normans in Hastings in the south of England.

What Caused the Battle?

In 1066, after the death of the king, three men were fighting to take the throne of England: William of Normandy, Harold Godwinson and Harald Hardrada.

Harold Godwinson was crowned king on 6th January 1066. William and Harald were not happy and both prepared to invade England in order to kill King Harold and claim the throne for themselves.

Harald Hardrada attacked first from the north of England on 25th September. However, he was killed in battle and his army was swiftly defeated by King Harold's army. King Harold was then informed that William of Normandy had landed in the south of England and was attacking the surrounding countryside. As part of the attack, William scorched the earth of the land that was owned by King Harold. King Harold was furious and marched his exhausted troops 300 kilometres to meet them.

Eight days later, Harold and his men (the Saxons) reached London where they were finally allowed to rest. William sent a messenger to King Harold asking him to give up his throne and accept William as the true King of England. Harold refused and was angered by William's request.

Harold was advised to wait before attacking William and his army. His troops were tired and unprepared for a battle. They had suffered some losses fighting Hardrada's troops and needed time to rebuild. However, Harold ignored this advice and on 13th October, his troops arrived in Hastings ready to fight. They captured a hill (now known as Battle Hill), set up a fortress and formed a shield wall that was surrounded with sharp stakes stuck in a deep ditch. Harold ordered his forces to stay in their positions no matter what happened.



The Battle of Hastings

On 14th October, the battle began. William ordered his troops (the Normans) to race up the hill on foot to attack Harold's army. It was hard running up hill and they could not break Harold's shield wall. The battle lasted for around thirty minutes and William's forces were cut down and suffered heavy losses.



Next, William ordered his troops to race up the hill on horseback. They too were unsuccessful and, even though the Saxons lost many men, they did not manage to break Harold's wall.

Many hours later, the Normans charged again and eventually managed to break through Harold's shield wall. The two sides fought hand to hand. William ordered Eustace of Boulogne and some of his best knights to find Harold and kill him. Once they achieved this, the battle ended and William had won.

After the battle, William continued his invasion of England and was crowned the new king shortly after. He was also known as William the Conqueror.



List 2

- burn the surface of (something) with flame or heat.
- a ceremonial chair for a sovereign, bishop, or similar figure.
- a Germanic tribe that originally occupied the region which today is the North Sea coast of the Netherlands, Germany, and Denmark. Their name is derived from the seax, a distinct knife popularly used by the tribe.
- enter (a place or situation) in large numbers, especially with intrusive effect.
- a large building or complex of people used as a military stronghold.
- A group of people to rule England after the Anglo-Saxons. They built some of our most well-known castles, such as Windsor Castle and the Tower of London. They came from northern France, and invaded England in 1066.

EXT

Can you put the words from **List 1** into your own sentences?

Sequence the events from the text in the correct order (1-5), the first one is done for you:

| | |
|--|---|
| King Harold's land was destroyed. | |
| Harald Hardrada was killed in battle. | |
| William's troops marched up hill on horseback. | |
| Harold Godwinson was crowned King. | 1 |
| Harold was killed and Britain conquered. | |

Match the events, outlined in the text, to the dates which occur in the text:

| | |
|--|---------------------------------|
| The Normans race up hill on face to attack and begin the battle. | 6 th January 1066 |
| Harald H attacked from the North of England. | 25 th September 1066 |
| Harold's troops arrive in Hastings. | 3 rd October 1066 |
| The Saxons reached London, where they rested. | 13 th October 1066 |
| Harold Godwinson is crowned King. | 14 th October 1066 |

Adding -ves or -s

Look carefully in the grid and find 10 of this week's spelling words. They may be forwards, backwards, or even diagonally! Watch out for those word endings.

TND
GDSFHSLA
XDQLEUFERIKPW
QGVZFGVEBPMMHXTO
MJKAJFCIDAZNSGEPBXG
JPJXSIBHLXSPBYELSMYAM
JJFCGNCWZPWXTCLRMICY
ZYWMNP CSSKS VJIYSO
NSAYFP I IHZS CESBVR
YTLXDOMXUUYVGPWCJBHESBJGT
HQBXdGTeeIZAKDBDYUVAXVDYG
FRGYNXBnFBNUmFGKYZSEVLEHSS
IFBOKCRHSWCNIFGKYAZSEVLEHSS
HILDORPVGHANDKERCHIEFSMJHfV
VTPAWLLWYUCLIFFSKUWTYEHNBNG
WKTG KLYFIKIKOOUYMIB KILS
TPOH WDLKKAiYGQYVF YRPK
SHRBA XYASNIPJJTC ZETWP
FVRXW EUZMGD
BJPMUG EULZMFO
SNORAHSEVLAHUOCAASJvW
YLYBMFNXGTBAOEvhZLPKL
KVRLANSOIATLEHDCPUH
ZCBCTTKQNYSEVINPKP
HGWWCdLKALCZC
YJJVIYSDK
OUM

Chiefs

Handkerchiefs

Lives

Themselves

Cliffs

Knives

Scarves

Halves

Leaves

Shelves

Year 5 and 6 Statutory Spellings

Spelling Resources – Y5 & 6 Statutory Words List

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

Look

Root (what's the root word eg: reinforcement – enforce)

Shape (draw the shape of the word by looking at each letter eg: light

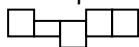
Hidden words (are there any words within the word eg: 'particular' has 'part' and 'art' in it)

Say

Syllables (count how many there are eg: 'hindrance' has 3 syllables)

Number of Sound (the number of sounds in the word eg: 'hindrance' has 8 sounds)

Dots & Dashes (dot (or dash for more than one letter) the letters which make each sound)

| SAY | | | LOOK | | |
|---------------|------------------|-----------|-----------|-------------|--|
| Dots & Dashes | Number of Sounds | Syllables | Root word | Hidden Word | Shape  |
| ancient | | | | | |
| competition | | | | | |
| vehicle | | | | | |
| temperature | | | | | |
| accommodate | | | | | |
| frequently | | | | | |
| criticise | | | | | |
| marvellous | | | | | |
| ancient | | | | | |
| competition | | | | | |
| vehicle | | | | | |
| temperature | | | | | |
| accommodate | | | | | |
| frequently | | | | | |
| criticise | | | | | |
| marvellous | | | | | |

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. How could Sarah perswad her mum to stay out later?
2. The school trip was to an anshient temple.
3. Mohammad really wanted to win the compitishion.
4. Loki, the dog, hated thunder and litening.
5. There was a worrying sound coming from the vehcle.
6. It won't be nesesary.
7. The tempracher in the classroom was increasing
8. The lady next door was being a newsance.

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The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

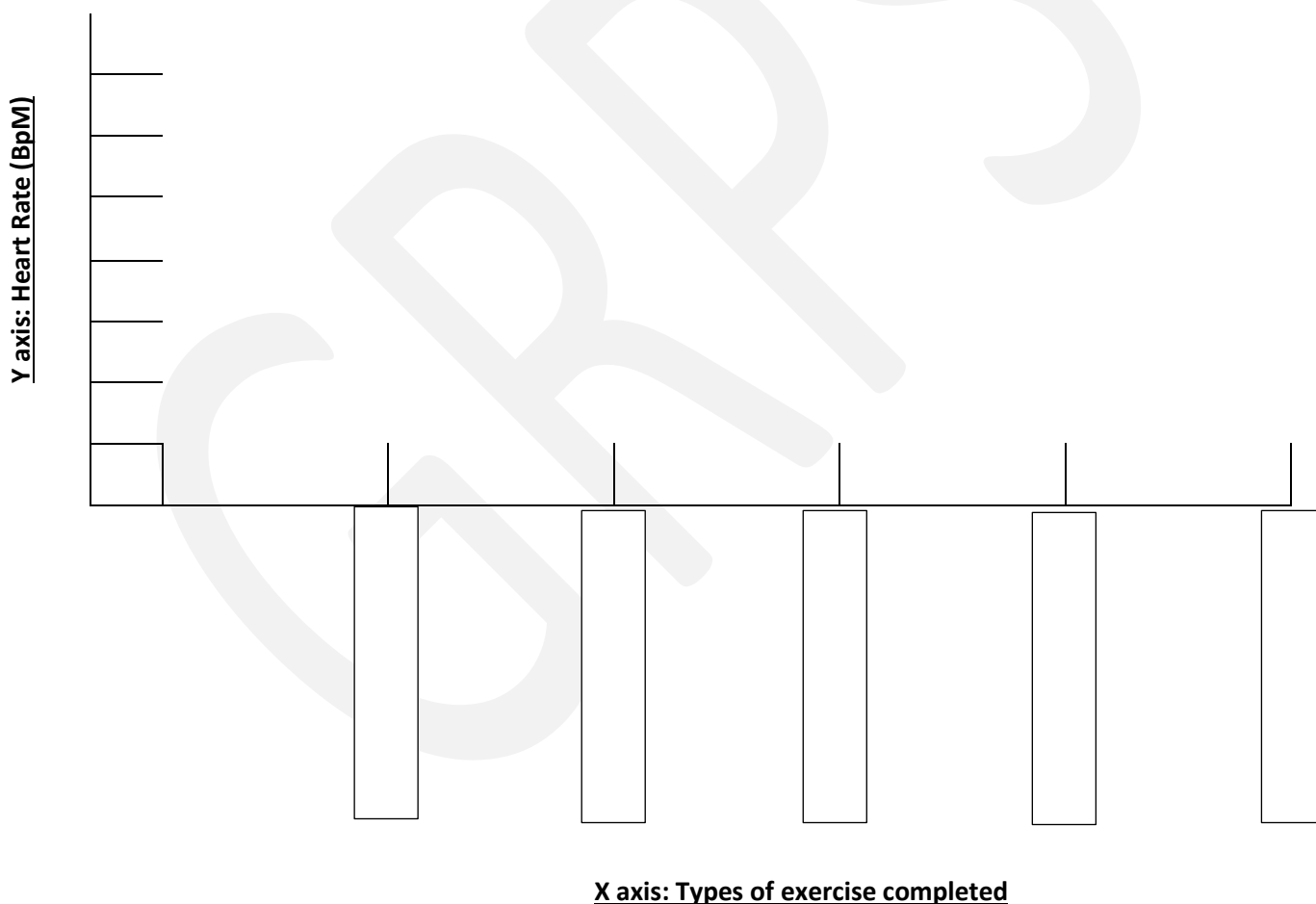
1. The hotel was too small to acomodate the large party.
2. They lived in a friendly comunatey.
3. "Mum, you always egagerate!" shouted James.
4. Year 5 freqentle got all of their spellings correct.
5. They were asked to leave imediately.
6. The ugly sisters would always critsise Cinderella.
7. Dad hurt a leg musle whilst jogging.
8. They had a marvelus first day at school.

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| Exercise | Heart Rate before activity (Beats per Minute) | Heart Rate after activity (Beats per Minute) |
|---------------------|--|---|
| Star Jumps | | |
| Running on the spot | | |
| Press Ups | | |
| Sit Ups | | |
| Squats | | |

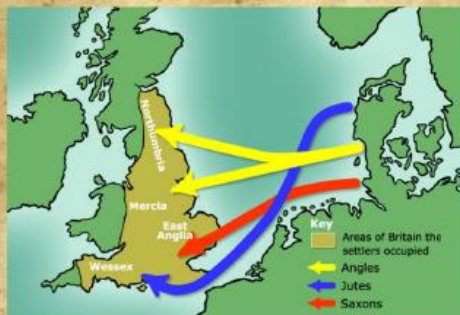
Now complete the line graph. Create your own y axis scale and decide what it will go up in: 5s/10s/20s, which is most appropriate?

For every exercise place a dot or little cross on the graph, one colour for before exercise, another colour for after exercise to show your heart rate. Join up the coloured dots with the same colouring pencil when you've finished. What do you think your graph is showing you?



Anglo-Saxon London

At the end of the fourth century, the Roman Empire began to fall apart and the Romans left Britain. People called Angles, Saxons and Jutes then came to Britain from Holland, Germany and Denmark. Together, these peoples are called the Anglo-Saxons.



In the 6th century, Anglo-Saxons settled just west and upriver of the Roman city Londinium. They established their own city of Lundenwic* (where Covent Garden, Charing Cross and the Strand are today**).

* "wic" was an Anglo-Saxon word for "trading town", so Lundenwic literally meant "London trading town"

**A Strand is literally a beach on the river. A natural place for the Saxons to load and unload their boats.

In AD 597 Christian missionaries arrived bringing with them a new faith.

Christianity grew stronger in Anglo-Saxon Britain. In 604 AD a cathedral was founded in London and named after the apostle, Saint Paul. There is still a cathedral on the site.





Writing in AD 730, the historian Bede wrote in the Anglo-Saxon Chronicle describing Lundenwic as being “a market for many peoples coming by land and sea.”

At its peak in the late 8th century, the city's population may have been as high as 10,000 people.

Saxon London consisted of many wooden huts with thatched roofs.



Viking attacks

In the ninth and tenth centuries, London was attacked by Danish Vikings who sailed up the river to the city and settled there.



London Bridge is falling down!

In 1013 the Danish leader Sweyn Forkbeard (960 -1014) son of Harald Bluetooth (history got so dull when Kings and Queen's took up numbering rather than nicknames!) invaded London. He met with a determined resistance but the citizens eventually surrendered. The English King, Aethelred, (968 - 1016), fled into exile and Sweyn was proclaimed King of England. Sweyn's victory, however, was - for him at least - short lived as he died five weeks later.



The following year Aethelred returned with an ally, Olaf 11 (995 - 1030) of Norway, and they set about recapturing the City. The Danes, however, repelled the attack and the invading Norsemen were forced to retreat under a barrage of missiles coupled with streams of boiling oil and water that rained upon them from London's heavily fortified bridge.

According to the 13th century Norse Sagas, it was Olaf's ingenuity that saved the day. He had his boats covered with thick platforms of wattle and clay, and with his men ensconced beneath this protective layer he had them row upriver under cover of darkness and tie ropes around the timber piles of the bridge.

With the next flood tide, his warriors rowed **down river** and brought London Bridge tumbling into the water along with many of the astonished Danish defenders.



The rest fled, and the City was taken. This infamous event was later immortalised by the Norse poet Ottar Svarte who wrote: -

***London Bridge is broken down
Gold is won and bright renown
Shields resounding,
War horns sounding Hildur shouting in the din!
Arrows singing
Mailcoats ringing
Odin makes our Olaf win***

In time this saga of war evolved into the popular children's rhyme *London Bridge is falling down my fair Lady*.

Viking attacks on London ended when Canute became King in 1016. He united the invaders and the Anglo-Saxons. Peace came and London grew wealthy.



Edward's Abbey

Seven years after Canute died, Edward the Confessor became king. He built Westminster Abbey. The Abbey was finished in 1065, just before Edward died.



Edward was buried in the Abbey. The picture (taken from the Bayeux tapestry) shows the Abbey's completion, its blessing and Edward's burial.



After his death, Edward was made a saint. His Abbey no longer stands, but there is a Westminster Abbey on the site. The Abbey you see today was built by Henry III.



Vocabulary Ideas:

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| | | |
|-----------------------------|-------------------|-----------------------|
| Technical Ingredients/SPAG: | | |
| | Effect on Reader: | |
| | | Purpose and Audience: |

Using Higher Level Vocabulary: **Fiction Writing** **To Describe Settings**

attractive
awe-inspiring
beautiful
breathtaking
glorious
magnificent
spectacular

grand
impressive
majestic
regal
splendid
stately
lavish

bustling
busy
crowded
hectic
lively
swarming
teeming

disgusting
hideous
horrible
ugly
unappealing
unattractive
unsightly

creepy
eerie
frightening
scary
sinister
spine-chilling
unnerving

calm
noiseless
peaceful
quiet
silent
still
tranquil



Using Higher Level Vocabulary: **Fiction Writing** **To Describe Characters**

amiable
charming
delightful
good natured
likable
nice
pleasant

attractive
beautiful
exquisite
gorgeous
handsome
stunning
winsome

audacious
bold
brave
courageous
fearless
plucky
valiant

disagreeable
horrible
insufferable
loathsome
nasty
obnoxious
unpleasant

grotesque
hideous
repugnant
repulsive
revolting
ugly
vile

almighty
big
enormous
gargantuan
gigantic
humongous
massive



Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

| Time | Frequency | Place | Manner | Possibility |
|---|---|---|--|---|
| Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later, | Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before, | Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here, | Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully, | Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed, |



As the snow gently covered the cobbled streets, a delightful, young girl came skipping joyfully around the corner and through an ancient arch without a care in the world. Lonely, but fresh footprints were imprinted in the snow by her padded, thick boots. On top of her beautifully blonde hair, clung a blue bobble hat: a bobble hat that looked heavy from all of the snow. It was a silent town, silent in a way that did not make you feel welcome; however, this didn't appear to matter to the energetic girl, who was wearing a crimson duffle jacket that looked like a thick, warm duvet protecting the owner from the bitter cold.

While Alma ran her woollen mittens down the ancient walls of the city and across a wall full of posters, an intriguing shop front came into view. It was an eerie shop front that looked like it was frozen in time: watching and waiting for its next victim to approach. If it could hear through the misshapen ear on its side, if it could see through its menacing eyes, if it could devour whatever entered with its ravenous looking mouth, then what could it do to the innocent girl, who was now stood directly opposite the mouth that lay wide open?

Writing Resources – Emotions Worksheet





Once you have completed Alma's emotions for each stage of the story, see if you could think of phrases or vocabulary on how to express these as show not tell/powerfully to your audience – remember how you wanted them to feel when reading your story.

