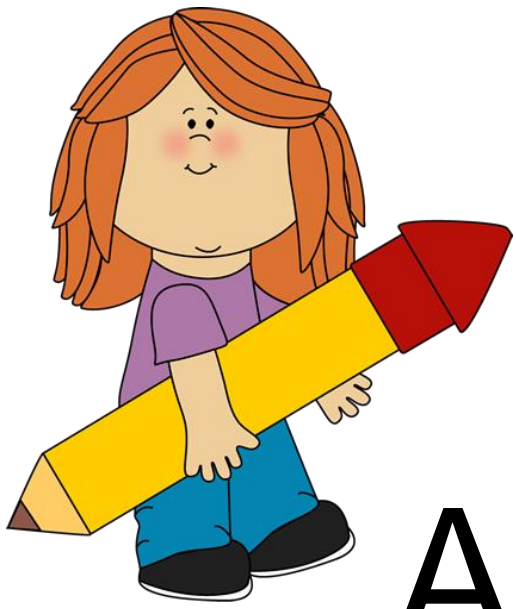




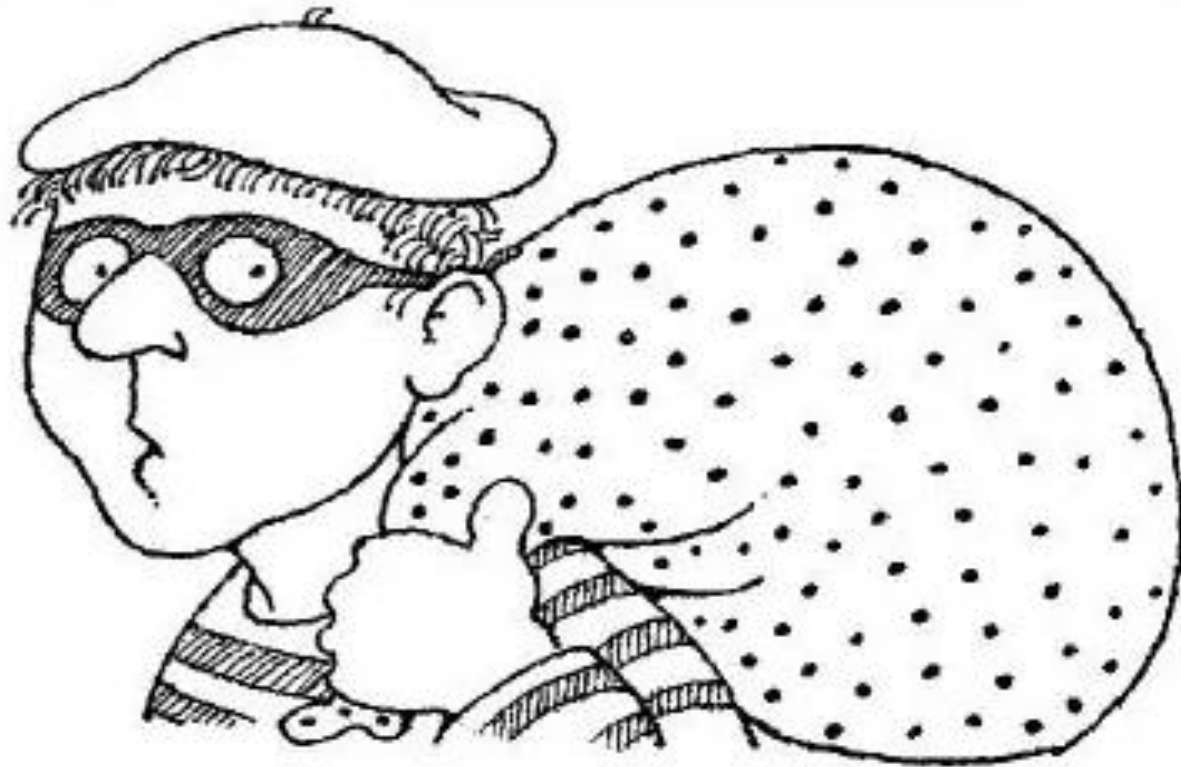
# English - Home Learning






























































## The Way Back Home – reedited



As writers we are  
writing narratives with  
coherence.

Watch out! There is a full stop thief out and about. To scare him off, say your sentences out loud. After writing a sentence check through your work to make sure he hasn't visited.



s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	ff 	l 
ll 	ss 	j 	v 	w 	x 	y 
z 	zz 	qu 	ch 	sh 	th 	ng 
ai 	ee 	igh 	oa 	oo 	oo 	ar 
or 	ur 	ow 	oi 	ear 	air 	ure 
er 	ay 	ou 	ie 	ea 	oy 	ir 
ue 	aw 	wh 	ph 	ew 	oe 	au 
ey 	a_e 	e_e 	i_e 	o_e 	u_e 	

## Common Exception Words

I	no	the	to	go	into
he	are	she	her	we	was
me	all	be	they	you	my
said	little	have	one	like	
were	so	there	do	what	
some	when	come	out	oh	
Mrs	Mr	people	their	called	
looked	asked	could			

## Conjunctions

but	if	when
because	or	and

# This week we are going to practise:

- composing sentences – ensuring our writing is coherent
- using time words (fronted adverbials of time) to continue a story.
- changing elements in stories to write our own versions.

You can download all the resources that you need from our website.

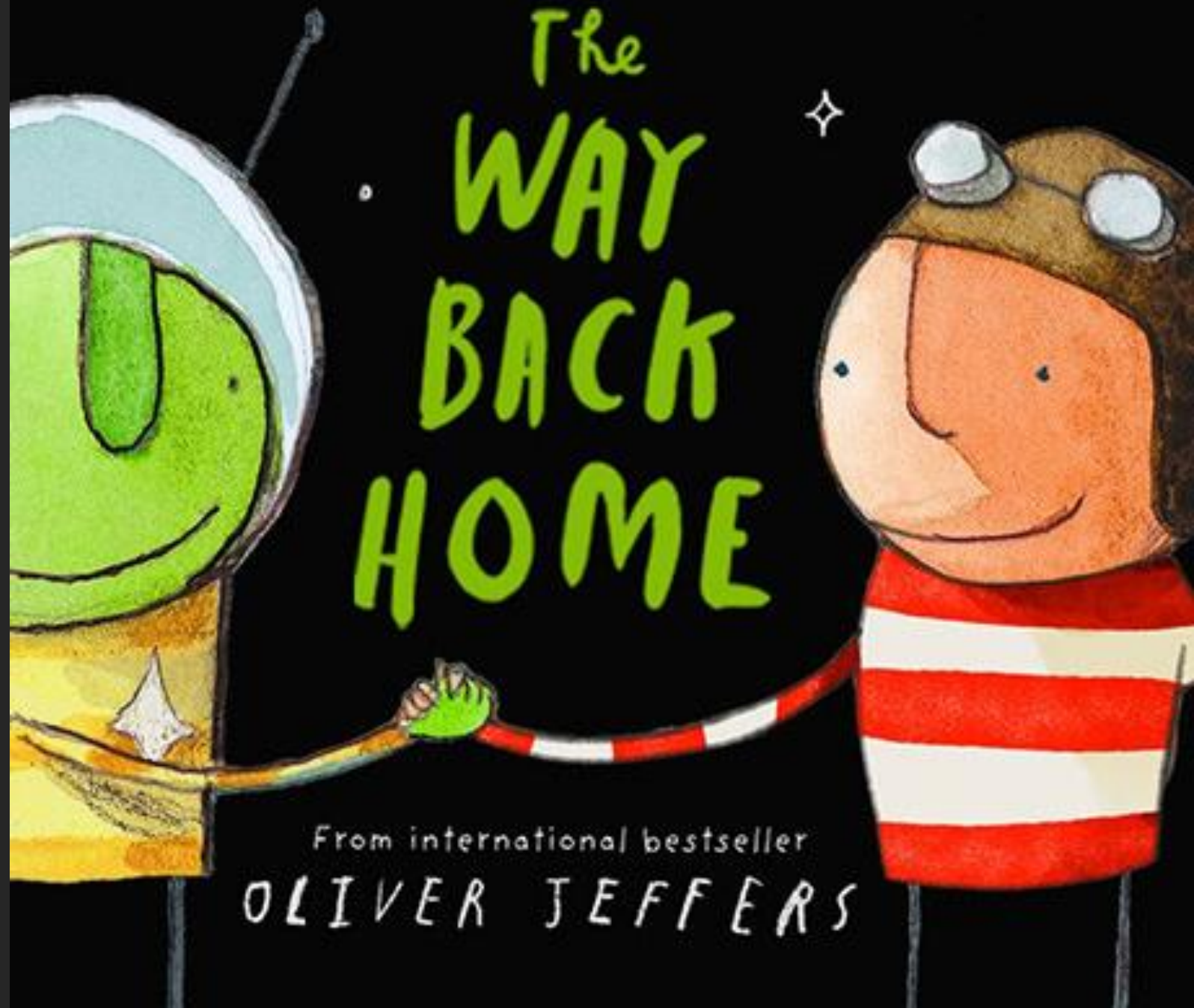
[www.walter.wokingham.sch.uk](http://www.walter.wokingham.sch.uk)





Earlier in the year we use one of Mr Lee's favourite stories, The Way Back Home, and we wrote a copy of the story. This time around you are going to make changes and write your own version of the story. Some of you might have done this already, so this is chance for you to write a different story and make a better one. You will need to read the story if you have it at home or watch Mr Lee read it on Walter Tube.

<https://youtu.be/dYrJhHKlhVY>



# Lesson One - planning

We are going to write our own story based on the same idea from The Way Back Home. You are going to create a plan and change the following elements:

- The main character – it could be a boy or girl and you might want to choose a name.
- Vehicle – the boy flies a plane to the moon; what are you going to choose?
- Destination/Setting – where does your character go? Maybe your favourite country, another planet or somewhere else.
- Other character – who does your main character meet. You need to make this relevant to the setting.
- Dilemma – this is the problem; in the story the spaceship had run out of petrol and the spaceship broken down. So, what is your dilemma going to be?
- Resolution – how is the problem or dilemma resolved? Do they fix it together, does your main character do something helpful?

Once you have planned out these main areas you might want to make an 8 cell story map based on these ideas, you don't have to but it might help.



Main Character

Vehicle

Destination/Setting

Other Character

Dilemma (the problem)

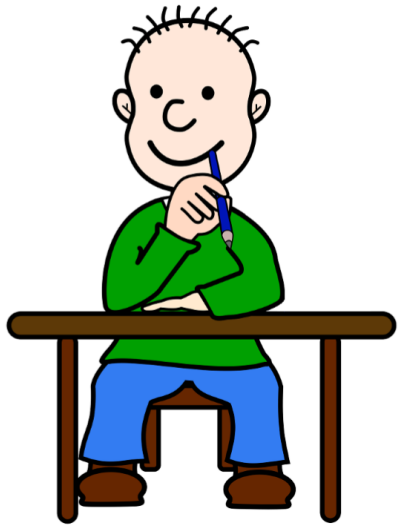
Resolution (how do they fix it?)



# Lesson Two – writing the Opening

- We are going to write our opening to our story.
- How do we write a sentence? What is the process?

think it



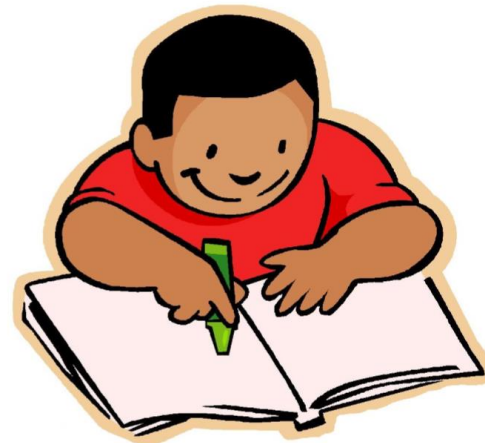
What are you writing about?  
What could you include?

say it



Say your sentence lots of times.  
Use your fingers to help.

write it



Use your best handwriting.  
Use your phonics and word  
banks to help with spellings.

read it



Read through all your writing.  
Check that it makes sense and  
correct any mistakes.  
Can you improve your work?

# What story openers can you think of?

How are you going to start your story? You need to 'hook' the reader in and make it sound very exciting. Where does your character find their vehicle; is it in the cupboard like the boy's plane or in a shed. Are they given it as a present, do they find it, do they build it?

Just focus on the opening today. Use your phonics to help with spellings. Remember to say your sentences out loud first and check through your writing. Ask for help from a grown up if you need to but have a go first! There is a phonics mat on the next page.

s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	ff 	l 
ll 	ss 	j 	v 	w 	x 	y 
z 	zz 	qu 	ch 	sh 	th 	ng 
ai 	ee 	igh 	oa 	oo 	oo 	ar 
or 	ur 	ow 	oi 	ear 	air 	ure 
er 	ay 	ou 	ie 	ea 	oy 	ir 
ue 	aw 	wh 	ph 	ew 	oe 	au 
ey 	a_e 	e_e 	i_e 	o_e 	u_e 	

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were	so	there	do	what	
some	when	come	out	oh	
Mrs	Mr	people	their	called	
looked	asked	could			

## Conjunctions

but	if	when
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# Lesson Three – writing the middle

- Today we are going to focus on using ‘time words’.
- We can use time words to help us convey a sense of when things are happening in the story.
- They help carry the story forward.
- Time words also help to make your story more coherent (which means that it makes sense and flows).
- There are some examples on the next page.



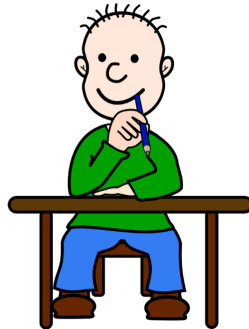
# Examples of time words

Soon	Next	Then	Afterwards
Later on	Suddenly	One morning	Later
Finally	Meanwhile	After that	Just then

# Including time words in our writing

- We are going to focus on the middle of the story.
- Try to use time words to convey a sense of events and to help with coherence. This is not always easy, and it might help to have the list of time words in front of you.
- Always remember to:

think it



What are you writing about?  
What could you include?

say it



Say your sentence lots of times.  
Use your fingers to help.

write it



Use your best handwriting.  
Use your phonics and word  
banks to help with spellings.

read it



Read through all your writing.  
Check that it makes sense and  
correct any mistakes.  
Can you improve your work?



# Lesson Four – writing the ending

- Today we are going to focus on writing the ending of the story.
- Think about all the things that we have been doing this week so far. Composing our sentences carefully one at a time and trying to include time words.
- Keep writing the rest of the story – remember you need to fix the problem. How are you going to do this?
- Remember to use time words and to use your phonics if you cannot spell a word. Always ask a grown up for help if you get stuck!

Don't forget you could include adjectives and adverbs in your writing.

## NOUN

A noun is the name of something, a place or a person.

chair troll tiger  
pencil James

## adjective

An adjective describes a noun.

beautiful fierce huge  
creepy wonderful

## adverb

An adverb tells you where, how or when something is happening

quickly Suddenly very  
carefully SLOW

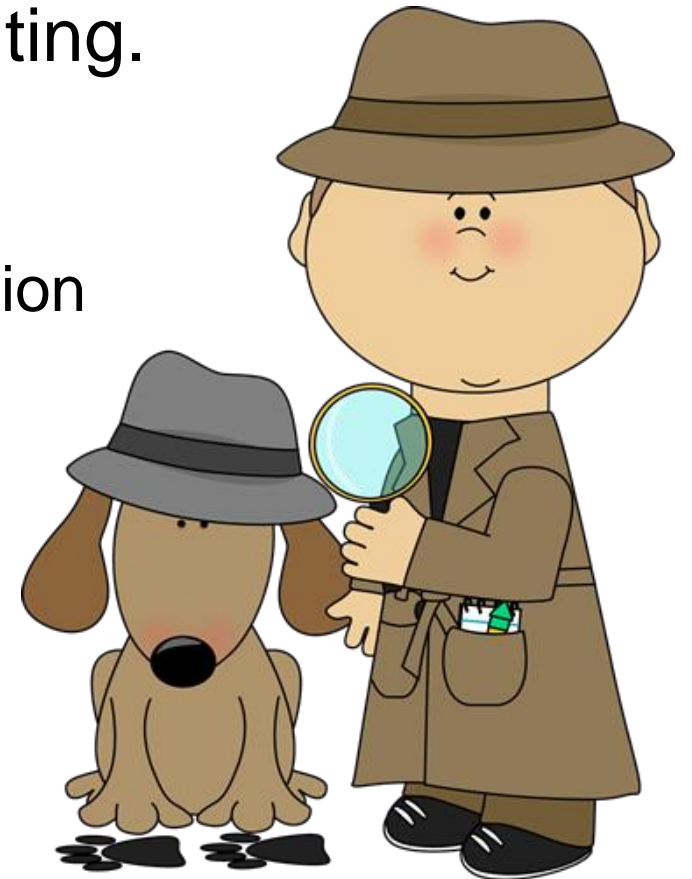
## VERB

An action or a doing word.

JUMP sitting ran  
wrote chop

# Lesson Five – publishing our story

- Today we are going to publish our writing.
- The first thing to do is to check through your writing.
  - Make sure it makes sense and that it is coherent.
  - Check for any spelling mistakes.
  - Check for any missed capital letters, full stops/question marks/exclamation marks.
  - Check that your sentences are not too long!



# Handwriting

- When you publish your story make sure that it is in your best, most amazing handwriting.
- Some of you might be ready to join, others might not be joining yet and that is fine!
- Remember that all your words and letters should stick to the line.
- If you are joining your letters you will see the correct letter formations on the next page to remind you.

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

Tortoise Letters



a c e i m n o

r s u v w x z

Monkey Letters



f g j p q y

Giraffe Letters



b d h k l t