

Collins



Sample Pack

# Composition Skills



Chris Whitney



## Treasure House Composition Skills Pupil Books

### Contents

Note: new content for the Skills edition is highlighted in **bold**.

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*[Note: the unit content listed in this document is correct at May 2017, but may be subject to change before publication]*

Collins



Year 3

# Composition Skills



Chris Whitney



# Unit 15: Reviewing and proofreading

## Overview

### English curriculum objectives

Year 3 children should be taught to:

- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
  - proofread for spelling and punctuation errors.

### Building towards

Children will write a piece of fiction writing and then review and proofread it.

### Treasure House resources

- Composition Skills Pupil Book 3, Unit 15, pages 50-52
- Collins Connect Treasure House Composition Year 3, Unit 15
- Photocopiable Unit 15, Resource 1: Planet Zig, page 92
- Photocopiable Unit 15, Resource 2: The new friend, page 93

### Additional resources

- A description of a character from a book the class are reading with glaring errors in punctuation, grammar, spelling and paragraphing as well as repetition of uninteresting words
- Dictionaries and thesauruses

## Introduction

### Teaching overview

This unit focuses on reviewing and proofreading work. The unit stresses the point that, after writing the first draft, it is necessary to check the piece for correct organisation and structure, as well as for correct punctuation and spelling.

In this unit children are provided with a character description to edit for spelling errors and are asked to create a new piece of writing, proofreading it for errors in spelling, punctuation and grammar.

### Introduce the concept

Provide pairs of children with the prepared character description and ask children to review it. Ask them to discuss the ways they would improve it and then share feedback with the class. Children will likely point out:

- errors in punctuation
- errors in spelling
- errors in grammar.

Some may also suggest improvements in the structure and the use of words. Correct the piece using an interactive whiteboard, modelling the use of a dictionary and a thesaurus to correct spelling and improve vocabulary.

Finish by pointing out that reviewing their work is an important part of the composition process. Discuss with children why this is so.

## Pupil practice

Pupil book pages 50–52

### Get started

Children read the text and discuss the answers with a partner before writing them down.

### Suggested answers

1. It is important to check work to make sure writing is organised clearly and spelling and grammar are correct.
2. Children find and discuss the errors in the example text.
3. Children look for and find errors in their writing so far this year.

### Try these

Children check for spelling errors in the text provided.

### Answers

Incorrect spelling		Correct spelling	
whether	[1 mark]	weather	[1 mark]
poisonus	[1 mark]	poisonous	[1 mark]
condisions	[1 mark]	conditions	[1 mark]
appeerance	[1 mark]	appearance	[1 mark]
wait	[1 mark]	weight	[1 mark]

### Now try these

1. The children correct a given piece of text, writing out the corrected version.
2. The children write a description of a new alien, then rework their description, improving vocabulary before proof reading it for errors.

#### 1. Splodge

Splodge is also an alien. He lives near Squidge. He has won many bouncing prizes. He is blue with a red spring. He has three yellow eyes, sharp teeth and no nose. He likes to eat metal objects.

[1 mark for each correction]

2. Accept a description of the new friend where spelling, grammar and punctuation are correct. Reward use of adventurous vocabulary.

You may wish to use the activities and photocopiables in **Support and Embed** to give differentiated support with these activities.

## Support, embed & challenge

### Support

Carry out **Now try these** question 1 with these children as a group task, helping the children to locate the errors. As a follow-up task, provide them with Unit 15 Resource 1: Planet Zig, which is a slightly simpler correction task, to complete in pairs. Finally, ask them to draw a picture of the new alien for question 2, label it with noun phrases and write a single sentence caption. Ask them to improve the vocabulary, then correct the spelling and punctuation of their phrases and sentence.

### Embed

Ask the children to use Unit 15 Resource 2: The new friend to carry out the task described in **Now try these** question 2. They are reminded to use interesting vocabulary and to check for errors in spelling and punctuation.

### Challenge

Ask these children to work in mixed-ability groups to support the proofreading of others' work.

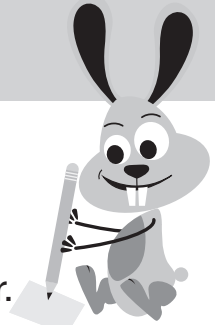
## Homework / Additional activities

### Squidge and friends

Ask the children to write a story about Squidge and his friends (including their own new one). The sentences must have interesting vocabulary and be spelt and punctuated accurately. Children should be prepared to share their stories with the class and for the stories to be assessed by others, in terms of both their positives and their negatives.

### Collins Connect: Unit 15

Ask the children to complete Unit 15 (see Teach → Year 3 → Composition → Unit 15).



## Planet Zig

planet Zig is verry big. It has many moones they circle the planet.  
there ar craters on the surfiss the air is poisonus it is always drk their.  
no plants liv on zig but squidge and Splodge luv it

Write the corrected description of Planet Zig here. You can add an illustration of the planet when you have finished.

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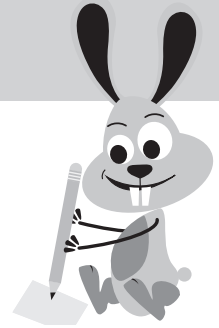
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# Unit 15 Resource 2



## The new friend

Squidge and Splodge have a new friend. He is an alien who also lives on planet Zig.

Write a description of their new friend using interesting words.  
Check your spelling and punctuation.

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When you have finished you may draw a picture of their new friend here.





# Reviewing and proofreading

Read 'An introduction to Squidge', and then answer the questions that follow.

After the first draft of a piece of writing, you should always review your work to check that it has been organised correctly and that the spelling and grammar are correct.

Always check punctuation – capital letters, end of sentence punctuation and especially those tricky apostrophes.

Is the writing organised into paragraphs? Is everything in the right order?

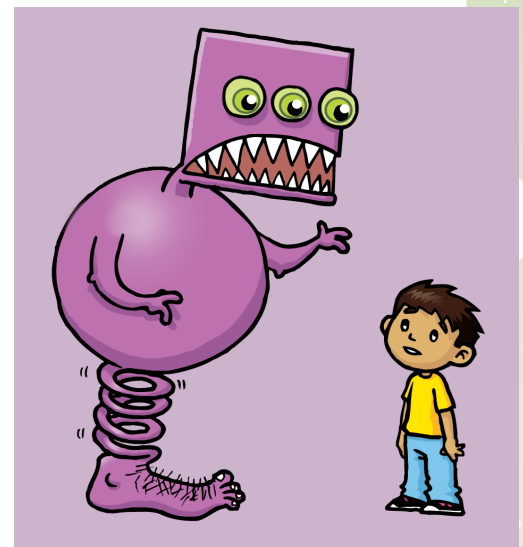
Check the spelling, paying special attention to difficult words.

Pronouns need to agree. Squidge the alien is male. Not all of the pronouns are correct here.

## An introduction to Squidge

what is squidges home planet like Squidge the alien comes from the planet Zig. On planet Zig the whether is terrible. On planet Zig the air is hot and poisonus to humans. Planet Zig has no vegetation. The condisions for living would not suit us.

What does Squidge look like? Squidge's appearence is very different from ours. It has a round body and a square head with three green eyes that flash. Her teeth are sharp for eating meet (as there is no vegetation on Zig) and he spoke with a loud, deep groan.



Check the verbs. This information text should be written in the present tense.

Sentence structure is important. This sentence needs breaking up and punctuating correctly.

Check for homophones. They may sound the same, but they have very different meanings.

How **did** Squidge move? **When he walking,** he bounced along on a huge spring which had an enormous foot at the end. his full **wait** is balanced on this he can move very quickly however and jump extremely high



## Get started

Discuss these questions with a partner.

1. Why it is important to check your work?
2. What mistakes can you find in 'An introduction to Squidge'?
3. Look back through your work this year. Did you make any mistakes? If you did, correct them.

## Try these

There are lots of spelling mistakes in 'An introduction to Squidge'. Copy and complete the table with the spelling mistakes and write the correct spelling next to each one.

Incorrect spelling	Correct spelling

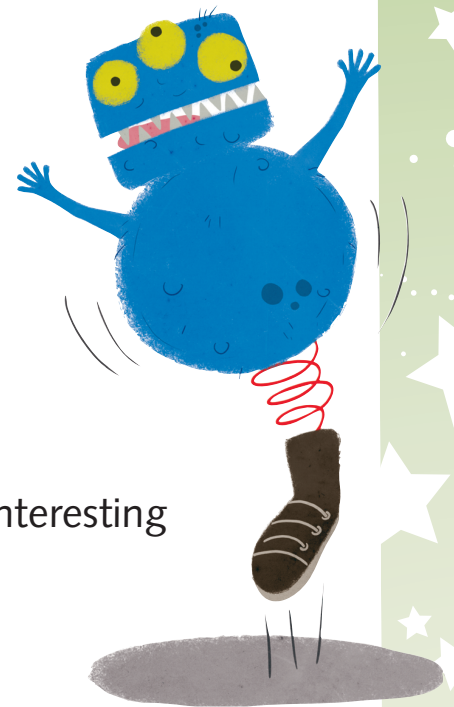
## Now try these

1. Squidge has a friend called Splodge. Read the information about Splodge. It has been written in a hurry and needs the punctuation correcting. Write it out again, this time with the correct punctuation.

### Splodge

splodge is also an alien he lives near Squidge he has won many bouncing prizes he is blue with a red spring he has three yellow eyes sharp teeth and no nose he likes to eat metal objects

2. Sometimes vocabulary (the words) needs improving. Squidge and Splodge have a new friend. Write a few sentences about this new friend. Read through your work once and change any boring words for more interesting words. Does your writing sound interesting to you? Now read through again and check spelling, punctuation and grammar. Is everything absolutely correct? When you have finished, draw a picture of Squidge and Splodge's new friend.



## Review unit 3

### Writing a letter

- A. Write a letter to a family member or friend thanking them for a gift they have bought you.



### Paragraphs in non-fiction

- B. Research one of the following topics and present your information in three paragraphs.

1. A famous explorer
2. Types of cloud
3. Fish that live in the deep ocean



## Writing explanations

- C. Write an explanation of the lifecycle of a frog.  
You may use a flowchart.



Collins



Year 4

# Composition Skills



Chris Whitney



# Unit 11: Organising information (1)

## Overview

### English curriculum objectives

**Writing – composition:** Year 4 pupils should be taught to draft and write by:

- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices (for example, headings and sub-headings).

**Notes and guidance (non-statutory):** Year 4 pupils should understand, through being shown these, the skills and processes that are essential for writing.

### Building towards

The children will plan and create a flyer or poster for a class party.

### Treasure House resources

- Composition Skills Pupil Book 4, Unit 11, pages 41–44
- Collins Connect Treasure House Composition Year 4, Unit 11
- Photocopiable Unit 11, Resource 1: Planning the party, page 85
- Photocopiable Unit 11, Resource 2: Party poster, page 86

### Additional resources

- A collection of leaflets which use a variety of organisational devices to present the information for the children to browse and read
- School posters and flyers about previous events

## Introduction

### Teaching overview

This unit focuses on organising information. The unit includes an example information text (a school sports day agenda) to exemplify various organisational devices. The unit covers headings, subheadings, bullet points, timetables and numbered lists, and explains how these are useful in organising information clearly. Children are given the opportunity to plan an imaginary end-of-term class party, writing a menu, a timetable of events and, finally, a flyer or poster advertising the party.

### Introduce the concept

Present to the class a range of information about a forthcoming school event, possibly a school

performance or play. Ask: ‘What information do you think is the most important?’ Ask them in pairs to discuss how that information could be arranged to make it easy to understand for those wanting to attend. Ask: ‘Do any of you have experience of when information for an event was not clearly organised? What happened?’

Take their responses and explain that there are a range of organisational devices which can be used to present information clearly. Provide examples of information texts that use organisational devices in order to familiarise children with them. Show examples of headings, subheadings, bullet points, timetables and numbered lists. Children could tick off on a class list when they find specific examples in their reading, both at school or at home.

## Pupil practice

Pupil Book pages 41–44

### Get started

Children work with a partner to answer questions about the extract, School Sports Day, and how the information had been organised.

#### Answers

- Information has been organised using headings and subheadings, bullet points and numbered lists, timetables and short paragraphs.
- Children make a list of the different organisational features and devices that have been used.
- It is important to organise information to make it easy to understand and use.

### Try these

Children answer specific questions about the organisational devices used to present the information in the extract.

#### Answers

- The information has been organised into a bullet-point list. [1 mark]
- Subheadings tell the reader what each section is about. [1 mark]
- The events are organised into a timetable. [1 mark]

- A numbered list is used for the prizes to emphasise that there are first, second and third prizes. [1 mark]
- Races, KS2 events and Reminders are given in bullet-point lists. [1 mark]
- The date, location and the information that each competitor will be scoring points for their house have been presented in a short paragraph. [1 mark]
- The main heading tells the reader what the whole text is about: School Sports Day. [1 mark]

### Now try these

- Children complete the table, adding notes under different headings as they plan an end-of-term class party. The table should be complete, with relevant information in all columns.
- Children design a poster or flyer advertising their class party. The poster or flyer should contain all the information planned previously. The information should be clearly organised and there should be evidence of a range of organisational devices.

You may wish to use the activities and photocopyables in Support and Embed to give differentiated support with the activities in **Now try these**.

## Support, embed & challenge

### Support

Ask the children to complete the planning grid provided in Unit 11 Resource 1: Planning the party in pairs, encouraging each other to come up with fun ideas for an imaginary end-of-term class party for **Now try these** question 1. They consider what will be needed and organise the information into a table. They add specific information under the correct column headings. Encourage the children to create their poster, using images, words and phrases.

### Embed

Children use their previous party ideas from question 1 as they design a poster or flyer for the

end-of-term class party for **Now try these** question 2. With a range of information to include, they decide how to organise it using the checklist provided in Unit 11 Resource 2: Party poster.

### Challenge

Children ask for detailed information about a forthcoming school event. This may have been discussed with the whole class. With this information, they design a poster or flyer, organising it clearly, presenting the information using appropriate organisational devices, and adding illustrations and other graphic content.

## Homework / Additional activities

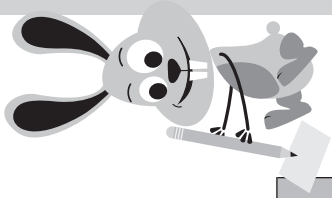
### Organising information

Ask children to collect flyers and leaflets which contain examples of organisational devices used to present the information clearly. They should bring them into school and add to a class display, being ready to talk about the different ways in which the information has been presented.

### Collins Connect: Unit 11

Ask the children to complete Unit 11 (see Teach → Year 4 → Composition → Unit 11).





## Planning the party

Complete the planning grid for your imaginary end-of-term class party. Add specific information under the correct column heading.

Title of event	Date and time	Location	Food	Timetable of events





## Party poster

Design a poster or flyer for the end-of-term class party. Use the checklist provided as you think about how to organise all the information.

### Checklist

Have I used:

- headings?
- a bullet-point list?
- short paragraphs?
- subheadings?
- a timetable?
- a numbered list?



# Organising information (1)

Read the extract, then answer the questions that follow.

You can make information easy to understand by using headings, lists, bullet points and numbers. Paragraphs can be useful for particular topics or themes.

The main heading tells the reader what the whole text is about.

## SCHOOL SPORTS DAY

Our School Sports Day will be held at Nuffield Primary School on Thursday, 4th July.

Each competitor will try to score points for their house.

We will have three running races for each age group:

- sprint
- skipping race
- egg and spoon race.



Bullet points are used to clearly separate items in a list.

There will also be other events for KS2 children:

- high jump
- throwing the bean bag
- long jump
- obstacle race.



The afternoon will finish with running races for parents.



Timetables tell the reader when things are scheduled to happen.

### Timetable

- 1:00 KS1 races
- 1:30 Y3 and Y4 jumping and throwing events
- 2:30 Y3 and Y4 races;  
Y5 and Y6 jumping and throwing events
- 3:00 Y5 and Y6 races
- 3:30 Mums' race
- 3:40 Dads' race

### Prizes

There will be a badge and certificate for the first three in each race.

1. The winner of each race will score three points.
2. Second place will score two points.
3. Third place will get one point.

The house that gets most points at the end of the afternoon wins the athletics cup.



Numbered lists should be used when the order of things is important.

Subheadings help you to organise your information and help the reader find specific information faster.

### Reminders

- Class 6 will be selling orange juice and biscuits, in aid of charity. Remember to bring your money!
- Each class will be exhibiting work they have done about their favourite sports in the hall.
- Bring your digital camera to get some great shots for the Best Sports Photograph competition!



## Get started

Discuss these questions and complete these tasks with a partner.

1. How has the information in the extract been organised?
2. Make a list of the different organisational features and devices that have been used.
3. Why is it important to organise information?

## Try these

Answer these questions about the extract.

1. How has information about the races been organised?
2. Which features tell the reader what each section is about?
3. How are the different event times organised and displayed?
4. Why are the prizes presented in a numbered list?
5. What information is presented in bullet-point lists?
6. What information has been presented in a short paragraph?
7. What does the main heading tell the reader?



## Now try these

1. Imagine you are organising the end-of-term class party. Copy and complete the table, making notes under each heading.

Title of event	Date and time	Location	List of food to eat	Timetable of events

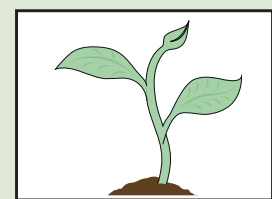
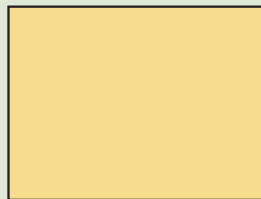
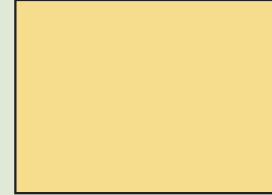
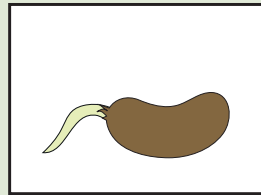
2. Using your party ideas, design a poster or flyer for your class party. Make sure it has all the information your classmates need to know and that it is organised clearly. Look back at how the information in the extract has been organised and use some or all of the features from the extract: headings and subheadings, bullet-points or numbered lists, timetables and short paragraphs.



## Review unit 2

### Writing an explanation

- A. Draw a simple flowchart to explain how a plant grows. Two of the illustrations have been done for you. Label each stage by writing a complete sentence beneath.



### Writing a newspaper report

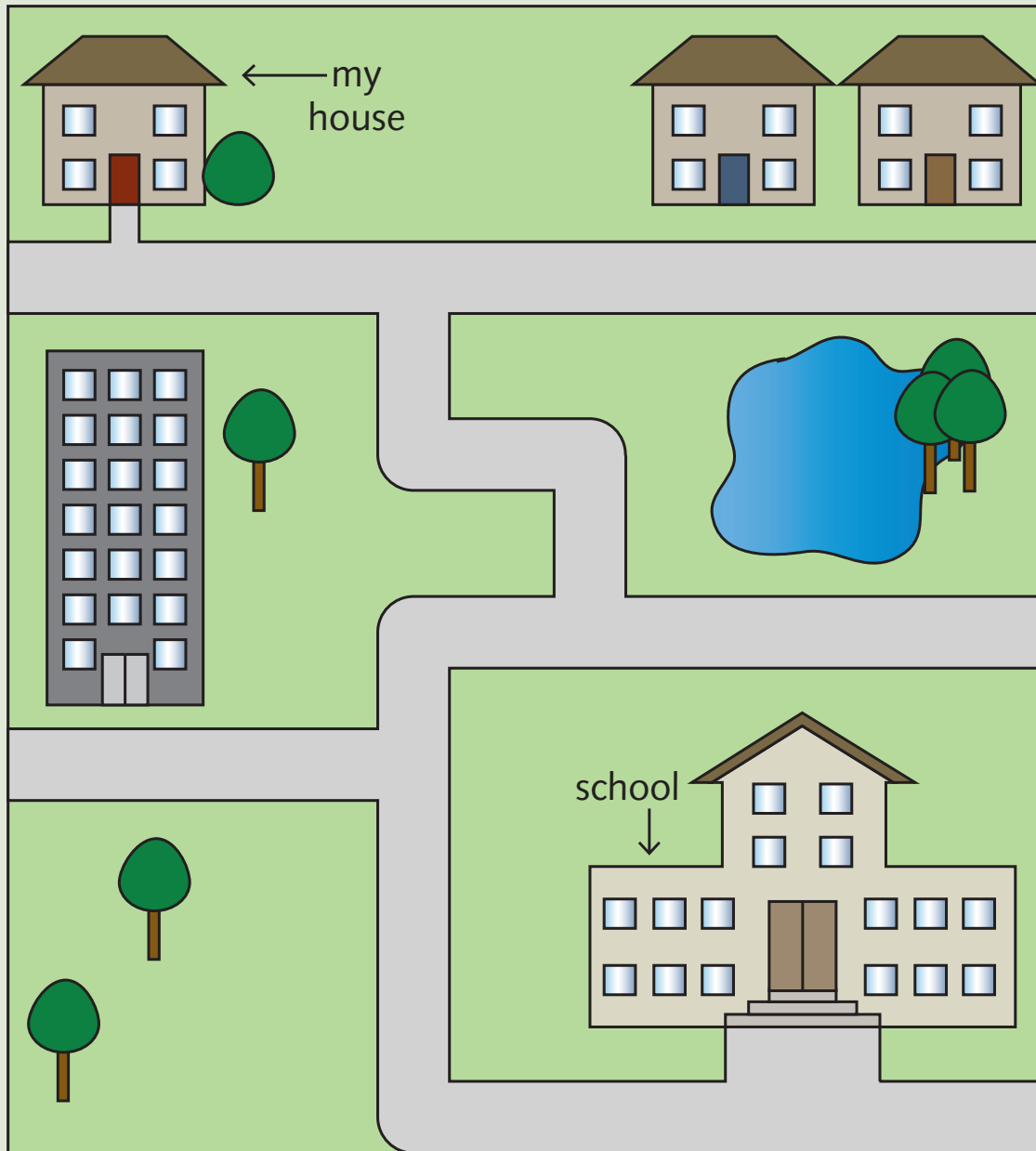
- B. Imagine your school has just competed in the Schools Cup Final. Write a report of the match for your school newspaper.

\_\_\_\_\_ The School Times \_\_\_\_\_

## Writing an instruction text

C. Write directions for how to get to your house from the school.

Directions for how to get to my house from school.





Collins



Year 5

# Composition Skills



Chris Whitney



# Unit 14: Describing settings

## Overview

### English curriculum objectives

#### Writing – composition

Year 5 children should be taught to plan their writing by:

- selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading
- in writing narratives, considering how authors have developed characters.

Year 5 children should be taught to draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

#### Notes and guidance (non-statutory)

Children should understand, through being shown, the skills and processes essential for writing.

### Building towards

The children will write their own descriptive paragraph.

### Treasure house resources

- Composition Skills Pupil Book 5, Unit 14, pages 56–58
- Collins Connect Treasure House Year 5, Unit 14
- Photocopiable Unit 14, Resource 1: Planning the description, page 91
- Photocopiable Unit 14, Resource 2: My descriptive paragraph, page 92

### Additional resources

- Clips from a range of children’s film openings – openings in films are often ‘establishing’ shots, establishing the setting of the film
- A selection of story settings, from short stories or novels, where descriptive language has been used to paint a picture of the setting in the reader’s eye

## Introduction

### Teaching overview

This unit focuses on describing settings and provides three setting descriptions to demonstrate the writing skills involved and to provide a model for children’s own writing. The unit analyses the various descriptive techniques used in each setting description. Children are given the opportunity to attempt some of the descriptive techniques exemplified and then to write their own setting description.

### Introduce the concept

It may be useful before starting to look at a range of example settings. Openings in films are often

‘establishing’ shots, establishing the setting of the film. Ask children to note what the camera (as a kind of ‘narrator’) is showing the viewer. Pause as the camera moves to different shots and ask children to give descriptive words, noun phrases, similes and so on to describe what they see. The same could be done with pictures or images on an interactive whiteboard. Examples drawn from books could then be used for analysis by asking children to highlight descriptive language and language referring to the senses.

## Pupil practice

### Get started

Children complete the tasks with a partner.

#### Answers

1. They make lists of what they can see, hear, smell and feel around the classroom.
2. They take three coloured pencils and underline the adjectives, verbs and nouns in their lists in different colours.

### Pupil Book pages 56–58

3. They consider their choice of vocabulary and make improvements if they can.

### Try these

1. Children read the text and complete a table, adding information from the extracts about sensory description.

Children may list some of the following.

[1 mark for each piece of sensory description added into the correct column]

## Unit 14: Describing settings

	Sights	Sounds	Smells
The forest	black night sky the trees swaying	screech of an owl Tom's pounding heart	the scent of decaying leaves
The kitchen	tiny, steamy kitchen people everywhere pots and pans everywhere table mountain of food Dad Billy (tripping over a stool)	talking bubbling, rattling pots	delicious smell of food
The cinema	flickering bluish light	everything becomes quiet rustling of wrapping paper people fumbling quietly in their bags	aroma of warm popcorn

Children find one example from each of the following lists.

- Alliteration:** blinding blackness; face like fingers; crowded and chaotic; pots and pans [1 mark]
- Similes:** branches that clutch like fingers; trees that whisper like conspirators; a kitchen as crowded and as chaotic as a funfair [1 mark]
- Personification:** a treacherous screech; a sky that yawns; branches that are fingers; trees that conspire; a table that groans [1 mark]
- Hyperbole:** pots and pans piled toweringly high; a mountain of food; a smile that's warmer than sunshine [1 mark]

### Now try these

**1.** Children choose a setting from a given list and plan their descriptive piece using the planning grid provided. Children's planning should include details of sights, sounds and smells; ideas for alliteration; a simile; a metaphor; personification and hyperbole.

**2.** Using their planning, children write their own descriptive piece including the features listed.

You may wish to use the activities and photocopyables in **Support and Embed** to give differentiated support with the writing tasks in **Now try these**.

## Support, embed & challenge

### Support

Ask the children to choose a setting from a given list and plan their descriptive piece using the planning grid provided in Unit 14 Resource 1: Planning the description. Ask the children to draw a picture of their setting and write extensive descriptive labels for it as well as a caption.

### Embed

Ask the children to use their planning to write their own descriptive paragraph. The checklist in Unit 14

Resource 2: My descriptive paragraph supports them with this.

### Challenge

Ask children to take a walk in the school grounds and to choose somewhere to sit. Ask them to write a descriptive paragraph of the school grounds for inclusion in the school magazine or prospectus.

## Homework / Additional activities

### Where I want to be

Ask the children to draw a picture of a setting where they would like to be. Add descriptive words and phrases next to the picture to make everything as vivid as possible.

### Collins Connect: Unit 14

Ask the children to complete Unit 14 (See Teach → Year 5 → Composition → Unit 14).





# Describing settings

Read these descriptions, then complete the activities that follow.



The scent of decay reminds the reader of death.

Metaphor

Personification of the trees makes them seem dangerous.

Simile

Pots and pans everywhere make the kitchen seem cluttered.

Food and family make the kitchen seem homely.

Hyperbole



Tom walked on through the forest. The night air was cold; it was frosty even, with the slightest of breezes. The ground was a damp carpet of fermenting leaves which, disturbed underfoot, gave out the unmistakable **scent of decay**. The sudden and treacherous screech of an owl nearby set Tom's heart pounding. Tom picked his way along, afraid to look up at the **yawning black** of the night sky. The branches of the trees, impossible to see in the blinding blackness of the night, clutched at his face like fingers, slowing his progress. The trees, swaying in the breeze, leaned towards one another to whisper maliciously like **conspirators**. Tom was hopelessly lost.

Charlotte looked around the tiny, steamy kitchen. It was as crowded and chaotic **as a funfair**, and as inviting too. Everywhere, people were bustling and talking. **Pots and pans** hung from the ceiling, others bubbled and rattled on the hobs, and yet more were piled toweringly high in the sink. The table groaned under a mountain of **food** and the smells wafted deliciously through the room. **Dad** looked up, catching Charlotte's eye, and gave her a smile that felt **warmer than sunshine**. Billy, bobbing and weaving through the room, tripped over a stool.



### Alliterative phrase

The fumbling sound emphasises the hush in the cinema.

The bluish flickering light is a calm, peaceful colour.

The lights faded. Everyone became still. Damaris loved this part of coming to the cinema, the part where everything becomes quiet. The odd rustle of wrapping paper and people fumbling quietly in their bags could still be heard. The light was bluish as it flickered from the screen. She rested her head contentedly on her dad's arm and breathed in the familiar aroma of warm popcorn. She felt happy and safe.

## Get started

Discuss the questions and complete the tasks with a partner.

1. Look around your classroom. Write lists of what you can hear, what you can see, what you can smell and what you can feel.
2. Take three coloured pencils and underline the adjectives, verbs and nouns in your list in different colours.
3. Now think about the vocabulary that you have chosen to describe the classroom. Are they the best words you could have chosen? Could you use vocabulary that is more descriptive?

## Try these

Copy the table and complete the tasks about the extracts. Then answer the questions about the extracts.

1. List the sights, sounds and smells in each setting.

	Sights	Sounds	Smells
The forest			
The kitchen			
The cinema			

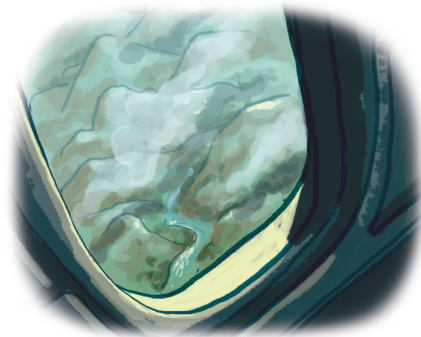
2. Find an example of alliteration.
3. Find an example of a simile.
4. Find an example of personification.
5. Find an example of exaggeration for effect (hyperbole).



## Now try these

1. Imagine a particular setting. Close your eyes and move around your setting as if you were there. Plan a paragraph to describe your setting. Make a list of what you see, hear and smell in your setting. Think of an alliterative phrase, a simile and a metaphor to describe your setting or the things in your setting. Think of something in your setting you could give human characteristics to (personify) and something you could exaggerate for effect. Copy and complete the planning table to help you. You can use one of these suggestions for your setting or choose one of your own.

- A busy market place
- Backstage at a theatre
- Trapped down a well
- In a plane over some mountains



<b>Sights:</b>	<b>Sounds:</b>	<b>Smells:</b>
<b>Alliterative phrases:</b>		
<b>Simile:</b>		
<b>Metaphor:</b>		
<b>Personification:</b>		
<b>Exaggeration for effect:</b>		

2. Using your ideas, write your own descriptive piece. Write in complete sentences. Try to use varied and expressive vocabulary: lots of descriptive adjectives, interesting verbs and adverbs to describe how things are being done. Perhaps you could even use onomatopoeia.





### Dialogue

A. Write a short piece of dialogue that could start a story called 'The Robbery'.



### Writing a persuasive letter

B. You live in small village where there is only one bus a day into the town. You have heard that the Council intends to cut this service to save money. Write a persuasive letter to the Council explaining the problem for the villagers and attempting to persuade the Council to change its mind.



## Writing a newspaper report and editorial

- C. Write a paragraph for inclusion in a newspaper about Sports Day at your school. Then write a paragraph as an editorial stating your opinion about sports days.

Write your two paragraphs:

1. My report for the newspaper
2. My editorial



# SPORTS DAY



Collins



Year 6

# Composition Skills



Chris Whitney



# Unit 13: Paragraphs in fiction

## Overview

### English curriculum objectives

Year 6 pupils should be taught to:

- plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by describing settings, characters and atmosphere.

### Building towards

Children investigate the use of paragraphs and then write their own short story, structuring it through the use of paragraphs.

### Treasure House resources

- Composition Skills Pupil Book 6, Unit 13, pages 56–59

- Collins Connect Treasure House Composition Year 6, Unit 13
- Photocopiable Unit 13, Resource 1: My new paragraphs for 'Our New Home', page 91
- Photocopiable Unit 13, Resource 2: My short story, page 92

### Additional resources

- A page or two from a recent class non-fiction book, showing blocks of text and subheadings
- A page or two from a recent class fiction book, with a good variety of paragraph lengths, including dialogue
- A variety of fiction books, mostly showing a good use of paragraphing, for children to browse and read

## Introduction

### Teaching overview

This unit focuses on the structuring of a narrative through the use of paragraphs. It also looks at how dialogue is laid out in fiction. The text here is the beginning of a chapter book called *My New Home*, in which shifts of time, place and focus are marked by use of new paragraphs.

### Introduce the concept

Remind children of the use of paragraphs in non-fiction texts, which look like chunks or building blocks. Show a page from a non-fiction book using the interactive whiteboard.

Next, again using the whiteboard, look together at some pages from a story read recently in class. Ask

children whether the pages look different from the non-fiction sample, and ask them to suggest why they are used as they are. Ask: 'Are the paragraphs used in the same way? How is non-fiction different?'

Record the children's ideas showing how, in fiction, paragraphs are typically used more frequently:

- to show a change of speaker in a dialogue
- to show a change in time
- to show a change in place/setting
- to show a change of focus
- to show a change in topic (as in non-fiction)
- to introduce a new character
- to create drama and suspense (for example, a cliffhanger).

## Pupil practice

### Get started

In this activity, children reflect on their own use of paragraphs and share examples with a partner. They decide what should go into a checklist for the use of paragraphs and investigate the features of paragraphs through sampling a range of texts.

### Try these

Children complete the table considering the use of paragraphs in the text extract.

#### Suggested answers:

1.

	First sentence	Reason for starting a new sentence
Paragraph 2	When dad disappeared ...	change in topic
Paragraph 3	I watched as the house ...	short for effect; it is a moment of heightened emotion
Paragraph 4	The day seemed to ...	change of time

## Pupil Book pages 56–59

Paragraph 5	She hadn't spoken much ...	topic moves on to discuss Mum
Paragraph 6	"Mum ..." I began.	character begins to speak
Paragraph 7	It was getting dark.	time change
Paragraph 8	We pulled into the drive.	setting changes

[8 marks]

2. Children write the next three paragraphs of the story, adding notes as to why they are starting a new paragraph.

### Now try these

1. Children suggest where the paragraphs should be and give a reason. Suggested paragraph breaks: Line 5 – focus changes; line 10 – setting changes; line 16 – setting changes; line 22 – new character introduced.
2. They write their own paragraphed story based on the choices provided or on one of their own.

You may wish to use the activities and photocopyables in Support and Embed to give differentiated support with these activities.

## Support, embed & challenge

### Support

Use the storyboard writing frame on Unit 13 Resource 1: My new paragraphs for 'Our New Home' to provide support for the children with **Try these** question 2. Recap the reasons for starting a new paragraph and point out that three paragraphs are not necessarily three new events. Ask them to discuss the events with a partner, supporting each other to know if a new paragraph is needed, before writing and illustrating their paragraphs.

Carry out **Now try these** question 1 as a group activity. Encourage the children to create a

storyboard for their short story in question 2 before writing it with support.

### Embed

Children use Unit 13 Resource 2: My short story as a framework to encourage them to use paragraphs in their story in **Now try these** question 2. Provide further copies of the resource sheet if necessary.

### Challenge

Children experiment with the structure of a short story by writing a flashback paragraph for the text extract provided.

## Homework / Additional activities

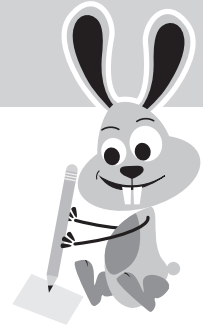
### Writing dialogue

Ask children to write a short piece of dialogue involving two or three speakers, as the beginning of a story. They need to remember to set out the dialogue correctly. Ask them to think about whether the dialogue helps introduce the characters, setting and plot.

### Collins Connect: Unit 13

Ask the children to complete Unit 13 (see Teach → Year 6 → Composition → Unit 13).

# Unit 13 Resource 1



## My new paragraphs for 'Our New Home'

Use the boxes to write the next three paragraphs for 'Our New Home'. Draw a picture for each paragraph.

Title: _____	
1	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





# Paragraphs in fiction

Paragraphs are used in fiction writing whenever the narrative changes time, place, topic or speaker, or when the writer wants to control the pace of the narrative and create dramatic effects.

Read the story extract, then answer the questions that follow.

## Our New Home

Mum closed the car door. Everything had been packed into the car, including us, and it was time to go. I felt a rush of emotions as the car pulled out of the drive. We were leaving our home. I was 15 years old and had lived in that house all of my life.

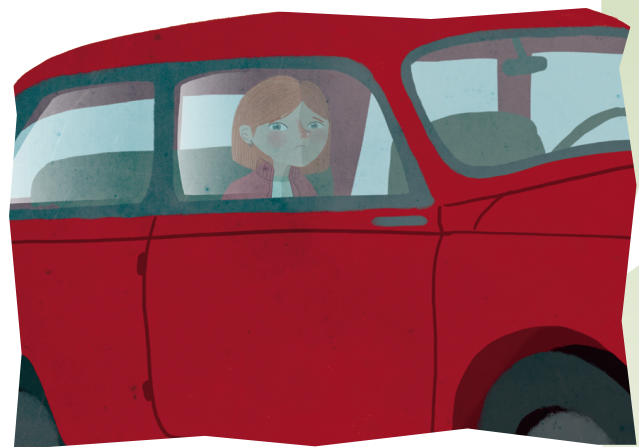
Change in topic  
(also change in  
time)

A very short  
paragraph for  
dramatic effect;  
it is a moment of  
heightened emotion

**When** dad disappeared, mum said we couldn't afford to live there anymore. I had tried to argue with her, talk her out of moving away, but she told me there was no point. These were the facts, she'd said, and we all had to face them.

I watched as the house seemed to disappear behind a mist of fog. In fact, it wasn't fog; they were my **tears**.

The day seemed to roll by as we travelled along the motorway. My younger brother Kirk, he was only five, kept on tapping his hand against the window. He was playing some sort of game and to be honest the sound was really annoying. Mum didn't say anything though. She hadn't spoken since we left the house.





She hadn't spoken much at all these last few months. It was like the breath had been knocked out of her. Looking at her sideways, from the passenger seat next to her, I tried to work out how much she'd really changed. Was she as different as I thought? Or did I just see her differently now?

Character begins to speak

"Mum ..." I began. But she just drove, quietly humming to herself. It wasn't a real tune; it was just a sound. More like a stifled groan. I put my headphones on and turned up my music.

Different time

It was getting dark. We would soon be there, at "our new home," as Mum kept on calling it. I didn't want a new home. I wanted the old one with all of my friends and with Mr Andrews's grumpy dog jumping over the back fence. In fact, Mr Andrews was grumpier than his dog. The only difference was that he hadn't learned to bark yet. I smiled to myself. It's funny the things you miss.

Different place

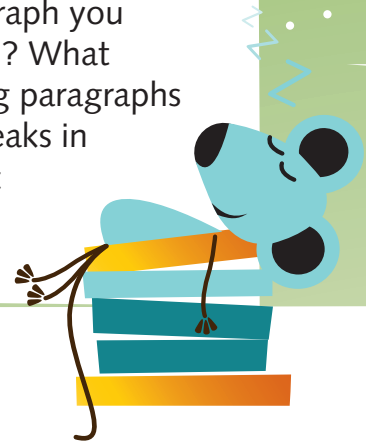
We pulled into the drive. At last Kirk was quiet. Perhaps he was secretly nervous too, behind all of that dribble and noise, about beginning a new life. I looked up at the new house through the car window. What would our new lives be like?



## Get started

Discuss these questions and complete the tasks with a partner.

1. Look back at your previous writing and find examples of when you used paragraphs in fiction writing. Explain why you used them.
2. Make a checklist for the use of paragraphs in fiction writing. Read the notes and annotations of the extract for further support, if you need to.
3. Look at examples of fiction texts (in books you are reading or that are available to you). What is the shortest paragraph you can find? What is the longest paragraph you can find? What effect do short paragraphs have? What effect do long paragraphs have? Can you identify the reasons for paragraph breaks in the texts you are looking at? Are there any you don't understand? Are there any you disagree with?



## Try these

1. Copy and complete the table. For each paragraph of the story, write the first sentence and the reason for starting a new paragraph.

	First sentence	Reason for starting a new paragraph
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		
Paragraph 7		
Paragraph 8		

2. What happens next? Write the next three paragraphs of the story. Use your checklist to help you remember when to start a new paragraph. Make a note of your reason for each paragraph break.

## Now try these

1. In this narrative extract, the paragraph breaks have been omitted. Using the line numbers, suggest where you think the paragraph breaks should happen and give your reasons.

1 It was a cold, damp day. The rain had been falling all morning and  
2 there had been no chance of going out at all. Kamal really wanted  
3 to meet his friends and play football. But here he was, stuck inside  
4 with no sign of brighter weather. He would have to stay indoors and  
5 watch the television. All of a sudden the phone rang in the other  
6 room and he ran to answer it. It was his cousin, Hamid, asking him to  
7 come over to play on his new computer game. It had been a present  
8 for his birthday and he was longing for someone to play it with him.  
9 The offer was irresistible! Kamal agreed, promising to be there in  
10 half an hour. He rushed to the hall to get his coat and search for his  
11 trainers. It was then he remembered the hole! The last time he wore  
12 his trainers playing football he had noticed large holes in the soles of  
13 both trainers, made worse by continually playing football! His feet  
14 would get soaked but that new game was something special and  
15 he couldn't resist the invitation. He put them on, opened the door  
16 and rushed outside. Rain fell in sheets, and a cold wind blew, but  
17 still Kamal ran on to his cousin's house. By the time he reached the  
18 end of his road, his feet were soaked through. His socks were wet,  
19 his toes were freezing cold and he felt sure there was a blister on his  
20 left heel. He saw his cousin's house in the distance and leaping over  
21 puddles like small lakes he finally rang the door bell. "Hello Kamal,"  
22 said his cousin. "You'd better come in and get dry. I don't know what  
23 we can do though; there's been a power cut due to the storm and  
24 the computer isn't working." The look on Kamal's face said it all.  
25 Cold, wet and no computer game. What a day!

2. Write your own short story. Your paragraphs must structure the story. Use your checklist to help you. Choose one of these titles or use one of your own:

- The lost purse
- The match
- Aliens in the High Street!



## Review unit 2

### Poems on a theme

A. Write a poem on a theme of your choice. Use the planner to help you.

Theme: _____
Title: _____
<b>Checklist:</b>
Setting
Character(s)
Verses
Rhyme or not
Powerful vocabulary
Simile/metaphor or personification
first or third person?
Write your poem



## Paragraphs in non-fiction

B. Choose one of the following titles and make notes on the content of each paragraph in your non-fiction report.

- Space
- Dance
- Horses

Use the planner to help you.



Main heading: (Title of my report)
Paragraph 1: Key points
Paragraph 2: Key points
Paragraph 3: Key points

## Story endings

C. Write an alternative ending to a traditional tale.

1. What has happened in the story so far?
2. Write the alternative ending.





# Next steps

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