

Monday 19th October

Morning Challenge

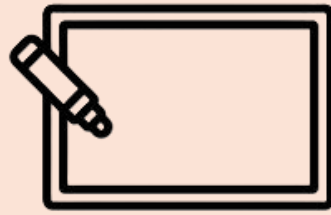
Can you unjumble the spellings you've been taught this half term?

1. tcasluapecr
2. nocdeecni
3. rophecyp
4. et-rrnee
5. tadonsbiuot
6. vadisec
7. de-rotenagiaesr
8. ntloreace
9. d-wieeeyd
10. oc-eorptae

Challenge: Can you use each word in a sentence once you have unjumbled it?

19.10.26

Times tables



7	$3^2 =$	
8	$= 1^3$	
9	$\frac{1}{6} + \frac{1}{3} =$	
10	$51 \times 1000 =$	

19.10.26

TBAT: subtract decimal numbers.

3 in 3

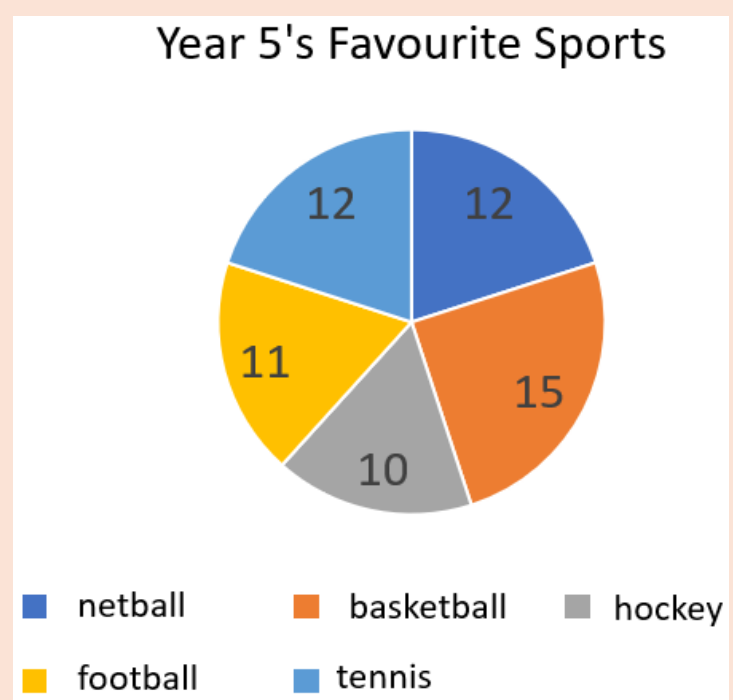
1. $3,798 \div 9 =$

2. $4 \times \frac{2}{5} =$

3. Year 5 pupils were asked to vote for their favourite sports. The pie chart shows the results.

a) What **percentage** of the pupils preferred basketball?

b) What **fraction** of the pupils preferred tennis? Simplify your answer.



Mr Todd buys 7 drinks at 48p each and 8 drinks at 52p each.

What is the total cost of the 15 drinks?

[Daily 10 - Mental Maths Challenge - Topmarks](#)

19.10.26

TBAT: subtract decimal numbers.

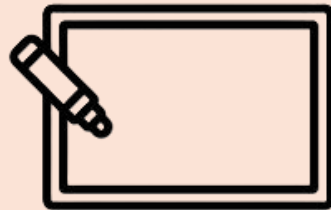
	9	.	2	8	0
–	5	.	0	6	7
		.			

$$10.097 - 5.107 =$$

There was 9.652L of water in a cooler. Jess drank 4.72L at the weekend. How many ml of water left?

19.10.26

TBAT: subtract decimal numbers.



	3.208
8.57	

6.104	
8.65	

Dennis says,

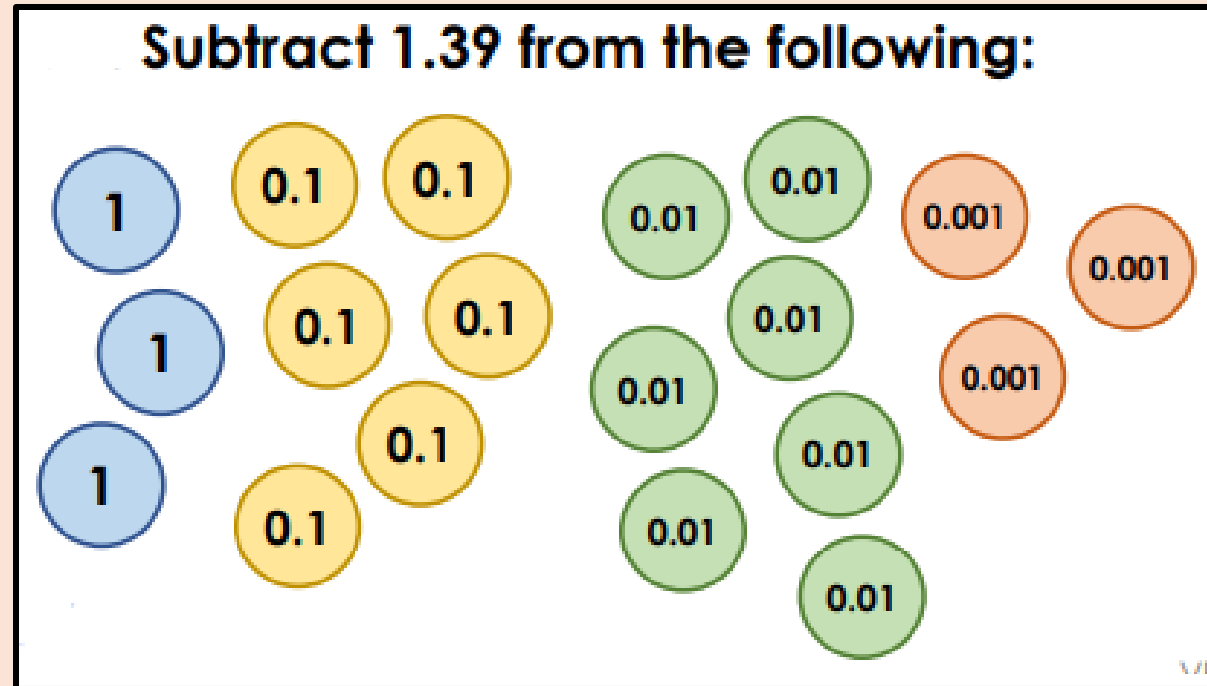
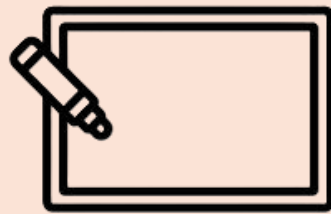


$$2.98 - 3.295 = 0.315$$

Explain his mistake.

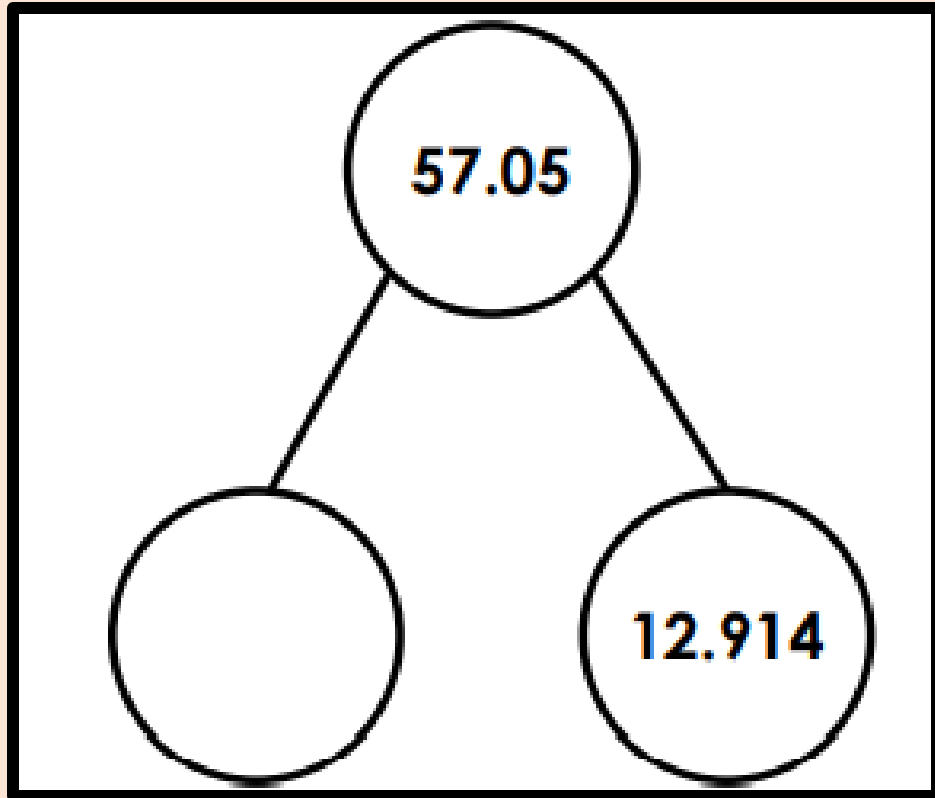
19.10.26

TBAT: subtract decimal numbers.



Sandra and Harry are shopping. They have £10. They spend £3.68 on a ball. How much change will they have? Explain what would be the most efficient strategy to calculate this.

TBAT: subtract decimal numbers.

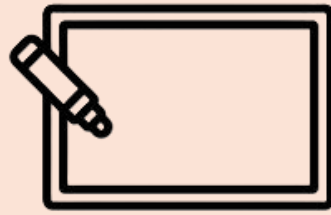


5 9 2 4

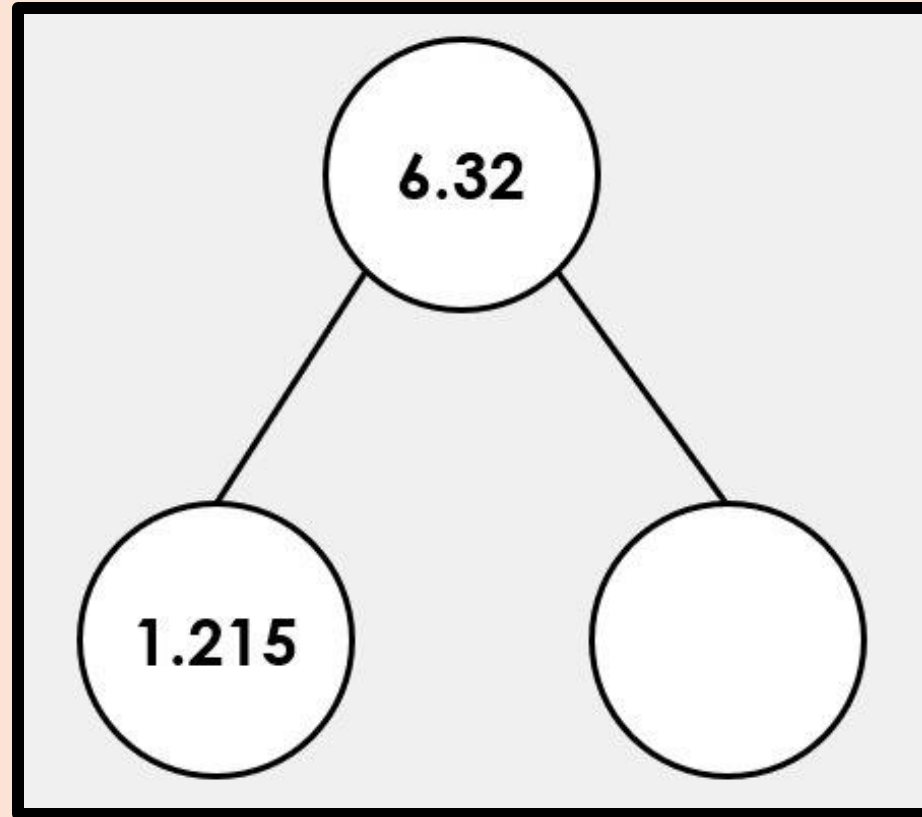
$$\begin{array}{r} \square . 7 \square \\ - 1 . \square 6 5 \\ \hline 4 . 3 2 5 \end{array}$$

19.10.26

TBAT: subtract decimal numbers.



Knowledge Check



I have £34.65. I round this to the nearest ten. I then subtract £16.78. How much do I have left now?

19.10.26

TBAT: subtract decimal numbers.

1. $41.376 - 20.047 =$

2. $\underline{\hspace{2cm}} = 3.829 - 0.38$

3. $12.3 - \underline{\hspace{2cm}} = 9.781$

4. $54.72 - 8.99 =$

5. $\underline{\hspace{2cm}} = 3.4 - 2.85$

6. $18.27 - \underline{\hspace{2cm}} = 3.99$

RP

A scientist records decimal measurements.
Complete the missing values.

- The difference between 41.376 and 20.047 is $\underline{\hspace{2cm}}$.
- A measurement of 3.829 is reduced by 0.38. What is the new measurement?

Challenge

Which of these calculations are incorrect?
Explain the mistake then work out the correct answer.

a)

	4	3	8	2
-		1	6	3
	4	2	1	9

b)

	3	6	4	
-	1	3	7	2
	2	2	7	2

c)

	5	6		
-	2	3	8	
	3	2	2	

Mastery Challenge

Find the missing digits.

	4		8	
-	1	4	6	
		9		7

		5	2	1
-	1			
	2	0	6	

Mastery with Greater Depth

Here is a subtraction calculation with all the numbers hidden. The answer is between 4 and 5. What could the calculation be? Find 4 possible calculations.

	?	?	?	?
-	?	?	?	

Monday 19th October

TBAT: retrieve and record information.

The period before the Romans arrived in Britain is known as the Iron Age. The people who lived here – the Celts – had learnt how to make tools and weapons out of iron, which meant that farming was easier and warfare was even more dangerous. The Celts began to live together in larger settlements so that people with different skills – potters, weavers, carpenters and blacksmiths – could all contribute to the smooth working of the village. To protect themselves, they built well-defended enclosures of ditches and walls which have become known as hill forts, even though they are not all on hills. Their earthworks can still be seen in many sites across the UK today.

3 in 3

1. ‘... *they built well-defended enclosures ...*’

What does the word ‘enclosure’ mean?

iron weapon

foreign invader

deep moat

fenced area

2. Why is the term ‘hill forts’ not a totally accurate description of their settlements?

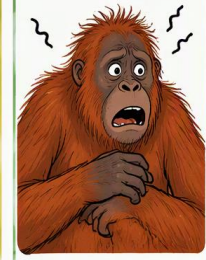
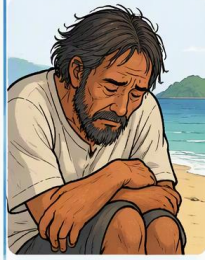
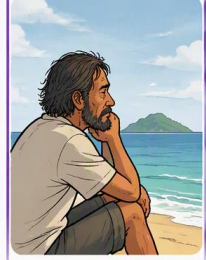
3. What evidence of hill forts can still be seen today?

Monday 19th October

TBAT: retrieve and record information.

Words we will find in the text -

- **Bribe** – To persuade someone to do something by giving them a gift or reward.
- **Protestations** – Strong expressions of disagreement or objection.
- **Agitated** – Nervous, worried or upset.
- **Inconsolable** – Too upset to be comforted.
- **Brooding** – Thinking deeply and sadly about something.

Words we will find in the text				
Bribe	Protestations	Agitated	Inconsolable	Brooding
				
To persuade someone to do something by giving them a gift or reward.	Strong expressions of disagreement or objection.	Nervous, worried or upset.	Too upset to be comforted.	Thinking deeply and sadly about something.

Monday 19th October

TBAT: retrieve and record information.

Partner discussion:

What happened at the end of the previous chapter?

**Why does Michael want to light the beacon fire as soon as he
sees the boat?**

Sentence Stems

- Michael wanted to light the fire because _____.
- Kensuke did not want to light the fire immediately because _____.
- The orang-utans needed protecting because _____.

Monday 19th October

TBAT: retrieve and record information.

Inference

1. Why do you think Michael becomes frustrated with Kensuke when the boat first appears?
2. What can you infer about Kensuke's feelings towards the orang-utans from the way he reacts to the hunters?
3. How do Michael's thoughts and actions during the shooting show a change in his understanding of Kensuke?
4. Why do you think Kensuke spends weeks sitting alone on the beach after the hunters leave?

Challenge - At the end of the extract, Michael says that he wanted to tell Kensuke that the island could never be the same again. What does this suggest about how both characters feel about the island after the hunters' visit? Use evidence from across the text to justify your answer.

Monday 19th October

TBAT: retrieve and record information.

Retrieval

- 1. What four things does Michael say Kensuke did while they were waiting for a ship to arrive?
- 2. Find and copy the words that show Michael thought Kensuke was moving slowly up the hill.
- 3. How many orang-utans had gathered before Kensuke realised Kikanbo was missing?
- 4. Why did Kensuke believe the boat was dangerous?
- 5. How did Kensuke gather the orang-utans together?
- 6. Number these events from **1–4** in the order they happen.

Michael and Kensuke bury two dead gibbons.	
Kensuke recognises the junk from an earlier visit.	
Kikanbo suddenly reappears from the forest.	
The orang-utans hide in the cave house.	

Challenge - What evidence suggests that Kensuke felt responsible for the animals after the hunters' visit? Give two examples from the text.

Mastery - Throughout the extract, Michael desperately wants the yacht to see the beacon fire, while Kensuke focuses on protecting the animals. What does this contrast reveal about the priorities of the two characters? Use evidence from the text to explain your answer.

Monday 19th October

TBAT: evaluate different methods of online communication.

Knowledge Quiz

1 What is communication? (Tick 1 correct answer)

- ☐ the process of drawing pictures
- ☐ the act of playing games online
- ☐ the use of computers for coding
- ☐ the exchange of information between devices or people

2 Which of these is an example of instant messaging? (Tick 1 correct answer)

- ☐ sending a text message online in real time
- ☐ posting a letter in the postbox
- ☐ drawing a picture on paper
- ☐ watching a film on television

3 What is the term for a conversation using both video and audio over the internet?

4 Match each method to its best use: (Write the correct letter in each box)

a	video call
b	instant messaging
c	letter
d	face-to-face conversation

	seeing and hearing someone far away
	sending a quick message online
	talking in real time when you are together
	sharing news that is not urgent

Keywords

private

information that is only shared with trusted people

consent

permission to do something

When comparing online communication tools, it is important to consider some of these features:

- Is it public or **private**?
- What can you share?
- Is it one-to-one or one-to-many?
- Is it one-way or two-way?
- Are there adverts?
- Is there an age limit?

True or false?

All internet communication is **private**.

T True

F False ✓

Why?

Some tools let anyone see your messages unless you change the settings.

Some communication is **private**; only the people you choose can see it.

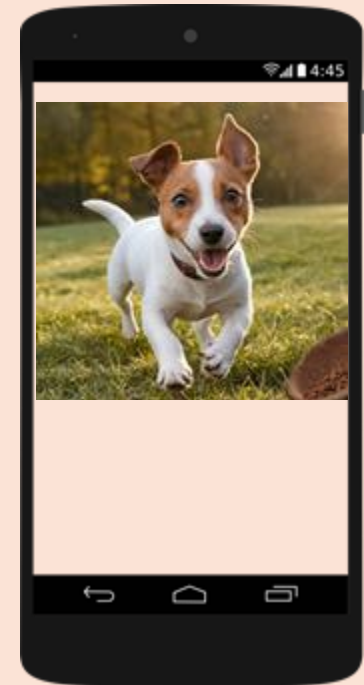
Other communication is public; anyone can see it, even people you don't know.

Why might someone want to keep a message **private**?

Some tools let you send just text. Others let you share pictures, videos or audio too.

The kind of message you send affects which tool is best.

If you wanted to show someone what your pet looks like, which tool could help?



One-to-one communication is with just one person.

One-to-many means your message goes to lots of people at once, like a class, a group chat or everyone online.

Have you ever sent a message to just one person?

What about a group of people?



You want to work on a project with your partner. You both want to edit the same document at the same time. Which method should you use?

a

shared document



b

public blog

c

email

Two-way communication means both people can send messages back and forth like a chat.

One-way communication means only one person sends something, and other people cannot reply. An example could be a video with no commenting allowed.

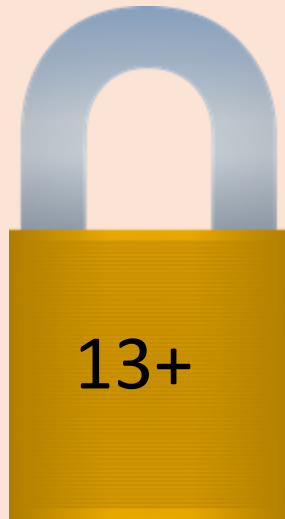
Why might it be helpful to send a reply?

Some tools show adverts to make money. That is how many free apps and websites pay to stay online. They use the money from advertising and having pop-ups to keep the app or website free for users.

Have you ever seen an advert pop up while using an online tool or website?

Some tools and websites have age limits to help keep users safe. Even if they look fun or useful, they may be designed for older people.

Why might a video sharing app have an age limit?



Task A

Compare ways to communicate online



Fill in the table.

tool	public or private?	what can you share?	one-to-one or one-to-many?	one-way or two-way?
email				
video call				
public blog				
shared document				

Task A

Compare ways to communicate online



Feedback

Fill in the table.

tool	public or private?	what can you share?	one-to-one or one-to-many?	one-way or two-way?
email	private	text, files and images	one-to-one or one-to-many	two-way
video call	private	audio, video and screen sharing	one-to-one or one-to-many	two-way
public blog	public	text, images and videos	one-to-many	one-way (unless comments)
shared document	private (if restricted sharing)	text, images and links	one-to-one or one-to-many	two-way



Jun

What is privacy?

Privacy means keeping some information to yourself or only sharing it with people you trust.

What kinds of things should only be shared with people you know well?



Jun

What is **consent**?

Consent means giving permission. You should always get **consent** before sharing a message from someone else, a photo of someone else, or someone else's idea.

How would you feel if someone shared a photo of you without asking?



You want to post a group photo online. What should you do?

a

Post it straight away.

b

Ask everyone in the photo first.



c

Post a cropped version that only shows you.

d

Check if the photo has a filter.



Jun writes in a group chat:

“Here’s my phone number and the name of my school. Message me later!”

Is this OK to share? Why or why not?



Jun

What counts as personal information?

Some examples of personal information:

- full name
- home address
- school name
- phone number
- photos of a person



True or false?

It is OK to share someone else's work online if you like it.



True



False



Why?

Even if you think it is good, it is still their work and you need permission.



Jun made a game with a partner. He wants to share it on a public platform, but his partner says no.

What should Jun do? Why?

Jun should respect his partner's choice. They must both agree to share.

For each scenario, decide:

1. Is this appropriate to share online?
2. Would you share it in a **private** or public space?
3. What could go wrong?

Scenarios:

- sharing a video of your science project
- writing your full name and school on a blog
- commenting on a friend's story
- posting a screenshot of a chat

Task B

Decide when to share or keep information private



Feedback

Sharing a video of your science project

Is this appropriate to share online?

Yes, if it does not include personal information like your full name, face, or school.

Would you share it in a **private** or public space?

It is safer to share it in a **private** space, like a class group. It could be OK to share it in a public space if an adult has checked it first.

What could go wrong?

People could repost it without permission or leave unkind comments. If your name, face or school are included in the video, strangers could find out who or where you are.

Task B

Decide when to share or keep information private



Feedback

Writing your full name and school on a blog

Is this appropriate to share online?

No, it is not safe to share personal information like your full name and school in public.

Would you share it in a **private** or public space?

Neither — even in **private**, you should avoid sharing your full name and school details unless it is absolutely necessary and you are being supervised.

What could go wrong?

Strangers could use this information to find out who you are or where you go to school. It might make it easier for someone to contact or identify you without permission.

Commenting on a friend's story

Is this appropriate to share online?

Usually yes, if your comment is kind and respectful and does not share **private** information.

Would you share it in a **private** or public space?

It depends — if it is a story on a **private** account, it is probably OK, but you should still think carefully about what you write. If it is a public story, think carefully about what you write.

What could go wrong?

A joke might be misunderstood. Other people could see the comment and share it, which could be upsetting if it mentions **private** topics.

Posting a screenshot of a chat

Is this appropriate to share online?

No, not without **consent** from everyone in the chat.

Would you share it in a **private** or public space?

It should not be shared at all unless you have **consent**. Even sharing in a **private** space could break trust.

What could go wrong?

Someone in the chat could feel embarrassed or upset. **Private** information might be revealed to people who were not meant to see it. It could damage friendships or lead to arguments.



Jun

Is all online communication **private**?

Some messages feel **private**, but they might be seen by more people than you expect.

Who might see a message shared in a group chat?

The people in the group will see it, but they could copy or take a screenshot of the message to send on.

Lucas gets a funny message from Izzy. He shares it with another group without asking her.

What could go wrong?

- It could hurt Izzy's feelings.
- It could make her feel embarrassed.
- She might not trust Lucas in the future.



Jun

What are the risks?

Some of the common risks:

- Your message is copied or screenshotted.
- It reaches people you did not expect.
- It is misunderstood or taken out of context.
- It stays online for a long time.

Have you ever said something that did not come out the way you meant?

Which of these is a risk of online communication?

a

Your message is just available to one person.

b

Your message is misunderstood.



c

Your message is in a secret code.

d

Your message disappears forever.

Before you send or post something online, ask yourself:

- Would I say this face-to-face?
- Would I be happy if more people saw this?
- Is it kind and respectful?



Jun

What is a digital footprint?

Your digital footprint is the trail of things you share or do online. Even deleted posts might still be seen or saved.

True or false?

If I delete a message, it is gone forever and no one can see it.

T True

F False ✓

Why?

Other people may have copied or saved the message. You cannot always take it back once it has been sent or posted.

Key reminders to keep safe:

- Use **private** settings when possible.
- Do not share personal information.
- Ask for permission before posting about other people.
- Speak to an adult if you are unsure.

Look at the online actions and decide:

- Is it safe or risky?
 - What could go wrong?
 - What should they do differently?
-
1. Send a voice note in a group chat.
 2. Post a photo of a sibling.
 3. Share a funny screenshot of a friend's message.
 4. Write a **private** opinion on a public comment thread.

1. Send a voice note in a group chat.

Is it safe or risky? It depends — mostly safe if the group chat is **private** and trusted.

What could go wrong? Someone in the group might share it without asking. If the voice note includes personal information, it might reach people the sender did not mean to share it with.

What should they do differently? Only send voice notes to people they know and trust. Avoid sharing personal details (like their full name or school) in group chats.

2. Post a photo of a sibling.

Is it safe or risky? Risky — especially without permission.

What could go wrong? The sibling might not want their photo to be shared. The photo could be copied or reposted by other people. It may include personal details like where they live or go to school.

What should they do differently? Ask their sibling (and a trusted adult) for permission first. Make sure no **private** details are visible. Consider sharing privately instead of publicly.

3. Share a funny screenshot of a friend's message.

Is it safe or risky? Risky — even if it seems funny.

What could go wrong? It could embarrass or upset the friend. Other people might see **private** information. The friend may feel they cannot trust them again.

What should they do differently? Ask the friend before sharing. If they say no, they should not share it. They should always think about how it might make someone else feel.

4. Write a **private** opinion on a public comment thread.

Is it safe or risky? Risky — because it is not a **private** space.

What could go wrong? Strangers could see or respond to the comment. It might start an argument or be misunderstood. The post could be shared more widely without their control.

What should they do differently? Share **private** opinions in a one-to-one message with someone they trust, not on a public forum. Always check if a space is public before posting.

There are different methods of communicating on the internet. The methods of communicating you use depend on what you are communicating and why.

Not all information should be shared online. This is because communication on the internet may not be **private**. It is important to consider where you are posting something before you post.

Monday 19th October

TBAT: evaluate different methods of online communication.

Exit Quiz

- 1** Which of the following is a method of communicating on the internet? (Tick **1** correct answer)
 - ☐ drawing a picture on paper
 - ☐ reading a book at home
 - ☐ walking in the park
 - ☐ sending an email

- 2** What does 'privacy' mean when using the internet? (Tick **1** correct answer)
 - ☐ keeping information hidden from other people
 - ☐ sharing everything with everyone
 - ☐ posting photos online
 - ☐ telling friends your password

- 3** Why is it important to get consent before sharing someone else's information online? (Tick **1** correct answer)
 - ☐ It makes the internet faster.
 - ☐ It is respectful and gives them control over their information.
 - ☐ It helps you remember passwords.
 - ☐ It makes your messages more colourful.

Monday 19th October

YEAR 6

Handball

Lesson 5

Success Criteria

- Communicate with your team to apply tactics.
 - Move on to the ball to intercept.
- Put pressure on attackers by delaying them.

To use the appropriate defensive technique for the situation.

Tuesday 20th October

Morning Challenge

Can you unjumble the spellings you've been taught this half term?

1. tcaimoulsac
2. etenycpxca
3. ecnlsie
4. ctisrhole
5. tcraipse
6. cedecyn
7. naftric
8. pehsrpoy
9. rtpoh-eedesmr
10. eenxclecel

Challenge: Once you've unjumbled them, sort them into
these groups:

Adjectives

Nouns

Verbs

Hyphenated words

Tuesday 20th October

TBAT: explain how the author's choice of language conveys the narrator's emotions.

How does an author make us feel excited when we are reading?

What language choices might help show strong emotions?

Tuesday 20th October

TBAT: explain how the author's choice of language conveys the narrator's emotions.

He handed me the binoculars. The yacht was turning. It was very definitely turning, but I couldn't make out whether it was towards us or away from us. 'I don't know,' I said. 'I'm not sure.'

He took the binoculars off me. 'I tell you, Micasan, it come this way. They see us. I am very sure. It come to our island.'

Moments later, as the wind filled the sails, I knew he was right. We hugged each other there on the hilltop beside the blazing beacon. I leaped up and down like a wild thing, and Stella went mad with me. Every time I looked through the binoculars now, the yacht was coming in closer.

'She's a big yacht,' I said. 'I can't see her flag. Dark blue hull, like the Peggy Sue.' Only then, as I said it out loud, did I begin to hope that it could possibly be her. Gradually hope turned to belief, and belief to certainty. I saw a blue cap, my mother's cap. It was them! It was them! 'Kensuke,' I cried, still looking through the binoculars, 'Kensuke, it's the Peggy Sue. It is. They've come back for me. They've come back.'

Tuesday 20th October

TBAT: explain how the author's choice of language conveys the narrator's emotions.

"Gradually hope turned to belief, and belief to certainty."

My turn.

Tuesday 20th October

TBAT: explain how the author's choice of language conveys the narrator's emotions.

Our turn

"We hugged each other there on the hilltop beside the blazing beacon."

Why did the author choose the word **blazing** rather than **burning**?

Tuesday 20th October

TBAT: explain how the author's choice of language conveys the narrator's emotions.

Your turn

1. The author describes the beacon as "*blazing*".

What image does this word create in the reader's mind?

2. Why does the author use the simile:

"I leaped up and down like a wild thing"?

Challenge - The author repeats:

"It was them! It was them!"

Why might the author have chosen to repeat this phrase?

He handed me the binoculars. The yacht was turning. It was very definitely turning, but I couldn't make out whether it was towards us or away from us. 'I don't know,' I said. 'I'm not sure.'

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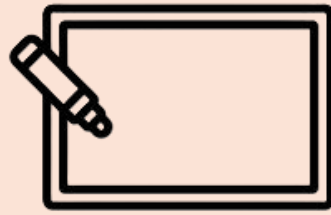
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20.10.26

Multiply and divide



$$2 \overline{) 7529}$$

$$\begin{array}{r} 7152 \\ \times \quad 5 \\ \hline \end{array}$$

$$4 \overline{) 5396}$$

$$\begin{array}{r} 342 \\ \times \quad 21 \\ \hline \end{array}$$

20.10.26

TBAT: use mental multiplication strategies.

3 in 3

1. $5,678 \times 42 =$

2. $5/6 \times 4 =$

3. **$2,445 \div 15 = 163$**

Explain how you would use this number fact to solve 163×16 .

Alfie has some rectangles.

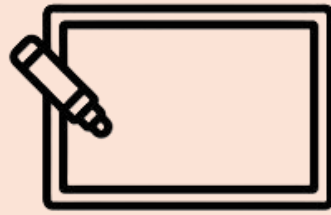


He makes this shape using three of the rectangles.



What is the **perimeter** of Alfie's shape?

20.10.26



TBAT: use mental multiplication strategies.

We know that **doubling** is the same as multiplying by 2.

$$24 \times 2 =$$

$$63 \times 2 =$$

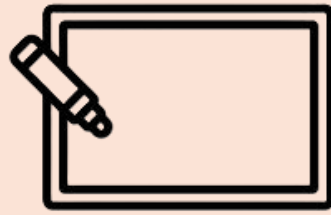
Challenge – Think of a rule for multiplying by 4. Use it to solve these questions.

$$24 \times 4 =$$

$$63 \times 4$$

$$174 \times 4 =$$

20.10.26



TBAT: use mental multiplication strategies.

Explain to your partner the strategy you would use to solve these calculations.

$$42 \times 4 =$$

$$83 \times 4 =$$

A cuboid has side lengths of 4cm, 3cm and 4cm.

What is the volume of the cuboid?

cm³

20.10.26

TBAT: use mental multiplication strategies.

To multiply by 4
we can double
and double again.

To multiply by 5,
we can multiply
by 10 and halve.

To multiply by 50,
we can multiply
by 100 and halve.

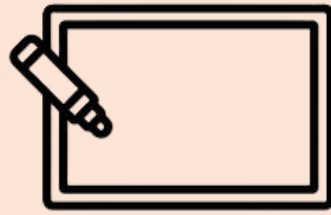
$$43 \times 4$$

$$62 \times 5$$

$$48 \times 50$$

**True or false? To multiply by 25, we can
multiply by 100 and divide by 4.**

20.10.26



TBAT: use mental multiplication strategies.

We used **partitioning** when we doubled numbers. We can use this strategy to help us multiply numbers **mentally**.

Multiply 35 by 6

$$34 \times 6 =$$

$$23 \times 8 =$$

$$147 \times 4 =$$

Kim knows that

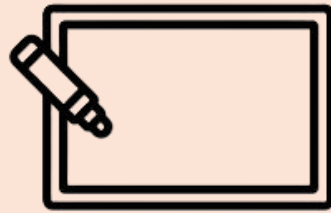
$$137 \times 28 = 3836$$

Explain how she can use this information to work out this multiplication.

$$138 \times 28$$

20.10.26

TBAT: use mental multiplication strategies.



Knowledge Check

$$32 \times 2 =$$

$$32 \times 4 =$$

$$32 \times 8 =$$

Sam thinks that $32 \times 50 = 1605$. How do you know he is incorrect?

20.10.26

TBAT: use mental multiplication strategies.

1. $42 \times 4 =$

2. $34 \times 5 =$

3. $\text{£}1.22 \times 4 =$

4. $6 \times 25 =$

5. $156 \times 4 =$

6. $56 \times 6 =$

RP -

Steph and Sheldon are solving the calculation $125 \times 4 \times 12$.

I did $125 \times 4 = 500$, then 500×10 , then added 1,000. My answer is 6,000.



Sheldon



Steph

I did $125 \times 4 = 500$, then I $\times$ by 10, then by 2. My answer is 10,000.

Who is correct? Explain how you know.

Challenge

Use these symbols $<$ $>$ $=$ to compare the calculations.

34×5

36×4

52×8

61×6

12×50

11×52

Mastery Challenge

Lucy worked out the cost of eight bags of apples at 47p a bag. Her answer was £4.06. Without working out the answer, explain whether you think it is right or wrong and how you know.

Mastery with Greater Depth

Miriam and Alan each buy 12 tins of tomatoes.

Miriam buys 3 packs each containing 4 tins. A pack of 4 costs £1.40.

Alan buys 2 packs each containing 6 cans. A pack of 6 costs £1.90.

Who gets the most change from a £5 note?

Tuesday 20th October

TBAT: explore the features of a description.

3 in 3

1.

Circle **all** the **determiners** in the sentence below.

The tunnel makes an echo when you talk.

2.

Which **word class** is the underlined word in the sentence below?

I loved our holiday to Florida. We had an amazing time.

Tick **one**.

- ☐ noun
- ☐ determiner
- ☐ verb
- ☐ adjective

3. Complete the sentences below with correct **determiners**.

Lucy wanted _____ banana but _____ shop had none left. She decided to have _____ apple instead.

Challenge – How many synonyms can you think of for slowly?

Tuesday 20th October

TBAT: explore the features of a description.

Partner discussion:

How are a character and setting description different?

Tuesday 20th October

TBAT: explore the features of a description.



Expanded Noun Phrase

pre-modifier (determiners + adjectives)	noun	post-modifier (prepositional phrases)
	tree house	

Partner discussion:

Which expanded noun phrase is better?

The tall, scary tree in the forest.

A single, worn trail snaked.

Use expanded noun phrases to detail sights,
sounds and smells.



**Write two expanded noun
phrases to describe
Dracula's castle.**

Tuesday 20th October

TBAT: explore the features of a description.

Dracula's Whitby - THE LITERACY SHED

Cohesion

There is no character to lead movement from noun to noun, so instead all the inanimate nouns must create the movement – this sometimes leads to personification being used.

A single, worn trail snaked **towards the entrance** – a tall, wrought iron gateway, tightly closed with a rusted padlock. **Beside it**, a beaten-up Cadillac, windowless and covered in a thick blanket of ivy, waited for its driver to return.

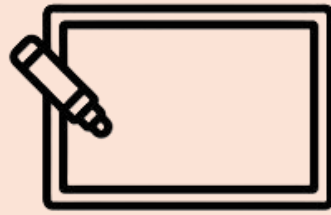
Past the gates, the trail disappeared into a tangled wall of thorns, weeds and bushes...

What cohesive device has been used in these examples?

Write your own example.

Tuesday 20th October

TBAT: explore the features of a description.



Which is an example of an inanimate noun used to create movement?

A) The narrow path twisted through the forest, while crooked branches reached overhead.

B) Ella followed the path through the forest and pushed open the gate before entering the garden.

C) The path was narrow. The gate was rusty. The forest was dark and overgrown.

Tuesday 20th October
TBAT: explore the features of a description.

Read through the example setting description. Can you find evidence for each feature?

Language Feature	Purpose	Evidence
Adverbials of place		
Figurative language		
Rhetorical questions		
Short sentences		
Expanded noun phrases		

Challenge – Use the features to write a description for Dracula's castle.