



Ted Hughes
the Iron
man



Dear Parents and Carers,

Please find enclosed a home learning pack for your child to work on whilst the school is closed.

Hopefully you will find a wide variety of activities across the subjects that we are currently learning in school.

All work should be completed in the accompanying Homeworking book or on the sheets provided.

Attached is a table of activities which should be completed alongside the continued use of TTRockstars and Spelling Shed.

Should your child also wish, they can complete a project on a topic of their choice – there are no restrictions, however some suggestions may include a home diary, writing a story, researching and writing/illustrating a topic of interest such as Climate Change, a particular country, the local environment or some of the things we have covered in History and Geography this year i.e. Henley, Rivers, Stone Age to Iron Age, an author of their choice. (Please avoid Ancient Egypt as this is our Topic area in the Summer term). We would also encourage the children to keep up their reading and to write a short review of texts that they've read expressing their personal opinions about the book.

There are lots of free resources available to parents, we would particularly like to draw your attention to Twinkl who are offering free membership to parents/carers and teachers. We would encourage you to sign up for this as this will give you access to a wide variety of learning resources and aides as well as the free e-learning texts. To access this, please go to www.twinkl.co.uk/offer and enter the code **UKTWINKLHELPS**.

We hope that your child enjoys these activities and that they help to keep them occupied and amused during this difficult time.

Kind regards



Miss Hepworth and Mrs Fabre



ENGLISH

60-Second Reads Guidance

The National Curriculum states that:

Pupils in Years 3 and 4 should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

This resource aims to give you the ability to test a pupil's level of fluency to this expected standard. Each 60-Second Read Activity Card features a short extract of age-appropriate text with an average word count of 100 words. The cumulative word count for each line of text is shown in the left-hand margin of each card. Each of the cards also contains a set of comprehension questions that link to the KS2 reading content domains.

Each different question type has its own canine helper to remind children of what they need to do to answer a question appropriately:

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.



Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



All About Iron

10 Iron is a strong, hard and magnetic metal which is
19 still used today for building. Iron comes from inside
29 the Earth and is taken out of iron ores (minerals
31 and rocks).

40 Back in the Iron Age, iron was extracted from
49 iron ores by a process known as 'smelting'. This
57 involved using a charcoal-fired furnace. The iron
66 ore and charcoal were put into the hot furnace,
75 which melted off the waste material in the rock,
85 leaving the iron behind as a big lump known as
96 a 'bloom'. It is shaped by being heated to a high
103 temperature and then hammering it against an
110 anvil. This process is known as 'smithing'.



Quick Questions



1. Find and copy **two** adjectives used in the text to describe iron.



2. What is the process of shaping iron called?



3. Explain why iron may have been difficult to get during the Iron Age.



4. Do you think that iron is still shaped in this way today?

An Extract from Episode 2 of Wonder Women

9 Today on our episode of Wonder Women is perhaps
17 one of the most fearless and powerful warrior
22 queens of all time: Boudicca!

30 Famous for more than just her flowing, auburn
37 locks, Boudicca the British Celtic warrior queen
46 led a revolt against the Romans during their
55 invasion of Britain and marched her army to the
62 largest city in the British Isles: Londinium.

72 As the wife of Prasutagus, the head of the Iceni
80 tribe, Boudicca's life was written about by Tacitus
89 and Cassius Dio shortly after her death in AD61.
100 The very fact that her legacy lives on and is taught
109 about today is testament to her huge impact on
111 Britain's history.



Quick Questions

1. Find and copy two adjectives used to describe Boudicca's hair.



2. What was the name of Boudicca's husband?



3. Why do you think that Boudicca's life was written about by Tacitus and Cassius Dio?

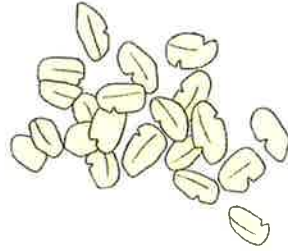
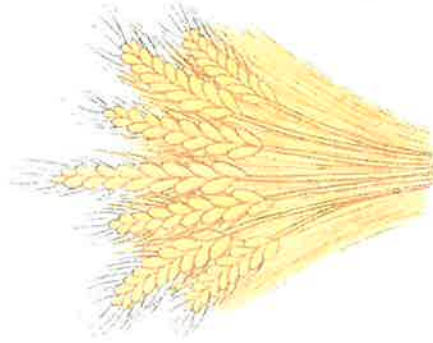


4. Explain how Boudicca is similar to another famous historical person.



Diary of an Iron Age Farmer

9 Today has been just another day tending to the
18 livestock and growing the crops on the farm. Our
27 community is growing and more food is needed if
37 we are to survive the winter. Barda and I planted
45 more crops in the field – making a rectangular
53 pattern with the seeds to make harvest easier...
64 Well, as easy as it can be on such sloped terrain.
72 I watched from afar as Alanus cleared more
83 woodland. As sad as it is to cut down the trees,
93 we simply need more space for crops to feed the
102 people. Spelt, wheat, rye, barley and oats can be
111 planted to last us through the long winter. With
121 milk from the cows and meat from the sheep and
130 pigs, we should just about have enough to go
131 around.



Quick Questions



1. Find and copy a phrase from the first paragraph of the text which means 'looking after'



2. Who cleared the trees from the woodland?



3. Why do you think the farmer is concerned about not having enough crops to last the winter?



4. How is this Iron Age farmer similar to a modern-day farmer?

When Was the Iron Age?

11 There is a large period of time for which we have
19 no written records and we call this 'prehistory'.
28 Starting from evidence of the first early humans, it
38 is split into three sections: the Stone Age, the Bronze
43 Age and the Iron Age.

51 The Iron Age in Britain started around 800BC
59 and continued until the Roman invasion of AD43.
68 This period of time followed the Bronze Age and,
77 by 500BC, iron had replaced bronze as the chosen
83 metal for making weapons and tools.

92 Although the Iron Age didn't properly begin in
101 Europe until the 8th century BC, people in Turkey,
110 India and ancient Greece are thought to have used
118 iron as early as the 14th century BC.



Quick Questions



1. Find and copy a word from the first paragraph of the text which means 'parts'.



2. In around which year did the Iron Age start?



3. Why didn't Turkish and Indian people tell European people about using iron?



4. Sum up the third paragraph of the text in 15 words or less.

The Iron Man

Guided Reading Discussion Points and Activities

Chapter 1: The Coming of the Iron Man

(2b – Rex Retriever) 'Nobody knew the Iron Man had fallen.' Why not?

(2d – Iggy Inference) Do you think the Iron Man is a good or a bad character? Explain why.

(2e – Victor Vocabulary) 'They watched the immense man striding to and fro over the rocks below.' What does the word 'immense' tell us about the Iron Man?

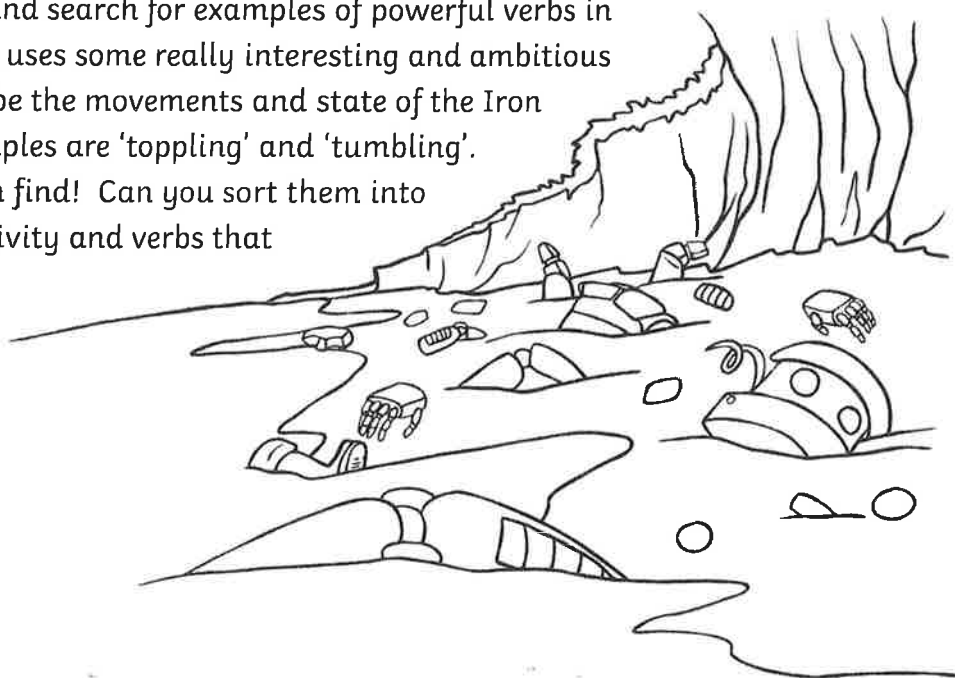
(2g – Arlo the Author) Why do you think Hughes uses so many similes to describe the Iron Man?

(2e – Cassie Commentator) Ted Hughes was a poet as well as a storyteller. Can you find any evidence to suggest he has thought carefully about the sound of the words and phrases he has chosen?

(Example: 'CRASH! CRASH! CRASH!')

Follow-up Reading Activities

1. Draw and label a 'before and after' diagram of the Iron Man. Start by drawing an iron giant at the top of the cliff, using the description at the beginning of the chapter to help you, e.g. 'His great iron head, shaped like a dustbin but as big as a bedroom'. Then draw a picture to show the Iron Man after the fall, with his body parts scattered all over the beach. Use evidence from the text to carefully label your diagrams. Compare your work with a partner's. What similarities and differences do you notice?
2. Be a 'Word Detective' and search for examples of powerful verbs in Chapter 1. Ted Hughes uses some really interesting and ambitious action words to describe the movements and state of the Iron Man. Some good examples are 'toppling' and 'tumbling'. See how many you can find! Can you sort them into verbs that describe activity and verbs that describe stillness?



The Iron Man

Guided Reading Discussion Points and Activities

Chapter 2: The Return of the Iron Man

(2b – Rex Retriever) Why does Hogarth feel strange at the beginning of Chapter 2?

(2d – Iggy Inference) Hogarth's father believes him immediately. Why do you think this is?

(2c – Summarising Sheba) In your own words, summarise what happens in Chapter 2: The Return of the Iron Man.

(2g – Arlo the Author) When he describes the trap, Hughes uses a mixture of short and long sentences. What effect does this have?

(2e – Cassie Commentator) Ted Hughes was a poet as well as a storyteller. Can you find any evidence of 'poetic' vocabulary choices, e.g. 'his eyes burned from red to purple'.

Follow-up Reading Activities

1. Ted Hughes keeps the moment where Hogarth tells his father about the Iron Man very brief. Read this section at the beginning of the chapter and think carefully about what this conversation might have been like. How might Hogarth have introduced the subject and how might his father have responded? Use your understanding of the story and characters so far to write your own version of this conversation, using dialogue. Remember to use speech marks accurately and start a new line for a new speaker.
2. 'Only Hogarth felt suddenly sorry. He felt guilty. It was he, after all, who had lured the Iron Man into the pit.' Imagine you are Hogarth. You go home after trapping the Iron Man and write a diary entry. Try to summarise the key events in your own words, as you remember back over what happened that day. Make sure you include our feelings and how they change – perhaps from fear, to excitement and triumph, and finally to guilt.



The Iron Man

Guided Reading Discussion Points and Activities

Chapter 3: What's to be Done with the Iron Man?

(2b – Rex Retriever) What began to happen on top of the hill where the Iron Man was buried?

(2d – Iggy Inference) How do you think the little boy felt when he saw the 'enormous iron hand'? Why won't Hogarth's father listen to his idea this time?

(2a – Victor Vocabulary) Find and **copy** a word from the end of this chapter that shows that the Iron Man thought that the metal objects were delicious.

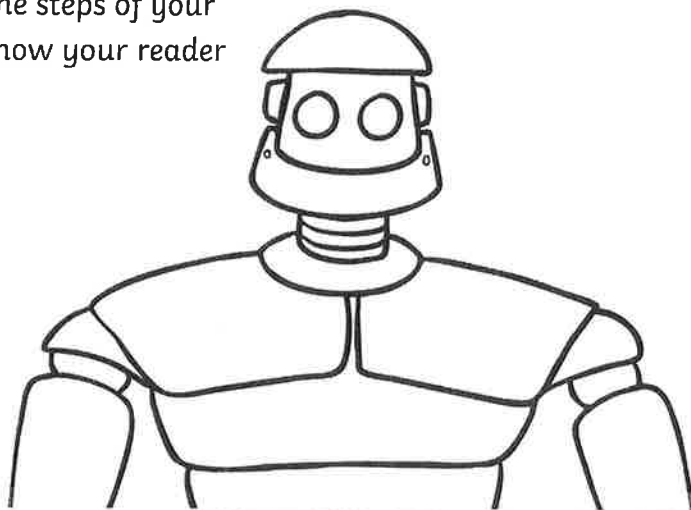
(2g – Arlo the Author) How does Ted Hughes use language to show that the Iron Man is happy?

(2e – Cassie Commentator) Do you think Ted Hughes prefers Hogarth's first or second idea? How do you know? Which idea do you prefer and why?

(2e – Predicting Pip) Based on what you know about the Iron Man, what do you think will happen next in the story?

Follow-up Reading Activities

1. Look back at everything the Iron Man has eaten so far in the story, particularly at the end of Chapter 3. Design your own menu for an Iron Man Restaurant. Include plenty of delicious choices, e.g. 'a greasy black stove' and remember to include a description too, e.g. tangy, chewy metal drizzled with a generous coating of oily grease, served with a side order of staples and drawing pins. Think about your layout and presentation too!
2. What would you do with the Iron Man? Hogarth has come up with and tried out two different plans with very different outcomes. Your task is to create your own plan for what to do with the Iron Man. Would you try to capture and control him like Hogarth and the farmers do in Chapter 2, or would you find a way to keep him happy and busy like in Chapter 3? Use bullet points to show the steps of your plan, and include a labelled diagram to show your reader exactly what is going to happen.



The Iron Man

Guided Reading Discussion Points and Activities

Chapter 4: The Space Being and the Iron Man

(2b – Rex Retriever) What is the 'strange news' that everybody is talking about at the beginning of Chapter 4?

(2d – Iggy Inference) Why did the people of Earth tremble and weep and pray to God?

(2g – Arlo the Author) Why do you think Hughes chooses to repeat the word 'terribly' so often as he describes the space-bat-angel-dragon landing on Australia?

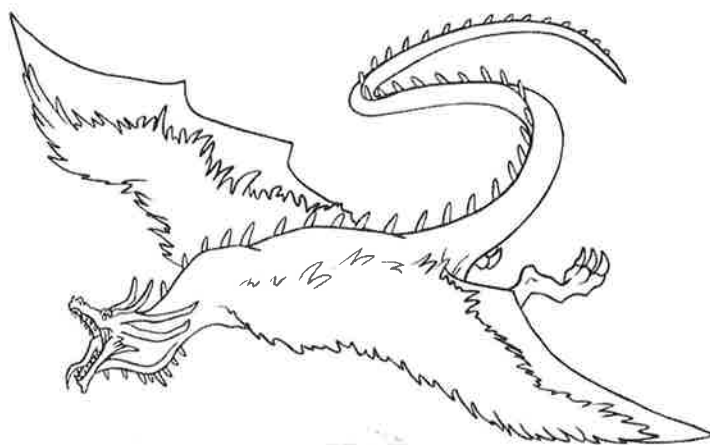
(2e – Cassie Commentator) How do you feel when you read about the space-bat-angel-dragon?

(2h – Cassie Commentator) Why has Ted Hughes used a mixture of lowercase and uppercase letters in the words BIGger, Grew and NEARer?

(2e – Predicting Pip) What do you think the Iron Man will do when he goes against the monster from space?

Follow-up Reading Activities

1. Draw a character sketch of the space-angel-bat-dragon. Use evidence from the story to help you decide how it should look. Label your drawing with quotations from the text, e.g. 'vast indescribably terrible eyes'. Compare your drawing with a partner's. What similarities and differences do you notice?
2. Plan and write a newspaper report about the space-angel-bat-dragon's landing in Australia. Imagine you are a reporter in a neighbouring country, and have seen events unfolding before your eyes. Use a short, snappy headline to get your reader's attention, and then use evidence from the story to describe the terrifying events you have seen. steps of your plan, and include a labelled diagram to show your reader exactly what is going to happen.



The Iron Man

Guided Reading Discussion Points and Activities

Chapter 5: The Iron Man's Challenge

(2b – Rex Retriever) 'There was no time to be wasted.' Can you explain why?

(2d – Iggy Inference) Why does the space-bat-angel-dragon laugh when the Iron Man challenges him to a test of strength?

(2a – Victor Vocabulary) Why did Ted Hughes describe the furnace that the Iron Man stretched himself out on as 'raging'?

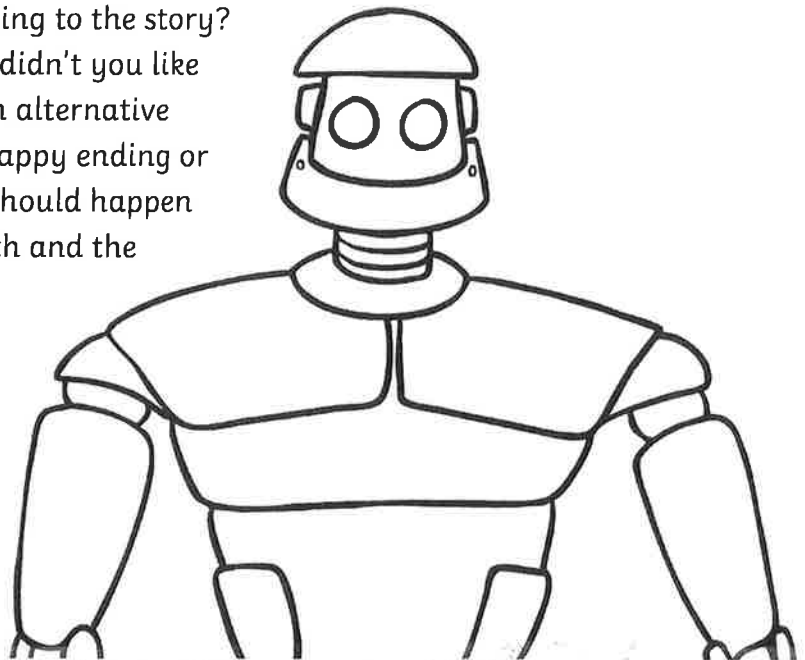
(2g – Arlo the Author) The Iron Man and the space-bat-angel-dragon talk to each other a great deal towards the end. Why do you think there is so much talking?

(2e – Cassie Commentator) What message do you think Ted Hughes is trying to send to his readers about fighting and war? How does he use his characters to do this?

(2h – Cassie Commentator) How have your feelings about the Iron Man changed from the very beginning of the story?

Follow-up Reading Activities

1. The Iron Man is very brave in the story. He is 'terribly afraid' of going into the flames again, but summons all his strength to win the terrible contest in order to save the people of Earth. Can you think of a time you have been brave, or challenged yourself to do something that frightened you? Write about what happened, how you summoned the strength to go through with it and how you felt afterwards.
2. Did you think this was a good ending to the story? What did you like about it? What didn't you like about it? Plan and write your own alternative ending for this story. It can be a happy ending or a sad ending. What do you think should happen to the Iron Man, the people of Earth and the space-bat-angel-dragon?



Iron Man

Guided Reading Discussion Points and Activities Answers

Chapter 1: The Coming of the Iron Man

(2b – Rex Retriever) Nobody knew that the Iron Man had fallen because it was night time.

(2d – Iggy Inference) Accept a response of 'good' or 'bad' that uses evidence from the text, e.g. I think that the Iron Man is a bad character because he uses his finger and jabs one of the gulls.

(2e – Victor Vocabulary) The word 'immense' tells us that the Iron Man is exceptionally large.

(2g – Arlo the Author) Ted Hughes uses lots of similes to help the reader understand what each body part looks like and how it moves.

(2e – Cassie Commentator) Ted Hughes uses onomatopoeia to describe how the body parts move, e.g. CRASH. He also uses repetition of words, e.g. 'hop, hop, hop'.

Chapter 2: The Return of the Iron Man

(2b – Rex Retriever) Hogarth feels strange because he feels like he is being watched and that he is not alone.

(2d – Iggy Inference) Perhaps Hogarth's father believes him because the Iron Giant has been there before and his father may have seen him. (Some children may refer to the title of this chapter.)

(2c – Summarising Sheba) Listen to pupil's summaries.

(2g – Arlo the Author) The long sentences help the reader to visualise the hole and the short sentences create a sense of tension and excitement within the reader.

(2e – Cassie Commentator) Ted Hughes uses onomatopoeia, e.g. 'Clink, clink, clink' and similes e.g. 'like a big lorry grinding its gears on a steep hill'.

Chapter 3: What's to be Done with the Iron Man?

(2b – Rex Retriever) The land began to shake on top of the hill where the Iron Man was buried.

(2d – Iggy Inference) The little boy felt both amazed and terrified when he saw the 'enormous iron hand'.

Hogarth's father won't listen to his idea this time because it is dangerous and he is worried that Hogarth will be killed by the Iron Man.

(2a – Victor Vocabulary) 'delicacies'

(2g – Arlo the Author) Ted Hughes uses colours to show that the Iron Man is feeling happy. For example, 'His eyes glowing a soft blue' and 'His body gleamed blue...'

(2e – Cassie Commentator) Listen to pupil's responses and encourage them to find examples from the text to support their answers, such as:

I think that Ted Hughes prefers Hogarth's second idea as he describes it with more energy. I prefer the second idea too because the Iron Man is happy as a result - it says, 'It was an Iron Man's heaven'.

(2e – Predicting Pip) Listen to pupil's predictions.

Chapter 4: The Space-Being and the Iron Man

(2b – Rex Retriever) The 'strange news' is that one of the stars in the sky is changing; it is getting bigger.

(2d – Iggy Inference) The people are afraid and they want God to save them from the space-bat-angel-dragon that has landed on Australia.

(2h – Cassie Commentator) Ted Hughes has used a mixture of lowercase and uppercase letters to show that the space-bat-angel is growing, just like the words get larger and larger.

(2g – Arlo the Author) **Ted Hughes repeats the word ‘terribly’ in order to emphasise and exaggerate how scary and awful the space-bat-angel-dragon is.**

(2e – Cassie Commentator) **Listen to pupils’ responses and encourage them to refer to the text in their answers.**

(2e – Predicting Pip) **Listen to pupil’s predictions.**

Chapter 5: The Iron Man’s Challenge

(2b – Rex Retriever) **‘There was not time to be wasted’ means that they had to act quickly as they were running out to time. The space-bat-angel-dragon had only given them a week to prepare a feast.**

(2d – Iggy Inference) **The space-bat-angel-dragon laughs because the Iron Man is so much smaller than him and does not seem like a threat to him.**

(2a – Victor Vocabulary) **Ted Hughes describes the furnace as raging to show that it is fierce and angry and really hurting the Iron Man.**

(2g – Arlo the Author) **There is so much talking because they are challenging each other.**

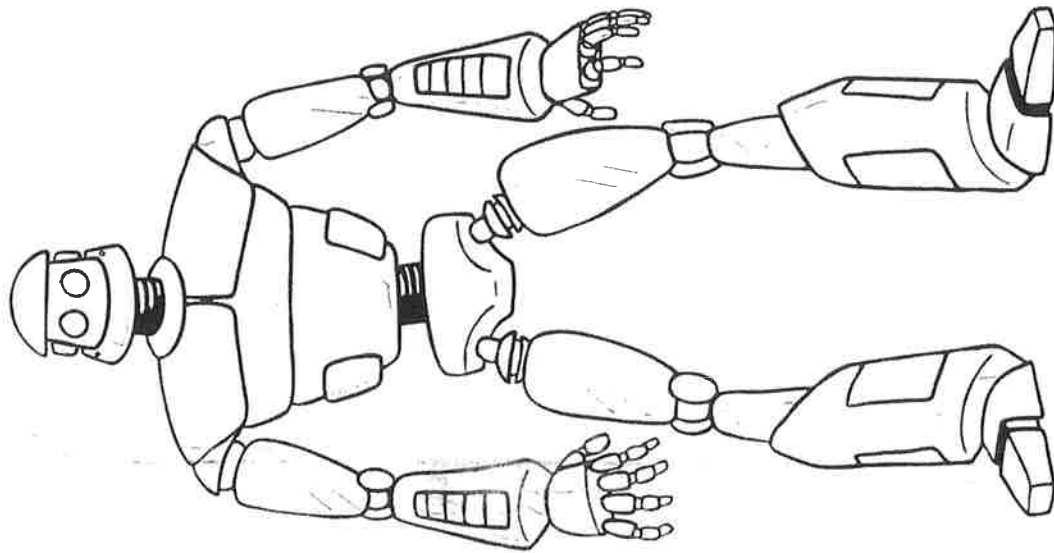
(2e – Cassie Commentator) **Listen to pupil’s responses. They may refer to the fact that:**

- **bravery and courage will help win a war even against a larger enemy;**
- **if people feel happy and relaxed, they are less likely to fight.**

(2h – Cassie Commentator) **Listen to pupil’s responses.**

Iron Man for Hire!

Remember to include: tempting descriptions of benefits, exaggeration, questions, snappy slogans, special offers, powerful adjectives and clear, eye-catching presentation!



Skills and Abilities:

You should employ me because:

What I could do for you:

The Iron Man Letter of Apology



The Trap

In Chapter 3, Hogarth regrets trapping the Iron Man in the pit.

He says, 'we're sorry we trapped you and buried you...we promise we'll not deceive you again. Follow us and you can have all the metal you want.'

Imagine you are Hogarth and you are feeling very guilty about trapping the Iron Man. Write a letter to express how you feel. Remember to explain why you believe you need to say sorry and how you intend to make amends for your actions.

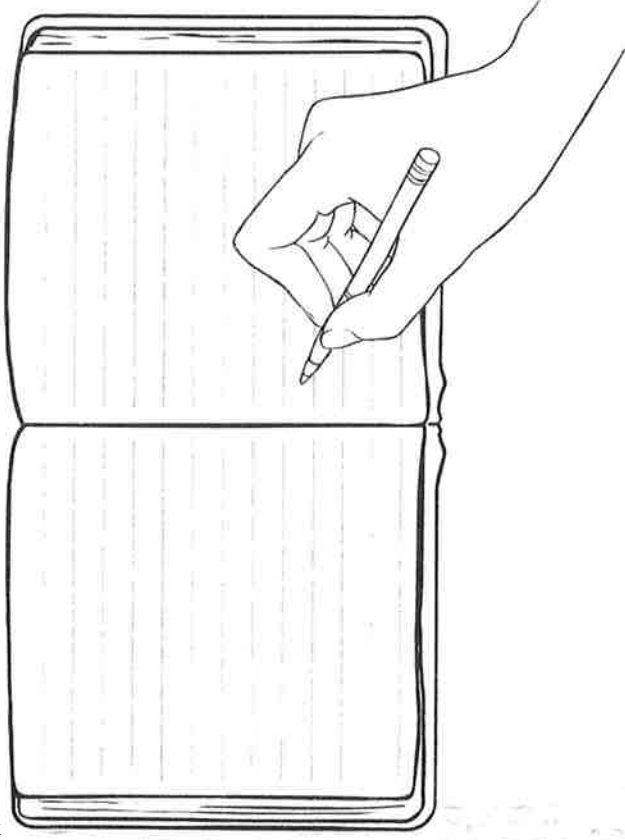
Useful Words:	regret	deceive	unfortunately	however
undertake	understand	listen	share	endeavour
				persuade

Create Your Own Dictionary - The Iron Man

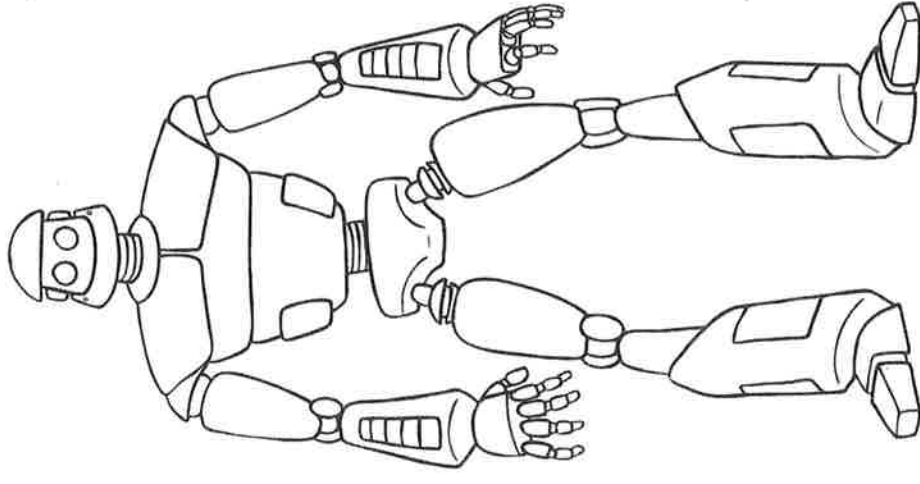
Write a definition for each of the words listed.

Write the definitions as if they were for a dictionary, but do not copy the definition from the dictionary!

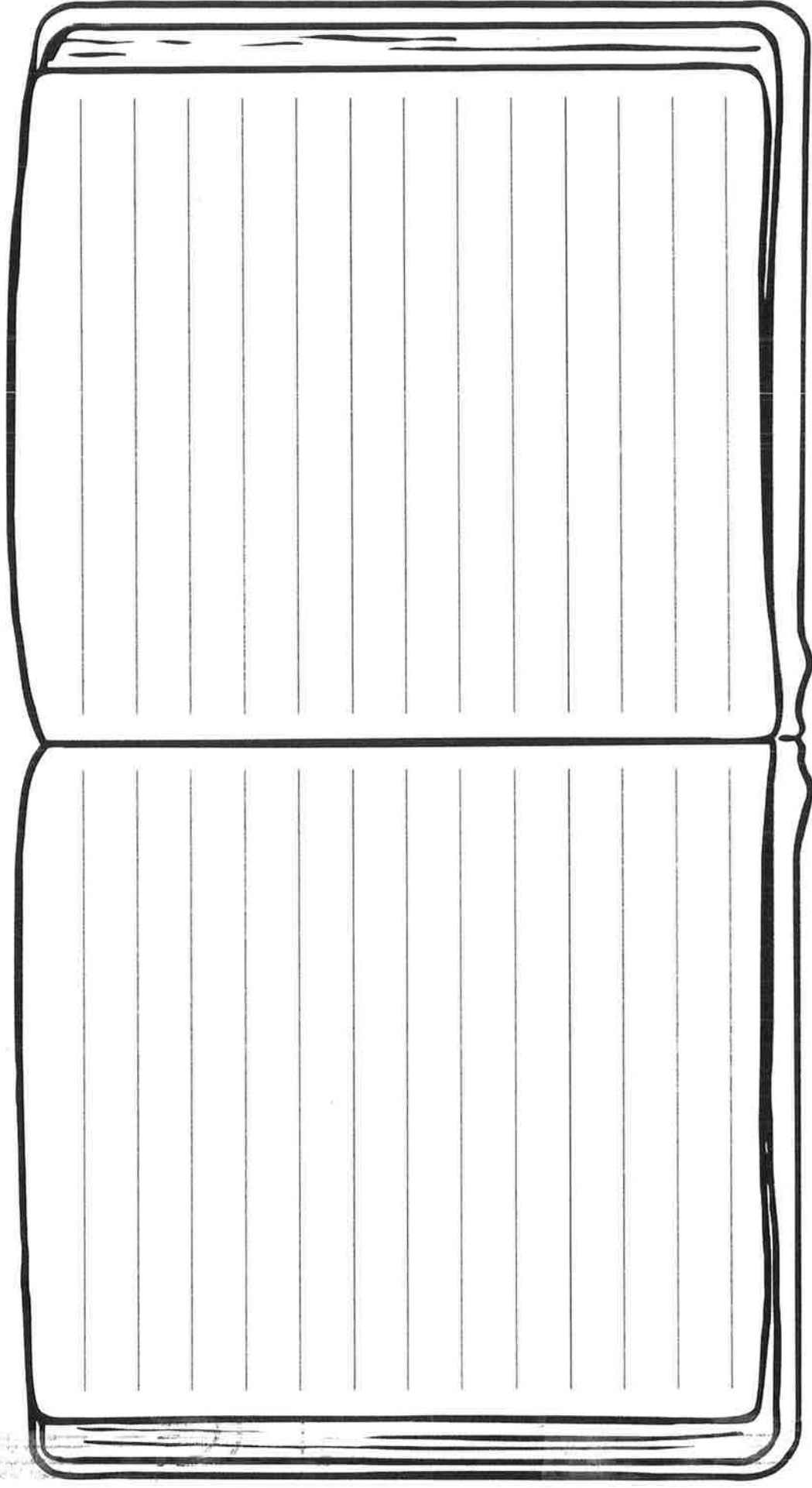
Remember that words in a dictionary are always in alphabetical order.



hole
metal
forefinger
scrap
peace
dragon
astronomer
petroleum
creature
contest
farmer
scuttle
scattered
warn



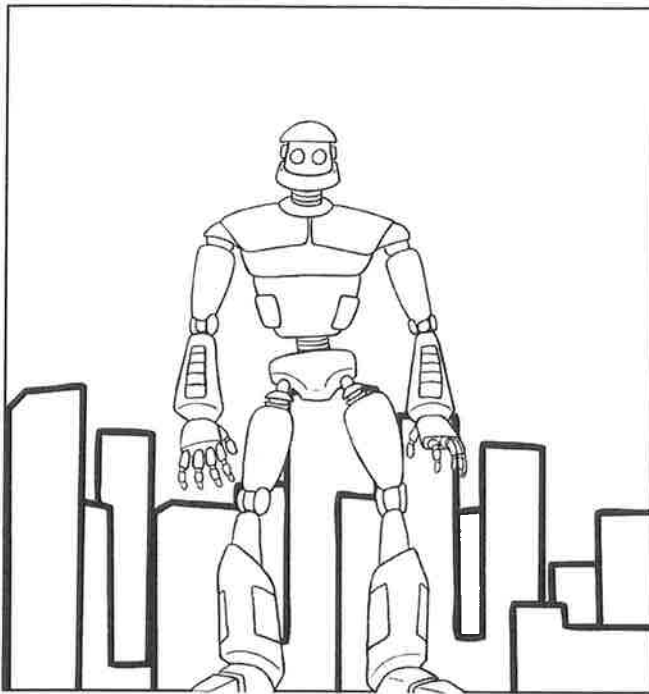
Create Your Own Dictionary - The Iron Man



The Daily Planet

Reporter:

Date:



Caption:

The World's Hero!

How did he do it?

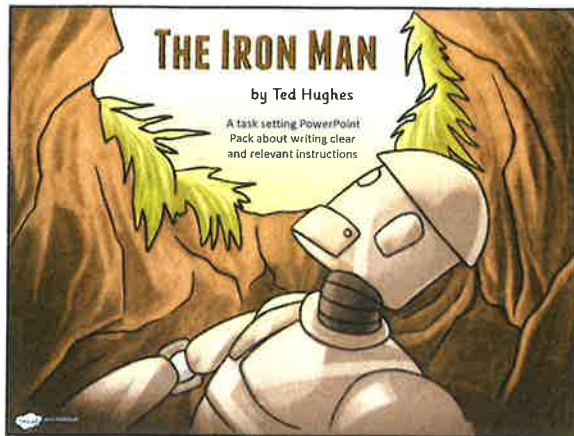
How did Hogarth help?

What has the story taught us?

The Daily Planet

Reporter:

Date:



1

STARTER

L.O. To use action to create an effective opening.

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

Is this a good opening?
Why? Why not?

Photo courtesy of @jamesw1987, granted under creative commons/by-nc/nd attribution

2

STARTER

Watch a narrated animation of the opening here:
<http://www.bbc.co.uk/programmes/p011nww2>

Do you think this is an effective interpretation?

Effective Features	To make It even better...
<ul style="list-style-type: none"> • Mystery • Makes you ask questions • Intriguing character • On the point of action • What else? 	<ul style="list-style-type: none"> • Don't start with 'The • More ambitious vocabulary? • What else?

Video Source: bbc.co.uk - © 2014 BBC

3

LO: To use action to create an effective opening.

Can you identify these opening lines? Are they exciting?
Do they make you want to read on? Do they use action?

'I disappeared on the night before my twelfth birthday'

Kensuke's Kingdom
by Michael Morpurgo

4

Can you identify these opening lines? Are they exciting?
Do they make you want to read on? Do they use action?

'When Bill Simpson woke up on Monday morning, he found he was a girl.'

Bill's New Frock
By Anne Fine

5

Can you identify these opening lines? Are they exciting?
Do they make you want to read on? Do they use action?

'All children, except one, grow up'

Peter and Wendy
by J M Barrie

6

Can you identify these opening lines? Are they exciting?
Do they make you want to read on? Do they use action?



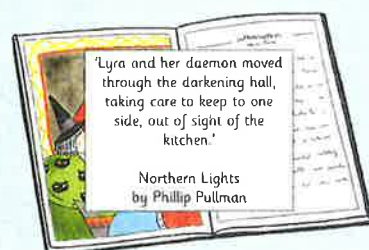
7

Can you identify these opening lines? Are they exciting?
Do they make you want to read on? Do they use action?



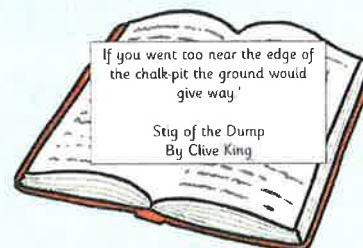
8

Can you identify these opening lines? Are they exciting?
Do they make you want to read on? Do they use action?



9

Can you identify these opening lines? Are they exciting?
Do they make you want to read on? Do they use action?



10

Can you identify these opening lines? Are they exciting?
Do they make you want to read on? Do they use action?

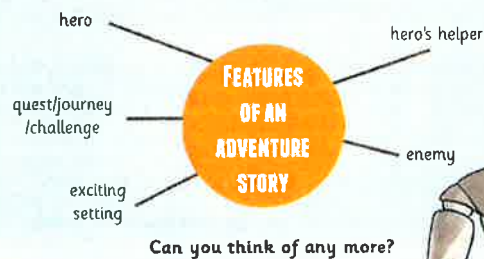


11

LO: To write an exciting adventure story, with an effective opening

THINK, PAIR, SHARE...

What features of an adventure story can you find in the Iron Man?



12

LO: To write an exciting adventure story, with an effective opening

What is the purpose of an adventure story?


To entertain and engage the reader

To provide an escape from real life

To explore problems in a different situation

PURPOSE OF AN ADVENTURE STORY

Can you think of any more?



13

TASK

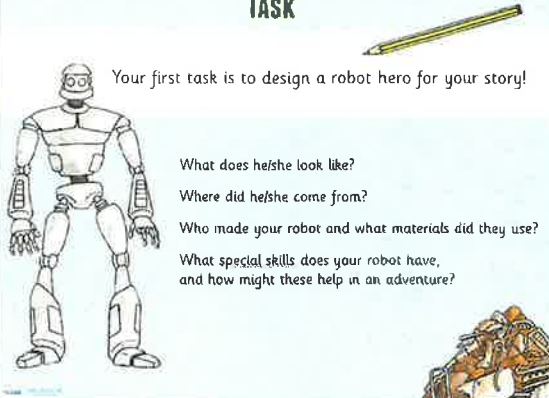
Your first task is to design a robot hero for your story!

What does he/she look like?

Where did he/she come from?

Who made your robot and what materials did they use?

What special skills does your robot have, and how might these help in an adventure?




14

TASK

Consider the success criteria below, and use the Adventure Story Planner to map out your own robot story

- ✓ An interesting robot hero the reader will engage with
- ✓ Fast-paced and exciting action
- ✓ Powerful verbs and adjectives, like *crashing* or *furious*
- ✓ Description of your characters' feelings
- ✓ Tension or suspense to add to the excitement
- ✓ Links between each section/paragraph of your story – use your plan!




15

Modelled writing – can you help me with my first paragraph?

Emerging slowly out of the darkness, the robot narrowed her eyes as she searched for signs of life. Where was she? Who would help her? Was she safe? What had happened to her? Confused and angry, she stumbled towards...

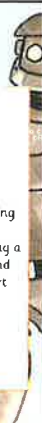
Remember to think about:
Vocabulary, Connectives, Openers, Punctuation (VCOP)
Varied sentences, suspense, characters' feelings, action, dialogue



16

YOUR TASK

<p>If you feel QUITE confident...</p> <p>Use your plan to write an exciting adventure story involving a robot hero, a helper and an enemy. Use the story writing frame to help you</p>	<p>If you feel confident...</p> <p>Use your plan to write an exciting adventure story involving a robot hero, a helper and an enemy. Your story must include a quest or challenge and a description of any difficulties encountered</p>	<p>If you feel VERY confident...</p> <p>Write a detailed, exciting and suspense-filled adventure story involving a range of characters and describing a multi-part quest or challenge.</p>
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17

PLENARY

Write your story opening – the first 2 – 3 sentences – clearly on a whiteboard. Leave on the table in your place.

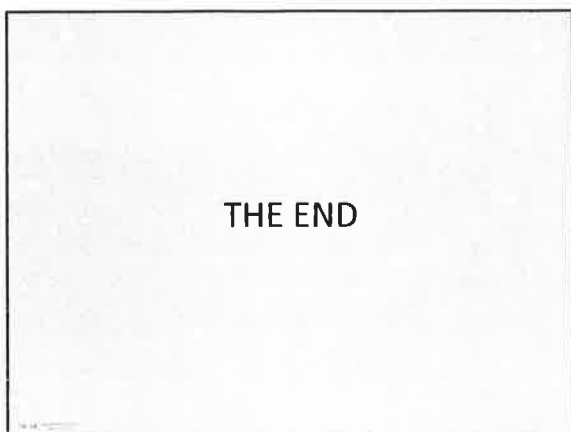
All stand and take part in a 'walking gallery', reading each opening as you move around. Are you hooked?

Finally, stand next to the table with your favourite opening on it

Discuss as a class what worked well and what we could improve for next time

Give your partner 2 stars and a wish!

18



19

Date _____

Name _____



MY ROBOT HERO

SPECIFICATIONS:

Name: _____

Age: _____

Height: _____

Weight: _____

Made from:

Special skills:

Draw and label a detailed diagram of your robot hero in this box.

My robot hero is ably assisted by his helper (name and description):

His/her most deadly enemy is (name and description, including dangers):

Date _____

Name _____



ROBOT ADVENTURE STORY PLANNER

Which openers will you use?

Who are Your Characters? Sketch and Short Description

Robot/Helper

Enemy

Which ambitious words will you use?

OPENING

BUILD UP

PROBLEM

RESOLUTION

ENDING

Date _____

Name _____

EXAMPLE ROBOT ADVENTURE STORY PLANNER

Which openers will you use?

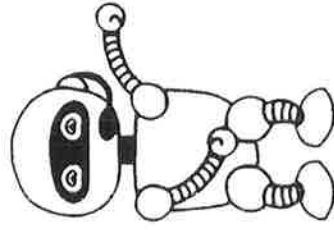
Slowly
Suddenly Staring...
Nobody knew...
Eventually...
Never before...
Faster than...

Which ambitious words will you use?

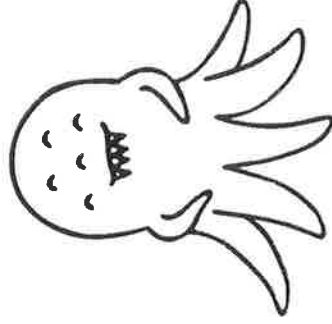
ponderous
flickered
buried
jagged
explanation
whirling
towering

Who are Your Characters? Sketch and Short Description

Robot/Helper



Enemy



OPENING

Describe the setting and introduce the characters.



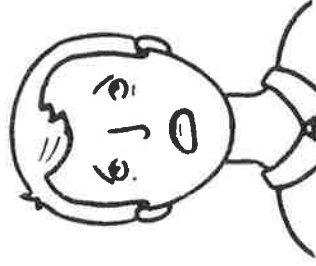
BUILD UP

The characters get to know each other.
How do the Robot Hero and the helper meet?
What journey, quest or challenge do they face?
Where do they go?



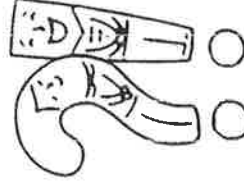
PROBLEM

What happens?
What goes wrong?



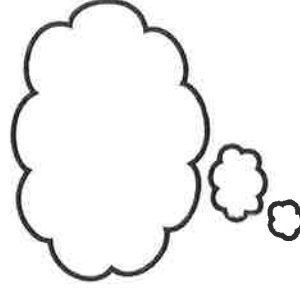
RESOLUTION

What happens next?
How do the characters respond?
Do they make a plan?
Does the plan work?



ENDING

The problem is solved.
How do the characters feel?



Date _____

Name _____

twinkl

Robot Adventure Story Writing Frame



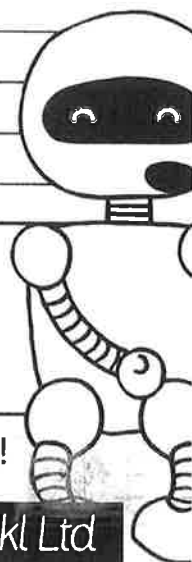
Paragraph 1 (**opening** - introduce the characters, describe the setting):

Paragraph 2 (**middle** - how do the robot hero and helper meet, what challenge do they face, what happens, where do they go, what goes wrong?)

Paragraph 3 (**resolution/ending** - what happens next, how do the characters behave and feel, how is the problem sorted, is it a happy ending?)

Word Bank

Remember to carefully describe a likeable robot hero and a terrible enemy!



Date _____

Name _____

twinkl

Robot Adventure Story Writing Frame



Paragraph 1: (Opening - introduce the characters, describe the setting):

Paragraph 2: (Build Up - What challenge do they face? Hints about action)

Paragraph 3: (Problem - what happens to the hero, can it be resolved?)

Paragraph 4: (Resolution - how does hero/helper respond to the problem?)



Date _____

Name _____

twinkl

Robot Adventure Story Writing Frame

Paragraph 1:



Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:



Year 3

eight	hey	straight	earth	here	berry	library	woman	enough	instruct	scope	press
eighth	they	campaign	early	hear	bury	February	wonder	young	structure	telescope	suppress
eighty	obey	contain	learn	heal	brake	dictionary	month	touch	construction	microscope	express
weight	grey	brain	heard	heel	break	boundary	govern	double	instruction	horoscope	compress
neighbour	prey	faint	earn	main	meet	salary	brother	trouble	instructor	periscope	impress
vein	whey	waist	pearl	mane	meat	summary	another	country	unit	inspect	prevent
beige	survey	claim	search	mail	ball	primary	shovel	courage	union	spectator	invent
sleigh	convey	praise	unearth	male	bawl	secondary	above	rough	united	respect	venture
freight	disobey	complaint	earl	knot	fair	ordinary	Monday	tough	universe	perspective	adventure
veil	purvey	afraid	rehearse	not	fare	necessary	discover	cousin	university	spectacles	eventful
kindly	happily	gently	basically	truly	believe	natural	treasure	creature	lecture	island	build
quickly	angrily	simply	frantically	duly	appear	occasional	measure	picture	literature	answer	guide
safely	lazily	humbly	dramatically	wholly	often	actual	pleasure	nature	mature	write	guard
rudely	easily	nobly	magically	fully	group	accidental	enclosure	furniture	miniature	wrapper	wheat
sweetly	busily	horribly	tragically	daily	breath	medical	closure	capture	mixture	knife	whale
strongly	greedily	terribly	comically	publicly	continue	national	leisure	moisture	puncture	knock	honest
bravely	messily	possibly	actually	dryly	arrive	capital	exposure	future	sculpture	thumb	whirl
secretly	wearily	incredibly	accidentally	slily	women	vocal	pressure	gesture	signature	doubt	gnome
finally	cheekily	comfortably	occasionally	shyly	describe	sensational	composure	structure	temperature	half	gnaw
usually	clumsily	probably	eventually	coily	height	personal	fissure	culture	texture	calm	surprise
myth	gardener	forgetting	misspell	dislike	scheme	grate	scent	bicycle	league	chef	address
gym	gardening	forgotten	mislead	disobey	chorus	great	sent	biplane	plague	chalet	busy
Egypt	limited	beginning	mistreat	discolour	echo	grown	vain	bisect	rogue	machine	business
pyramid	limiting	beginner	misbehave	discover	character	groan	vein	bilingual	vague	brochure	heart
mystery	offering	preferred	mistrust	disappear	ache	plain	rode	biannual	fatigue	crochet	fruit
hymn	offered	preferring	misprint	dishonest	chaos	plane	road	reappear	unique	ricochet	breathe
system	benefited	occurred	misuse	disallow	stomach	peace	steel	redecorate	antique	parachute	strange
symbol	benefiting	occurring	misplace	disbelieve	chemistry	piece	steal	reapply	mosque	moustach	complete
lyric	focused	forbidden	misheard	disapprove	orchestra	rain	waist	repay	cheque	champagne	extreme
typical	focusing	committed	misread	discontinue	technology	reign	waste	rebuild	technique	chute	forwards

Year 3 and 4 Common Exception Words

Aa

breath consider enough group island natural popular **Rr** surprise

accident

breathe

continue

exercise

guard

Kk

naughty

position

recent

Tt

accidentally

build

Dd

experience

guide

knowledge

notice

possess

regular

therefore

actual

busy

decide

extreme

Hh

Ll

Oo

possession

reign

though

actually

business

describe

Ff

heard

learn

occasion

possible

remember

thought

address

Cc

calendar

different

famous

heart

length

occasionally

potatoes

Ss

through

although

caught

difficult

favourite

height

library

often

pressure

sentence

Vv

answer

caught

disappear

February

history

Mm

opposite

probably

separate

various

appear

centre

Ee

forward

Ii

material

ordinary

promise

special

Ww

arrive

century

early

forwards

imagine

medicine

Pp

purpose

straight

weight

Bb

certain

earth

fruit

increase

mention

particular

Qq

strange

woman

believe

circle

eight

Gg

important

minute

peculiar

quarter

strength

women

bicycle

complete

eight

grammar

interest

Nn

perhaps

question

suppose



visit [twinkl.com](https://www.twinkl.com)

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

the

that

not

look

put

and

with

then

don't

could

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

a

all

were

come

house

to

we

go

will

old

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

said

can

little

into

too

in

are

as

back

by

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

he

up

no

from

day

I

had

mum

children

made

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

of

my

one

him

time

it

her

them

Mr

I'm

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

was

what

do

get

if

you

there

me

just

help

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

they

out

down

now

Mrs

on

this

dad

came

called

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

she

have

big

oh

here

is

went

when

about

off

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

for

be

it's

got

asked

at

like

see

their

saw

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using cursive handwriting.

his

some

looked

people

make

but

so

very

your

an