

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Tell your story from the point of view of the prey

- Find your Storyboard about your *Narrow Escape* story from Day 1.
- Imagine that you are the prey in the story.
 - Where were you at the start? What were you doing?
 - What did you see and feel when the predator attacked?
 - How did you escape?
 - How did you feel afterwards?

2. Remind yourself about Personal Recounts

- Read [Personal Recount Features](#).
- When you tell your story from the point of view of the prey you are giving a personal recount. Can you spot the features of a recount as you tell your story?

3. Write your story from the point of view of the prey

- Now write your story. You can use your storyboard to remind you what to write about but do remember to write from the point of view of the prey.
- Include adverbials in your writing. Read the three pages about adverbials to help you to do this.

When you have finished your story, share it with a grown-up. Show them the adverbials that you have used.

Try the Fun-Time Extra

Can you make an illustration of your story? Show the way the predator and prey move during the escape?



Personal Recount Features

PURPOSE

Report significant events. Help your reader imagine what it was like, being there

LANGUAGE

- **First person:** I, me, we, my
- **Past tense**
- **Adjectives**
- **Adverbs/ adverbials for time:** first, next, then, after that, meanwhile, later, earlier, eventually, a few months/ weeks/ days/ hours/ minutes/ seconds/ later, finally

STRUCTURE

Use paragraphs for:

1. **Introduction**
*Who? What? Where?
When?*
2. **Events**
described in order
3. **Sum up**
at the end

TIPS:

- Include descriptions of what you **thought** and how you **felt**
- Try opening some sentences with a fronted adverbial

Adverbials tell you more about...

HOW? (manner), **WHERE?** (place), **WHEN?** (time) and **WHY?** (reason)

HOW? manner	The cat jumped on the wall <u>with</u> one enormous leap.
WHERE? place	The cat jumped on the wall <u>at</u> the bottom of the garden.
WHEN? time	The cat jumped on the wall <u>after</u> eating his breakfast.
WHY? reason	The cat jumped on the wall <u>because</u> the dog was chasing him.

Fronted Adverbials

An adverbial that normally comes after the verb can be moved to come before the verb; when this happens, we say it has been ‘fronted’.

When writing fronted adverbials, we follow them with a comma.

HOW? manner	With one enormous leap, the cat jumped on the wall.
WHERE? place	At the bottom of the garden, the cat jumped on the wall.
WHEN? time	After eating his breakfast, the cat jumped on the wall.
WHY? reason	Because the dog was chasing him, the cat jumped on the wall.

Fronted Adverbials – further ideas

How?

Feeling terrified,
With my heart pounding,
With deadly accuracy,
With hungry eyes,
Stealthily,
Like lightning,
In the blink of an eye,

Where?

On the ice,
Beneath the waves,
Through the snow,
Into the darkness,
Over the ground,
Above my head,
Outside,

When?

At dawn,
During the winter,
Before I knew what was
happening,
In the dead of night,
While I was playing,
After waking,
As I watched,

Why?

Because I had given up hope,
So that it could not find me,
As I was lost,
Since there was nowhere
else to go,
Because I was too tired,
So I would not be seen,
As I was smaller,

Narrow Escape

Write your story of a Narrow Escape.

Try to include some adverbials in your sentences.



A large rectangular writing area with a decorative orange and black border. The border features a repeating zigzag pattern with small black dots. Inside the border, there are 20 horizontal lines for writing, providing a structured space for the student's story.

A decorative border with a repeating orange and black zigzag pattern and small black dots, framing a central area with horizontal lines.