Thursday 14th May 2020 - English - Summer 1 - Week 4

**LO: Can I write a story with a problem to solve?**

Today we are going to put together all the tasks you have been working on these past two weeks and using them to write a new chapter for James and the Giant Peach. First - I want you to look back at the problem you planned on Monday.

- Who or what did James meet?
- How did he solve the problem?

If you need a little more inspiration - Click on the link below to watch a video talking about how Roald Dahl found ideas to help his writing. Make sure you login to expresso first for this link to work.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item980572/grade2/module983185/index.html

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**Writing in the Third Person**

In your story **James** is the main character - this is happening to **him**, so you will be writing in the **third person**. Third-person is writing from another person's point of view or as an outsider looking in.

Third person uses pronouns such as: 'he', 'she', 'it' or 'they'.

It differs from the first-person, which uses pronouns such as 'I' and 'me' and from the second-person, which uses pronouns such as 'you' and 'yours'.

Watch this video if you are still unsure about writing in the first person.

https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zxdhsg8
You will be writing a new chapter for James and the Giant Peach – where he and his friends have to face a new challenge!

### Beginning

James is flying through the air on his Giant Peach with his friends. Set the scene using your senses – what can he see, hear, smell, taste and touch? How does he feel at this moment?

### Build-Up

James sees a problem coming up-ahead. How could you build tension? How would you describe it? How does this thing or person make your characters feel?

### Problem

Something bad happens to James and his friends because of what they've just met. Can you describe what happens? How do the characters react? How do they feel?

### Solution

What does he do? How does he do it? Who helps him? Does he need to convince his friends to follow his plan? What does he need to help him do it?

### Ending

James finds a solution to the problem and he and his friends manage to escape. How do they feel afterwards? How do they celebrate?

This is your story - so anything can happen! Be bold and brave with your descriptions and really bring your story to life. Roald Dahl's stories are always strange and wonderful but never boring – so the sky is the limit!

Use your planning from Monday to help you and make sure you add lots of details - I want to be holding my breath, wanting to find out what happens next when I read your new chapter!

**Use the checklist at the end** if you want to challenge yourself to include lots of different story telling elements.
As James looked out to sea

Out of the corner of his eye he saw

Suddenly

As quick as a flash

Finally
Task: Write a new chapter titled: James meets ____________________

Beginning___________________________________________________________

Build-up _____________________________________________________________

Problem _____________________________________________________________

Solution _____________________________________________________________

Ending _____________________________________________________________
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**Success Criteria:**

Tick off the success criteria you think you have achieved:

<table>
<thead>
<tr>
<th>I can write in the third person ‘he’, ‘she’, ‘it’ or ‘they’.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All my sentences start with a capital letter.</td>
</tr>
<tr>
<td>I can use a capital letters for proper nouns.</td>
</tr>
<tr>
<td>All my sentences end with a full stop, question mark or an</td>
</tr>
<tr>
<td>I can use a range of conjunctions to extend a sentence, such</td>
</tr>
<tr>
<td>I can use interesting adjectives to describe characters and</td>
</tr>
<tr>
<td>I can use similes to describe a noun.</td>
</tr>
<tr>
<td>I can use interesting verbs and adverbs to describe an action.</td>
</tr>
<tr>
<td>I can use comparatives and superlatives to describe a noun.</td>
</tr>
<tr>
<td>I can use fronted adverbials.</td>
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</tbody>
</table>