

DAY ONE

Follow the instructions to improve the sentences below which are based on this picture.



The stadium was horrible. The seats were horrible. The pitch was horrible. The grass had all gone. Nobody went there anymore.

Sentence 1:

The stadium was falling down.

Replace falling 'falling down' with a better synonym.

Sentence 2:

Extend the sentence by adding a comma after horrible and explaining why the seats were horrible.

Sentences 3 and 4:

Combine these sentences to explain why the pitch was horrible.

Use a synonym for horrible and add more detail about the grass and the pitch.

Could the grass have dried out in a drought? Was the pitch being prepared for new buildings? Etc.

Sentence 5:

Extend the sentence using 'because'.

Now put your new sentences together to create a paragraph.

If you would like to, you can send me your work by emailing teacher@kingslandengland.hereford.sch.uk with
FAO Miss Powis as the subject.

DAY TWO

Follow the instructions to improve the sentences below which are based on this picture.



The plane went through the sky. There were clouds below. The sun came up. The captain pushed a button.

Sentence 1:

Replace 'went' in the sentence explaining how the plane moved through the sky. E.g. soared, etc.

Sentence 2:

Use an expanded noun phrase to describe the clouds and their position in relation to the plane.

Were they far below? Were so they below the plane, close enough to touch if you could stretch your hand out? Etc.

Sentence 3:

Add a comma after 'up' and using an '-ing' verb afterwards to extend the sentence.

E.g. The sun came up, *splashing* the sky with bright oranges mixed with yellow streaks.

Sentence 4:

Add a relative clause with an appropriate relative pronoun.

Now put your new sentences together to create a paragraph.

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DAY THREE

Follow the instructions to improve the sentences below which are based on this picture.



The ball came towards him. He jumped into the air. He held out his hands. He was excited. It was up to him.

Sentence 1:

Add a fronted adverbial of time at the start of the sentence.
E.g. In the last seconds, As time was about to run out, In the last play of the game, etc.

Sentence 2:

Keep the same.

Sentence 3:

Add a comma after hands followed by an '-ing' verb to add more information.
E.g. He held out his hands, *stretching* his fingers to make contact with the ball.

Sentence 4:

Keep the same.

Sentence 5:

Add 'to' after 'him' to explain what was up to him.
E.g. It was up to him to win the ball for the final push to the try line.

Now put your new sentences together to create a paragraph.

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DAY FOUR



The waves hit the lighthouse. Some men were inside. They were a bit frightened. They could hear the storm outside.

Thinking about all of the different ways you have improved sentences this week, today you choose how to improve each sentence.

Think about using show not tell.

E.g. How can you show that the men were frightened without telling your reader they were frightened.

Could you use a relative clause?

Remember to choose an appropriate relative pronoun.

Can you use expanded noun phrases?

Can you use an expanded noun phrase with a prepositional clause?

Can you use an '-ing' verb to start a sentence?

Can you improve the vocabulary using synonyms?

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DAY FIVE

Finish the short story using the story start and picture below.



After all the months of preparation and building excitement the big day had finally arrived. In unison, the balloons all took off into the air, leaving the cheering crowd far below, gasping at the magnificent spectacle.

A difficult journey lay ahead, and surely not all of the balloons would make it, but they had to try – the prize of £1,000,000 for the first crew to make it around the world was a great incentive...

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