

With your partner, highlight the senses. What other language features do you recognise?



A plume of fire exploded into the blackness, the flame rolling outwards like the smoke of a mushroom cloud. The heat was oppressive even from two hundred yards away. A subtle shift in the wind direction brought noxious smoke and ash raining down into their hair and eyes. With hands and clothing clamped to their mouths they flocked together, desperate to escape. It was chaos as they all tried to leave at once, struggling to breathe, fearing for their lives.

Mar 6-13:02

LO: To describe a setting

Must: Must be able to brainstorm my ideas
Should: Should be able to order my ideas
Could: Could be able to use technical vocab.

Menu:

- Senses
- expanded noun phrases
- adverbials
- parenthesis
- figurative language

On each table, you have a plan of Pudding Lane. You have 10 minutes to brainstorm ideas to describe this Tudor setting.

You must use your 5 senses:

- What do you see? What do you hear?
- What do you smell? What do you feel?
- What do you touch?



Can you use any other success criteria?

Nov 5-10:14 AM

LO: To describe a setting

Must: I must use descriptive language.
Should: I should be able to describe the atmosphere.
Could: I can describe the setting through a characters viewpoint

Menu:

- senses
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Today we will be writing a description of Pudding Lane.

Let's watch the video clip

Also think about the atmosphere created before and after the fire.

<https://www.youtube.com/watch?v=SPY-hr-8-M0>

https://www.youtube.com/watch?v=bA0xwx_1eJ4



Nov 4-1:40 pm

LO: To describe a setting

Must: I must use descriptive language.
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It had been a baking, rainless day in Pudding Lane. Fierce rays of sunlight made their way through the adjacent houses (which were so close together it had almost seemed dark) all along the cobbled streets. Traders enticed the crowds to buy their goods..... (describe houses, smells, sounds, washing, pigs...)

No-one knew at the time how it started. The inhabitants of Pudding Lane took themselves off to bed, weary after another hectic day. Within a few hours fire had spread itself throughout the wooden buildings like locusts destroying everything in its path. Everywhere, people were taking off in all directions with fear visibly etched on their faces. The devastating fire, which changed from orange to blue, engulfed the houses as the temperature rose like the thick black fumes that were stretching skywards.

Pandemonium broke out, people dashed off in fear, hoping to escape from the clutches of this magnificent fire. The howling wind fed the raging flames and the fire song a grim tune triumphantly as it burnt. As the repugnant burning scent filled the air, the ravenous orange flames swallowed up the building.

Nov 5-10:16 AM

Guided Group



Today we will focus on using parenthesis

They stood, watching, relishing their own importance, just waiting.

Dec 6-15:53

What are relative clauses?

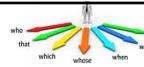
Relative clauses provide us with extra information about the noun in the **main clause**. It is connected to the main clause by a **relative pronoun**.

e.g. Ahmed **who** was on the field, **was** playing football.

Relative Clause = who was on the field

e.g. Spaghetti **which** many of us enjoy can be messy.

Relative Clause = which many of us enjoy



Apr 10-10:40

<https://www.bbc.co.uk/programmes/articles/1hpn9ZzYcSMsWGWHBQbSKXM/4-samuel-pepys-and-the-great-fire-of-london-part-2>



Can you complete this passage using relative pronouns. (underline the relative clauses.)

Charles Dickens was an English writer lived from 1812 to 1870.
The books he wrote have been translated into many different languages.

Dickens, family was very poor, had to start work when he was very young.
In England at that time, people could not pay their debts were sent to prison.
This happened to Dickens' father first name was John. So Dickens, was only a boy, had to visit his father in prison

On you whiteboards, write 2 relative clauses describing The Great Fire of London.

Apr 17-10:54 PM

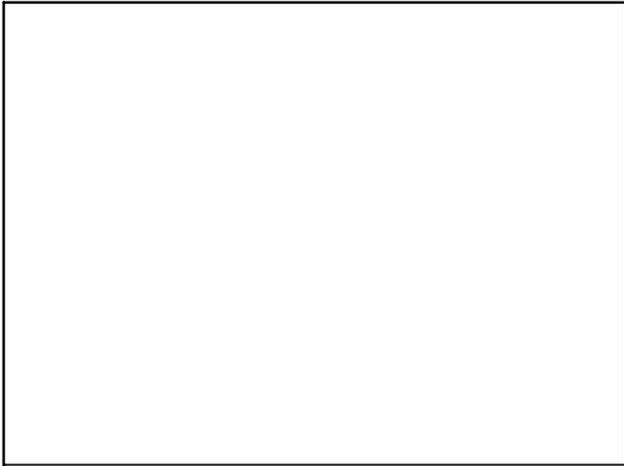
Menu:

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Plenary

Swap books with your partner.
Using the peer-assessment grid assess your partner's work.
Look out for your success criteria.

Nov 5-10:19 AM



Jul 23-10:46