

Writing Tasks

Task 1: Story Opening

Imagine you discover this 'shed' at the bottom of your garden

What's inside?

What's so special
about it?



Where did it appear from?

*I can imagine it's magical inside, much bigger than it seems on the outside.
Perhaps lit by candles, strange instruments on the tables, cobwebbed and dusty.*

Behind you, the door closes gently and you spy this man sat in emerald green robes, peering at you over his glasses, the candles flicker and die out. It's pitch black and he whispers....



"Come, follow me.. Don't make a sound, she is upstairs!"

This is just one possible way to open this story.

What's your idea? Write your own opening to this story or continue with the opening above - Will you make it scary? Full of suspense? Funny? Mysterious?

This Story Opening should include...

- 10 words of speech
- Hook the reader in to the story by being interesting
- Make the reader ask questions about the story
- Include dramatic actions written with powerful verbs and adverbs
- Introduce something appealing e.g. the shed or a strange character within the shed by using adjectives
- Descriptions of character thoughts and feelings
- Some of the vocabulary found in the lists below

abandoned	chilling	ancient	dark
bizarre	darkness	bravely	unlit
creature	eerie	dangerous	shady
disastrous	familiar	disturbing	sunless
enemy	magical	evil	gloomy
Furiously	splendid	hero	sombre
perilous	weird	terrifying	bleak
sturdy	enchanted	determined	dismal

From around the corner,	Perfectly confident,	Without a sound,
Almost unbelievably,	Positively trembling with excitement,	Without warning,
Quite understandably,	Feeling anxious,	Unexpectedly,
Really happily,	Utterly joyous,	Unfortunately,
Perhaps,	Totally overwhelmed,	Suddenly,
Obviously angry,	Slowly,	Mysteriously,
Definitely confused,	Bravely,	Frantically,
Completely exhausted,	Like a ... ,	Courageously,
Out of breath,	As quick as a flash,	Silently,
Decidedly unimpressed,	As fast as he could,	Curiously

Task 2: The Tree of Life



Story starter!

She held hope in her outstretched hands. Kneeling gently on the ground, she prepared herself for what she knew she must do. The cool water trickled through her muddy fingers, and the soft, black earth felt comfortably warm on her palms.

Planting the tree of life would mean a new beginning. The opportunities were endless...

Feeling the excitement course through her quivering body, she lowered the tree of life into the small hole she had prepared. It was time...

These questions and sentence challenges might help you with your writing:

Question time!

- ▶ Is the tree small or is the person large?
- ▶ What do you think will happen after the tree is planted?
- ▶ If you could start a new world, how would it be different to ours?
- ▶ Where do you think the tree has come from?
- ▶ Who might the person holding the tree be?
- ▶ Where has the water come from?

Perfect picture!

Imagine the tree has been planted and it's now a month later. Draw/describe what the tree would now look like.

Task 3: He was the World



Story starter

He was the World.

His nose was like an enormous, ice-tipped mountain.

His forehead was a mighty river flowing across his brow.

His eyes were like deep canyons; colossal gouges chiselled from his rocky face.

His tears were waterfalls cascading down his grassy cheeks.

He was the World.

Can you continue the poem? Can you think of some of your own similes and metaphors to use?

These questions and sentence challenges might help you with your writing:

Question time

If you chose to live on one part of the Head, where would it be?

If this was where we lived, what would happen when the Head awoke?

What do you think would be inside his mouth and eyes?

What do you think is causing the light around him?

Do you think there is a reason why the artist has created such a strange and abstract image?

Is there a deeper meaning behind it?

Perfect picture

Imagine what the back of his head looks like. Can you draw or describe what you have imagined?

Alternatively, you could design your own version of the Head of the World.

Task 4: A Secret Garden Setting Description

Use The Secret Garden planning sheet (found on the next page) to plan a Secret Garden Setting Description and then have a go at writing it in up in paragraphs too.

You can write your setting description on any paper available, in a book or use the garden lined paper provided.



How many of the following features can you use in your writing?

To create a powerful setting description you should...

- ✓ Organise your writing into paragraphs
- ✓ Use a wide range of punctuation accurately including: A . ! ? , ' ()
- ✓ Extend your noun phrases by using a range of adventurous adjectives to help paint the scene in the reader's mind
- ✓ Use a range of prepositions to help describe where things are e.g. above, below, beside
- ✓ Use possessive apostrophes accurately e.g. the garden's wall, the bird's wing
- ✓ Describe the time of day and the weather
- ✓ Describe what can be seen, heard, smelt and felt.
- ✓ Describe how it makes you feel e.g. Heart racing, I gripped the wall. I felt a surge of warmth as I gazed at the colourful flowers.
- ✓ Range of Multi-Claused sentences using conjunctions and 'dropped in chunks' to extend your sentences e.g. The leaves swayed gently in the breeze so that you could hear a slight rustle, like music, dancing its way to your ear. The spade, which was covered in mud, rested against the old, worn out wheelbarrow.

The Secret Garden

Use this planning sheet to help you write a setting description of your own secret garden.



Draw a picture of a hidden door that opens to reveal your secret garden.

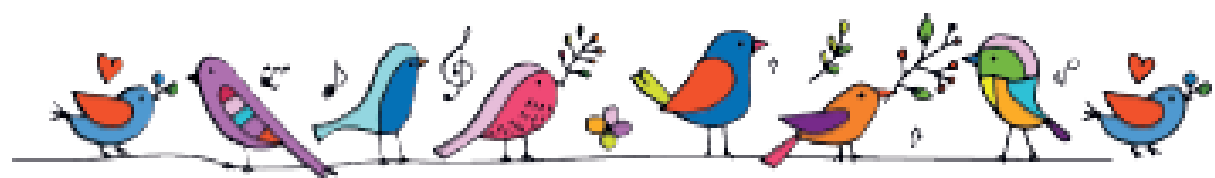
How did you feel as you opened the door?

What was the first thing you saw?

What did you then see?

What could you hear?

How did being in the garden make you feel?



Task 5:

Use the My Garden Design sheet (found on the next page) to design your own garden, be creative and try and design 'the best garden in the world!'

Then write an explanation piece of writing as to why it is so amazing and why you have included each item in your garden - Use a range of the cause and effect conjunctions to help you describe your garden to others.

For Example: *Welcome to my Garden.*

Let me explain why my garden is the best garden in the world!

First of all, it has lots of green, lush grass so that children, animals and adults alike can play safely and enjoy that lovely fresh grass smell all year round.

A path runs through the grass to the back of the garden because access is needed to the adventure playground.

I have chosen to have an amazing zip wire across my whole garden due to the fact that it is quicker than walking and gets you to all the fun and action faster - Who wouldn't want to zip wire down their garden?

cause + effect		
Cause = an event or reason that makes something happen. It shows WHY something happens (Example: It started to rain. . .) Effect = the result of the cause. It shows WHAT happens (Example: so I had to go inside.) Cause + effect = explains what happens and why it happens		
as a result of because because of consequently due to due to the fact on account of thus resulting in	seeing that since so thanks to the reason therefore whereas which means as a consequence of	this led to hence this causes in order to/ that resulting in thereby similarly for this reason otherwise

Task 6

Have a go at some of the writing or activities on the **Garden Exploration Sheets**.

My Garden Design

Use the space below to design your own garden. Draw a map to show where different objects will be and use a key to label.



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