

Y6 Writing for the week beginning 25.1.21

Slide 2-Explains what your task is for this week.

Slides 3-7 -Lesson 1

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Slide 13-Lesson 4

This week's writing task:

You are an explorer travelling through the Amazon rainforest, when you come across a dangerous animal.

Write an account, describing the moments before and when you see it.

Lesson 1



Have a good look at this photograph.

What can we work out about:

When it was taken?

Where it was taken?

Who is in the photograph?

Why they are there?

Is there anything else that you notice?



Did you think that this was a woman?
Her name was Mary Kingsley and she was an explorer.

Mary Kingsley



19th-century Victorian England was a time when women were expected to stay at home. But Mary Kingsley (1862–1900) left Britain to explore West Africa in search of new animals. Her determination was respected by men as well as other women, and her work was highly thought of. Being a Victorian woman wasn't all bad for Kingsley either. While travelling in a dangerous area where other people had been kidnapped, she fell into a trap filled with

spikes. She was saved from being hurt by her big, thick skirt, which she had insisted on wearing instead of trousers. When she returned to Britain after her second African trip in 1895, Kingsley brought back impressive collections for the British Museum, with one brand-new species of fish, a new snake, and eight new insects.

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This an account by Mary Kingsley of something that happened on one of her expeditions. But, it has been rearranged into alphabetical order!

Be a detective-what can we work out about her adventure from picking out some of the vocabulary?

For example, I can see the word 'shots' so there could have been a gun fired.

Pick out some words and write down what you think this tells us about Mary's adventure.

a a a a a a a a a Africa an and another any are at at at at back bad been bewilder big block blossoms bottom branch broadside bush-rope by by by cables came came cautious cautiously certainly climbing crash creaked creature crouching dark dazzled deepest deluging detail did down drowned ducked enough enraged every every everything evidently eye eyes eyes eyes fierce flash floods fore-paws forest from front front getting gone great great groaned groaned ground ground gully had had half have have he he he he he head head him him him his his his his his I I I I I I immense in in in in in in in in into it it lashed last leaf leaves leaving leopard leopards level lightning like like like living look lot magnificent making maybe mighty more my my next no no not now observed of of of of of of of of of of of off on on on on on one one out out over peep pistol pleasure position power rain recesses remained remembered right roar rock rock-edge rocks rocks round round said same saw second see seen shots showing shreds shut smacked smell snaps so sooner sort spread stone strained strained stream struggled swept swirling tail taking tearing than thankfully that that that that the the the the the the the the the the the the their their then then they thing this thrown thundering to to to to to told took travels tree trees twig under until up uproar vain was was was was was was was weather were west where whips with with with with with yard you you

Did you work out that she met a leopard?

Now let's have a go at building some sentences that we might use in our writing later on this week.

I have picked out 7 words that are in the text and used them to build a sentence below.

Can you see where I used alliteration?

Have a go at creating at least 5 sentences of your own.

Crouching creature, enraged, cautiously travels by rock-edge.

Lesson 2

The great trees creaked and groaned and strained and their bush-rope cables groaned and smacked like whips, and a thundering crash with snaps like pistol shots told that they and their mighty tree had strained and struggled in vain. The fierce rain came in a roar, tearing to shreds the leaves and blossoms and deluging everything. I was making bad weather of it, climbing up over a lot of rocks out of a gully bottom where I had been half drowned in a stream when, on getting my head to the level of a block of rock, I observed right in front of my eyes, broadside on, maybe a yard off, certainly not more, a big leopard. He was crouching on the ground, with his magnificent head thrown back and his eyes shut. His fore-paws were spread out in front of him and he lashed the ground with his tail. No sooner had I seen him, when I ducked under the rocks, and remembered thankfully that leopards are said to have no power of smell.

Every now and then I cautiously took a look at him with one eye round a rock-edge, and he remained in the same position. At last, on taking another cautious peep, I saw he was gone...

It was an immense pleasure to have seen the great creature like that. He was so evidently enraged by the uproar and dazzled by the floods of lightning that swept down into the deepest recesses of the forest, showing at one second every detail of twig, leaf, branch, and stone round you, and then leaving you in a sort of swirling dark until the next flash came; this was enough to bewilder any living thing.

From *Travels in West Africa*, by Mary Kingsley (1862-1900)

Read through Mary Kingsley's account (this time in the right order!)

Write down your favourite phrase or sentence from the passage.

Why do you like this?

Today we are going to collect words and phrases from this text that we could use in our own writing. Have look on the next slide to see how to do this.

1. Collect these word types from the text and record them like this:

Adjectives	Nouns	Adverbs	Verbs
great	trees	cautiously	cracked
mighty	rain		groaned
fierce			strained

If you need a reminder of what these word types are then click here:

[Word types - Year 3 / P4 English - This Term's Topics - Home Learning with Bitesize - BBC Bitesize](#)

2. Use this online thesaurus to collect as many synonyms as you can that you could use in your writing later this week:

[Synonyms and Antonyms of Words | Thesaurus.com](#)

For example, when I looked up the word 'cautiously' it gave me the word 'guardedly' which I really like!

Lesson 3

Read through the information here about the Amazon rainforest:

[Amazon Rainforest Facts | Cool Kid Facts](#)

You may want to look back at this information when writing to help you describe the setting.

You are going to imagine you are an explorer like Mary Kingsley and you are in the Amazon rainforest.

Today, begin your writing by describing the setting. Remember this is your account so you are going to write in the 1st Person (I) and you are writing it at the end of the day so it will be in the PAST TENSE.

Then, you are going to come across a dangerous creature



A Boa Constrictor

Click on the weblink to read more about these snakes and use the information in your writing.

[Boa Constrictor In The Amazon Rainforest! | The Great Projects](#)



Continue to write your account.
Remember to use some of the vocabulary we collected in lessons 1 and 2.

Lesson 4-editing, redrafting and publishing.

- Proof-read your writing for spelling errors. You can use an online dictionary like this one:

[Dictionary.com | Meanings and Definitions of Words at Dictionary.com](#)

Or, if you are word processing your work you could use spell check.

- Proof-read for punctuation errors. Reading your work aloud may help with this.
- Do you need to ADD anything? Can you see anywhere that you could add any extra detail or information?
- Do you need to REPLACE anything? Have you repeated any words that you could change? This online thesaurus might be useful:

[Synonyms and Antonyms of Words | Thesaurus.com](#)

- Write out your final copy with all the improvements you have made. Finally, send a copy to Mr Danby or Mrs Coverdale to see.