RUIN

LESSON 1

Year 6 Home Learning w/c 25 January 2021

LC: Can I write an exciting setting to a story?

Watch the film RUIN in the link below (see also the weekly planning sheet for this link)

https://www.youtube.com/watch?v=doteMqP6eSc

TASK 1

As you watch the video again, create a series of brief notes and questions that pop up during the story. See if you can 'map out' the sequence of what happens throughout the film.

You should also write **at least 5 questions** that you can ask of the story:

EXAMPLE - Who is he? What is the device he finds?

TASK 2 – describe a setting.

PAUSE THE FILM AT THE FOLLOWING POINTS: 27 sec / 34 sec / 38 sec / 40 sec

The film shows a city overgrown with vegetation and it seems deserted.

Imagine YOU are the character in the film. Use **RESOURCE SHEET 1a** to plan out what you see in the city using all your senses. On this planning sheet, think about how you have written scene-settings in the past and try to include 'show not tell' devices in your planning.

TRY TO AVOID – I could see / I could hear / I could touch…. Instead use phrases such as:

Buildings overgrown with years of vegetation covered the land as far as the eye could see…

The sound of birds was rare…enough to startle anyone lucky enough to hear one!

Complete the planning sheet **RESOURCE 1a**

TASK 3 – write the description of the setting at the start of the film.

For this part of the lesson, look at the example setting written on sheet **RESOURCE 2a**. Your task is to write a similar version which sets the scene for your reader. You could pinch ideas from this and tweak them / make them your own by adding or changing words and ideas. This short piece of writing should be roughly **150-200 words long** and be high quality! ***Read the example again and see if yours can match it in quality.***

So – how good is your story setting? Could someone read your writing and imagine the film – without the need to watch it? Remember, this first piece is only the setting – NOT the chase!

LESSON 2 – 26/1/21

LC: Can I begin a story and introduce a flashback / backstory?

For this lesson, you will need **RESOURCE SHEETS 3b and 4a**

Now you've written a high-quality setting to set the scene, your story can get going a little and then chop to a 'flashback'. But WHO is the mystery man / woman? WHY are they running and WHO is chasing them?

Read the following for how Mr Day might start this part of the story:

....I dusted off the screen and quickly realised it was what I had been looking for all these months!

It had been 355 days since I began this quest and now – finally – the answers to all my questions were in my hands! The truth was within my grasp! I took a moment to reflect on all that had passed...

TASK 1: plan WHO your character is using RESOURCE SHEET 3b and 4a. Think carefully about what the character might have done BEFORE his/her world ended up like this! What are his eyes like? Are they kind? Does he have wrinkles and 'laughter lines' maybe that shows he enjoys life? Has s/he any scars that tell the tale of a difficult few months?

Read the example of a flashback in RESOURCE SHEET 5b and see if it helps you to **plan your character** and their 'back story'.

TASK 2: write your own flashback based on your plan of the character. See example below:

....It had been a Wednesday. An average, boring, normal Wednesday. I had caught the bus into the city – a bus full of the same faces that I saw day-in, day-out. Oh! What I'd give just to see those faces now! I'd left the house that morning; the usual routine. A routine I loved. A hug, a kiss, a "See ya later, alligator!"

Nothing special.

But now, I realise, special in every way possible.

The laughter we had, the good times. Those family gatherings. Gone. For now at least.

The bus had shuddered to a sudden stop outside the city limits and there had been an announcement.

"Everyone off! Now!" came the order.

It wasn't long before I found myself in that cell...alone and without hope. Until of course I planned my escape...!

Think about what could have happened in the past and HINT about it in your short flashback. Write in a similar style to the example above. Don't give too much away at this point and keep your reader guessing!

LESSON 3: 27/1/21

LC: Can I write a fast-paced narrative to move the story along?

Your flashback (written yesterday) can be halted before you get into this part of your story: what happens in the chase. But we don't need every detail here, or your writing will get boring.

Look at RESOURCE SHEET 7a and 7b which are really good examples at HOW the story jumps back into action at this point. Using the DADWAVERS prompt sheet 7b first, complete the tasks below.

TASK 1:

In your book, under the 'DADWAVERS'(D= dialogue and so on) subheadings, create sentences and ideas that could be used to get this part of 'the chase' going. Make up your own phrases, collect great words and think through how you could use them in the 'chase' part of the narrative.

TASK 2:

In a similar style to how the story continues (RESOURCE sheet 7a) get your story of the chase going.

This part of the story is to ENGAGE your reader with fast-paced writing that includes bursts of action, character's thoughts and feelings and if possible some EXCITING SENTENCE IDEAS (see the sheet from last week!) You don't have to tell EVERY detail!

See if you can write what happens (first person is easiest) up to the point where machine crashes.. DON'T END YOUR STORY YET!

This should take you some time and be approximately **a page to a page and half of A4 paper.**

EXAMPLE:

I SIMPLY COULD NOT GET CAUGHT.

That wasn't an option.

I KNEW THE CONSEQUENCES!

I took off like a rocket. The bike was exactly where I had left it – thank goodness!(1) No thieves here. The acceleration on that thing is EXPLOSIVE. But you can't out-run a buzz-bomb. Those things'll get you in the end. You gotta have a plan.

The streets were as deserted as they ever were – thankfully! I must have been going at over 100 when I hit the tunnel. The chopper wouldn't follow me in there! (2)

But the buzz-bombs could!

LESSON 4: 28/1/21

LC: Can I edit the main body of a narrative?

In this lesson, your task is to use the time to EDIT, RE-WRITE or RE-DRAFT what you have written already to see if it can be improved.

Look at RESOURCE SHEET 8a – creating suspense. During your 'chase' part of the story, how much 'suspense' have you created?

Using small numbers, you could add words and sentences to your writing from yesterday to improve it even further. Look above, and you will notice I have used a (1) in brackets after …'thank goodness!' So here, I think I would insert the phrase shown below:

(1) Speed is of the essence.
(2) Dodging and weaving like a demon, that chopper would never dare follow.

The very best writers never just 'settle' for their first efforts. A re-draft, re-read and edit is always necessary to improve what you have already done. It's also a chance to see if you've made any simple spelling mistakes, or if you have missed any words to link sentences.

*NOTE: I have noticed during lockdown that in general we have become a bit lazy with the **use of COMMAS** (which are the hardest punctuation mark to get right after all!) RE-READING OUT LOUD IS THE ONLY WAY TO CHECK FOR THEM.*

Your edited version of the 'chase' should be now improved and ready to be continued tomorrow. Do not skip this stage!

Look out for the EDITING POSTERS which I will post on SEESAW and the SCHOOL WEBSITE – these will give you some top tips for editing.

LESSON 5: 29/1/21

LC: Can I conclude a flashback story and link back to the flashback?

This is all about finishing off your story in an exciting way, whilst linking back to your earlier flashback.

Look at **RESOURCE SHEET 10a,** which is an example of how the narrative might end with a reference back to the earlier back-story or flashback you introduced.

There are also lots of different ways you can change the ending (look at the STORY ENDINGS sheet I used last week) – you don't have to stick to what happens in the film.

EXAMPLE - SEQUEL ENDING REFERRING TO EARLIER FLASHBACK

I took a moment of pause after the chopper finally hit the ground. Those days on the bus: "boring" I had called them. But oh how I missed them now! These days, you have to be on your guard 24/7 – a moment of carelessness and ***they*** are onto you!

I wiped the screen of the device once more and it flickered on and off. Was that the face of my angel? My Sophia? I gave it a shake again and at once the screen turned red.

'PROXIMITY ALERT!' it screamed at me.

And then, that sound that I dread.

Once you have written the ending – go back and proof-read the whole story.

This story is one which could be typed up if possible – but if not I would like to see your VERY BEST WORK posted back to me by the end of Friday.

Be proud.

Show me your hard work and creative thinking here.

Good luck!