



To use the conjunction 'that'.

Focus 1: I can write a setting (place) description/I can use noun phrases

Why?

Having the ability to write interesting story settings not only makes children's writing more interesting to do and read, it also gives them confidence to use their imagination. Noun phrases (a group of words around a noun that add description).

How?

Read up to 'Little Billy glanced over his shoulder...'

Look at the matching illustration (picture) on the right—

Talk about what Billy could have seen that made his blood freeze.

You can write down your ideas so you don't forget them in the form of notes that you can refer to in your writing.



Writing task –

Practise writing sentences together that include 'that' (explaining that the word **that** is a conjunction to join fix sentences together). E.g.

'Little Billy glanced back quickly over his shoulder, and now, in the distance, he saw a sight that made his eyes water, his hands shudder and his knees wobble. The terrifying monster with long, pointy claws was racing towards him.'

Key Questions to Check Understanding

Q Share examples of conjunctions. Focus on 'that'. Why is it trickier to use than 'and'?

Q Do you find it hard to think of examples? What could help you? Look through the book to give you extra ideas/inspiration. Has that helped?

Q Does the fact that Billy goes through the woods make the story exciting or frightening?

Q Can you use 'that' to start a sentence? If so give an example.

Independent Task:

Look and read this sentence starter....

Little Billy glanced back quickly over his shoulder, and now, in the distance, he saw a sight that...

Your job now is to finish the sentence description and write a report/description of the monster that Billy might see.



Take it in turns to be the monster and Billy. Describe how you feel. Talk about what you saw.

★★ Imagine you are Billy and you suddenly come across the monster. Use descriptive sentences, joined with 'that', to explain what the monster is like.

★★★ Compare how you are feeling at seeing the monster, to how he is feeling seeing you. Take your time. Write in descriptive paragraphs that include 'that' as sentence joiners.

Note to Parents:

All children should be able to complete the ★ task.

Most children should be able to complete the ★★ task.

Some children should be able to complete the ★★★ task.

Please judge how your child is doing with each task progressively. Support children to work through as far as they can while remaining successful but each task does get progressively more difficult

End of lesson:

Practise using different conjunctions – *that, because, if, when* – to make extended sentences. Select the correct conjunctions to finish these sentences. Does it matter which one you use? If you think it does then explain your answer.

Little Billy knew he would be in trouble he went through the gate.

..... he had ventured some distance into the forest, Little Billy stopped and stood quite still.