

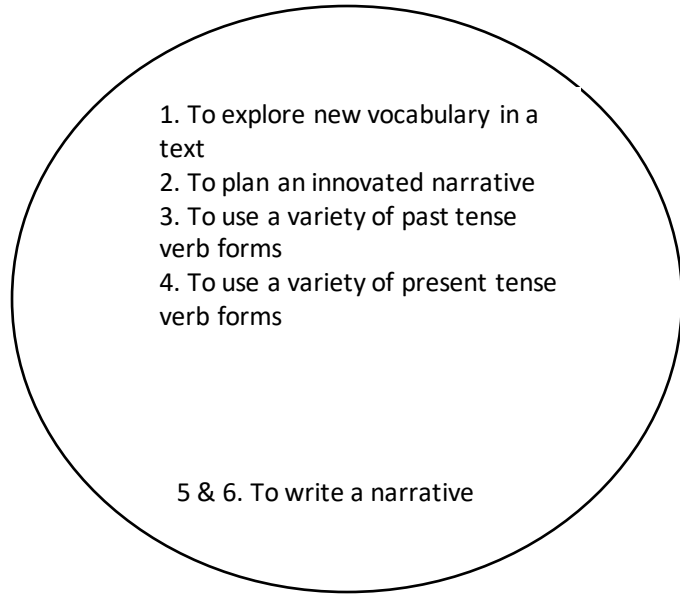
Floodland by Marcus Sedgwick

Key theme: Dictatorship

Tier 2 words: imposing, mocking, churning, compose, proceed, merely

SC:

Use the **simple past**, **present perfect**, **past perfect** and **progressive verb forms**



1. Tier 2 words lesson: imposing, mocking, churning, compose, proceed, merely
2. Explain that they will write an innovated narrative where Zoe ends up on a different island with different characters. Share 3 part structure - Rowing at sea
Waking up and seeing new characters including dialogue
Following them – inner thoughts.
Provide images and descriptosaurus and get children to plan their characters and write expanded noun phrases to describe them and verbs to show how they move, speak etc.
2. Sort verbs into simple past tense e.g. she walked, past perfect e.g. has survived and past progressive e.g. she was talking. Model when you use each e.g. Simple past. Something that happened in the past and finished. E.g. She climbed out of the boat. E.g.2. Past progressive – something that happened before and after another action in the past or went on for some time. E.g. While she was rowing, she spotted an island in the distance. Or Her head was aching. E.g.3. Past perfect – something that happened in the past before something else. Then move back to simple past. E.g. She had lost her oar. Now she floated unable to control the boat. They had tricked her. She cried quietly in the corner.
3. Talk about what the characters might say. Model speech punctuation and that dialogue is in the present tense generally. Show how present perfect can be used to show things that have happened already. E.g. "I am tired. I have rowed solidly for three days." Or "I have not slept for three days." Model have or have not + simple past verb form.
5. Model an innovated narrative. Learners write first two paragraphs.
6. Continue write.
7. Plan an invented narrative – character escaping a different natural disaster e.g. bush fire and meeting some unpleasant characters. Dialogue. Following them with inner thoughts of escape.
8. Write an invented narrative
9. Continue write

SC:

Use the simple
past, present
perfect, past
perfect and
progressive
verb forms

Use a variety of
sentence types

– compound,
complex,
simple

(NOT SC – just
for teacher
info)

Zoe rowed and rowed until it felt like her heart would burst. Her blistered hands had burnt in the salt water. On every side of her, the deafening sea seemed to be mocking her pathetic efforts. The oars, which had been damaged, merely stroked the wild churning water. Zoe looked to the inky sky and knew that deep down she was lost.

With a start, Zoe woke as her boat hit the beach. As she sat up, she saw two figures were moving towards her. She tried to wave in an unthreatening manner but they did not respond. One was holding a spear; the other was limping behind struggling to keep up. The taller girl had a wild look in her eyes and, as she got closer, she thrust the weapon towards Zoe's neck.

Nervously, Zoe raised her empty hands to show she wasn't armed. Satisfied, the girl lowered the spear towards the ground.

"Who are you?" the girl called out aggressively. "You've no right to be here."

Zoe's head rang with tiredness and confusion. She needed to compose herself and answer carefully. She had met children like this before and knew it was wise to proceed cautiously.

"Please help me. I don't want any trouble. I have stopped to get some food because I haven't eaten in days."

"Huh. Fat chance of that," the girl replied. "Get up. We'll have to take you to Dooby, I suppose."

Exhausted, Zoe pulled herself to her feet. She noticed the smaller girl had not spoken and seemed to be standing in the other girls' shadow. Perhaps she too feared her.