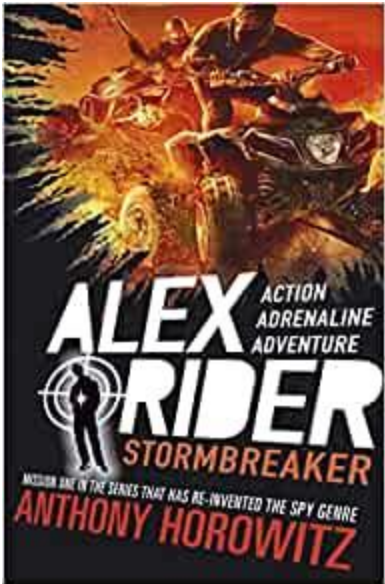


Stormbreaker

Information Texts & Survival Guides



Author Purpose: To inform the reader clearly and be precise

Tier 2 words: signal, appearance, react, analyses, device, location, frequency, design, equipment

Stormbreaker

Spy Manual:

Information text & Instructions

1. To explore the language of a new text
2. Magpie technical language
3. Use adverbials of frequency
4. Use a range of clause structures including relative clauses
5. Plan an information text

6 & 7. Write an information text

SC:

Range of clause structures including relative clauses and subordinating conjunctions

Use adverbs of frequency

Use technical language



1. To use imperative verbs
2. To use a range of clause structures including relative clauses
3. To use a formal tone
4. Plan instructions

5 & 6. Write Instructions

SC:

Range of clause structures including relative clauses and subordinating conjunctions

Use imperative verbs

1. What do the learners understand a gadget is? Read the relevant section of Stormbreaker where Alex is given his gadgets. Watch Anthony Horowitz talking about his favourite gadgets (spoiler alert – watch first to see if you think your class will notice). Look at Secrets and Spies p42 & 43. Then lesson focusing on Tier 2 words: signal, appearance, react, analyses, device, location, frequency, design
 2. Revisit tier 2 words. Explain the difference between what is technical and not technical language. Chn to read blueprints and descriptions from the Alex Rider website. Magpie language into subheadings (what it does, how to operate it, when it is useful) that will help them find the language later in the week. Group technical terms under subheadings to make them easier to use later in the week.
 3. Mind map what spy gadget could be hidden in a pair of sunglasses. Recap what adverbials do – modify the verb. Introduce adverbials of frequency – always, usually, sometimes, normally, occasionally, frequently, regularly, seldom, often. Get the children to sort words from most often to least often. Show that they can be used in an information text to generalise. Chn to write an information text about spy sunglasses practising using adverbials of frequency and tier 2 words.
 4. Recap use of subordinate and relative clauses with commas to add extra information at different points in the sentence. Give the chn a paragraph and get them to underline any subordinating conjunctions and highlight the commas linked to these if used at the start of sentence. Recap that they don't need a comma if the subordinating conjunction is in the middle of the sentence. Then recap relative pronouns – who, where, which, that and get them to identify relative clauses in a different colour. Mind map as a class what a spy pen could do. Shared writing using subordinate and relative clauses describing the spy pen. Focus on although, when, if, as
 5. Provide planning format to create own gadget which is a listening device and can be used for an eavesdropping mission– what is it? How does it work? When is it most often used? Get children to draw their own gadget (explain that better if an everyday object with something hidden). Support LAPs with shared plan for a gadget e.g. spy watch.
 6. Write information text about new spy gadget.
 7. Edit and continuing write.
1. Recap the features and layout of instructions by looking at examples – You will need – new line for each item and numbered steps, imperative verbs, adverbials. Then get the children to practise the format of rhetorical questions, the equipment box and the imperative verbs by writing instructions for How to keep your parents/teacher happy.
 2. Recap use of subordinating conjunctions – focus on if and when for instructional writing. Model use of comma to separate clauses when conjunction at the start of sentence. Model including relative clauses to add more information to instructions. Uplevel simple instructions with all simple sentences by add in subordinate clauses. Ask where would it be useful for the reader to have more information.
 3. Show how not using contractions e.g. don't and longer verbs can be used to increase formality. Get learners to uplevel verb choices. E.g. find out – discover, seen – recognised, change – alter, go in – enter, put down – position. Provide an informal paragraph and get them to formalise it by removing contractions and uplevelling verb choices.
 4. Plan instructions for how to complete a successful eavesdropping mission in a place of their choice using a device of their choice. Provide planning format. Get learners to choose somewhere they are familiar with. Shared planning with LAPs of same place.
- 5 & 6 & 7. Write instructions. Challenge HAPs to publish more of a manual for a successful spy including the instructions an introduction to life as a spy, an information report on the gadget they will use. LAPs could publish and share on dojo for parents.

SC:

Range of clause structures including relative clauses and subordinating conjunctions
Use adverbs of frequency
Use technical language

Example 1:

This brace is a simple and easy-to-use tracking device. A radio transmitter is held on the top of the brace so that it lies against the roof of the mouth. The metal loops, which hold it in place, act as an aerial. When it is worn, the brace transmits a steady and powerful signal, which is constantly monitored by MI6's network of radio towers. Each tower analyses the direction and strength of the signal, and by putting this information together the location of the wearer can be pinpointed. Although the accuracy of the system depends on the distance away from the nearest tower, it usually works well within thirty metres. A tiny switch underneath the brace can also change the frequency of the radio signal being produced. This is often used as a distress call. The brace operates on kinetic power, in the same way as some modern watches. At the back of the device, is a small, flat box containing a microgenerator. As the wearer's head moves, the weight moves back and forth causing the generator to spin. This produces enough current to keep the brace charged and the radio signal transmitting.

Example 2:

Outwardly, this appears to be a normal ear stud, with an unusually large stone. However, it contains a small but powerful explosive charge, which can blow a fist-sized hole in virtually any material. Although designed to destroy locks or sabotage machinery, it can occasionally also serve in an emergency as a killing device. The stone consists of a thin crystal shell containing two tiny fluid reservoirs. When separate, the liquids contained in each are completely harmless; however, when they are mixed together, they react with each other to form an explosive. To use the bomb, the stud is pressed firmly into the butterfly to complete the circuit and open the liquid chambers. The liquids are mixed and a timer counts down from ten seconds, until the trigger circuit detonates the explosive. The stone is made from diamond-like cubic zirconium crystal, which always shatters on detonation, increasing the device's effectiveness.

SC:

Range of clause structures including relative clauses and subordinating conjunctions
Use imperative verbs
Use technical language

How to be an effective spy

Have you dreamed of becoming a successful spy? Would you like to help discover the school's secrets? Do you have a talent for espionage? If so, follow the steps below.

Equipment

Wig
Moustache
Make up
Spy shoes

Steps

1. Disguise your appearance using the wig, moustache and make up. Remember it is important to also hide any distinguishing features and alter the way you walk and talk, so you will not be recognised.
2. Ensure you are wearing your spy shoes, which have the microphones concealed in the heels, so that you can record any interesting information.
3. Enter the school by the main desk and claim you are a school visitor, who has a meeting with Mr Rodeck.
3. Walk up to the door of the office. When you hear anything of interest, switch on your spy shoes by tapping your heel
4. Leave your location after a few minutes because people may become suspicious after a while. If questioned by the front office, it is sometimes useful to pretend that you have made a mistake and entered the wrong school. Make sure you do not react in a worried manner as this could betray your disguise.
5. Remove the recording device from your shoe and leave it in a dead drop outside the school for another agent to collect and analyse. The dead drop could be a nearby tree or post box.

SC:

Range of clause structures including relative clauses

and subordinating conjunctions

Use imperative verbs

Use technical language

HAPs manual

Introduction to life as a spy

Have you dreamed of becoming a successful spy? You will need to be incredibly hard-working and patient as it takes years to learn the tricks of the trade. You will be required to use codes, operate complicated gadgets and risk your life to uncover secrets.

It might also not be as glamorous as you imagine. As a spy, you will frequently find yourself in awkward positions wearing uncomfortable disguises. You may have to hide for hours on end and find yourself wondering if you will ever escape without detection.

How to complete an effective eavesdropping mission

Would you like to help discover the school's secrets? Do you have a talent for espionage? If so, follow the steps below.

Equipment

Wig

Moustache

Make up

Spy shoes

Steps

1. Disguise your appearance using the wig, moustache and make up. Remember it is important to also hide any distinguishing features and alter the way you walk and talk, so you will not be recognised.
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5. Remove the recording device from your shoe and leave it in a dead drop outside the school for another agent to collect and analyse. The dead drop could be a nearby tree or post box.

Beginner's guide to Spy Shoes

Spy shoes are a straight-forward listening device. They look like normal black Nike trainers and can be obtained in a variety of sizes. They contain microphones concealed in the tongues of the shoes, which can pick up even the faintest sounds (from 12 decibels). To operate these shoes, the wearer taps the heel, which activates the recording device. They will record for a maximum of thirty minutes.