







# 24.6.20 Lindisfarne Story Plot Point 3

<p>The ship approaches shore</p> <p>L.O. To write effective sentences for our story.</p> <p>Negative Impact</p>		<p>Steps to success</p>				
						
<p><b>Initiate</b></p> <p>Think about describing the way the boat and waves move – we need precise verbs:</p> <p>The boat:</p> <ul style="list-style-type: none"> <li>Thrust</li> <li>Pushed</li> <li>Slid</li> <li>Sliced</li> <li>Approached</li> <li>Propelled</li> <li>Slipped</li> <li>Flying/flew</li> <li>skimmed</li> </ul> <p>The waves/water:</p> <ul style="list-style-type: none"> <li>Crashed</li> <li>Dispersed</li> <li>Foamed</li> <li>Splashed</li> <li>Curling</li> <li>hissing</li> </ul> 		<p><b>Model</b></p>  <p>I watched, horrified, while the powerful sea-dragon approached rapidly, skimming the waves as if it were gliding effortlessly on ice. Small waves splashed and foamed around the prow as if submitting to the might of the beast.</p>			<p><b>Enable</b></p> <p>Pupils describe the way the ship moves and how the water reacts.</p> <p>They could add another sentence about the sail.</p>	
<p>Which parts of the ship could you describe:</p> <ul style="list-style-type: none"> <li>The carved figurehead</li> <li>The red sail</li> <li>The shields</li> <li>The oars</li> <li>The ropes</li> </ul>  <p>DO NOT DESCRIBE THE CREW YET – DEEPEN THE MOMENT BY DESCRIBING MANY FEATURES OF THE VESSEL.</p>		<p>I could see the vessel clearly now: The red sail swelled like an expanding lung; the oars cut through the waves like knives; the delicate carving on the serpent's neck intermittently appeared and disappeared like the scales of a snake slithering through shadows.</p>			<p>Pupils experiment with describing different features of the ship.</p>	

Inner Thoughts: the child reflects on what he / she is seeing but is momentarily paralysed so does not move. Stay in the moment describing the child's thoughts- no action yet!

Read the extract from Michael Morpurgo's *The Wreck of the Zanzibar*. Notice how he includes thoughts (in red).

*The storm was worse than ever. There must have been a dozen of us out on Great Porth, when someone saw the sail. The rain was coming in hail squalls, driving into my face so hard that I could scarcely open my eyes. One sail became four, white against the black storm clouds. The ship was beating her way past Seal Rock towards the Tearing Ledges, making no headway in the teeth of the gale. **We all knew what was going to happen. We'd seen it before. A ship about to founder staggers before she falls.** a huge wave broke over her stern and she did not come upright again. She lay on her side and wallowed in the waves. (Extract from *The Wreck of the Zanzibar*)*



I could scarcely pull my eyes away. I knew what this was. I had been sent to watch for this and had been waiting for it for many months. We had all heard the terrifying stories from Scotland.

Notice how Michael Morpurgo does not tell the reader what is going to happen; he uses vague terms such as

What was going to happen...

We'd seen it before...

You can do the same – don't mention the Vikings yet... build up the suspense.

Pupils experiment using vague and empty words.