

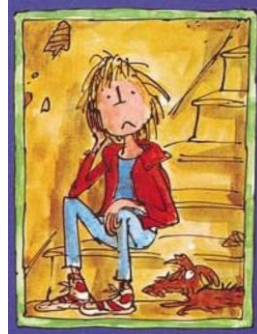
Threat Learning Journey

Learning Journey Focus:

Cn you build a sense of threat as the bully closes in?

Challenge:

Can you evoke sympathy from your reader by producing well written action?



| Key Outcomes Of The Learning Journey | Ongoing Assessment | | | |
|---|--------------------|------|-----|----------|
| | Target | Some | Met | Exceeded |
| 1. To compose a 'taster draft' suggesting what Mouse could do next | | | | |
| 2. To utilise radial questions to explore how Betsy Byers builds tension in the extract opening | | | | |
| 3. To explore how verbs and adverbs are used to show not tell Mouse's movement and mood | | | | |
| 4. To investigate how nouns and prepositions have been utilised to detail Mouse's movement through the school | | | | |
| 5. To compose a 5-clause 'emotional stepping-stone' sentence to build the sense of threat | | | | |
| 6. To compose similes to bring to life an unexpected event or reaction | | | | |
| 7. To explore how the tension is developed as the scene unfolds through dramatic interpretation of the text | | | | |
| 8. To compose tales of a bully's previous actions to heighten the tension in a text | | | | |
| 9. To explore how Betsy Bryers continues to build the tension as the bully and his victim finally interact. | | | | |
| 10. To plan, draft and edit your own threat text using success criteria as a guide | | | | |
| 11. To evaluate how effectively you created and increased the tension in your own writing | | | | |