

## WRITE A SYNOPSIS FOR YOUR FAVOURITE FILM!



A film synopsis is a brief summary of what a film is about. Have a look at the back of a DVD or read the description on your favourite Netflix film...

### TASK 1:

Write a synopsis for your favourite film and consider the following:

- The genre of the film
- Main characters
- Clear points to summarise the film, without giving away the ending!
- You might consider a cliff hanger at the end of your synopsis.

### TASK 2:

Can you think of your own film synopsis for a plot you have created yourself?  
Start with picking a genre (comedy, adventure etc).

## Extract from *Sky Chasers* by Emma Carroll

Once I'm walking again, I start to notice the houses. In this part of town, they're bigger and grander than the streets I live amongst in the Nest. They've got driveways for carriages, rose gardens, gates. My target isn't the biggest house in the road, nor the smallest. To be honest, I'm surprised at how ordinary it looks next to the others. I'm guessing a family lives here, not that I asked. It's best not to know who you're thieving from. You don't want to get the guilts.

Crouching behind the gatepost, I check: way in? Way out? Dogs? Guards? People still awake? I can't see any signs of life from here.

Once I've got the measure of the place, I slip through the gate. The drive is long, the gravel crunchy underfoot, so I walk on tiptoe until I reach the front of the house. It's deadly quiet, lights out, the glass at the windows black where the shutters haven't been closed. A couple of steps lead up to a side door. This must be the way in. And there it is, the rosemary bush Madame Delacroix mentioned. Her instructions, I admit, are as sharp as you like. It's the perfect spot to crouch down and hide behind, and with a good view of the door.

Yet before I can even reach the bush, the side door opens. I freeze. *Mais non!* This isn't in the plan!

'Hurry up, Voltaire,' says a boy's voice, nudging some sort of animal outside. 'You do your business while I shut the shutters, all right? Be quick!'

A dog. Someone's letting a dog out! In a flash, I drop to the ground.

The boy stays in the doorway. 'What is it, old chap? What've you seen? Is someone there?' I keep stone still. *Sloppy work, Magpie*, I tell myself, the nerves creeping back, *you've not even got inside and someone's sensed you*.

Yet the dog doesn't bark or growl – it . . . *quacks*. Really, it does. I'm stunned. And overcome with such an urge to laugh, it's a job not to snort, and though I pinch my nose it doesn't help much.

'What've you found, Voltaire?' the boy asks again. I've got to risk a look. Parting the rosemary branches a little, I glimpse a duck. A real live *duck*. And a fine specimen too – the snowy-feathered kind that roasts up nice and crisp. The boy with it is a solid, healthy sort with dark hair tied back off an honest looking face. Which again makes me wonder about this job, what his family have done to upset Madame Delacroix. It must be bad for her to hire a thief like me to help put it right.

Silently, I shrink back into the bush. I wait for the boy and his duck to go inside again, then when all is clear, I count to fifty before crawling to the door. It's locked, the key taken, though that's hardly a problem. An old hairpin from my pocket and some fierce concentration should do the trick. With a click, the door opens.

To succeed at this task:

- Read the text once to yourself, once aloud to someone and once to yourself again.
  - Answer questions in writing in full sentences (and read through to make sure they make sense).
  - Always give written evidence of why you are giving the answer, for example ‘I think .... because ....’
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1. Vocabulary? Write out any words you are unsure about and look them up in an online dictionary. Make sure you understand the word in the context of this text and write a short definition in your own words in your jotter.
  2. What is the setting for this text? When is the scene set in time and what place? What evidence is there to support your answers?
  3. What do you think the narrator means by ‘the guilts’?
  4. What is the narrator’s name? How do you know that?
  5. What evidence is there to suggest the narrator has done this before?
  6. Why do you think the author has used italics in the text?
  7. Madame Delacroix has hired the narrator as a thief. Why do you think she isn’t doing it herself? Show evidence to support your answer.
  8. What do you think the narrator is there to steal – use your imagination (there is no evidence in the text for this).
  9. Create your own HOT question for this text.

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- Read the text once to yourself, once aloud to someone and once to yourself again.
- Answer questions in writing in full sentences (and read through to make sure they make sense).
- Always give written evidence of why you are giving the answer, for example 'I think .... because ....'

1. Vocabulary? Write out any words you are unsure about and look them up in an online dictionary. Make sure you understand the word in the context of this text and write a short definition in your own words in your jotter.

Your responses will be different.

2. What is the setting for this text? When is the scene set in time and what place? What evidence is there to support your answers?

'driveways for carriages' 'lights out' '*Mais non!*'

The text is set in the past in Paris, and this scene is set at night – there are a few clues in the text to help you work that all out – I wonder if when you first read it, you had worked that out before you looked for the clues? The author doesn't give us many clues but as a writer you don't need to add many to change a text.

3. What do you think the narrator means by 'the guilts'? Explain your answer.

The narrator comments that they haven't asked about who they are 'thieving' from because they don't want to feel guilty which might stop them from doing the job properly.

4. What is the narrator's name? How do you know that?

The narrator's name is Magpie. The text has the narrator talking to themselves and this is shown by using italics: '*Sloppy work, Magpie, I tell myself.*'

5. What evidence is there to suggest the narrator has done this before?

There is lots of evidence in the text to suggest Magpie has done this before. They call themselves a thief a few times for a start, plus the fact that they have a check list of things they are looking for at first – 'I check: way in? Way out? Dogs? Guards? People still awake?'. The fact that they know how to walk on the gravel to not make a sound and that the missing key is 'hardly a problem'.

6. Why do you think the author has used italics in the text?

The author also uses italics in this text to show when people are speaking French, when the narrator is speaking to themselves and when there is a surprise element – the duck quacking. They are all different parts of the text but by using italics, it makes the text stand out for the reader!

7. Madame Delacroix has hired the narrator as a thief. Why do you think she isn't doing it herself? Show evidence to support your answer.

This is a tricky one! You have to really look at the text and think about this one! There are two parts of the text that help you with this. Magpie says these two things:

‘Her instructions, I admit, are as sharp as you like’ .’It must be bad for her to hire a thief like me to help put it right.’

The fact that Madame Delacroix’s instructions for Magpie are so good means that she knows the house well; she has described a rosemary bush for Magpie to hide in which you would only know if you had been to the house a lot. Then later Magpie talks about how bad the family have upset Madame D, again giving you the impression that she knows the family well. Both of these things mean that Madame D is known to the family and therefore has to find someone else to be a thief, either because she doesn’t want to be recognised or because she doesn’t want to get into trouble with the family herself.

8. What do you think the narrator is there to steal – use your imagination (there is no evidence in the text for this).

Your responses will be different.

9. Create your own HOT question for this text.

Your responses will be different.



# L.I: To use spelling patterns and rules to spell words accurately

S.C:

- I can practise my spelling words
- I can identify spelling patterns.
- I can use my spelling words in context.

## Predicting Pandas

| <b>-ing</b> |
|-------------|
| burning     |
| counting    |
| discovering |
| disturbing  |
| drawing     |
| filtering   |
| frightening |
| gleaming    |
| hurting     |
| mumuring    |
| parking     |
| renewing    |
| returning   |
| starting    |
| streaming   |
| throwing    |
| watering    |
| working     |

## Crazy Capitals

| <b>db+/-ed</b> |
|----------------|
| chatted        |
| chopped        |
| clapped        |
| dragged        |
| dripped        |
| dropped        |
| fitted         |
| grabbed        |
| hopped         |
| hugged         |
| patted         |
| permitted      |
| pinned         |
| planned        |
| popped         |
| rubbed         |
| skipped        |
| slapped        |
| slipped        |
| stepped        |
| stopped        |
| trapped        |
| tripped        |
| wrapped        |

## Spelling Pythons

| <b>-ssion</b> |
|---------------|
| admission     |
| aggression    |
| depression    |
| discussion    |
| expression    |
| impression    |
| mission       |
| oppression    |
| passion       |
| percussion    |
| permission    |
| possession    |
| procession    |
| profession    |
| progression   |
| session       |
| succession    |
| suppression   |

## Vicious Vocab

| <b>-able</b> |
|--------------|
| adorable     |
| advisable    |
| agreeable    |
| avoidable    |
| breakable    |
| capable      |
| changeable   |
| comfortable  |
| disposable   |
| employable   |
| enjoyable    |
| fashionable  |
| identifiable |
| inexcusable  |
| manageable   |
| miserable    |
| noticeable   |
| portable     |
| probable     |
| reliable     |
| remarkable   |
| replaceable  |
| respectable  |
| sociable     |
| valuable     |
| vegetable    |

# L.I: To use spelling patterns and rules to spell words accurately

- I can practise my spelling words.
- I can identify spelling patterns.
- I can identify the number of graphemes in my spelling words.
- I can use my spelling words in context.

## Fresh-Start Flamingos

Remember

**'Best Friends'** are sounds that go together to make one sound

e.g. **ch, sh, qu, th, wh, ck, ng, nk.**

**'Graphemes'** are the number of sounds (parts) in a word e.g.

yelp = **y-e-l-p**, shop = **sh-o-p**,

snack = **s-n-a-ck**

**'Red Rhythms'** are **common words that we cannot sound out**, we need to just learn how to spell them and remember them.

**'Root Words'** are made up of an original word then an ending added

e.g. **picked** = root: **pick** ending: **ed**

**swimming** = root: **swim** ending: **ing**

## Spelling

### Green words

|       | 'best friends' | number of graphemes |         | 'best friends' | number of graphemes |
|-------|----------------|---------------------|---------|----------------|---------------------|
| sing  |                |                     | grand   |                |                     |
| went  |                |                     | king    |                |                     |
| hand  |                |                     | give    |                |                     |
| trick |                |                     | neck    |                |                     |
| fill  |                |                     | stay    |                |                     |
| way   |                |                     | kitchen |                |                     |

| root + ending | root | ending |
|---------------|------|--------|
| hopped        |      |        |
| playing       |      |        |

### Red rhythms

all one want  
what your



As well as your literacy tasks over each week, you have daily reading to complete. We are asking you to read for at least 30 minutes a day. Remember this could include reading aloud to someone else. Be creative with your reading - read to a relative on a video chat, read in different places in your home, read to your pet if you have one! And let us know 😊

As well as books you might have at home, you can also use these links to access books online:

<https://readon.myon.co.uk> - myON are offering free access to a range of texts linked to AR levels, your interests and recommendations.

<https://stories.audible.com/start-listen> - Remember you can access free audio books on Audible at the moment as well.

Here's the link for AR so you can take the quiz if you finish your book <https://ukhosted26.renlearn.co.uk/2243939/default.aspx>

Try recording your weekly reading on a calendar or grid to keep track 😊

|                    | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--------|---------|-----------|----------|--------|
| Time spent reading |        |         |           |          |        |
| What did you read? |        |         |           |          |        |