

The Clockwork Crow Writing Sequence

Year 5/6

HIAS English Team
Spring 2020
Final version

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Using the Home Learning Materials

The materials

- Each writing booklet contains a sequence of 5 lessons.
- You should set aside time to complete each of the lessons in order.
- Each lesson will take no more than 30 mins to complete.

How to use

- Read the instructions carefully before you start a task.
- Each lesson has a simple explanation and examples to get you started.

How can parents, carers and siblings help?

- Read the extracts aloud with your child
- Collect interesting words and phrases on paper / post-its as they read
- Talk to your children about their ideas before they write
- Adapt any of the resources and materials as you feel necessary to support your child's needs

5 day writing sequence

This sequence is developed around the opening chapter of The Clockwork Crow by Catherine Fisher. An extract of this chapter is available at:

<https://www.lovereadings4kids.co.uk/book/15820/The-Clockwork-Crow-by-Catherine-Fisher.html>

Teaching sequence:

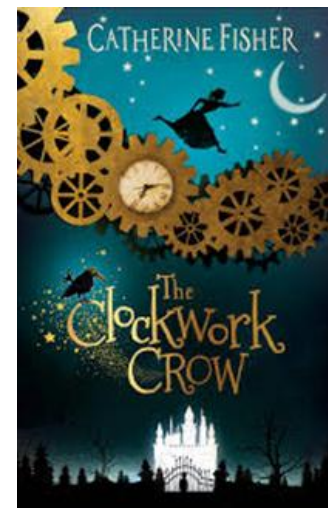
- 1) Response to Reading
- 2) Vocabulary
- 3) Exploring the Writing
- 4) Grammar Practice and Play
- 5) Writing Challenges

Printable resources and templates are available at the end of the sequence.

The Clockwork Crow

Chapter 1 - Seren Rhys is freezing

A clock ticks, frost is white.
 Stars travel through the night.



The railway station was deserted. The only thing that moved in its silent shadows was the big hand on the clock as it crept towards the hour of eight. Seren stared up at it, hypnotised and weary. How could it go so slowly? Had she really only been waiting half an hour? It seemed like forever. She was muffled in a heavy coat, a woollen hat, scarves and a shawl, but she had never been colder in all her life. Even with thick gloves thrust deep in her pockets she couldn't feel her fingers. In fact, if she didn't move right now she would probably freeze to the spot, so she jumped to her feet and began to stamp up and down the bare platform, the thump of her clumsy boots ringing in the bitter night.

She stamped fourteen steps to the wall.

Fourteen steps back.

To the wall. And back.

Over everything – the benches and the roof and the railway posters – a thin layer of frost shimmered like crushed diamonds in the light from the lamp. The night was so silent it scared her. She breathed out a cloud and then turned quickly as the stationmaster's door opened.

Lesson 1 – Response to Reading

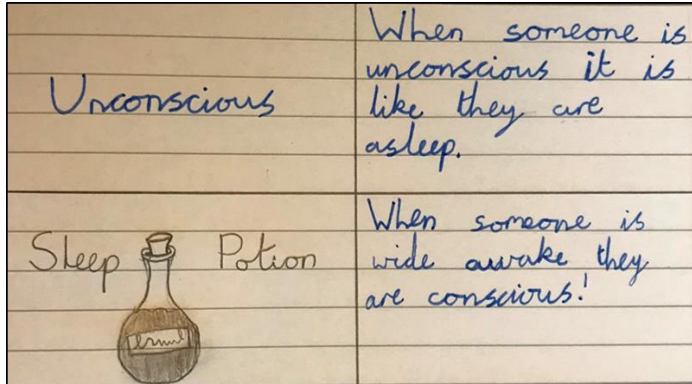
Read the opening extract of the text – as you read make notes:

- Do you have any questions?
- Is there any vocabulary you don't understand?
- What does it remind you of?
- How does it make you feel?

Read the text again before you answer the following questions:

1. Where is Seren?
2. How do you know time is passing slowly?
3. The author says the frost 'shimmered like crushed diamonds' what does this mean?
4. List 3 different things that tell you Seren is freezing:
 1. _____
 2. _____
 3. _____

Lesson 2 – Vocabulary



<p>Word</p>	<p>Definition in your own words</p>
<p>Picture to illustrate the word</p>	<p>A reminder of what it does NOT mean</p>

Choose three words from the grid below and show your understanding by completing a vocabulary card for each. You will need to draw 4 boxes for each word.

<p>cosier</p>	<p>grate</p>	<p>curiously</p>
<p>numb</p>	<p>shawl</p>	<p>thaw</p>

Lesson 3- Exploring the Writing

Looking at pg 7 and 8 of the text:

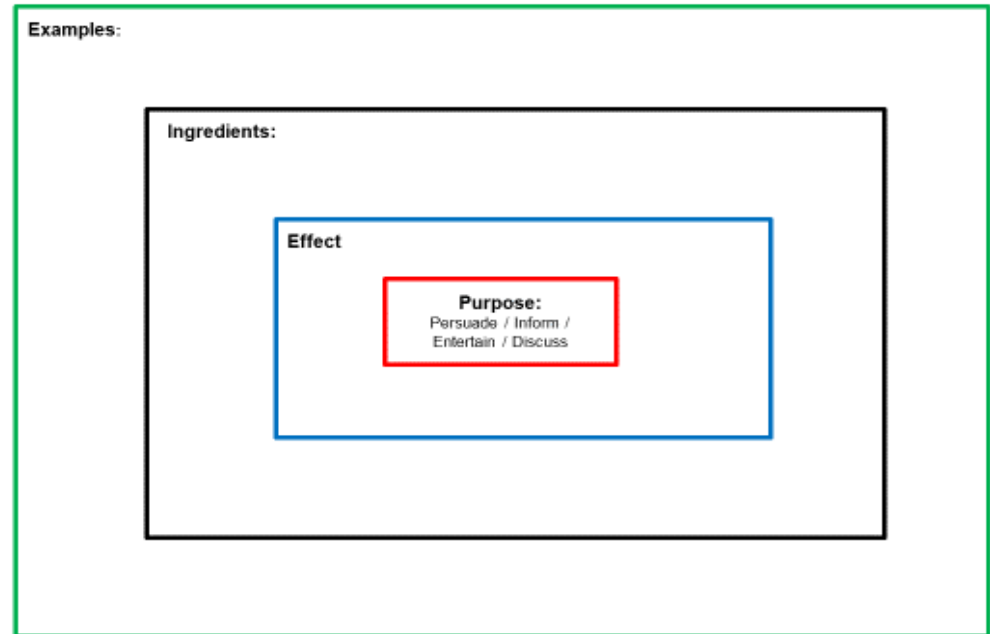
The purpose of the writing is to entertain.

But in this extract what is the effect the writer creates? Do they...

- Build tension
- Create excitement
- Hint at a mystery

How has the writer achieved this?

Collect examples that demonstrate how this has been achieved effectively in the text.

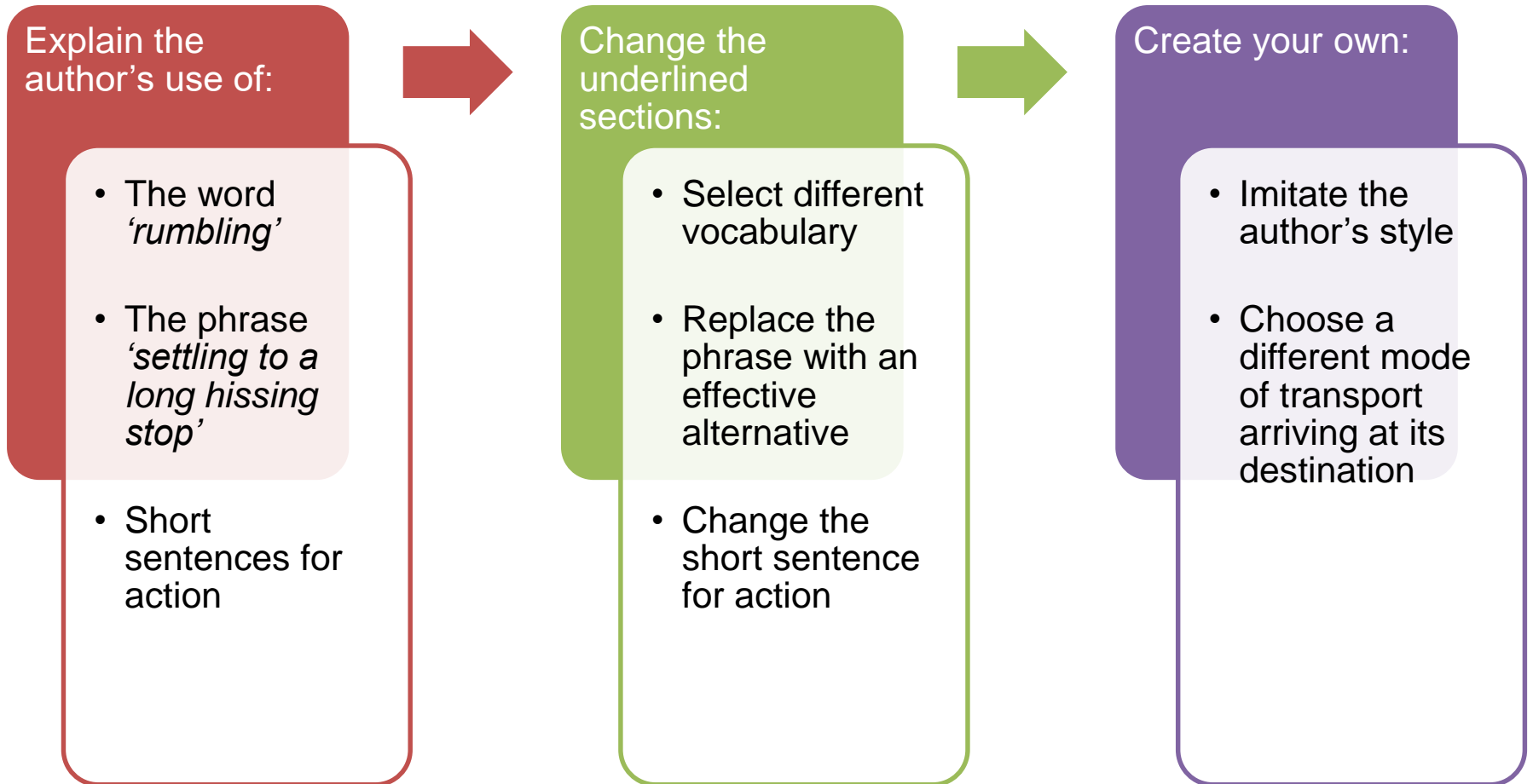


Lesson 4 – Grammar Practice and Play

The train was already **rumbling** in from the darkness and **settling to a long hissing stop**, its carriages and engine clicking and sparking with heat.

Brakes screeched. Steam erupted in billowy clouds. The air was sharp with the stink of oil and coal. Doors swung open. Passengers climbed down. All at once the station was full of people chattering, calling out, unloading bags; she looked hurriedly for the stationmaster but he was far down at the end with his back to her, supervising great milk churns being loaded on.

Lesson 4 – Grammar Practice and Play



Lesson 5 – Writing Challenges

Using what you have learnt so far, choose one of the following three challenges to complete:

- 1) Continue the scene where Seren has just be pulled onto the train. Describe the setting, characters and atmosphere through careful selection of vocabulary, sentence grammar and punctuation.
- 2) When Seren finally settles on the train, she takes a moment to reflect on the strange encounter and examine the package more carefully. Write in the 1st person to describe her thoughts, feelings and observations.
- 3) The Stationmaster is writing up his daily log. What might he have noticed and commented on from the evening shift. Was there anything routine and normal? Did anything strike him as strange?



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Examples:

Ingredients:

Effect

Purpose:

Persuade / Inform /
Entertain / Discuss

HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

During the current school closures, we are still offering school support in a variety of ways such as video conferencing, phone calls and bespoke creation of resources remotely. Coming soon will be teacher training via virtual classrooms. We would be happy to discuss your needs.

For further details referring to English, please contact:

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