

Toolkit:

Tool & Effect on reader	Focus on the action with a sentence of 3	Show emotion through character actions	Add detail to show how the character moves	Show characters reaction	interrupt and interject	advance the action
Grammar	Verbs and commas in a list	Choose verbs that have emotion	Adverbs	Emotive verbs Bodily description	Use onomatopoeia. One word sentence.	Dramatic fronted adverbials
examples	He <u>ran</u> down the lane, <u>leapt</u> over the wall and <u>screamed</u>	e.g. dashed, leapt, grab, grip, chase (Avoid got, came, went, said, looked)	she tiptoed <u>suspiciously</u>	She smiled; he frowned; his shoulders slumped	Snap!	At that moment, ... Suddenly, ... Unfortunately, ...0
icon						

The Gingerbread Man

Once upon a time there lived a little old lady who made a gingerbread man called Bob. **Just then** Bob **jumped** out of the oven.

“Stop, stop!” shouted the little old lady but he did not stop. He **dashed** through her legs. **The little old lady waggled her finger.**

Next, he met a farmer.

“Stop, stop!” shouted the farmer but he did not stop. **In a flash**, he **leaped** over his head. **The farmer stomped his feet.**

“Run, run as fast as you can. You can’t catch me I’m the Gingerbread Man!”

After that he met a shopkeeper.

“Stop, stop!” shouted the shopkeeper but he did not stop. **At once**, he **crawled** under his leg. **The shopkeeper waved.**

“Run, run as fast as you can. You can’t catch me I’m the Gingerbread Man!”

Finally, he met a fox by the river. “I can help you!” said the fox.

“Hop onto my nose and I will swim you across the river”.

Bob **hopped** onto his nose. **The fox smiled a cheeky grin.**

Unfortunately, the fox **munched** him in one gulp. And that was the end of Bob!

Innovation shared write:

Once upon a time, year 1 made a gingerbread girl called Bobby. **In a flash**, Bobby **hopped** out of the oven.

“Stop, stop!” shouted the class but she didn’t stop. She **rolled** out of the door. **The class gasped**.

Later, she met Mrs Dyer.

“Stop, stop!” shouted the teacher, but she did not stop. **All at once**, she **ran** up the reception slide and **jumped** over her head. **Mrs Dyer frowned**.

“Run, run as fast as you can. You can’t catch me I’m the Gingerbread Man!”

After that she **ran** up Waddington Drive to the Chickens.

“Stop, stop!” shouted the chickens. But she did not stop. **Just then** she **climbed** over the chickens. **The chickens clucked angrily**.

“Run, run as fast as you can. You can’t catch me I’m the Gingerbread Man!”

Finally she met Mrs Noble. “I can help you”, she said **and smiled**. She took Bobby into her office and made her a home.

Hot write- pupils could choose who makes the gingerbread men, the 2 people they meet and reactions and the ending- or they could all plan their own final paragraph of what happens at the end?

Once upon a time, year 1 made a gingerbread man called _____. _____, Bobby _____ out of the oven.

“Stop, stop!” shouted the class but she didn’t stop. She _____ out the door. The class _____.

Later, she met _____.

“Stop, stop!” shouted _____, but she did not stop. _____, she _____. _____.

“Run, run as fast as you can. You can’t catch me I’m the Gingerbread Man!”

_____ hse _____ up _____ to the .

“Stop, stop!” shouted the _____. But she did not stop. _____. _____.

“Run, run as fast as you can. You can’t catch me I’m the Gingerbread Man!”

Finally she met _____. “I can help you”, she said and _____. She took _____ into _____ and made her a home.