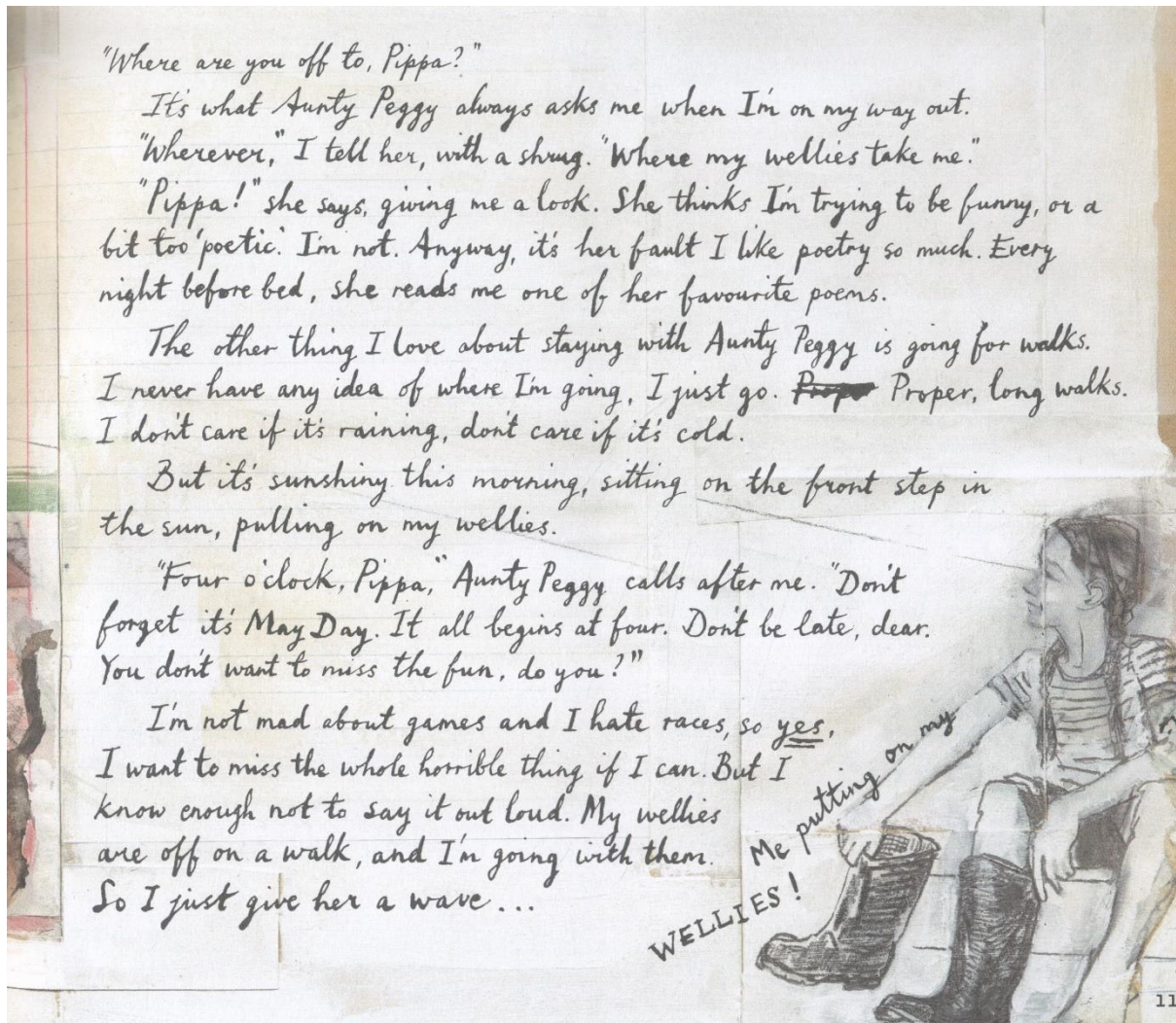


SHQ: How do we write descriptively about a walk?



Now that you have looked at writing descriptively and last week you created a map of your walk, you are ready to recount your experience. Your map is in essence a plan for your narrative.

Think about:

- The significant stages of the walk and how you can describe them
- The senses that you can expand on as well as sights e.g. smells, sounds, sensations etc.
- How you can describe your feelings and how they might change
- Which small details would interest your reader
- The language features needed for effective writing e.g. expanded nouns, similes, metaphors

Included on the next page is an example that Mrs Masser wrote about one of her favourite places to take walks in Derbyshire.

## **Mrs Masser's Welly Walk**

*Pooh Sticks Bridge – Hope, Derbyshire*

Ahead, nestled amongst a row of quaint thatched cottages was the ideal start to my journey – the Fudge shop! Like gold ingots, the fudge sat in the multi-paned window inviting me to cross the cobbled road and choose my favourite flavour. The same wrinkled old man, that had been there for years, carefully passed the blue and white striped paper bag across the counter and smiled as I left through the wooden door.

Crunching my first piece of vanilla fudge, I turned left and headed towards the base of a huge hill that loomed in the distance. My wellies slurped along the pavement, longing for a puddle or some mud in which they could squelch! Lambs bleated in the neighbouring fields and behind a bramble hedge I could see the tall chimneys of the cement works peering down at me. There it was ...my bridge! Pooh Sticks Bridge! We have been coming here for years; as a child I would excitedly grab a twig or stick; wait for the count of three and then hurl it into the stream below before rushing across the bridge to hang over the other side staring expectantly at the water. "Look, mine's first," I could still hear those jubilant cries ringing in my ears – not only mine, but those of my children with whom we had played the same game.

My wellies needed a long tug to relieve them of the mud that had seeped over them whilst I had been looking into the stream. Once they were free, they heaved a sigh of relief and took my along the side of the riverbank and up towards the summit of the hill.

The ground underfoot changed; white crunchy snow replaced the Derbyshire mud and all around me I could hear strange scraping sounds. Poles at the side of the hill marked the edge of the piste and to my left, an uneven line of pine trees, their tops sprinkled in snow, lined the route. Freezing glistening snow found its way into my wellies and began to melt on my already cold toes. My goggles clung to my face as the temperature dropped further and as I looked above, skiers glided past me, carving intricate patterns in the snow.

## Writing checklist

Working towards the expected standard		
• using paragraphs to organise ideas		
• describing settings and characters		
• using some cohesive devices* within and across sentences and paragraphs		
• using different verb forms mostly accurately		
• using co-ordinating and subordinating conjunctions		
• using mostly correctly:	capital letters	
	full stops	
	question marks	
	exclamation marks	
	commas for lists	
	apostrophes for contraction	
• spelling most words correctly* (year 3 and 4)		
• spelling some words correctly* (year 5 and 6)		
• producing legible joined handwriting		

Working at the expected standard		
• creating atmosphere, and integrating dialogue to convey character and advance the action		
• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly		
• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs sentences and paragraphs		
• using passive and modal verbs mostly appropriately		
• using a wide range of clause structures, sometimes varying their position within the sentence		
• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision		
• using mostly correctly:	inverted commas	
	commas for clarity	
	punctuation for parenthesis	
• making some correct use of:	semi-colons	
	dashes	
	colons	
	hyphens	
• spelling most words correctly* (year 5 and 6)		
• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.		