

The Wind in the Willows by Kenneth Grahame - Week 2

Task 1: Spelling Revision – the rules for adding suffixes.

Normally, in spelling sessions, we write down a root word and then think about how we need to change it before adding a suffix.



This task is the other way round! Look at these words from the WitW text. They already have suffixes. For each one, identify the suffix used, the root word (spell it carefully!) and the spelling rule. Use the examples to help you.

Word from text	Which suffix?	Root word	Spelling rule used
busily	-ly	busy	Change y to i
rambled	-ed	ramble	Take off the e
meandered	-ed	meander	No change
stepped	-ed	step	Double the consonant
happiness			
waggled			
supposing			
replied			
trotted			
staggering			
observed			
cried			
sitting			
enquired			
wriggling			
steadily			
getting			
trailed			
waving			
gripped			
hesitating			
restless			
contentment			
terribly			

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Use your Home Learning Book for Tasks 2 and 3

Task 2: Descriptive Writing

Re-read this extract from the text:

He thought his happiness was complete when, as he meandered aimlessly along, suddenly he stood by the edge of a full-fed river. Never in his life had he seen a river before. All was a-shake and a-shiver - glints and gleams and sparkles, rustle and swirl, chatter and bubble. The Mole was bewitched, entranced, fascinated.



Some interesting sentence structures are used here. *Hugging closely to the original text*, have a go at writing a similar description, imagining that Mole has instead come across something else he has never seen before such as:

a huge oak tree

a dark forest

the sea, viewed from a coast path perhaps

a busy motorway

a bustling high street

It might be a frightening thing rather than something he loved. Think carefully about what changes you'd need to make to show that.

Note to parents: The children are used to 'hugging closely to the original text' in class, so they should understand what to do. Less confident writers might only change a few key words; more confident writers are free to stray further from the original to include more of their own ideas. 'Hugging closely to the text' gives them a starting point and an idea of how to structure their writing. It is meant to be supportive not restrictive, so if they have their own ideas, they should be allowed to use them.

Here's an example:

He thought his happiness was complete when, as he strolled contentedly along, abruptly he came across the trunk of an old oak tree. Never in his life had he seen such a huge tree before. He looked above him. The leaves - green, vibrant and fresh- were all quivering and dancing as the breeze whistled through them. The Mole was amazed, enchanted, delighted.

Task 3: Summarise Key Events

Can you remember the key events of Chapter 1: The River Bank? Using a storyboard, a story mountain, little drawings with arrows or written notes, summarise the key events of the story. Use what you have done to orally re-tell the story to an adult.

Tasks 4/5: Re-write the story using your own words (I'd recommend 2 sessions for this!)

Present it your own way: Use the sheets provided, write straight into your HL book, or type it!

Over the years, many authors have re-written Wind in the Willows for different purposes. They use their own words and phrases but the characters and key events of the story are the same.

Re-tell Chapter 1: The River Bank. Use your notes from yesterday. Remember to use all elements of VCOP (Vocabulary, Connectives, Openers and Punctuation) and organise your writing carefully into paragraphs. Showcase your writing talents: include description, speech and all the punctuation you know to make your writing fantastic! Remember to regularly re-read your writing, checking for sense.

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Tasks 4/5: Retell Chapter 1: The River Bank

Name: _____ Page 1



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Name:

_Page 2



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Tasks 4/5: Retell Chapter 1: The River Bank

Name: _____ Page _____

