

The Wind in the Willows by Kenneth Grahame - Week 3

Task 1: The Open Road Chapter

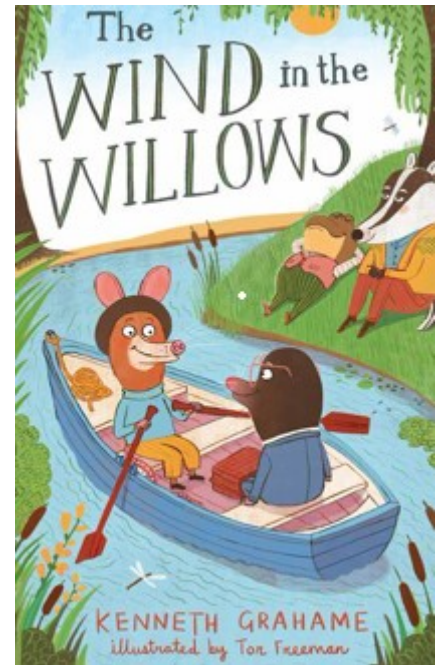
Listen to the next episode of the Wind in the Willows (BBC School Radio version) using the links provided. Make sure you follow the text as you listen.

Look out for unfamiliar words. This text has some unusual vocabulary so if you're not sure how to pronounce something, listen carefully!

Listen also to how the reader uses expression in his voice.

Y3: When you are confident that you know the story, read it yourself out loud to an adult. Pretend you are actually reading them a story; make it interesting and engaging for them to listen to by using expression appropriately.

Y2: Same as Y3, but if the whole text is too daunting, ask an adult to help you choose short sections to read out loud.

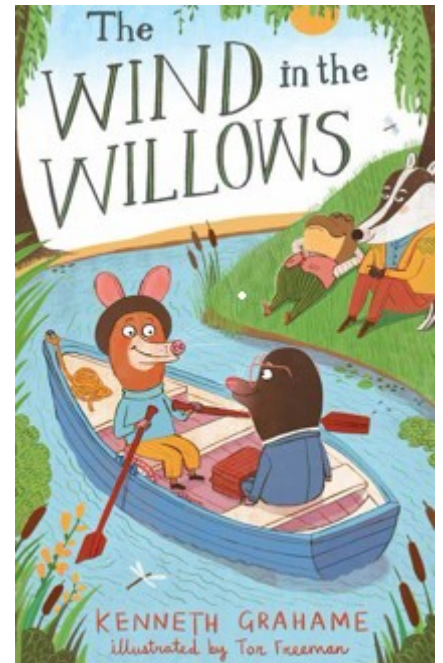


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Task 2: Identifying Speech

You'll need a paper copy of the *The Open Road* text for this activity. If you don't have a printer, see the note at the bottom.

Dialogue (speech between characters) is used a lot in this chapter. The author uses quite long sections of speech to convey the characters' actions, thoughts and feelings.



Using a different colour crayon for each character, highlight all the speech. Be careful to **ONLY** colour the words that are actually spoken, not the 'tags'. ('Tags' tell us who was speaking e.g. *said Mole, Rat replied* etc.). Draw a key so we know which colour is which character.

Next, the tags should be highlighted in a different colour. Notice that the 'tag' is often sandwiched within the middle of a chunk of speech, often after the first sentence. If the 'tag' is accompanied by extra detail (e.g. *said the good-natured Rat, jumping to his feet*), you can choose whether to include it in the 'tag' colouring or not.

Note for Y2: If this task is too daunting, just focus on the speech on one page instead of the whole chapter.

Note for those without printers: If you don't have a printer, you could go through the text on a screen and write down the first and last words of each piece of speech. If the speech is split around a tag, you'll need to write down four words.

For example, for this section:

'He is indeed the best of animals,' replied Rat. 'So simple, so good-natured, and so affectionate. Perhaps he's not very clever and it may be that he is both boastful and conceited. But he has got some great qualities, has Toady.'

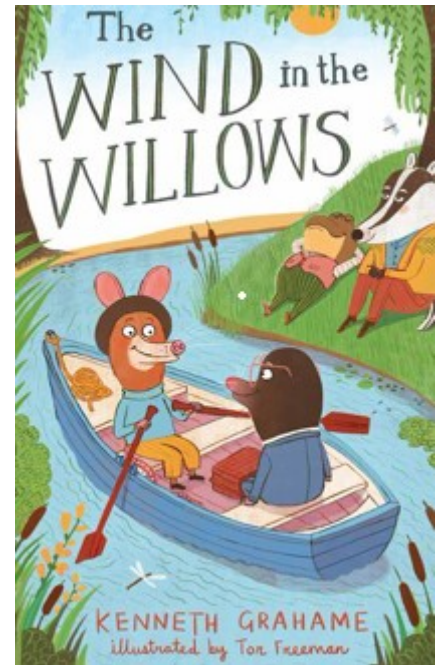
you could write

Rat: He → animals. So → Toady. Tag = replied Rat.

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Tasks 3/4: Revise how to write speech

This is too much for one task, so I have split it over two. However, you might need to just make a start on Task 4 while Task 3 is fresh in your mind. Then you can finish it off the next day!



Writing, and punctuating, speech correctly is really tricky. You are all at different stages; some of you are already quite confident, others of you are still working towards placing speech marks correctly.

Today, you're going to have a go at writing some speech. We will imagine that a conversation was missed out when the book was written.

Imagine this situation:

After spending the night in the caravan, Mole walks to the village for supplies. He meets a friendly rabbit on the way. The pair politely greet one another and the rabbit wants to know why the Mole is in the area. Mole happily tells him all about the adventure with the caravan. The rabbit is very interested in the caravan and asks Mole all sorts of questions about it.

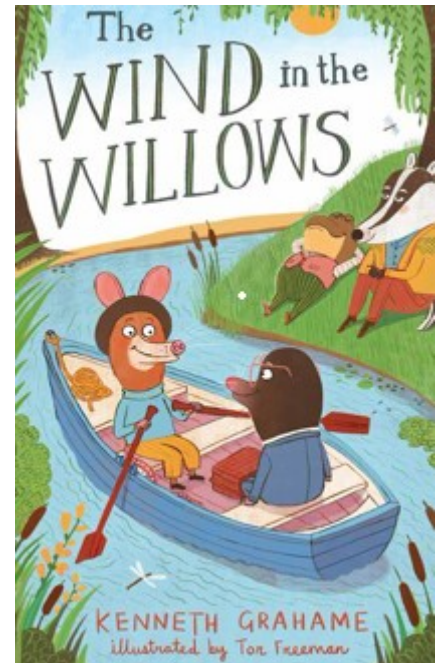
Part One: First, you need to develop your ideas for the dialogue. You could even make your own paper finger puppets for Mole and a rabbit and rehearse their conversation. It doesn't have to be really long; just a few pieces of speech is fine. Try to make the characters speak in full sentences, though, rather than just single words.

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Tasks 3/4: Revise how to write speech

Part Two: Next, you'll need to write down your dialogue between Mole and the rabbit, using **SPEECH PUNCTUATION** correctly.

If you've forgotten how to punctuate speech, have a look for examples in a reading book at your ZPD level. This will help if the BBC WitW text is a little tricky for you.



What do you need to remember? Use these points to help, as we'd use marking ladders in class:

All Y2s:

- ◆ Simple speech sentences (a **few** spoken words, followed by the tag).
- ◆ Speech marks around the spoken words.
- ◆ CL at the very start and FS at the very end of each speech sentence.

Some Y2s and all Y3s:

- ◆ The above, plus
- ◆ Longer speech sentences
- ◆ Alternative words for 'said'. e.g. replied, asked etc.
- ◆ Follow the New Speaker, New Line rule.
- ◆ Use punctuation (comma, QM or EM but never a FS) between the speech and the tag

More confident Y3 writers:

- ◆ The above, plus
- ◆ Vary where the tag is placed, **including using it to split the speech.**
- ◆ Add -ing phrases and adverbs to the tag e.g. *said Mole, setting off to the village, or said the Mole, cheerfully.*

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Task 5: Handwriting. Use the separate
sheet.

