



Alma is a little girl who ventures into town in the snow. She is drawn to a shop window by a familiar looking doll. She enters the shop... what will happen when she goes inside?

Begin your task by watching Alma (<https://www.literacyshed.com/alma.html>).

Think about the questions:

- Why is the town empty?
- Why does the doll just look like her?
- Where is the shopkeeper?
- What does he do with the dolls?

Can you devise your own questions about the video?

Consider how the video creates suspense. Record your ideas on a mind map.

I would like you to use the video to rewrite the story of 'Alma'. You may wish to link your story closely to the video or use your own ideas. Your story must build suspense. The purpose of your story is to entertain; you will be sharing your story with the class when we come back to school.

On this document, I have included resources that will support you in writing your story. I have included a WAGOLL (what a good one looks like) and a success criteria. In addition to the WAGOLL, here is a link

(http://cdn.flipsnack.com/iframehtml5/embed.html?hash=fzuioi3c&fullscreen=1&startIndex=0&previous_page=true&startPage=1&t=1337328047&bwd=1&v=4.8) to stories written by Year 6 pupils based on 'Alma'. **Please use these to support you.** Also on this document, are resources that you use regularly in class.

Remember to plan your story first. Take your time drafting, then editing and improving before writing your final draft.

I look forward to reading your stories!

WAGOLL

Trapped

Peacefully, the crisp, white snowflakes tumbled towards the earth, atop of the sleepy London suburb, blown by a blustery wind, which whistled through the labyrinth of dark alleys and huddled houses. Alma tried her best to dart and dodge in between each flake, causing her to bounce all over the cobbled path. Her pale pink gilet was the colour of her rosy cheeks and her small button nose, which had been exposed to the chilly weather for just a few minutes too long. Rested on her head, sat a grey bobble hat - warm and snug. This young girl had not a care in the world as her arms waved about playfully as she continued to skip through the cascading snow.

As Alma continued down the tight alleyway, she all of a sudden skidded to a halt as her eyes were drawn towards a wall. The wall was illustrated with the names of boys and girls; each carefully scribed in white chalk - some large, some small, some straight, some crooked. As she stood at the wall, staring at each and every signature, Alma's face curved into a smile and she picked up the little stump of chalk that rested on the stone floor below the wall. "How did this get here?" she muttered under her breath, with delight. And before she knew it, she had etched her sweet name, 'Alma', on the grey canvas. Alma took a deep breath and gazed up at her name adoringly, dropping the chalk back on to the floor.

But, at that moment, an eerie metallic creak pierced the silence of the winter's day. Alma no longer felt alone and was suddenly compelled to turn around...

There it stood. The doll. Not just any doll, no. Alma loved dolls. But this doll...this doll was something very different. It was an identical image of herself: the pale pink gilet, the rosy cheeks, the small button nose, and the grey bobble hat sat upon its head. It stood proudly behind a dusty window in an old run-down shop, of which Alma was sure had been empty just a few minutes earlier. Alma felt a frosty chill shoot down her spine, yet this chill had nothing to do with the cold weather. Alma's feet were pulled towards the window, where the doll had just appeared, by an undeniable urge to find out why this doll was there, staring down at her with its still, shiny eyes.

Alma took in every inch of the identical doll's body and face; her eyes wide and her mouth forged open. She looked down at her own clothes once more, in disbelief, taking her eyes off the doll for just a split second, but when she looked back up towards the window once again, the doll was gone...

Frantically, Alma pressed her face up against the grubby window, desperately searching for another glance of the doll. *Where did it go?* she wondered, her heart pounding violently inside her chest. After just seconds of searching, Alma spotted the doll, stood on the table. *But how did it move?*

Without a second thought, Alma - anxious and confused - tugged at the bronze door handle, desperate to unlock it so that she could investigate this strange doll more closely. After many failed attempts, the door remained locked and with a large exhale, she let go. Just at that moment, the door creaked open with ease as though it had not been locked at all! *I am*

sure it had been locked! thought Alma, bemused. Despite her bewilderment, Alma pushed the door fully open and began to amble cautiously into the shop.

All around her, in each and every corner of the tight room, high and low, were shelves lined with dolls - some large, some small, some smiling, some frowning, dolls of little boys, and dolls of little girls. And right there in the centre of the room, stood Alma's doll. Alma stretched her hand out to take the doll, but as she did, she suddenly tripped and knocked over a tiny figurine, dressed all in black, that must have been circling the floor on a tiny wind-up bicycle. She knelt down to pick the small doll up and returned it to its original position, and as she did, its mechanisms caused it to drive straight into the shop door and slam it shut. This made Alma smile. *What an interesting shop!*

Remembering why she had entered, Alma sprung back up from the floor to try to take the doll, only to find that it had disappeared...again. Alma gasped and began to search the shelves frantically with her eyes. *How is this doll moving?* she speculated, as she was sure that she was alone. Alma searched the floor. She searched the walls. She spun and spun and searched all around. Until suddenly, she saw it - right at the top of the highest shelf.

Alma felt a wave of relief surge through her body. She could not explain what was happening, but knew that she just *had* to have that doll. Climbing on the nearest obstacle in front of her (an old, withered sofa), Alma began to reach up towards the doll, tearing her mitten off with her teeth as she did so to give herself more grip. She stretched and she stretched, standing tall on her tiptoes, gripping on to the shelf below with her other hand, causing other dolls to tragically tumble down on to the floor.

Nearly...oh...not quite...

Finally, her finger touched the tip of the identical doll's small button nose, when...

WHOOOOOSH!

Alma felt her entire body melt away, as though devoured by an unknown black abyss. Each one of her limbs bent and curled and snapped and shrank. It was a feeling like no other - indescribably painful and completely out of her control.

Then, silence. Still.

Alma knew that she was still alive. However, as she wrestled with her eyes to drag them open, she found herself gazing down from the top shelf of the dolls' shop through a pair of still, shiny eyes. All she could hear was her muffled, desperate breaths. She could not move. She could not speak. She could not even scream.

She was trapped.

The young girl, with not a care in the world, was no longer a girl. She was a doll...

Success Criteria

Please ensure you include the following criteria in your story. Also attached, are the Year 5 and Year 6 independent writing grids that I would like you to refer to when writing.

Have you included...	Yes/No
Short, simple sentences to build suspense? (e.g. He turned around. She was gone).	
Empty words? (e.g. someone/something/somewhere).	
Character in a lonely, dark place? (e.g. a cemetery at midnight).	
Literary devices? (e.g. similes, metaphors, rhetorical questions).	
Powerful verbs/adjectives? (e.g. sprinted, horrifying).	
Varied sentence openers to keep the reader hooked? (e.g. frantically, without a second thought).	
Internal voice? (e.g. <i>Where did it go? How did that happen?</i>).	
Detailed descriptions of places? (e.g. whistled through the labyrinth of dark alleys and huddled houses).	
Ellipsis to create a 'What happens next?' moment? (e.g. She was a doll...).	
Cohesive devices? (e.g. repetition, synonyms, pronouns etc.).	

Alongside the success criteria, you must ensure you use basic grammar and punctuation (e.g. capital letters and full stops).

Use 'think it, say it, write it, read it' when writing and remember to check that your sentences make sense - you could ask someone at home to listen to/read your work. Try to incorporate a range of punctuation (e.g. semi-colon, parenthesis, dashes) and use a dictionary or the internet to check your spellings.

Work hard on your story; I will be reading your work!

Year 5 Independent Writing Grid

<u>Working at Expected Standard</u>	
<p><u>Transcription</u></p> <p><u>Spelling</u></p> <p>I can form verbs with prefixes.</p> <p>I can convert nouns or adjectives into verbs by adding a suffix.</p> <p>I understand the rules for adding prefixes and suffixes.</p> <p>I can spell words with silent letters.</p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I can spell the commonly mis-spelt words from the Y5/6 word list.</p> <p>I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p>I can use a thesaurus.</p> <p>I can use a range of spelling strategies.</p>	<p><u>Composition</u></p> <p>I can discuss the audience and purpose of the writing.</p> <p>I can start sentences in different ways.</p> <p>I can use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can develop characters through action and dialogue.</p> <p>I can establish a viewpoint as the writer through commenting on characters and events.</p> <p>I can use grammar and vocabulary to create an impact on the reader.</p> <p>I can use stylistic devices to create effects in writing.</p> <p>I can add well-chosen detail to interest the reader.</p> <p>I can summarise a paragraph.</p> <p>I can organise my writing into paragraphs to show different information or events.</p>
<p><u>Handwriting</u></p> <p>I can choose the style of handwriting to use when given a choice.</p> <p>I can choose the handwriting that is best suited for a specific task.</p>	<p><u>Sentence structure</u></p> <p>I can use relative clauses.</p> <p>I can use adverbs or modal verbs to indicate a degree of possibility.</p>
<p><u>Text structure</u></p> <p>I can build cohesion between paragraphs.</p> <p>I can use adverbials to link paragraphs.</p>	<p><u>Punctuation</u></p> <p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p>

Year 6 Independent Writing Grid

<u>Working Towards the expected standard</u>	<u>Working at Expected Standard</u>	<u>Working at Greater Depth within the expected standard</u>
<u>Transcription</u> <u>Spelling</u> I can spell most words correctly (Year 3/4) I can spell some words correctly (Year 5/6)	<u>Transcription</u> <u>Spelling</u> I can convert verbs into nouns by adding a suffix. I can distinguish between homophones and other words which are often confused. I can spell the commonly mis-spelt words from the Y5/6 word list. I can use any dictionary or thesaurus. I use a range of spelling strategies.	
<u>Handwriting</u> I can produce legible handwriting (no need to be joined)	<u>Handwriting</u> I can write legibly, fluently and with increasing speed using cursive script. I can choose the style of handwriting to use when given a choice.	
<u>Composition</u> In narratives, I can describe settings and characters In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	<u>Composition</u> I can identify the audience for and purpose of the writing. I can choose the appropriate form and register for the audience and purpose of the writing. I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. I use a range of sentence starters to create specific effects. I can use developed noun phrases to add detail to sentences. I use the passive voice to present information with a different emphasis. I use commas to mark phrases and clauses. I can sustain and develop ideas logically in narrative and non-narrative writing. I can use character, dialogue and action to advance events in narrative writing. I can use stylistic features to create effect e.g. rhetorical questions, figurative language, metaphors, similes, elaboration. I can summarise a text, conveying key information in writing.	<u>Composition</u> I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). I can distinguish between the language of speech and writing* and choose the appropriate register.
<u>Grammar and punctuation</u> <u>Sentence structure</u> I can write for a range of purposes	<u>Grammar and punctuation</u> <u>Sentence structure</u> I can use the passive voice. I vary sentence structure depending whether formal or informal. I can structure my work using headings, sub-headings, bullet points, columns and tables.	<u>Grammar and punctuation</u> <u>Sentence structure</u> I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
<u>Text structure</u> I can use paragraphs to organise ideas	<u>Text structure</u> I can use a variety of organisational and presentational devices correct to the text type. I write in paragraphs which can clearly signal a change in subject, time, place or event. I can use different techniques to make my work link and flow within and between paragraphs (cohesive devices, repetition, grammatical connections).	
<u>Punctuation</u> I can use punctuation mostly correctly.	<u>Punctuation</u> I can use the semi-colon, colon and dash. I can use the colon to introduce a list and semi-colon within lists. I can use a hyphen to avoid ambiguity.	<u>Punctuation</u> I can use the range of punctuation taught I can use such punctuation precisely to enhance meaning and avoid ambiguity.

Words and Phrases to Create Tension and Suspense

without hesitation... in alarm... cold sweat
distress silently cautiously suddenly from the shadows... unease
without warning... fright panic nervously
shudder tremble in a heart stopping moment...
unexpectedly all of a sudden...
trick of the imagination... horror ice cold draught
out of the corner of his/her eye... held his/her breath dread



Adverbials for Cohesion

time, place, number, exception, cause and effect, contrast or comparison, clarification and emphasis or addition

Adverbials are words or phrases that are used to modify a verb or clause. Adverbials may be adverbs, preposition phrases or subordinate clauses. Adverbials can be used to create cohesion within and across paragraphs.

time in the beginning only yesterday until then to begin with at first meanwhile simultaneously after that straight away presently	place near this location around here in the city behind the clouds beyond the wall inside the cave out in the countryside along the lane here in this room over the street	number/frequency firstly secondly lastly once twice occasionally rarely every so often often sometimes	exception despite this aside from despite excluding even though other than with the exception of apart from however besides
cause and effect as a result for this reason subsequently hence as a consequence due to therefore so as to because of this consequently	contrast/comparison on the other hand alternatively similarly nevertheless in contrast rather than compared with on the contrary in comparison however	clarification in fact in other words to clarify above all the main reason for this for instance in essence to summarise to illustrate this in conclusion	emphasis/addition to clarify most importantly especially primarily furthermore above all else as well as in addition to this also moreover

Using Higher Level Vocabulary: **Fiction Writing**

To Describe Settings

attractive
awe-inspiring
beautiful
breathtaking
glorious
magnificent
spectacular

grand
impressive
majestic
regal
splendid
stately
lavish

bustling
busy
crowded
hectic
lively
swarming
teeming

disgusting
hideous
horrible
ugly
unappealing
unattractive
unsightly

creepy
eerie
frightening
scary
sinister
spine-chilling
unnerving

calm
noiseless
peaceful
quiet
silent
still
tranquil

Using Higher Level Vocabulary: **Fiction Writing**

To Describe Feelings

delighted
ecstatic
elated
euphoric
happy
overjoyed
thrilled

angry
annoyed
fuming
furious
incensed
livid
outraged

anxious
apprehensive
jittery
nervous
tense
uneasy
worried

crestfallen
dejected
depressed
despondent
heartbroken
miserable
sad

afraid
frightened
panic-stricken
petrified
scared witless
terrified
terror-stricken

certain
confident
convinced
in no doubt
optimistic
positive
sanguine

Using Higher Level Vocabulary: Fiction Writing To Describe Characters

amiable
charming
delightful
good natured
likable
nice
pleasant

attractive
beautiful
exquisite
gorgeous
handsome
stunning
winsome

audacious
bold
brave
courageous
fearless
plucky
valiant

disagreeable
horrible
insufferable
loathsome
nasty
obnoxious
unpleasant

grotesque
hideous
repugnant
repulsive
revolting
ugly
vile

almighty
big
enormous
gargantuan
gigantic
humongous
massive

Using the Passive Voice to Affect the Presentation of a Sentence

In a passive sentence, the 'thing' that would normally be the object is turned into the subject by the passive use of the verb.

Passive sentences use an auxiliary verb followed by a past participle verb form.

Passive Verb Form

The car was driven by Tom.
The grapes were picked by the gardener.
The fox was chased by the yapping dog.
Fines are issued by the courts.
Photographs were taken by dad.
This path was laid in 1905.
Tina's book is being marked by Miss Gee.
The victim was bitten by a vampire.
Jack was given a warning by the referee.
The songs are performed by the school choir.

Active Verb Form

Tom drove the car.
The gardener picked the grapes.
The yapping dog chased the fox.
The courts issue fines.
Dad took photographs.
They laid this path in 1905.
Miss Gee is marking Tina's book.
A vampire bit the victim.
The referee gave Jack a warning.
The school choir performs the songs.

Use this resource to vary your sentence openers.

I ing- Smiling sweetly, she turned and walked away.

S simile- Like the chocolates in the box, she vanished quickly.

P preposition- On the top of the hill, the wolf stood and watched.

A adverb- Hurriedly, he snatched the ticket.

C conjunction- When he found his bone, the dog settled at the bottom of the stairs.

E ed- Pleased with what he had done, he stood back and admired his work.

D dialogue- 'Who can that be?' Kate asked herself, as she heard a loud, slow knocking on the door.