

Morning y4+5+6 Make sure that you have completed the immersion task from today first.

Today I would like you to watch a video about emotive writing. **If you find the video really difficult to understand y4 you may move straight to the written task**, although I feel some of year 4 would benefit from the video if you understand beforehand that

*when it mentions **immersive** experience it means the reader is totally and completely “into” the story and living it out in their mind’s eye.

***sensory** language and **sensory** description may sound tricky but it just means using the senses (hearing/smelling/tasting)

in your writing

***empathy** means that you make the reader feel what the character feels

WRITING EMOTIVELY MEANS THAT YOU CHOOSE WORDS AND PHRASES REALLY CAREFULLY TO MAKE THE READER FEEL CERTAIN EMOTIONS

Search for sensory and emotional language by iitutor.com

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Now **y4** your first task is to make a wordbank of words which have a shun sound but end with **-tion** or **-sion**.

Make a general wordbank but then highlight words which link to the DAEDALUS AND ICARUS STORY e.g

tension or invention

Your second task is to use senses to write an emotive paragraph about the point when the wings begin to melt. You need to try and make the reader **feel the panic** that Icarus feels.

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Y5+6

Now your first task is to make a wordbank of words which have a shus sound but end with **-cious** or **-tious**.

Make a general wordbank but then highlight words which link to the DAEDALUS AND ICARUS STORY e.g

atro**cious** or ambit**ious**

Your second task is to use senses to write an emotive paragraph about the point when the wings begin to melt. You need to try and make the reader **feel the panic** that Icarus feels.