

Writing Tasks – The Fox



Photo courtesy of Ivan Kislov, One Big Photo

Day One

Questions, questions, questions

Look at the picture above and have a go at answering these questions!

How do you think the fox is feeling?

Which types of weather do you think foxes are comfortable in?

Where do foxes live? Why do some foxes live in cities?

What do you think the expressions 'as cunning as a fox' and 'as sly as a fox' mean? What do they tell you about foxes?

What is the difference between a predator and a scavenger? Which is the fox?

Day Two

Picture Perfect

Imagine you can see all around the fox. For example, is the fox in a town or in a field? Can you draw and describe the foxes surroundings? Remember to use ambitious vocabulary.

Day Three

SENTENCE CHALLENGE

Can you make a list of adverbs to describe how a fox might move? Can you write a sentence that begins with 1 or 2 adverbs?

E.g. Sneakily, the fox crept through the forest...

SICK SENTENCES

The wind was blowing. There was a fox standing in the snow. It had whiskers and fur.

These sentences are really boring. Can you improve these sentences by adding extra clauses, personification, similes, powerful adjectives, fronted adverbials, powerful vocabulary. Don't add any further sentences – just improve these ones!

Day Four

Choose one of the following options:

1. Create a non-chronological report about foxes. Remember to include a heading, sub-heading, and a picture with a caption.
2. Or use the story starter below and finish the story.

Story Starter

The fox shifted his weight onto his right paw, pushing back against nature, fighting to remain upright despite the bitterly cold gust that threatened to topple him.

Snowflakes and chips of ice whipped across his face, stinging his eyes, and the howling words of winter filled his ever-alert ears. The fox wasn't worried though: he had seen harsher winters than this.

His soft, thick coat glowed a majestic shade of orange, like the rising sun on a midwinter's morning. It's contrast to the pale purity of the surrounding snow was startling.

'Crack...' Fox heard the sound of a twig snapping in the undergrowth to his left. 'Crack...' he could hear the sound again, more faintly this time, just above the whistle of the wind.

Something moved. He froze...

Can you finish this story? Remember your story doesn't have to be very long... quality over quantity! Plan your story first using the questions below, and then write your story. Remember to be creative and remember everything you have learnt this year. Use the toolkit to help you also.

Writing Toolkit:

Use a range of punctuation correctly, including: ; : " ' apostrophes,

Use verb tenses consistently and correctly throughout their writing,

Use a variety of clauses and phrases to up-level sentences,

Spell all Year 3 and 4 words correctly; spell most Year 5 and 6 words correctly,

Use joined handwriting that is legible,

Use ambitious vocabulary (identify three in your writing).