

# The Wind in the Willows Writing Sequence

Year 5/6

HIAS English Team  
Spring 2020  
Final version

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# Using the Home Learning Materials

## The materials

- Each writing booklet contains a sequence of 5 lessons.
- You should set aside time to complete each of the lessons in order.
- Each lesson will take no more than 30 mins to complete.

## How to use

- Read the instructions carefully before you start a task.
- Each lesson has a simple explanation and examples to get you started.

## How can parents, carers and siblings help?

- Read the extracts aloud with your child
- Collect interesting words and phrases on paper / post-its as they read
- Talk to your children about their ideas before they write
- Adapt any of the resources and materials as you feel necessary to support your child's needs

## 5 day writing sequence

This writing sequence uses The River Bank, chapter one of *The Wind in the Willows* by Kenneth Grahame.

The text is freely available on the Internet:

<https://www.gutenberg.org/files/27805/27805-h/27805-h.htm>

It may be useful to print chapter one of the book.

### Teaching sequence:

- 1) Response to Reading
- 2) Vocabulary
- 3) Exploring the Writing
- 4) Grammar Practice and Play
- 5) Writing Challenges

Further printable resources are available at the end of the sequence.

# Lesson 1 – Response to Reading

Read the opening of the chapter up to the Mole’s first sighting of the river.

**As you read make notes:**

- Do you have any questions?
- Is there any vocabulary you don’t understand?
- What does it remind you of?
- How does it make you feel?

**Read the text again before you answer the following questions:**

What is the Mole doing at the start of the chapter?

Why do you think the Mole decided to venture outside? Use evidence from the text to support your answer.

Kenneth Grahame writes that the Mole “scraped and scratched and scabbled and scooged” to get out of his home. What impression do you get of how the Mole was moving? (‘Scooged’ is a word that Kenneth Grahame made up because it sounded right here!)

What is “the best part of a holiday” for the Mole?

# Lesson 2 – Vocabulary

Read and enjoy the rest of chapter one. Try giving the characters voices as you read. Look up any tricky words you come across.

Kenneth Grahame makes it clear that the Mole and the Rat are two very different characters.

Collect vocabulary to describe the characters and justify your choices with quotes from the text.

<u>The Mole</u>		<u>The Rat</u>	
Character	Evidence	Character	Evidence
<i>impatient</i>	<i>'Ratty! Please, I want to row, now!'</i>	<i>generous</i>	<i>"The Rat made a bright fire in the parlour, and planted the Mole in an arm-chair in front of it, having fetched down a dressing-gown and slippers for him."</i>

## Lesson 3 – Exploring the Writing

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—this sleek, sinuous, full-bodied animal, chasing and chuckling, gripping things with a gurgle and leaving them with a laugh, to fling itself on fresh playmates that shook themselves free, and were caught and held again. All was a-shake and a-shiver—glints and gleams and sparkles, rustle and swirl, chatter and bubble. The Mole was bewitched, entranced, fascinated. By the side of the river he trotted as one trots, when very small, by the side of a man who holds one spellbound by exciting stories; and when tired at last, he sat on the bank, while the river still chattered on to him, a babbling procession of the best stories in the world, sent from the heart of the earth to be told at last to the insatiable sea.

# Lesson 3- Exploring the Writing

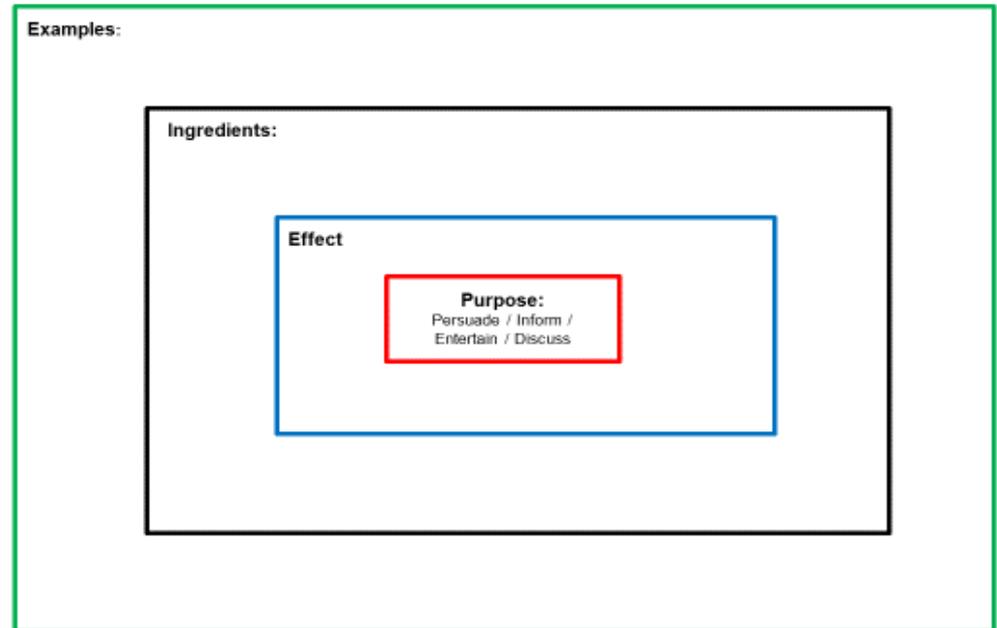
Look at the extract describing the Mole’s sighting of the river.

The purpose of the writing is to entertain.

But in this extract what is the effect the writer creates?

How has the author achieved this?

Collect examples that demonstrate how this has been achieved effectively in the text.



## Lesson 4 – Grammar Practice and Play

The Rat brought the boat alongside the bank, made her fast, helped the **still awkward Mole** safely ashore, and swung out the luncheon-basket. The Mole begged as a favour to be allowed to unpack it all by himself; and the Rat was very pleased to indulge him, and to sprawl at full length on the grass and rest, while his excited friend shook out the table-cloth and spread it, took out all the mysterious packets one by one and arranged their contents in due order, still gasping: "**O my! O my!**" at each fresh revelation. When all was ready, the Rat said, "**Now, pitch in, old fellow!**" and the Mole was indeed very glad to obey, for he had started his spring-cleaning at a very early hour that morning, as people *will* do, and had not paused for bite or sup; and he had been through a very great deal since that distant time which now seemed so many days ago.

## Lesson 4 – Grammar Practice and Play

### Explain:

- Think about the phrase 'the still awkward Mole'. What does this suggest about the Mole at this point?
- Explain how the characters' speech reveals something about their personalities.



### Change the underlined sections:

- Select different vocabulary for the underlined words.
- Replace the underlined subordinate clause with an alternative opening.



### Create your own:

- Imitate the author's style by continuing the Mole and the Rat's dialogue about the picnic from this point. Think about how they would speak. Look back at your character and vocabulary work from lesson two.

## Lesson 5 – Writing Challenges

Using what you have learnt so far, choose one of the following three challenges to complete:

- 1) Write either the Mole or the Rat's diary, recounting the day's events. Think about their voice and viewpoint. How would each character write?
- 2) Create a menu for another riverside picnic. Use some of the food that is mentioned in the text and think about what other food might have been eaten over a hundred years ago when the book was written.
- 3) Use the description of the river to inspire a description of the Wild Wood, which is mentioned briefly in chapter one. This is a dark and sinister place compared to the river. Imagine one of the characters is entering the Wild Wood. Use some of the same techniques that were used to describe the river, but try to create a creepy atmosphere. Read chapter three of the book and compare your description with Kenneth Grahame's.

## Lesson 3 – Exploring the Writing

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—this sleek, sinuous, full-bodied animal, chasing and chuckling, gripping things with a gurgle and leaving them with a laugh, to fling itself on fresh playmates that shook themselves free, and were caught and held again. All was a-shake and a-shiver—glints and gleams and sparkles, rustle and swirl, chatter and bubble. The Mole was bewitched, entranced, fascinated. By the side of the river he trotted as one trots, when very small, by the side of a man who holds one spellbound by exciting stories; and when tired at last, he sat on the bank, while the river still chattered on to him, a babbling procession of the best stories in the world, sent from the heart of the earth to be told at last to the insatiable sea.

**Examples:**

**Ingredients:**

**Effect**

**Purpose:**

Persuade / Inform /  
Entertain / Discuss

## Lesson 4 – Grammar Practice and Play

The Rat brought the boat alongside the bank, made her fast, helped the **still awkward Mole** safely ashore, and swung out the luncheon-basket. The Mole begged as a favour to be allowed to unpack it all by himself; and the Rat was very pleased to indulge him, and to sprawl at full length on the grass and rest, while his excited friend shook out the table-cloth and spread it, took out all the mysterious packets one by one and arranged their contents in due order, still gasping: "**O my! O my!**" at each fresh revelation. When all was ready, the Rat said, "**Now, pitch in, old fellow!**" and the Mole was indeed very glad to obey, for he had started his spring-cleaning at a very early hour that morning, as people *will* do, and had not paused for bite or sup; and he had been through a very great deal since that distant time which now seemed so many days ago.

## HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

**During the current school closures, we are still offering school support in a variety of ways such as video conferencing, phone calls and bespoke creation of resources remotely. Coming soon will be teacher training via virtual classrooms. We would be happy to discuss your needs.**

For further details referring to English, please contact:  
Emma Tarrant : [emma.tarrant@hants.gov.uk](mailto:emma.tarrant@hants.gov.uk)

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