

# The Iron Man

By Ted Hughes

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# LEARNING LADDER AND SKILLS:

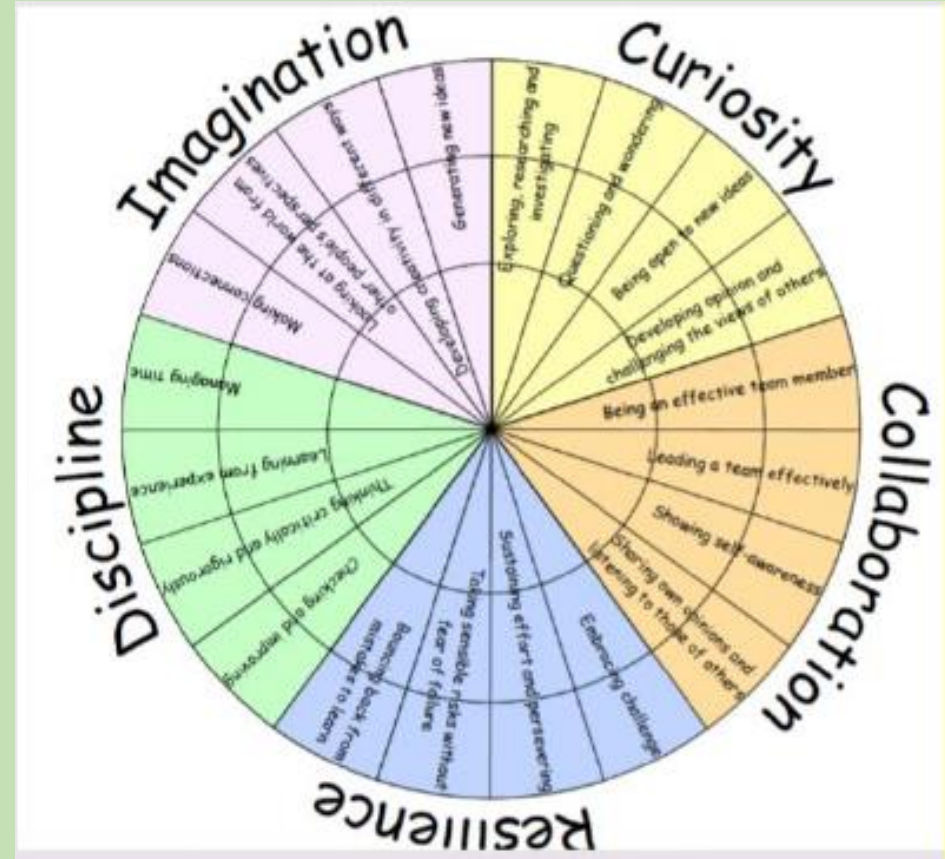
Writing purposeful - My vocabulary is interesting and appropriate. (Pg. 10 viii)

## SKILLS:

- Repetition
- Sentence openers



What learning habits will you be using today?



# RECALL:

## Speed Read

How many words can you read in **one minute?**

Record your time and see if you can beat it tomorrow!

### Chapter 1 The coming of the Iron Man



The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed.

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.

All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below.

A few rocks tumbled with him. Then silence.

Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.

Only one of the iron hands, lying beside an old, sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back.

Then it lay still.

While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff top and the sea went on boiling and booming.

Nobody knew the Iron Man had fallen.

Night passed.

# Rainbow grammar session



## Writing questions

The **question mark** is a punctuation mark that is used at the end of a sentence when asking a question. When words are spoken, you must include inverted commas (“ ”).

"What time is it?" "How are you doing?" "Why did that happen?"

The 5 question starters are: **Who, What, When, Where, Why, How**

### Example



What is it?

Where is it going?

Why is it here?

How did it fall?

Now, look at this image and write three question about it.




Q1

Q2

Q3



# BLUEPRINT FOR THE IRON MAN:

<b>PART 2</b>	The Iron Man falls off the cliff.	<ul style="list-style-type: none"><li>• Repetition of sounds / sentence starters</li><li>• Exclamation marks</li><li>• Sounds</li></ul> 
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What is **repetition** and why is it an effecting writing tool in the Iron Man story?

**Repetition** is one of the most popular features of **children's literature**. It clarifies the structure of stories for young readers and helps them to remember what they have read. It also adds **rhythm** to the story, like in a poem or song.

# IDENTIFY

The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

Look at the extracts from the story. Can you identify where repetition has been used?

I have done one for you.

Read the remaining two extracts to find evidence of repetition. Underline all examples in the text or write down the repetitive words.

## Sentence starters

Now, identify the words Ted Hughes used to start each sentence? Make a list.



# EXAMINE - 1



What effect has Ted Hughes created by using **repetition** in the following sentences? **Explain your answers.**

The Iron Man came to the top of the cliff.  
How far had he walked? **Nobody knows**. Where did he come from? **Nobody knows**. How was he made?  
**Nobody knows**.

**His great iron** head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. **His iron ears** turned, this way, that way. **His eyes**, like headlamps, glowed white, then red, then infrared, searching the sea.

**He swayed** in the strong wind that pressed against his back. **He swayed** forward, on the brink of the high cliff.

From **rock** to **rock**, **snag** to **snag**, tumbling slowly. And as he **crashed** and **crashed** and **crashed**.



# EXAMINE - 2

What effect has Ted Hughes created by writing in the **third person** (he, him, his, himself).

The Iron Man came to the top of the cliff.

How far had **he** walked? Nobody knows. Where did **he** come from? Nobody knows. How was **he** made? Nobody knows.

The wind sang through **his** iron fingers. **His** great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left.

**He** swayed in the strong wind that pressed against his back. **He** swayed forward, on the brink of the high cliff.

Why does the author use the same sentence starters throughout the text?



Look at the following extracts. Together, let's practice changing some of the repetitive words.

# PRACTISE

## EXAMPLES

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

He **rocked** backwards in the strong wind that pressed against his back. He **rocked** forwards, on the brink of the high cliff.

He **leaned** backwards in the strong wind that pressed against his back. He **leaned** forwards, on the brink of the high cliff.

He **staggered** backwards in the strong wind that pressed against his back. He **staggered** forwards, on the brink of the high cliff.

Change the repetitive words and sentence starters below: (underlined)

1. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.
2. From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed.
3. His iron legs fell off. His iron arms broke off, and the hands broke off the arms.
4. His great iron ears fell off and his eyes fell out. His great iron head fell off.



Look at the following clips from the class story.

## APPLY THE FEATURE



1. Write one sentence for each image using repetition (nobody knew, swayed, slowly, right foot).
2. Then write one sentence for each image using these sentence starters: (His....He...The.. It...).

