



The Iron Woman

By Ted Hughes

Monday 1st of March

PART OF THE TEXT	CONTENT	FEATURES
PART 1		
PART 2		
PART 3		
PART 4		

RECALL:

Let's remind ourselves of the blueprint we made last week.

Begin to think about your changes to the story

TODAY'S LEARNING OBJECTIVE:

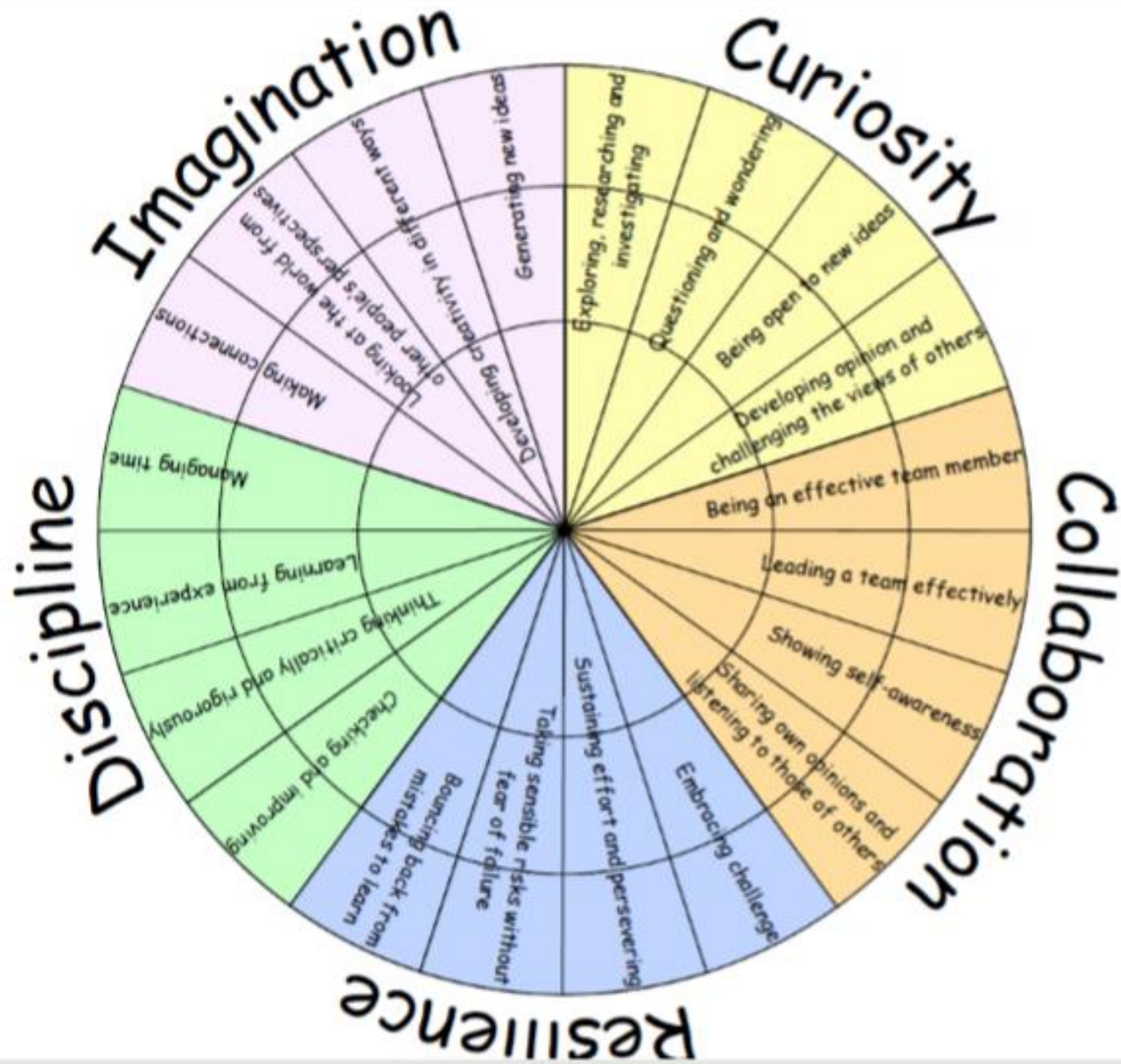
Use short sentences for deliberate effect.

Has your teacher ever asked you to 'tell me more', or to add more detail to your writing?

That doesn't mean that long sentences are always better than short sentences.

Good writers know how to use sentences of different lengths for different purposes.

Today we'll be examining how and why Ted Hughes uses short sentences, then writing some short sentences of our own.



LEARNING HABITS:

Which learning habits do you think we will need to use today?

IDENTIFY: which are the short sentences?

Lucy knew exactly what to do. She unrolled her father's hosepipe, which was already fitted to an outside tap, turned the tap full on, and pressed her finger half over the nozzle to make a stiff jet.

It was then she thought she heard another voice, a soft, rumbling voice. Like far-off thunder. She could not be sure where it came from. A strange voice. At least, it had a strange effect on Lucy. It made her feel safe and bold. And she seemed to hear:

"Waste no time."

The moment the jet hit the nearest leg she saw the bright gloss beneath. It looked like metal - polished black metal. The mud sluiced off easily. But it was a big job. And Lucy was thinking: What are people going to think when it gets light and they see this? She washed the nearest leg, the giant foot, the peculiar toes. She hosed between the toes. This first leg took about as much hosing as an entire car.

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The highlighted sentences are all five words or less.

EXAMINE: Now let's think about **WHY** the author chooses to use these short sentences. Look at these two examples of short sentences in the text. What effect do they create?

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The short sentences **describe** the voice.

A new sentence makes the description seem like it comes after - like Lucy is only just now thinking it.

Short sentences have impact - they make the idea seem powerful or important.

The short sentences have a machine-like or robotic effect, which matches the theme of the story.

PRACTISE: Let's practise using short sentences in this way.

Level 1 : write alternative short sentences that fit the story of The Iron Woman.

It was then she thought she heard another voice, a soft, rumbling voice. **Like** _____ . She could not be sure where it came from. **A** _____ **voice**. At least, it had a strange effect on Lucy. It made her feel safe and bold.

PRACTISE: Let's practise using short sentences in this way.

Level 2 : write short sentences that fit a different story.

It was then she thought she heard another voice, a loud, booming voice. Like _____ . She could not be sure where it came from. A _____ voice. At least, it had a strange effect on Lucy. It made her feel isolated and vulnerable.

PRACTISE: Let's practise using short sentences in this way.

Level 3 : write a story extract that contains short sentences.

It was then she thought she heard ...



Self assessment

Have you written short sentences?

Did you think carefully about the words you chose for each sentence?

Do they add description about something already mentioned in the text?

Level 1: did you write alternative short sentences to describe the voice?

Level 2: did you write short sentences to create a different effect?

Level 3: did you write a story extract that included short sentences?