



# The Iron Woman

By Ted Hughes

Tuesday 2<sup>nd</sup> March

**RECALL:** what writing technique did we examine yesterday?

How does Ted Hughes use this feature in the text?

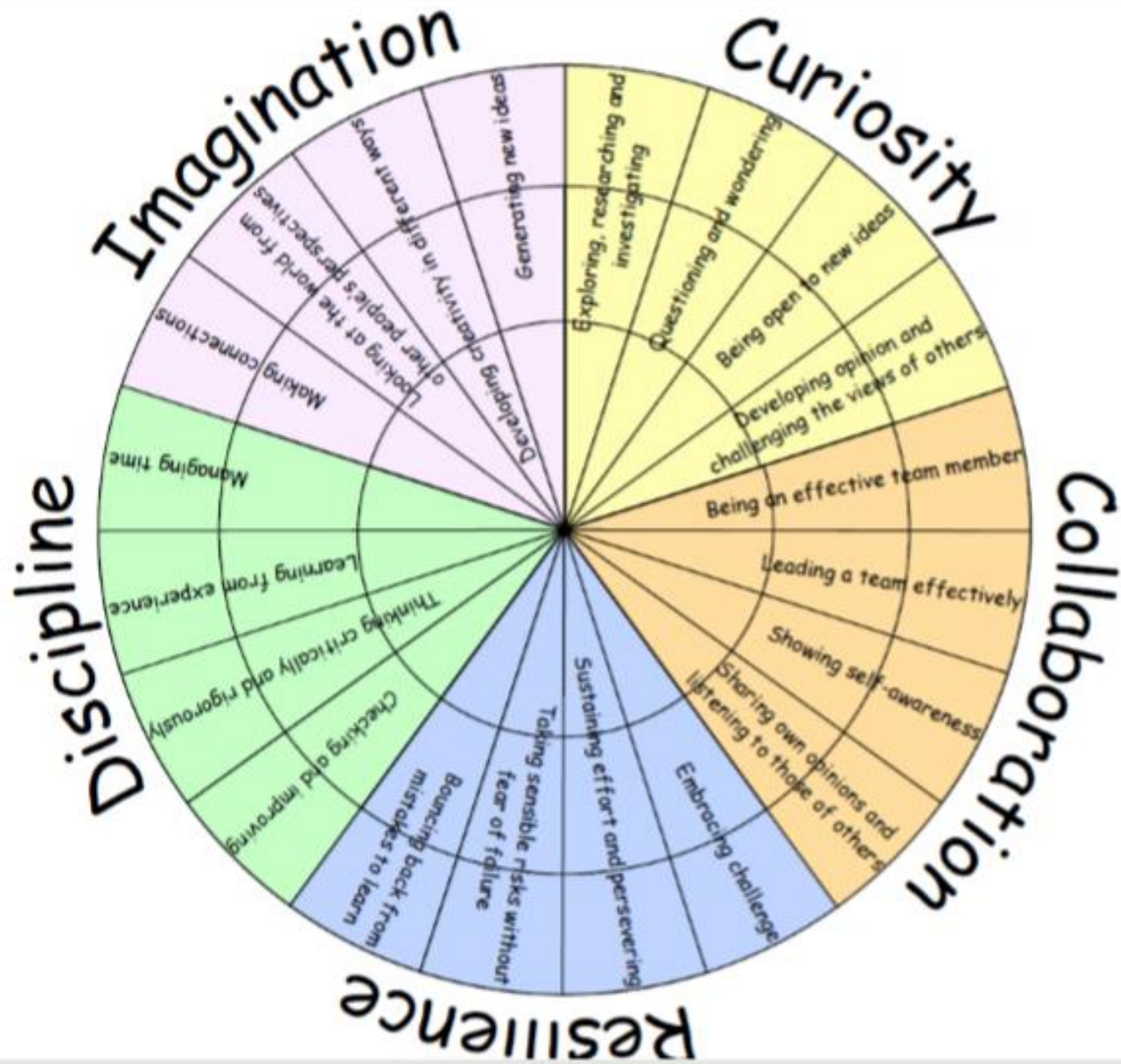
How did you use the feature yesterday?

# Today's writing technique: long sentences

FIRST, we will identify long sentences in the text extract.

THEN, we will examine what job these sentences are doing.

ONCE WE UNDERSTAND THEIR PURPOSE, we will practise writing our own long sentences.



## LEARNING HABITS:

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

# IDENTIFY: where are long sentences used in the text?

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 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.

These sentences contain sequences of events, with commas to separate each thing.

Did you notice that in this list, Ted Hughes has deliberately broken the rules by NOT writing 'and' before the last item in the list?

# EXAMINE:

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.



This long sentence is a list of things that Lucy did, in the order that she did them. It makes it seem like it was a difficult task for Lucy. It also makes it seem like it all happened quickly.

# PRACTISE: Let's try using the same technique



Lucy knew exactly what to do. She \_\_\_\_\_,  
\_\_\_\_\_,  
and \_\_\_\_\_.

Before you write, you will need to think of a sequence of four things that Lucy would do to solve this problem.



# CHECK YOUR WRITING



Lucy knew exactly what to do.  
She (first thing that Lucy did),  
(second thing that Lucy did),  
(third thing that Lucy did) and  
(fourth thing that Lucy did).

# PRACTISE level 2: Let's try using the same technique



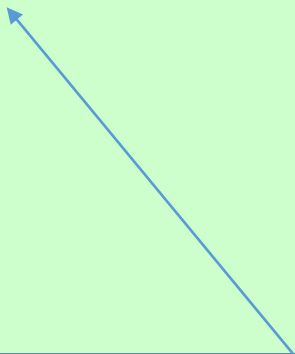
Sentence 1: statement that tells the reader Lucy knew what to do.

Sentence 2: long sentence with a sequence of events.

Before you write, you will need to think of a sequence of four things that Lucy would do to solve this problem.

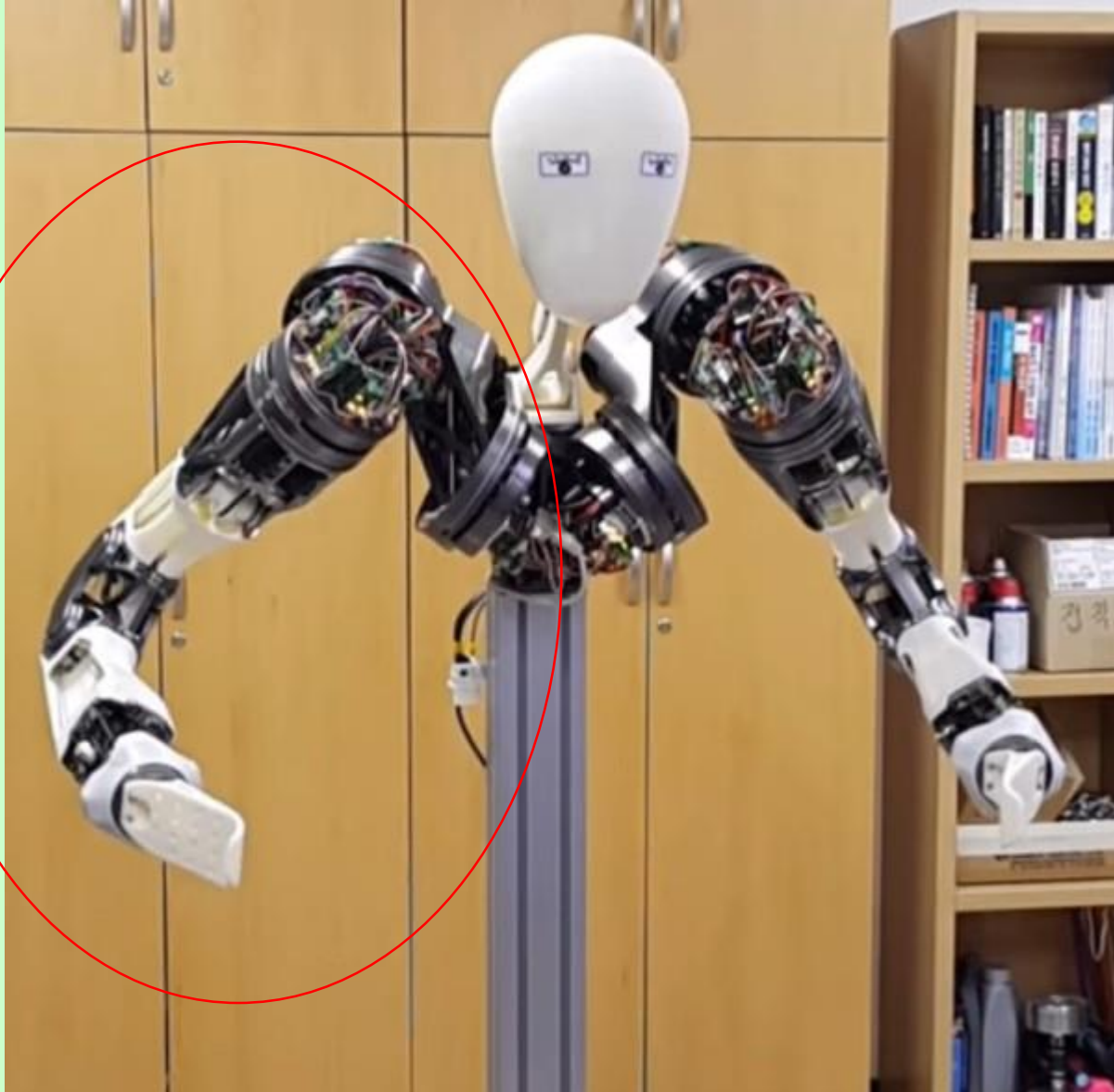
**EXAMINE:** let's look at the other long sentence.

She washed the nearest leg, the giant foot, the peculiar toes.



This long sentence is a list of bits that Lucy washed, in the order that she washed them. Did you notice that Ted Hughes didn't use the word 'and' before the last item in the list?.

# PRACTISE: Let's try using the same technique



Imagine Lucy is washing the shoulder, arm and hand of the Iron Woman.

She washed the \_\_\_\_\_,  
the \_\_\_\_\_, the  
\_\_\_\_\_.

## PRACTISE 2: Let's try using the same technique



She ate the \_\_\_\_\_, the  
\_\_\_\_\_, the \_\_\_\_\_.



She could see the \_\_\_\_\_,  
the \_\_\_\_\_, the  
\_\_\_\_\_.

## Level 2:

Choose one of these ideas, then write two sentences:

1 - a statement to tell the reader something

2 - a list of things using a long sentence

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Cleaning a robot

Opening a present

Getting dressed

Making a recipe

Washing your hands

# Self assessment

Did you use the learning habit you identified at the start? How?

Did you identify long sentences? Did you discuss your reasoning?

Did you understand the purpose of the long sentences in the original text?

Did you write your own long sentences for the same purpose?

Did you check your spelling, grammar and punctuation after writing?