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GREAT ORMOND STREET HOSPITAL CHARITY

A message from Talk for Writing

Please donate to Great Ormond Street Hospital Children's Charity if you use this resource.

Dear Teacher/Parent/Carer,

Welcome to the third batch of home-school unit booklets!

The first two batches of units have reached hundreds of thousands of children and the positive feedback has been overwhelming.

The units are intended to be used with online support by class teachers and by parents at home. They are produced by unpaid volunteers who are giving their time to help teachers, families and children while the schools are closed and we want to use the units to help an extremely good cause.

We are asking for voluntary contributions to Great Ormond Street Hospital of:

- **£5 per year group unit**
  Schools using or sending the link to a unit to their pupils
- **£2 per unit**
  Parents using a unit with their child, **if they can afford to do so**

Every single penny raised will go directly to Great Ormond Street Hospital. Due to Covid-19, the hospital has increased its intensive care capacity to make sure they have room for some of the UK's most seriously ill children. They need support now more than ever to give these children a better future.

DONATE HERE
www.justgiving.com/fundraising/home-school-booklets

I hope you enjoy using the unit. Thank you for your support.

With best wishes,

Pie Corbett
Talk for Writing

What is Talk for Writing?
Thousands of schools in the UK, and beyond, follow the Talk for Writing approach to teaching and learning. Find more about it **here.**

TalkforWriting™

Talk for Writing Home-school booklet

Mission Possible

by Kat Pennington

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Mission Possible

By Kat Pennington

Meet Pete and Polly

Have you ever wanted to go on an adventure? Have you ever wanted to be a spy? Well this booklet is all about two twins who have a special secret. By reading this story, you will learn their spy-licious secret and build your way to writing your own adventure story.

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You can listen to an audio version of the story here:
https://soundcloud.com/talkforwriting/mission/s-qMLb31YjpM7

Mission Possible

Pete and Polly were completely ordinary, totally normal and utterly boring twins – or so everyone thought. They wore ordinary clothes, took part in normal, everyday activities and were, in fact, boring – or so everyone thought.

You see, Pete and Polly Powers had a secret. It wasn't an ordinary, normal or boring secret and it was a secret that lived just between them (and you, in a moment, if you keep on reading!) Not even their teachers, parents or Scout Leader knew about their secret. No one ... until now. Now, this secret can only be entrusted to the most daring, brave and adventurous of children – do you think you can be trusted? Okay then ... well ... here we go ... Pete and Polly are spies!

It all began last summer when they saw an article in the local newspaper advertising for two undercover agents to help fight global crime. Pete and Polly wasted no time in applying and, after a rigorous induction process, they were accepted into the

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governments' secret Spy Programme. Their assignments have involved the most daring of adventures like rescuing the Prime Minister from a sudden volcanic eruption and preventing the kidnap of the Queen's corgis from Buckingham Palace! Pete and Polly were very good at their job and very good at keeping their identity a secret.

One spring morning, while having breakfast, Pete's watch lit up – it was a message from the Government's top chief of security, Cyril Secret, and it read:

"Background: Last week the notorious thieves Dodgy Roger and Raucus Reggie stole the Yata no Kagami - a mirror which belongs to the Three Sacred Treasures of Japan.

Your Mission: To retrieve the Yata no Kagami - and return it to the Japanese embassy in London.

When: Tonight

Where: You will find it and the thieves in the abandoned riverboat docked on the Thames.

Note: Delete this message instantly."

Pete and Polly looked at each other and, in unison, smirked: "No problem." Pete, quickly switched his phone off and threw it into his school bag.

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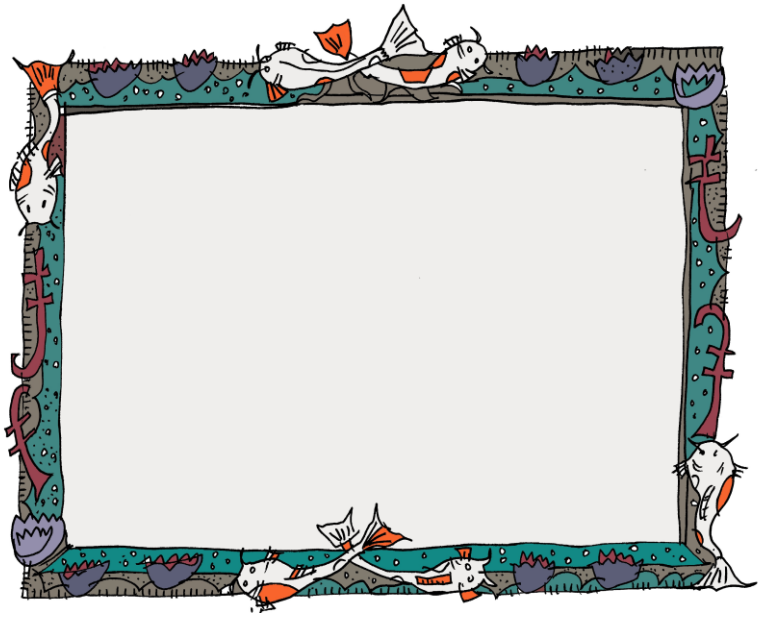
The day soon passed and, at precisely midnight, the sharp shrill of an alarm woke the twins. Instantly, they jumped out of bed, grabbed their spy bags and flew down the stairs, closing the front door quietly behind them so as to not wake anyone else.

Ten minutes later, they found themselves on the edge of the Thames staring at the abandoned riverboat. Outside the cold wind howled and bit at their ears, street lights flickered and an uncomfortable mist slithered across the dangerously deep water.

Inside the boat, Pete and Polly saw the silhouette of two large men sitting hunched across a table from one another with the only light coming from an old oil lantern. They seemed to be arguing. With hearts pounding and hands trembling, Pete and Polly snuck into the boat and hid behind the broken door.



On the table, they could see the Emperor's mirror.

"What now?" asked Pete in trepidation.

"You distract 'em and I will grab the mirror," replied Polly confidently.

They both nodded. They knew what they had to do.

Without hesitation, Pete dropped a small green capsule which filled the boat with a fine green mist. At the same time, Polly ran towards the table where the men sat, grabbed the mirror, flung it into her rucksack and then they both sprinted back up onto the deck.

Suddenly, coming from the cabin, they heard the unmistakable sound of fast-paced, heavy footsteps and loud angry voices.

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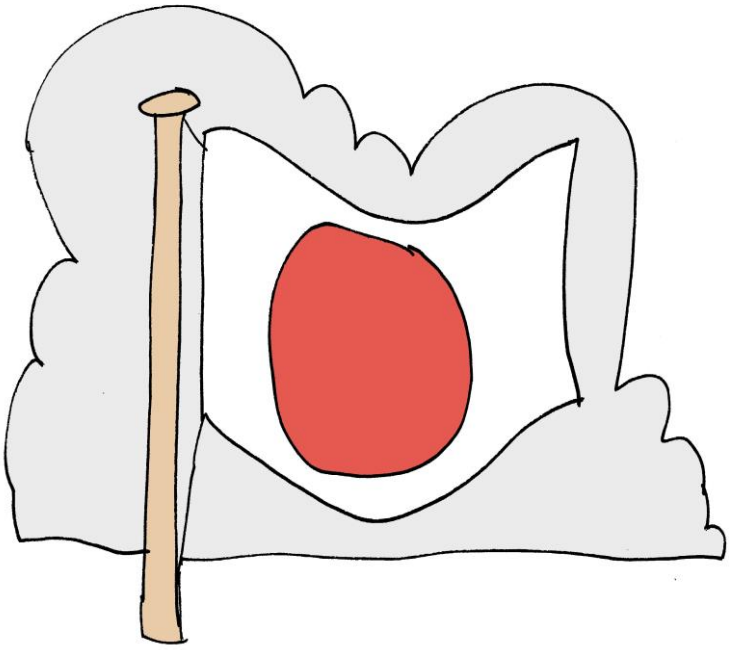
"Quick!" Shouted Polly and, on that command, they fled. They didn't look back. They didn't stumble. They were trained for moments like this. Fast, focused and determined they continued sprinting until eventually the angry footsteps and loud shouting faded.

On the way to school the next morning, Polly and Pete made a small detour to a beautiful Victorian building in Piccadilly, Mayfair, that had a large Japanese flag blowing gentle in the breeze. On the doorstep they carefully placed an object concealed in brown cloth and gave each other a high five and knowing wink. "Mission possible!" Polly chuckled.



Just then, Pete stopped suddenly. Slowly, he looked down at his wrist to see his watch flashing once more. It was another message from Cyril Secret …

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Let's chat about the story

What do you think to the story? Let's have a chat about it together. Answer these questions, you can write the answers down if you like or just discuss it with someone.

In *a nutshell, what was this story about? As a challenge, can you the story was about but only use 20 words!*

Let's chat some more… record your thoughts here:

What did you like about the story?	Was there anything you didn't like or didn't understand?

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Does this story remind you of any other books or films that you have read or seen?	Do you have any questions about the story?

True-or-False Quiz!

Welcome to my quiz! I love quizzes and I need you to mark mine for me. Am I right or wrong? Be ready to explain how you know if I have got the answer right or wrong! You may find it useful to circle and draw on the story where you find the answer. If you get really stuck, the answers are at the back of this booklet.

Question	My answer	Is my answer right?	How do you know?
Pete and Polly are brother and sister.	True		
Pete and Polly's Scout Leader knew their secret – that they were spies.	True		
One of the twin's missions was to rescue the Prime Minister from an earthquake.	False		
The Yata no Kagami is one of the Five Sacred Treasures of Japan.	False		
The story is set in London.	True		
The Yata no Kagamu is a mirror.	True		

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They set off on their adventure to retrieve the mirror at midnight.	False		
The mirror was hidden underground.	False		
The green capsule created a green mist when it was dropped.	True		
The last day of the story is a Saturday.	False		

Now I need you to be detectives for me and look for clues to these statements. Here are four statement which I am not sure of the answer to so I need your help. What do you think the answers are and why? Can you find any clues in the story to help you?

1) The men on the boat were Dodgy Rodger and Raucus Reggie.

2) Polly and Pete were successful in their mission and left the mirror on the doorstep of the Japanese Embassy.

3) At the end of the story Pete is given another mission.

4) Pete and Polly are brave.

Your turn to be Quiz Master!

Could you write a quiz for someone based on this story or another one that you have read? Make sure you know the answers though.

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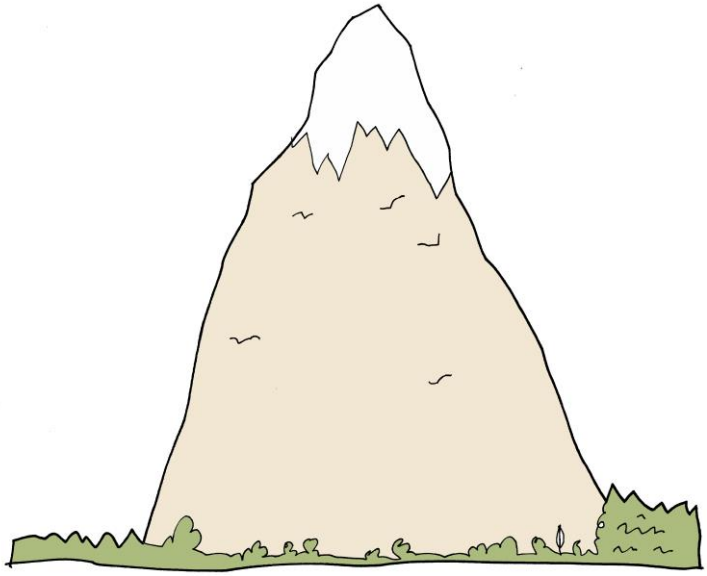
Use the story **t order:**



The twins venture out into the night and find the riverboat with the mirror.

Pete and Polly are given a mission to rescue the Yata no Kagami.

Pete and Polly drop an item wrapped in brown cloth to the Japanese Embassy the next day.

Pete and Polly run away from the thieves and escape.

They snatch the mirror from the thieves by distracting them but they are then chased.

Wonderful words

Often in stories there are some words which we do not know the meaning of. Can you match these words to their correct definition? Psst … the answers are at the back of this booklet but try not to look unless you get stuck.

ordinary	a feeling of fear, worry or anxiety
entrusted	nothing really special about it – quite normal
sacred	the building where an ambassador of a country lives or works
Japan	a boat designed to be used on rivers
embassy	the river that flows through London
River Thames	a sort of smile that says you are pleased with yourself, or smug, or being silly
oil lantern	a country in East Asia
smirked	a container holding oil that can be used as a light
trepidation	being given something to take care of and really look after

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riverboat	hidden
concealed	describing something connected to God or religion

Are there any other words you are not sure of? Record them here and ask an adult if you can or use the internet or look in a dictionary if you have one.

Characters in Stories

What is your favourite story character? What makes them your favourite character? Draw a picture of them here:

There are lots that we do not know about our characters in the story Mission Possible. Can you complete the character profiles below? Make up any information that you do not know.
I have done an example for you.

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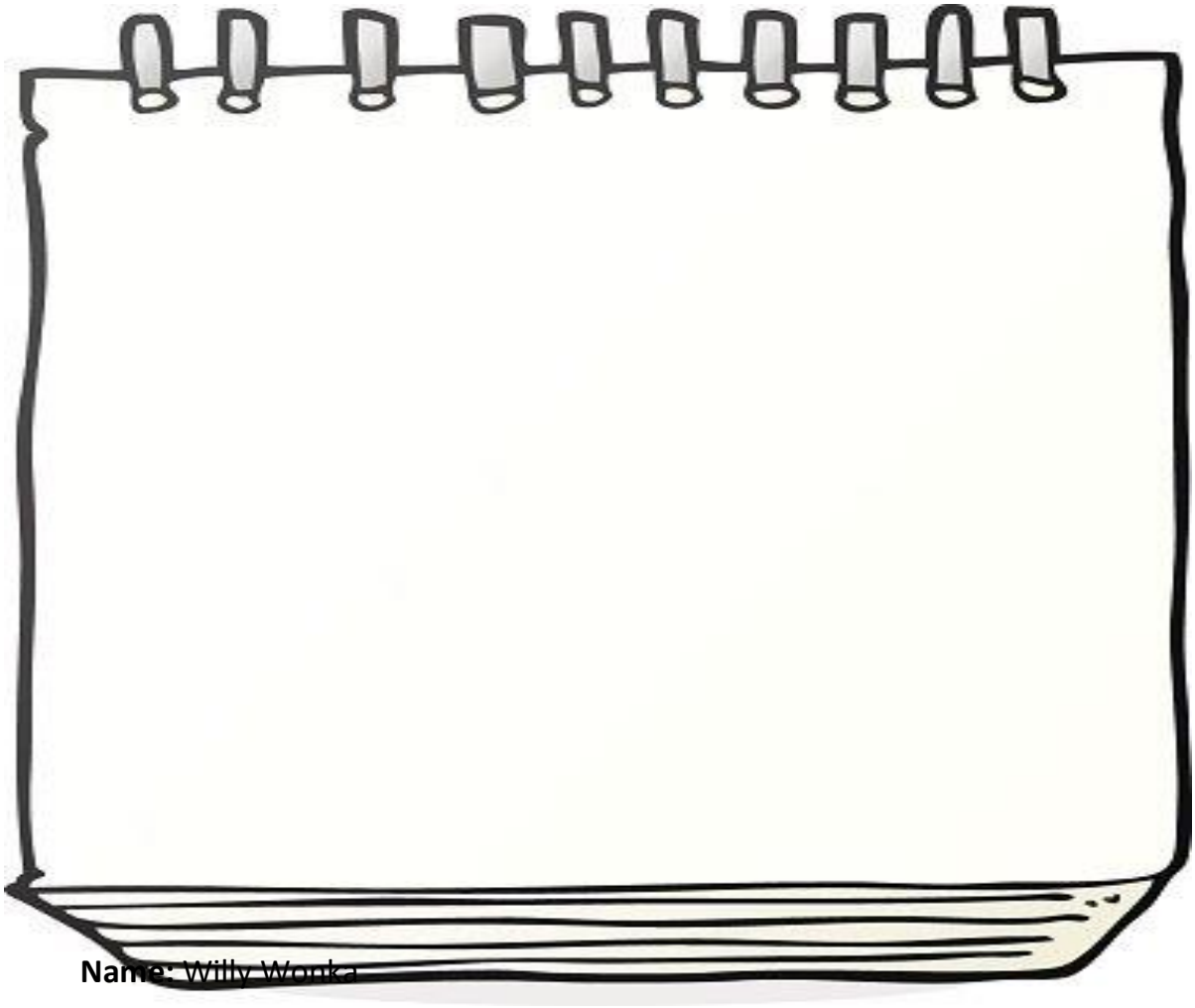

Name: Willy Wonka

Age: 54

Where they live: In a town (unknown name) and inside a huge chocolate factory

Siblings (brothers and sisters): None but lives with lots of Oompa Loompas

Appearance (what they look like): Likes to dress in unusual, brightly coloured. Often wears purple, a top hat and white gloves. Carries a black cane and always has black shiny shoes.

Personality (what they are like): Very generous, creative, adventurous and eccentric (slightly strange). Likes to play tricks on others and be silly. Loves chocolate and very talented at inventing.

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Name: Polly Powers

Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):

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Name: Pete Powers

Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):

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Name: Dodgy Rodger

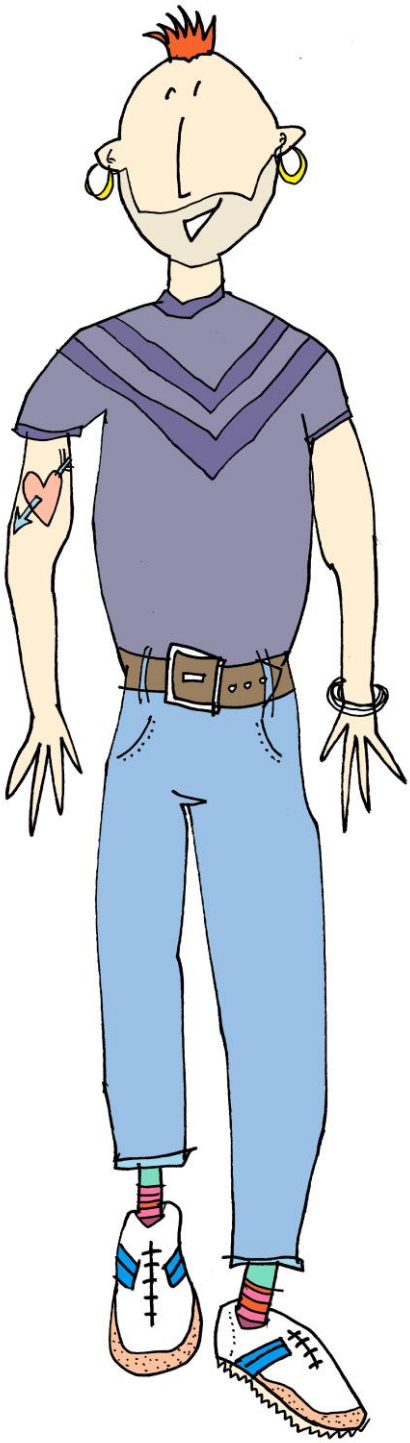
Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):



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Name: Raucus Reggie

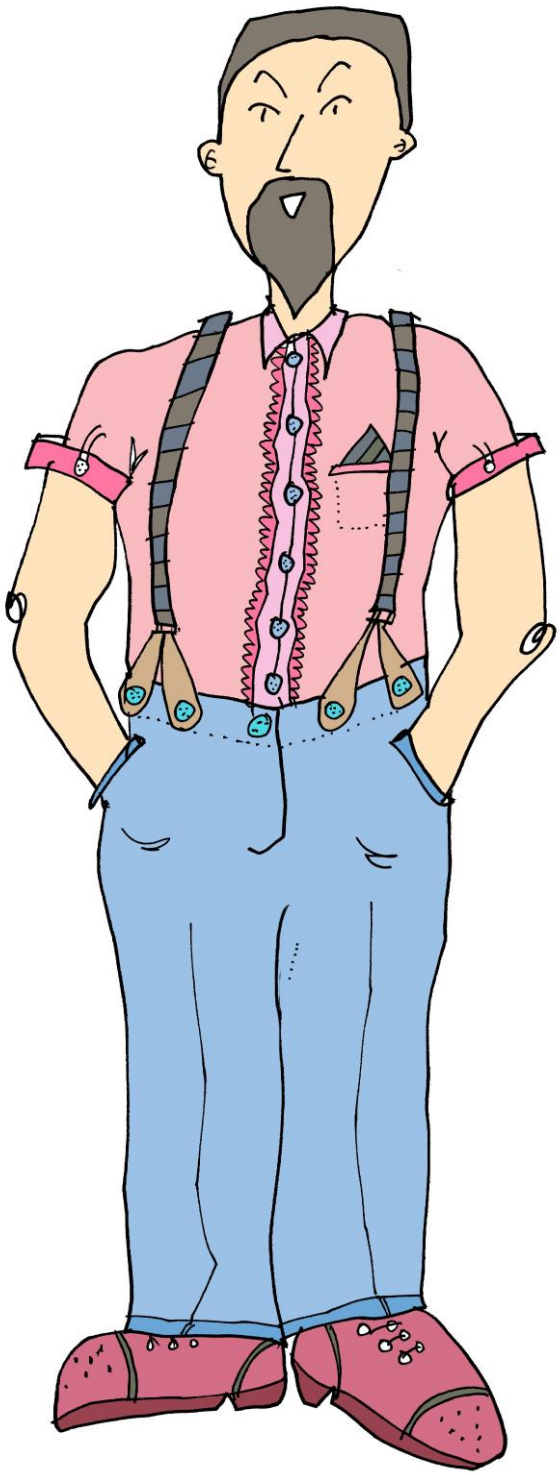
Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):



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Character Names

This page is going to help you create a name for the main characters in your story – the goodies and the baddies.

Characters 'names in stories are often very important and can hint at their personality or job. I always think that certain names suit certain kinds of people.

Charles Dickens, David Walliams and Roald Dahl regularly use the names as a clue to what the character is like or what they do. For example:

- Mr and Mrs Twit in Roald Dahl's book: 'The Twits' are… twits! Mr Willy Wonka is a silly name for a silly man!
- Miss Root, in the book 'The Demon Dentist' by David Walliams, is a dentist (and not a very nice one!)
- Miss Honey and Miss Trunchbull, in Roald Dahl's 'Matilda', are two very different types of teacher – can you guess which one is nice and which isn't?
- In 'Harry Potter' we learn that Tom Marvolo Riddle is in fact Lord Voldemort (an anagram of his original name!)
- Why do you think Charles Dickens called the main character in 'A Christmas Carol' Scrooge?

In our story, 'Mission Possible', we have the following characters:

- **Polly Powers and Pete Powers (secret agent)**
- **Cyril Secret (Head of the Secret Services)**
- **Dodgy Rodger and Raucous Reggie (thief)**

Do you think their names suggest something about them? Do you like their names? What do you notice about their names?

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What are your favourite names of characters in stories that you have read?

Character name:

Book or film they were in:

Character name:

Book or film they were in:

Character name:

Book or film they were in:

Let's invent some character names for your story

Here are 3 ideas for coming up with a name for a character

1. **Find the origin of a name** *(where the name comes from)*

For example, the name Peter comes from the Greek meaning 'rock'. When you find the origin, you can think whether it suits your character. (You will need the internet for this so surf safely and with an adult present.)

2. **List names**

Find some story books and write two lists – one of the author's first names and another list with all of the second names. Put the lists side by side and match the first names and surnames with ones that you think work well, for example, *Roald Donaldson.*

Or you could list all your friends name, or all the names of people you know, and then rearrange them to come up with names that fit the characters you want to invent.

3. **Use jobs or special features**

In real life, some surnames originally suggested the owner's job or special feature. Could you invent a surname to fit your character e.g. name + special feature:

- an evil surgeon could be called Doctor Slice
- a tall teacher: Mr Longlegs
- a boy who can run fast: Samuel Speed
- a girl who is good at scoring goals: Gail Goodshot.

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Write some ideas for character names here:

Names for your main characters (goodies)	Names for your bad characters

Learning from Other Writers
It is great to read another writer's work and use their ideas to influence our own. Let's do some reading and look at this paragraph about a teacher:

Mr Hawthorn strode into the classroom, slammed his briefcase on top of his desk and perched on the edge of his pristine leather chair. He stared intensely out of the window and his angular nose twitched.

The air was filled with an uncomfortable silence until Jimmy Jones stuttered: "Please, Sir, what will we be learning today?"

A smile slithered across Mr Hawthorn's page-white face. "Today, boy," he hissed through brown, broken teeth, "you will learn nothing."

From reading the paragraph above what do you know about Mr Hawthorn?

- Is he nice? How do you know?
- What does he look like?
- How does he move?
- How does he speak? What does that tell us?
- Do you think he suits his name?
- Do you think other people like him? How do you know?
- Do you like him? Explain your answer.

Choose your favourite word or line from the passage above and jot it down below – maybe you could use it, or something similar in your own story:

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Read this paragraph, which has been taken from Chapter 1 of Anthony 'Horowitz book Never Say Die'. (Thanks to Anthony for letting me use this):

In fact, the Joint Terrorism Analysis Centre (JTAC) had met in their offices close to the Houses of Parliament just a few days before and had agreed that the threat level at the Suffolk Air Show would remain at MODERATE. They weren't expecting any trouble.

And so nobody paid very much attention to the woman who arrived just after three o'clock. She had driven into the car park in a Ford Transit van which, according to the Automatic Number Plate Recognition system, belonged to the St John Ambulance service. This is the country's leading first-aid charity and, indeed, the woman was dressed in the green and black uniform of a local volunteer. She was carrying a nylon bag marked with a white cross which, if opened, would reveal medicine and bandages.

She was short and round-shouldered with dark red hair that had been cut so badly that it stuck out straight on one side of her head and curled in on the other. There was something quite aggressive about the way she walked, like a boxer about to enter the ring. She was overweight, breathing heavily, with beads of sweat on her upper lip. She had a lot of make-up on but it did nothing to make her more attractive, sitting uselessly on her leathery skin. As she walked, she put on a pair of cheap sunglasses. They concealed the smouldering violence in her eyes.

From reading this, what do you know about the lady in the story?

- Is she a goodie or a baddie in the story? How do you know?
- Where is she? Is this important to her character do you think?
- What does she look like?
- Why do you think she doesn't have a name? If she did have a name, what do you think it could be?
- Do you think other people will like her? Why do you think that?
- What do you think (predict) will happen?

Choose your favourite word or line from the passage above and record it below – maybe you could use it, or something similar in your own story:

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Your characters

Now you have got a name for the characters in your story, why not create a character profile for them. Print this page again if you are going to have more than 2 characters in your story.

Name:

Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):

Draw a picture of what they look like:

Name:

Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):

Draw a picture of what they look like:

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Settings

Settings (where the story takes place) are really important. They can make the reader feel safe or scare them. What settings from stories or films can you think of? List them here:

'Mission Possible 'is set in London and the sacred treasure is hidden on an abandoned riverboat on the Thames (a famous river that runs through London). The author chose the abandoned riverboat at night because they thought that it would be a bit scary.

Collect some setting ideas (I have done a few to get you started):

Normal everyday settings

house, kitchen, library

Scary settings

(also think about the time of day as this can make a place scary)

disused railway track

Interesting/unusual settings

fairground
space/another planet

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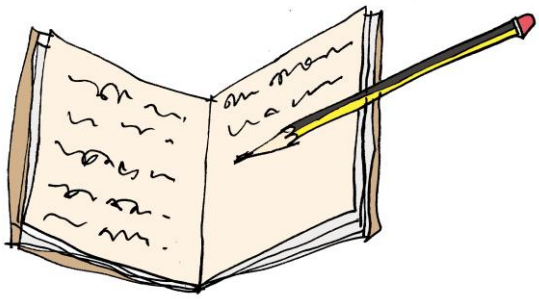

Let's look at using adjectives (describing words) in our story. Sometimes it is really useful to provide the reader with a clear picture of what something or someone looks like.

Top Tip! Every word must earn its place – if you use too many adjectives it can spoil your writing – only use a few that really work.

The crown was bright gold and covered in delicate, shimmering jewels. At the front was a large scarlet ruby, the size of a coffee cup and the base was covered in the softest, pale-green velvet. The crown looked very heavy but it was breathtakingly beautiful.

Can you spot the adjectives? I have coloured them in red for you:

The crown was bright gold and covered in delicate, shimmering jewels. At the front was a large scarlet ruby, the size of a coffee cup and the base was covered in the softest, pale-green velvet. The crown looked very heavy but it was breathtakingly beautiful.

Now your turn. In the story it says:

On the table, they could see the Emperor's mirror.

But it doesn't tell us what the mirror looks like!

Can you draw a picture of what you think the mirror looks like and then use adjectives to help describe it? You could just label it with adjectives or write a paragraph that could go into the story – use my example above to help you if you want.

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Verbs (doing words)

Often in adventure stories, there is an action or chase scene. Verbs are really important in all sentences but especially when trying to write action as they are the engines of our sentences – they drive them forwards.

Can you spot the verbs in this section of our story? Try underling them.

Without hesitation, Pete dropped a small green capsule which filled the boat with a fine green mist. At the same time, Polly ran towards the table where the men sat, grabbed the mirror, flung it into her rucksack and then they both sprinted back up onto the deck.

Suddenly, coming from the cabin, they heard the unmistakable sound of fast-paced, heavy footsteps and loud angry voices.

"Quick!" Shouted Polly and on that command, they fled. They didn't look back. They didn't stumble. They were trained for moments like this. Fast, focused and determined they continued sprinting until eventually the angry footsteps and loud shouting faded.

The answers are on the back page.

What do you notice about the types of verbs used when writing an action scene?

Collect as many alternative verbs that you can think of for these verbs.
When writing your story, which ones do you think you would want to use?

run	said	look

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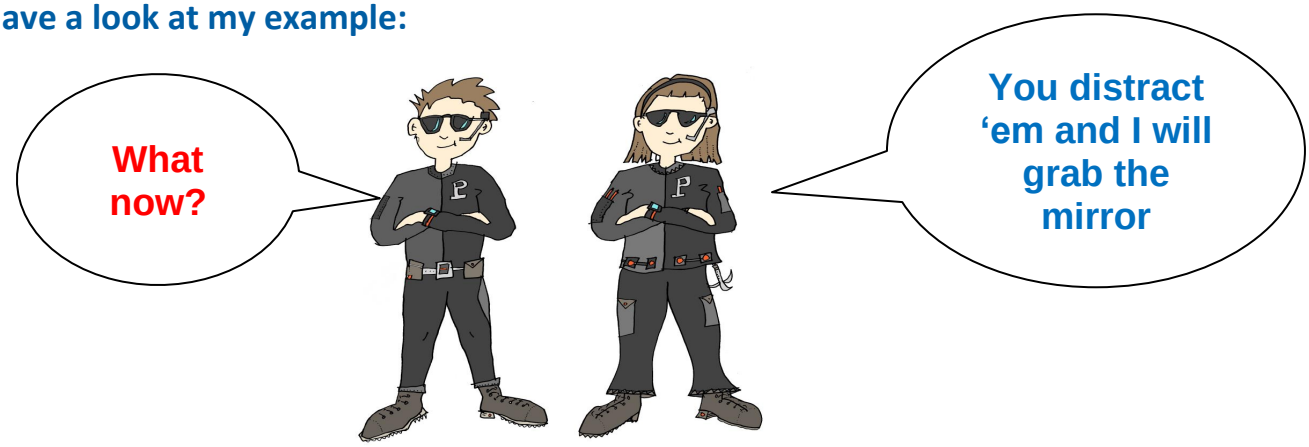
Speech Marks

In stories, characters often speak so we need to make sure we punctuate the way that they speak so that we know who says what and how they say it.

There are some golden rules for speech:

1) Put inverted commas (“ ”) around what is actually said.
2) Begin a new line (paragraph) for every new speaker.
3) Always begin a new piece of speech with a capital letter.
4) Always put some punctuation at the end of the speech – it could be a . , ! or ? depending on what you’ve written.

Have a look at my example:



“What now?” asked Pete in trepidation.
“You distract ‘em and I will grab the mirror,” replied Polly confidently.

The speech marks (inverted commas) go around what is said

This is what Pete says (capital letter starts the speech)

“What now?” asked Pete in trepidation.

This tells us who said it and how they said it.

This is what Polly says. A capital letter starts the speech. As there is a new speaker there is a new paragraph.

“You distract ‘em and I will grab the mirror,” replied Polly confidently.

Punctuation just before the speech marks close

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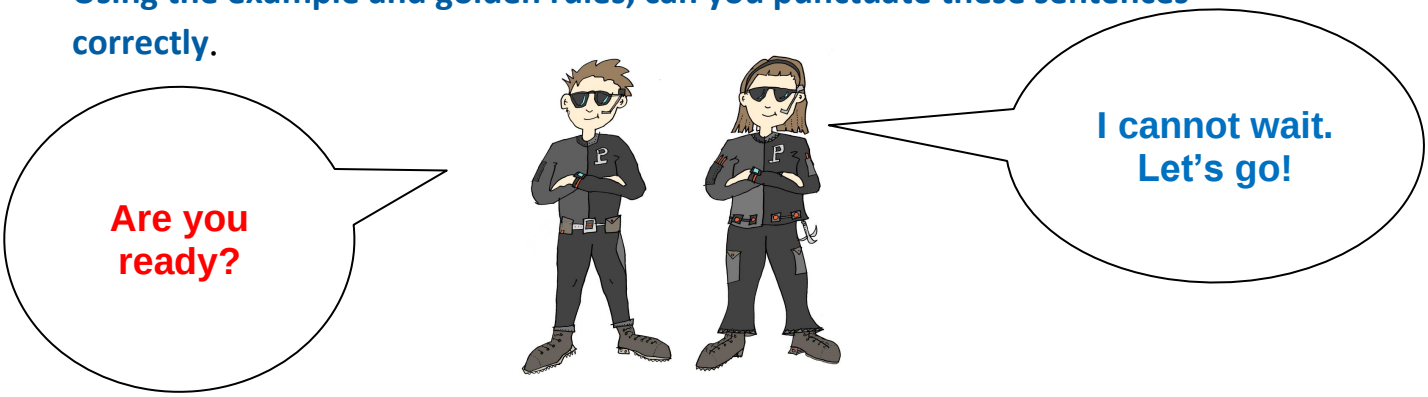
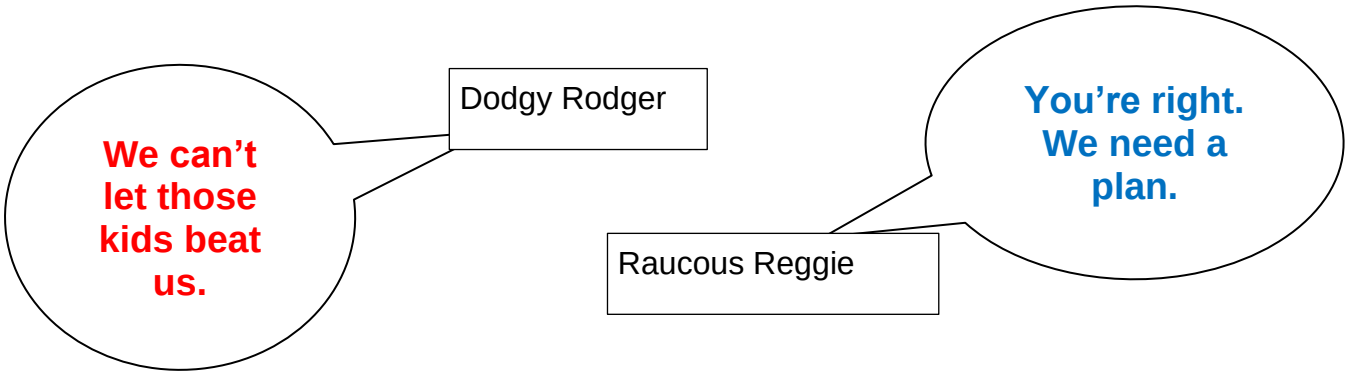
Using the example and golden rules, can you punctuate these sentences correctly.





Can you write your own sentences when one person speaks and someone answers?

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Create a secret code!

All good spies need their own secret code. Why don't you make one of your own? Here is a code you could use. Instead of using the top line you would use the bottom line e.g. if you wanted to use the letter *A* you would write *Z* instead.

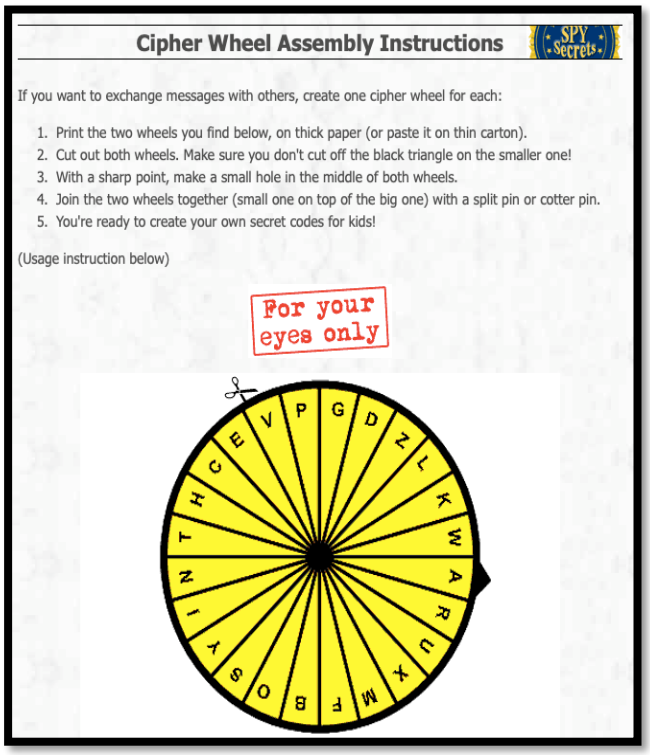
E.g. Pete = tbfb and Polly = tkggo

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
z	j	i	y	b	a	w	h	x	c	v	g	u	d	k	t	e	r	l	f	m	n	s	q	o	p

Now you can write in secret to anyone in your house or anyone who you share your code with! Could you include the secret code in your story?

OR if you have access to a website (please check with an adult first) you could try making a cipher wheel!

https://www.topspysecrets.com/secret-codes-for-kids.html



Cipher Wheel Assembly Instructions

If you want to exchange messages with others, create one cipher wheel for each:

1. Print the two wheels you find below, on thick paper (or paste it on thin carton).
2. Cut out both wheels. Make sure you don't cut off the black triangle on the smaller one!
3. With a sharp point, make a small hole in the middle of both wheels.
4. Join the two wheels together (small one on top of the big one) with a split pin or cotter pin.
5. You're ready to create your own secret codes for kids!

(Usage instruction below)

For your eyes only

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Design a Spy Gadget

All good spies need gadgets!

To help create yours, you could use the thinking-key BAR – where we take everyday objects and reinvent or redesign them by making them bigger, adding something and replacing or removing something, for example:

a skateboard.

- ***Bigger:* Extend the rear of the skateboard, making it much bigger and put some shelves on it for storage.**
- ***Add:* Add a small rocket motor near the back of the skateboard.**
- ***Replace/Remove:* Remove the wheels and replace them with a hovercraft engine so that it floats in the air.**

Here are some everyday objects you may want to use as a gadget:
pen; pair of glasses; wooden spoon; bike; scooter; rucksack

If you have access to the internet, why not watch this short animation called *Pigeon*: Impossible. It's very funny and the spy has a fantastic briefcase as his gadget.
https://www.youtube.com/watch?v=jEjUAnPc2VA

Now, get a separate piece of paper and draw a design of your spy gadget.

- **Can you label it?**
- **Can you explain how it works?**
- **Could you design a poster to advertise it so that other spies will want to buy it?**

When you write your story, try and include your gadget.

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Let's start to create and plan your story

To do this let's look at the structure of 'Mission Possible'.

	Bare bones of the story	Mission Possible
Opening	• Main characters (MCs) introduced & special secret about them revealed	• Pete and Polly are twins • they are spies
Build Up	• MCs given mission/ quest which they accept	• have to retrieve the Yata no Kagami (one of 3 Japanese Sacred Treasures) and return it to Japanese Embassy
Problem	• MCs set out to complete mission/ quest but encounter problem on way	• at midnight go to abandoned riverboat on Thames • take the Yata no Kagami but chased by thieves
Resolution	• MCs overcome problem & complete their mission/quest	• run really fast – escape thieves • Pete & Polly return Yata no Kagami to Japanese Embassy
Ending	• MCs return to their everyday lives • New mission arrives	• walk to school next day • Pete's watch flashes – new mission arrives

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The Story Road

Pete & Polly are twins and they are spies.

They have to retrieve the Yata no Kagami (one of the 3 Japanese Sacred Treasures) and return it to the Japanese Embassy.

At midnight, they go to the abandoned riverboat on the Thames.

They take the Yata no Kagami but are chased by the thieves.

They run really fast and escape the thieves.

Pete and Polly return the Yata no Kagami to the Japanese Embassy.

They walk to school the next day.

Pete's watch flashes and a new mission is given.

Do you have any ideas for your story? Have you watched any films or read any other books that you could use as a starting point or to get ideas from?

Use the story planning sheet below to capture some of your story ideas.

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Story Planner

Characters
(Who could be in your story?)

Setting
(Where will your story be set?)

Mission / Quest
(What quest is your main character given?)

Problem
(What problem(s) will your main character encounter?)

Overcome Problem
(How will your main character overcome the problem?)

Ending
(What happens at the end?)

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Story Ideas

If you're stuck on some story ideas why not try one of these (or do all of them and write your own series of adventure stories):

Story idea 1: You could retell or rewrite the story 'Mission Possible 'but add in a few more extra details e.g. the description of the mirror, more information about the characters (especially the baddies) or maybe you could make the chase scene a little more exciting.

Story idea 2
Sequel which follows the same plot pattern

Polly and Pete are spies but also have learnt to use telekinesis (where they can move things with their mind).

They have to retrieve another Japanese Sacred treasure that has been stolen (jewel or sword). And buried in a cave on the beach.

They find the cave at night. When they arrive, a thief is holding the treasure.

They use their telekinesis to take the object from the thief and then they run home.

Return the object to the Japanese embassy.
Phone goes off again to reveal next mission.

Story idea 3
Main characters have a different secret

Moll and Maggie are best friends and they can time travel (this is their secret).

Mollie and Maggie have to travel back in time to retrieve a piece of Victorian jewellery which was broken when studying Victorians at school in a history lesson.

Molly and Maggie travel back in time to retrieve the piece of jewellery. However, someone is wearing the jewellery when they get there!

Molly and Maggie wait until the person takes the jewellery off (e.g. when they go to bed) to get it.

The best friends return back to school just in time for history and the teacher never finds out.
Next history lesson something else breaks – next mission.

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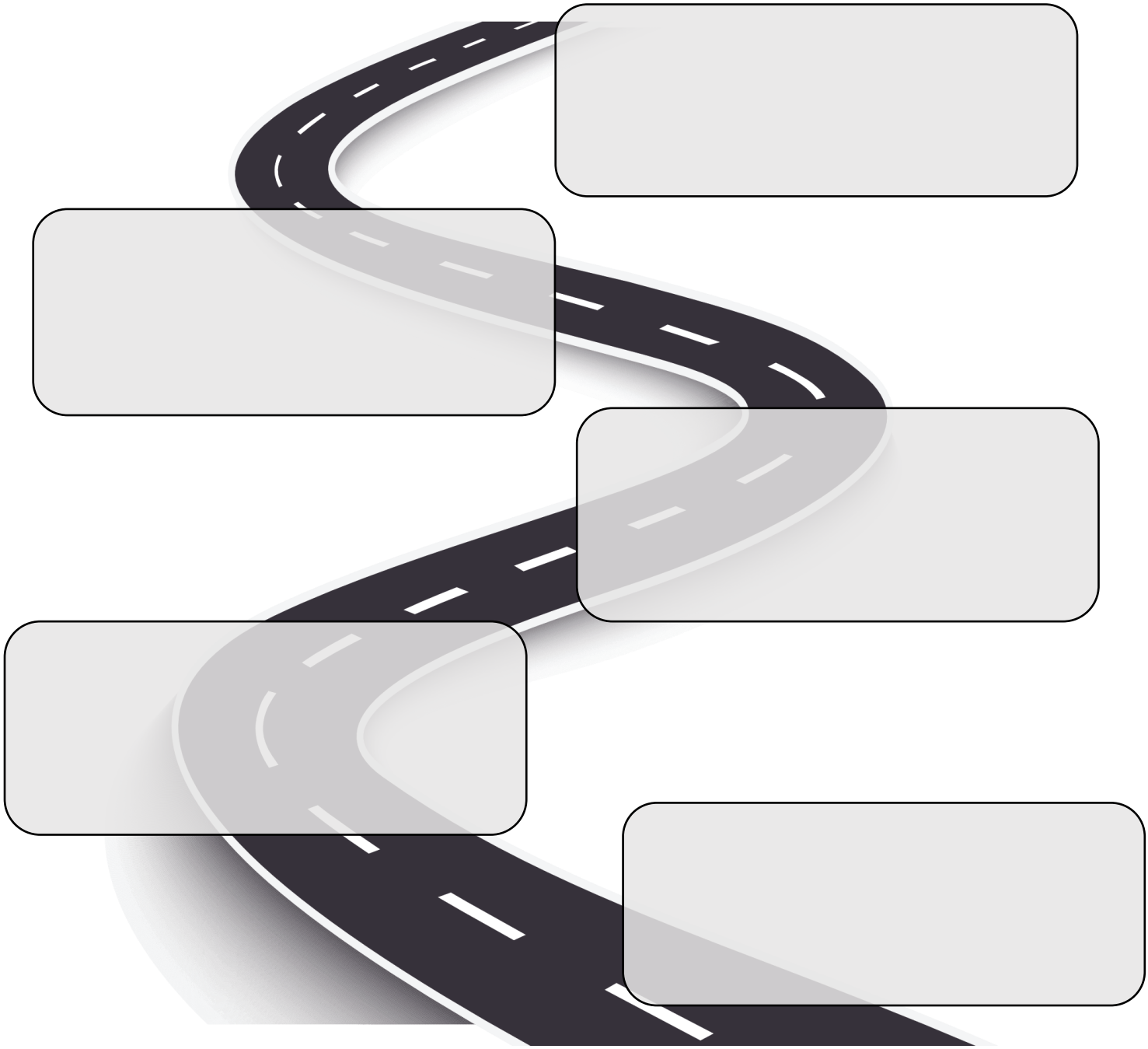
Use this road to plan your story



Let's get writing

Now you are ready to write. Get a piece of paper and a pen or pencil and write your story. It may take a few attempts to get a story that you are really happy with. Don't worry about this as it is called drafting and editing and is a very important part of the writing process. See you at the other end.

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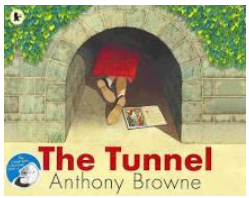
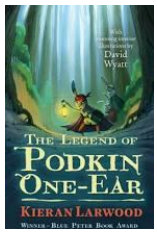
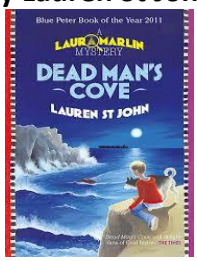
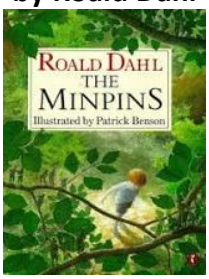
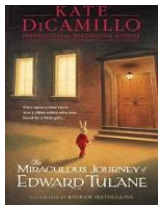
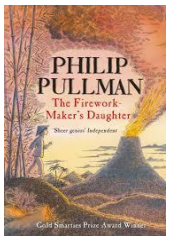
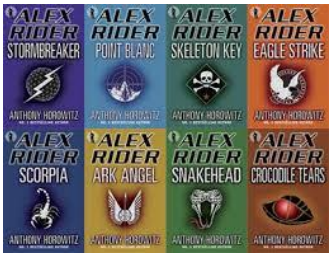
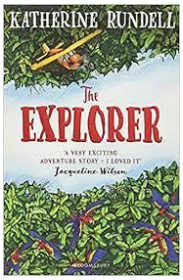
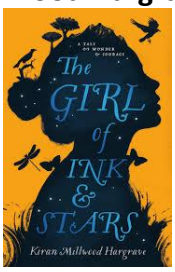
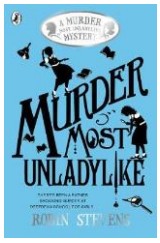
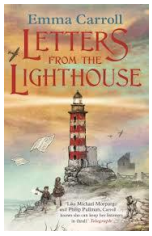
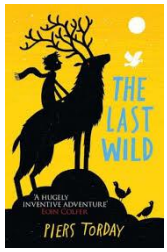
Reading

Do you enjoy adventure stories? If so, you may want read these. Reading really helps us grow and collect our ideas for our own writing.

The Secret Seven Series by Enid Blyton	**Famous Five** by Enid Blyton	**The Tunnel** by Anthony Browne 	**Podkin One Ear** by Kiran Larwood 
Deadman's Cove by Lauren St John 	**The Minpins** by Roald Dahl 	**The Miraculous Journey of Edward Tulane** by Kate DiCamillo 	**Firework Makers Daughter** by Philip Pullman 
The Alex Rider Series by Anthony Horowitz 	**The Explorer** by Katherine Rundell 	**The Girl of Ink and Stars** by Kiran Milwood Hargrave 	**Malamanda** by Thomas Taylor
Cogheart by Peter Bunzl	**Murder Most Unladylike** by Robin Stevens 	**Letters from the Lighthouse** by Emma Carroll 	**The Last Wild** by Piers Torday 

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Answers

ordinary	nothing really special about it – quite normal
entrusted	given something to take care of and/or really look after
sacred	describing something connected to God or religion
Japan	a country in East Asia
embassy	building where an ambassador of a country lives or works
River Thames	a large river that flows through London
oil lantern	a container holding oil that can be used as a light
smirked	a smile that says you are pleased with yourself, or being silly
trepidation	a feeling of fear, worry or anxiety.
riverboat	a boat designed to be used on rivers.
concealed	hidden

Question	My answer	Is it correct?
Pete and Polly are brother and sister	True	YES
Pete and Polly's Scout Leader knew their secret – they were spies	True	NO
One of the twin's missions was to rescue the Prime Minister from an Earth Quake	False	YES
The Yata no Kagami is one of the Five Sacred Treasures of Japan	False	YES
The story is set in London	True	YES
The Yata no Kagamu is a mirror	True	YES
They set off on their adventure to retrieve the mirror at midnight	False	NO
The mirror was hidden underground	False	YES
The capsule created a green mist when dropped.	True	YES
The last day of the story is a Saturday.	False	YES

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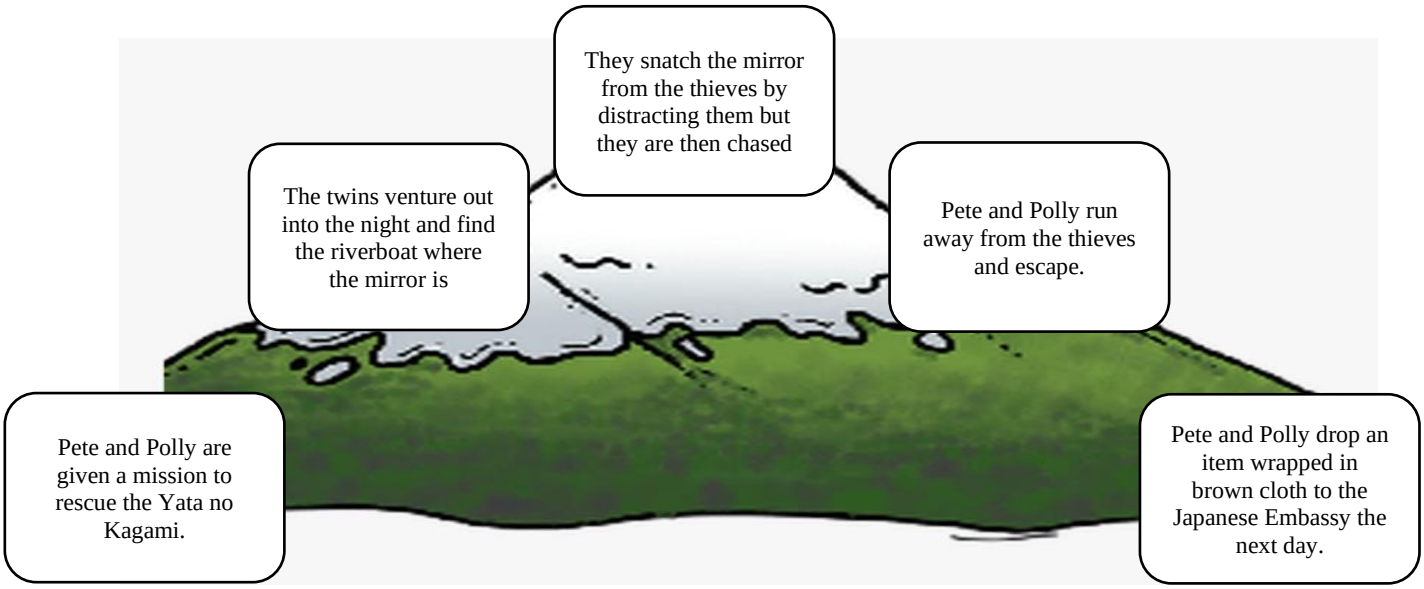
Put the story into the order of events in which they happened on the story mountain:



Spotting Verbs

Without hesitation, Pete dropped a small green capsule which filled the boat with a fine green mist. At the same time, Polly, ran towards the table where the men sat, grabbed the mirror, flung it into her rucksack and then they both sprinted back up onto the deck.

Suddenly, coming from the cabin, they heard the unmistakable sound of fast-paced heavy footsteps and loud angry voices.

"Quick!" Shouted Polly and on that command, they fled. They didn't look back. They didn't stumble. They were trained for moments like this. Fast, focused and determined they continued sprinting until eventually the angry footsteps and loud shouting faded.

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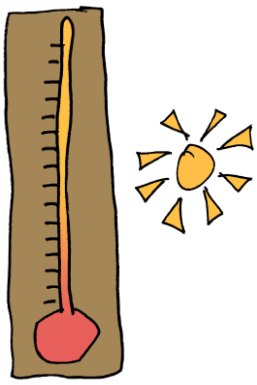
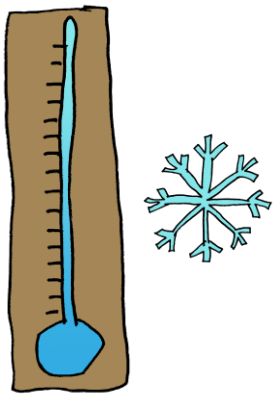
We've reached the end of our adventure and I hope you've had fun!

I really enjoyed ...

I would rate my journey through this booklet (tick hot or cold):





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This workbook has helped me learn ...

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Kat Pennington, is a Deputy Headteacher who now works with Talk for Writing to help schools develop the approach.

Edited and designed by Julia Strong
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