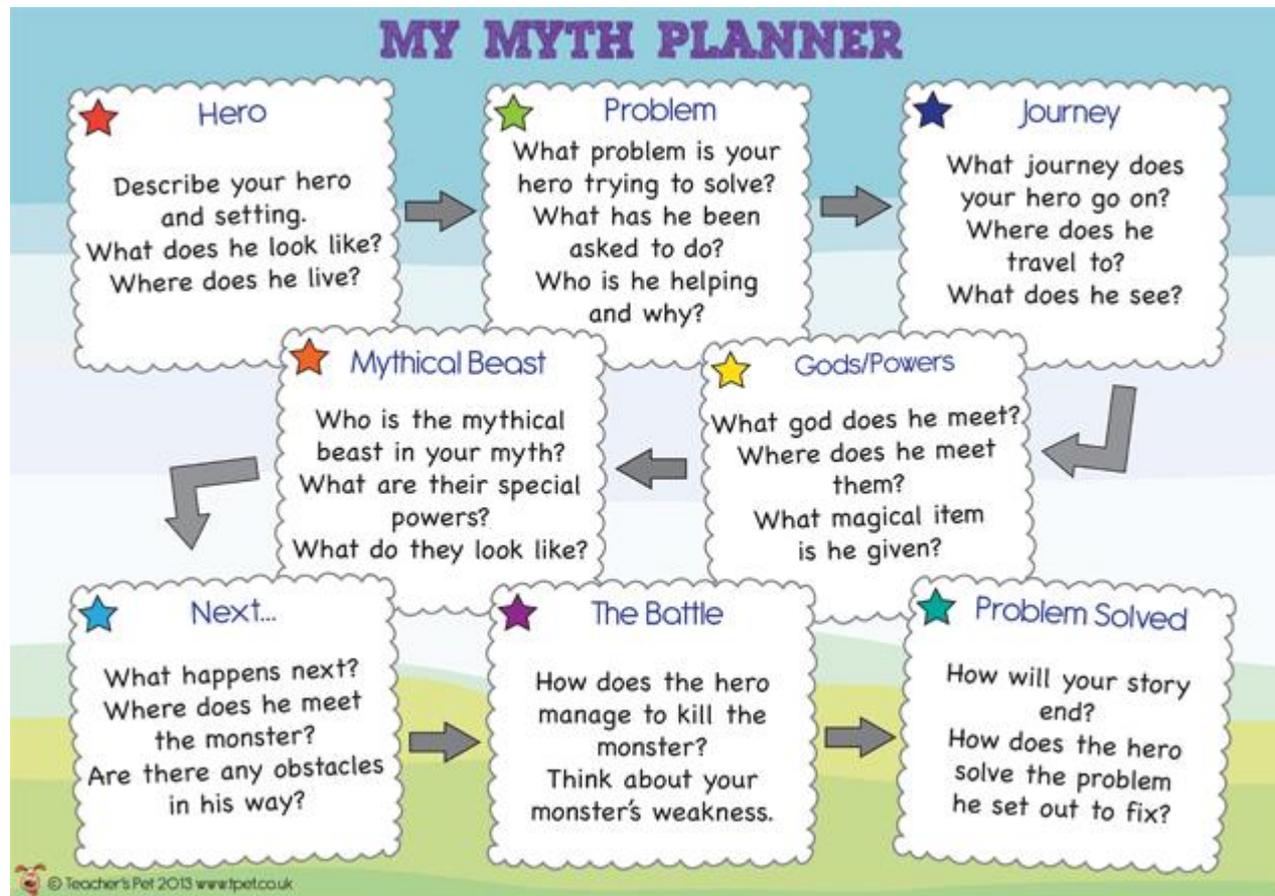


Strategy: Using a flow chart



Strategy : following a structure or pattern



Strategy combining: using pictures for inspiration, observing closely, using 5 senses and considering useful words

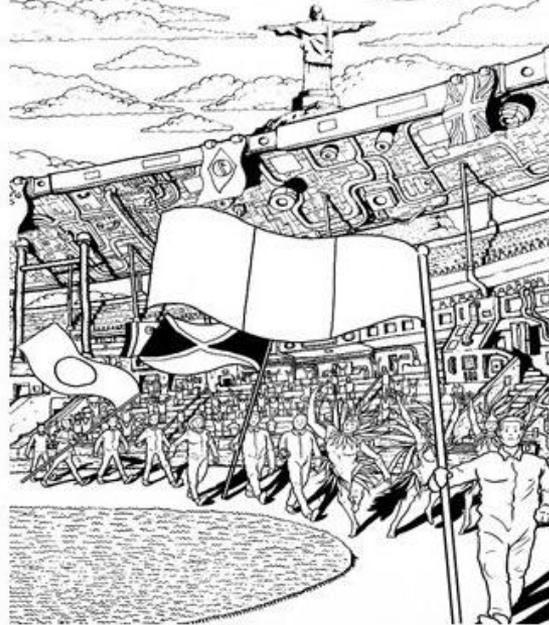
Descriptive Writing Planning Sheet – Olympic Games Opening Ceremony

Look at the picture carefully. Write suitable words or phrases under each subheading.

Sights

Smells

Sounds



Feelings

Useful Adjectives

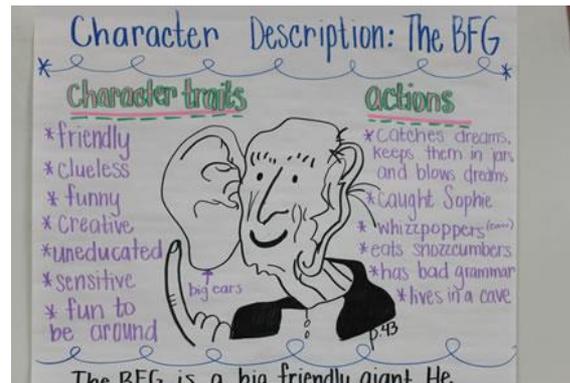
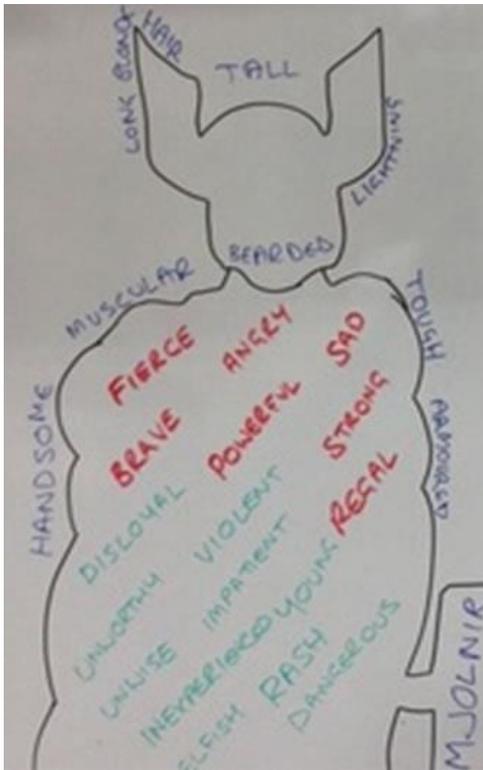
Useful Verbs

Useful Prepositions

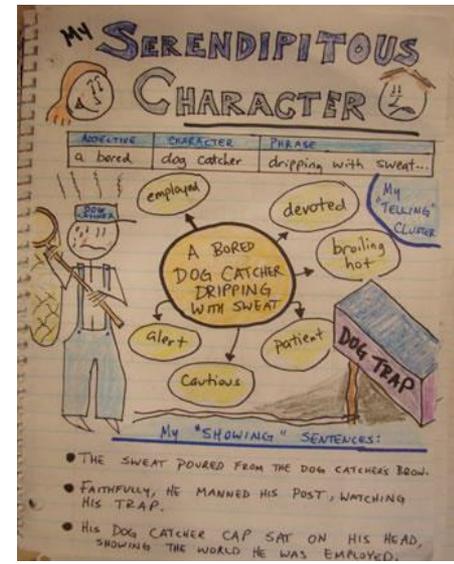
Strategy : Using my 5 senses



Strategy : using building blocks for the elements of my story



Security guard shoes credit cards
 Cash register ice cream Lidl
 hang up clothes money Shelves
 Conveyor belt
 trolley post office food clothes
 signs muffins The Square smoothie
 books on shelves lawnmower
 alarm store room trolley tokens
 sunglasses shopkeeper can give you credit



In preparation for writing, the pupil spends time on the element – planning characters, considering the setting, working on the plot. After a few lessons, the pupil uses all of their planning to make the final piece of writing.

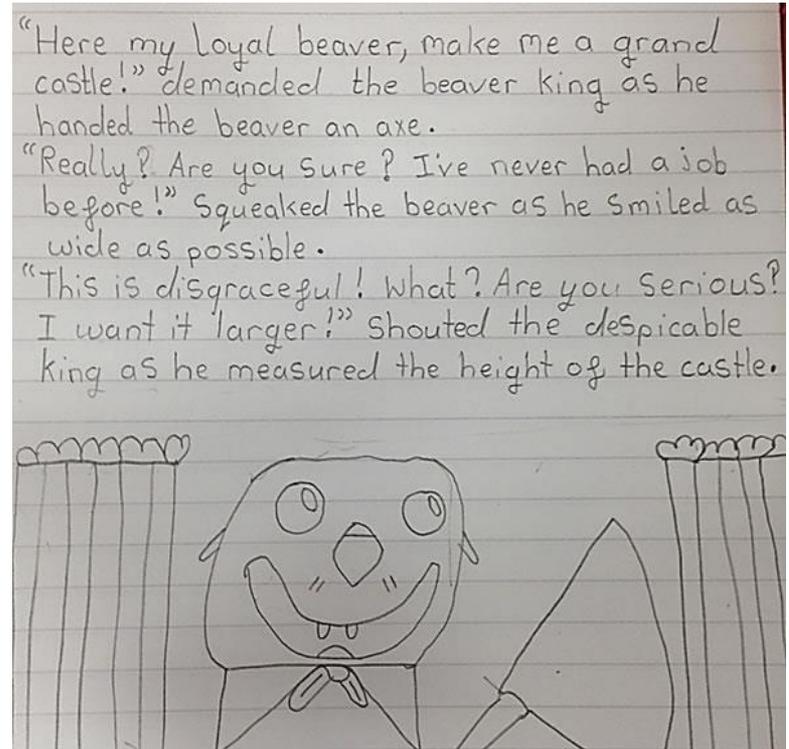
Developing one aspect at a time, e.g. characters, setting, planning dialogue, plot

Strategy: scaffolding



In this example, Year 3 are using story strips as a way of scaffolding their new learning. Story strips can be pre-ordered or put into an order by pupils.

Pupils can talk and discuss the dialogue.



Strategy : Scaffolding

Pupils have used the story strip as a stepping stone to writing dialogue.



Year 3 Dialogue Work

"You miserable old man!" shouted Thor rudely as he snarled through his teeth.

"Well you are a foolish, disobedient son!" bellowed Odin as he banged his staff up and down on the polished floor in a beastly manner.

"As King of Asgard, I can do whatever I want!" yelled Thor as thunder and lightning monstrously struck the dark sky.

"I will banish you and Mjolnir to Midgard!" threatened Odin as Thor stood, terrified.

Strategy : Freeze Frame and Photographs

This is a two fold strategy. Part one is working with other pupils to create the freeze frame. Part two is photographing the freeze frames so they are a useful prompt for both planning and writing.



Can be used to consider facial expressions and body language, for deepening pupils' understanding of a story or event, for sequencing the main events, etc.

Strategy combination : Joint planning, stick notes, images

This larger scale format is very useful as a planning tool before writing up a research project, a non-fiction topic report, a science experiment. Pupils plan and talk together, then use the large scale plan to support their individual writing.



Strategy: using photographs and collecting nouns

Good word choices!

T. Order and retell
y of the Great fire of

20.11.15
WALT: Collect story words - no

Look at the pictures to help you think of Great Fire of London nouns.

nouns

fire hooks ✓
London ✓
mice ✓
city ✓
citizens ✓
fire ✓
squirts ✓
squirt ✓
boats ✓
buckets ✓
wood ✓
window ✓
Lord Mayor ✓
King ✓
king Charles II ✓
barrel ✓
Samuel Pe PHS ✓

petrified, screaming ✓
Children like a bear ✓
grey, smoky smoke ✓
twisting as fast as a rollercoaster ✓
as a rollercoaster ✓
burning down woods ✓
buildings ✓
Nervous, worried ✓
horses scared ✓
terrified ✓
citizens ✓

adjectives and similes ✓
nouns ✓

Strategy : Comic strip

Name: _____ Date: _____

Comic Strip Story

Title of Story: _____ Author: _____

Created by
Mrs. O'Connell at <http://www.teacherspayteachers.com>

Strategy : Graphic organisers

Name:

Oreo Opinion Writing



Opinion - Give your opinion.



Reason - Your reason for your opinion.



Example - Give an example to support your opinion.



Opinion - Restate your opinion.

Making Thinking Visual with Graphic Organisers

KEY PURPOSE OF THE ORGANISER	Spider diagram	Cycle circle	Flow chart	Bridge	T chart	Comic strip
Recalling, grouping, classifying, summarising ideas						
Sequencing events, ordering ideas						
Showing causal links (cause and effect)						
Deeper analysis—dissecting an idea into parts, comparing and exposing different attributes						
Planning and decision making or reviewing						

Persuasive Writing Graphic Organizer: Pre-Writing Planner

Topic: I want to persuade _____ (audience) to _____ (purpose)

Your Argument:

Brainstorm Reasons	 	Most Persuasive Reasons
		<ol style="list-style-type: none"> 1. 2. 3.

Change The World ONE LESSON AT A TIME

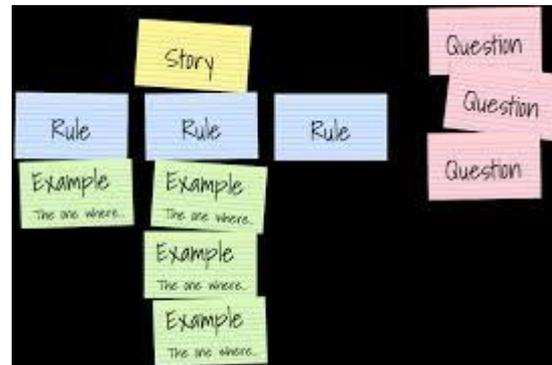
Strategy : Observing closely

Careful observation before writing.

This could also include visiting places, handling objects, looking at collections of photographs, watching video clips, listening to sounds.



Strategy : Using record cards and post it notes to plan the structure

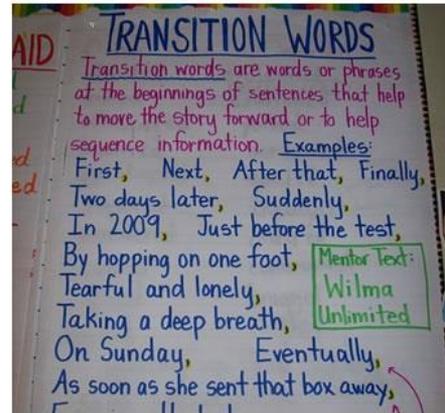


Strategy : Combining elements of graphic organiser, key words, self assessment, useful phrases

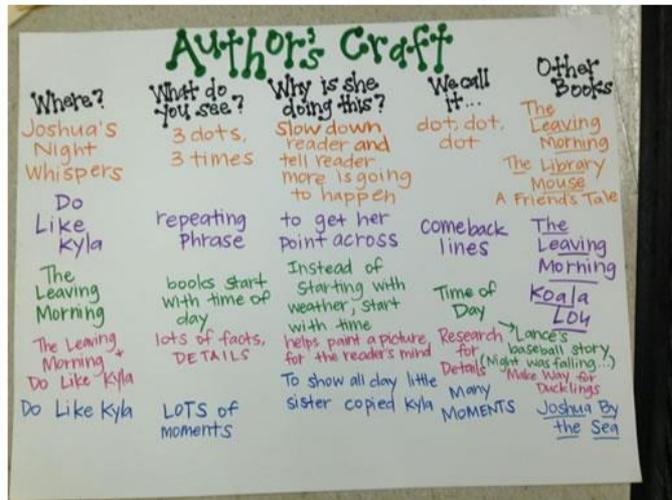
My Narrative Plan

Title: _____		Author: _____																																														
Character <small>(Who? Who is the character? Describe what they look like.)</small>	Setting <small>(Where? Where do they live? Describe the setting.)</small>	Problem <small>(What? What is the problem in the story?)</small>	Solution <small>(How? How does the problem get resolved?)</small>																																													
_____	_____	_____	_____																																													
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Sentences I can use: <small>(Write about when)</small> Once upon a time... A long time ago... One fine morning... There once was a... Not too long ago... _____ _____ _____ _____	Other words for... <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>happy</u></td> <td style="text-align: center;"><u>sad</u></td> <td style="text-align: center;"><u>good</u></td> <td style="text-align: center;"><u>bad</u></td> <td style="text-align: center;"><u>said</u></td> </tr> <tr> <td>cheerful</td> <td>upset</td> <td>pleasant</td> <td>awful</td> <td>replied</td> </tr> <tr> <td>merry</td> <td>miserable</td> <td>enjoyable</td> <td>horrible</td> <td>answered</td> </tr> <tr> <td>delighted</td> <td>devastated</td> <td>excellent</td> <td>evil</td> <td>asked</td> </tr> <tr> <td>glad</td> <td>gloomy</td> <td>terrific</td> <td>terrible</td> <td>whispered</td> </tr> <tr> <td>joyful</td> <td>down</td> <td>sensational</td> <td>naughty</td> <td>shouted</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>		<u>happy</u>	<u>sad</u>	<u>good</u>	<u>bad</u>	<u>said</u>	cheerful	upset	pleasant	awful	replied	merry	miserable	enjoyable	horrible	answered	delighted	devastated	excellent	evil	asked	glad	gloomy	terrific	terrible	whispered	joyful	down	sensational	naughty	shouted	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	Self-Assessment: <input type="checkbox"/> Have I completed all sections? <input type="checkbox"/> Have I used descriptive words? <input type="checkbox"/> Have I used different sentence starters? <input type="checkbox"/> Does my writing make sense? <input type="checkbox"/> Have I missed any words? <input type="checkbox"/> Have I used capital letters for proper nouns (names of people and places)? <input type="checkbox"/> Have I used capital letters for the start of my sentences? <input type="checkbox"/> Have I used the correct punctuation at the end of my sentence? <input type="checkbox"/> Have I checked for spelling errors? <input type="checkbox"/> Is my presentation neat?
<u>happy</u>	<u>sad</u>	<u>good</u>	<u>bad</u>	<u>said</u>																																												
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Strategy : Seeking examples to emulate



Pupils might be comparing openings, looking at how stories have concluded, collecting words, examining sentence structure, looking at style, etc, and collecting ideas.



Author's Craft

Sometimes, authors "play with words" to entertain the reader.

Clever Sentence	Meaning in the Book	Why it is Entertaining
The jackhammers hit the road.	They left to go somewhere else. This is an idiom!	Jackhammers actually do hit roads to break them apart.
The bananas peeled out.	They left quickly. (This is an idiom that usually refers to cars screaming out of sight)	You have to peel a banana to eat it.
The baseball players struck out on their own.	They left town. (This is an idiom that means a person is ready to begin a new, independent life.)	Baseball players can strike out when they are up to bat.
The cows moved on.	The cows moved to a different location.	When the author used the extra 'O' in "moved", he referred to the sound a cow makes.
The boots took a hike.	They left. (The idiom "Take a hike" means "Please leave now.")	Peel the banana.

Why the Banana Split

Thinking "About the Text"

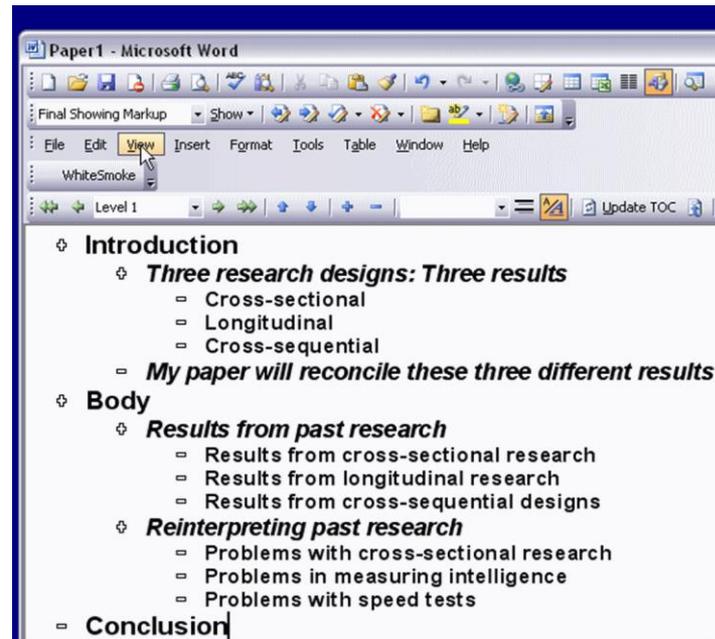
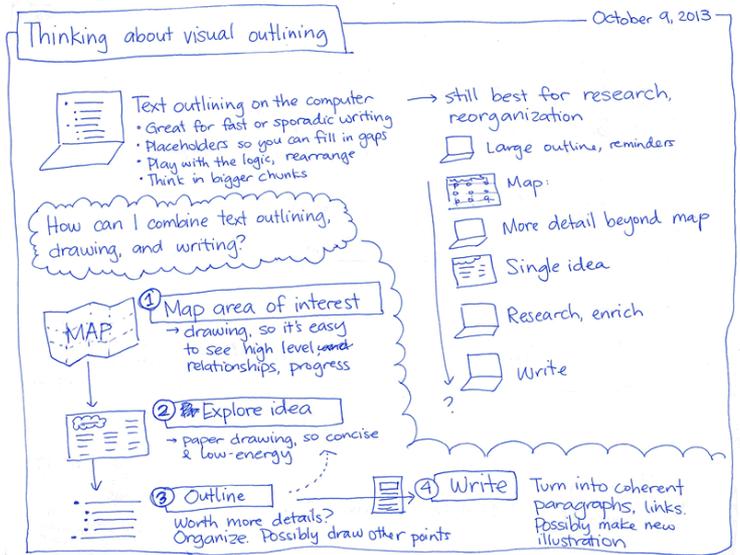
CRAFTING CONNECTIONS

Strategy: Outlining

Very useful for writers who like to think in a linear fashion

Outline

- I. Intro
- II. First point
 - A. Detail
 - B. Detail
 - C. Detail
- III. Second point
 - A. Detail
 - B. Detail
 - C. Detail
 - D. Detail
- IV. Third point
 - A. Detail
 - B. Detail
 - C. Detail
- V. Conclusion



Strategy : Talking and thinking to a set of prompts

Setting

- There are many things to consider when examining setting (not all are present in every story)
 - a) **place** - geographical location. Where is the action of the story taking place?
 - b) **time** - When is the story taking place? (historical period, time of day, year, etc)
 - c) **weather conditions** - Is it rainy, sunny, stormy, etc?
 - d) **social conditions** - What is the daily life of the characters like? Does the story contain local color (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?
 - e) **mood or atmosphere** - What feeling is created at the beginning of the story? Is it bright and cheerful or dark and frightening?

What descriptive words do you think will paint a vivid picture for the reader?

How will you show rather than tell the reader the setting?

What are the most important aspects of the setting that the reader will need to be aware of?

What isn't that important and you can leave out?