|  |  |
| --- | --- |
| **Talk for Writing Complete Toolkit for Year 3** | |
| **Area of writing** | **Implementing the area for writing** |
| Settings | |
| * Choose an interesting name for the setting, for example fantasy, or science-fiction * Select the time of day and whether to create an effect for example the thunder rumbled through the darkness * Show how a character reacts to the setting for example Joe shivered * Show the setting through the characters eyes for example Joan looked around the room | * Use film, fantasy and real locations for short first writing to develop description * Use ‘tell me’ to develop settings through an imagined characters eyes * Use in a ‘dark, dark house’ to build settings |
| Suspense | |
| * Let the threat get closer and closer and closer * Show the characters feelings by reactions for example she froze… * Include short punchy sentences for drama * Use rhetorical questions to make the reader worried – who has turned out the light? | * Collect language bank for scary settings, ominous weather, cold and darkness – sort by mood * Compare suspense sections and analyse effect created * Use drama to recreate suspense, mime how a character reacts and hot seat * Use ‘in a dark, dark, house’ to build suspense |
| Action | |
| * ‘Show’ not ‘tell’ – reveal of hint at a character’s feelings through their actions for example trugged, tiptoes, glanced, sighed * Use a variety of progressive ‘ing’ openers to drop the reader straight into the action for example leaping out from behind the car… * Extend the action using an ‘ing’ clause for example, the trees lined the streets like and army, standing to attention * Show action by describing what happens; eg; he jumped onto the dragon and grabbed its tongue | * Use drama to model how to imply feeling through actions * Build banks of actions that we associate with humans and ply something not human * Narrate a drama lesson, manipulating the position of the progressive verb and discuss how it alters the meaning * Play with sentence length and discuss how it changes the impact on the reader * Brainstorm banks of vocabulary, list and use with writing |
| Characterisation | |
| * Give your main character a hobby, interest or special talent eg; * Know your characters desire, wish, or fear for example Gareth had always wanted a pet/never liked lizards * Use a character’s actions or dialogue to move a story forward | * Act out simple scenes with different characters eg, coming into a room, angrily, shyly and bossily * Use drama to re-enact or develop new scenes * Collect character triggers, eg, a secret, a wish, an fear, finding something, a lie, etc |
| Dialogue | |
| * Use dialogue to suggest how a character feels, thinks or what they are like and to move the action forwards * Use quirky expressions, for example ‘crazy cats’ she muttered. | * Add ideas to class dialogue by reading quality literature, display, model in shared writing and practice * Use paired drama to develop what is said with expression mirroring how a character feels plus a simple action for example, pointing at the chair. * Model in pairs what character A says plus the reply from Character B; then add in stage directions for both |
| Description | |
| * ‘show’ not ‘tell’ - Describe the characters emotions using senses or a setting to create an atmosphere for example the shadow darted forwards. Her skin crawled! * Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match for example rusted, overgrown, smeared and smothered | * Regular new experiences to discuss and to describe. Play descriptive barrier games. * Use short burst spine writing to practice observational writing * Brainstorm banks of vocabulary, list and use when writing. |
| Openings and Endings | |
| * Use time, (late one night), weather (snow fell) or place starters (the river teemed with fish) plus ‘who’, ‘where’, ‘when’ ‘plus’ ‘weather’ and ‘what’ (is happening) to orientate the reader * Start with the name of your character, eg, ‘Bill stared out of the window.’ Think about how the character feels (or personality, eg bossy) and show this at the start, eg, ‘Bill glares at his teacher’ | * Use drama to develop ‘show not tell’ to deepen opening and endings * Use roleplay To develop possible ‘speech’ openings and translate with shared writing * Collect and categorise openings from storybooks, examples ones that start with speech, the character’s name, the setting, a question, a dilemma. |