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| **Talk for Writing Complete Toolkit for Year 1** |
| **Area of writing** | **Implementing the area for writing** |
| Settings |
| * Choose a name for and very setting – real, fantasy etc
* Try to ‘see’ it in your mind and use all senses to describe
* Use sentences of 3 to describe
* Take your character home to the end of the story
* Include some detail to bring a setting alive
 | * Use drama/images to list words or event sentences – what can you see, touch, smell and hear in the setting?
* Collect banks of adjectives, powerful verbs and similes to build descriptions
* Use artwork in real places for drawing and collecting description
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| Suspense |
| * Isolate your character/s, for example in darkness/cold or in a derelict setting
* Use exclamations for impact
* Show your characters reaction for example she shivered
 | * Read stories with suspense – innovate on sentences
* Traumatise stories where the main character hears or see something scary
* Show main characters reactions
* Show images of scary place is a list what might happen
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| Action |
| * Focus on the action with a sentence of three for example he ran down the lane, he leapt over the wall and screamed!
* Choose verbs that have emotion. Avoid got, came, went, said, looked
* Add detail to how the character moves by adding the adverb e.g. she tipped touch quietly
 | * Use drama to model how to imply feelings through actions
* Train children to generate language associated with action and add to their word banks with new vocabulary
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| Characterisation |
| * Use sentence or power of three for example, Santa was a fat and friendly man.
* Describe your character using adjectives for example a large, unfriendly man – this is a simple noun phrase with a comma to separate the two adjectives
* Introduce a bit of alliteration for example Sally slept silently
 | * Add speech or thought bubbles to pictures
* Use drama/mime play in the ‘manner of the word’, for example walked sadly
* Create banks of words to describe how a character feels
* Draw characters and speech bubbles
* Role-play brief conversations before writing dialogue
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| Dialogue |
| * Choose and decide how the character feels, thinks and behaves and show this through what they say for example I’m scared!
* Use speech verbs powerfully to show how speaker feels – hissed,, squealed, roared, and whispered
 | * Focus on dialogue in reading and work out simple rules
* Display dialogue roles and examples on washing lines and on support cards
* Rehearse dialogue in shared writing but keep it limited
* Draw cartoons with speech bubbles for stories
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| Description |
| * Use precise nouns to ‘name it ‘ and create a picture in the readers mind for example; poodle instead of dog
* Choose adjectives to help the reader picture the scene. If the two are together separate them with a comma , for example a small, round pot which is a simple noun phrase
* Sentence or power of 3 to describe for example; Santa is a red, fat and friendly man.
* Use powerful verbs rather than – got, came, went, said and look
 | * Regular painting and drawing of objects, animals, themes etc
* Develop use of five senses through science
* Constant modelling of descriptive language by adults
* Train children to generate descriptive language and add to their word thanks with new vocabulary
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| Openings and Endings |
| * Think about how the character feels/what the character wants Before the story starts
* Add more ways to start a story, using the time starter, for example one day, one morning, one afternoon or one night…
* Adding early or late for example Late one night, early one morning…
* Use ‘place’ starters for example; in a distant land; far far away; on the other side of the mountain,
 | * Hotseat, in role, as a main character at the start of the story – what do they feel/desire, where do they live/where are they going/what are they doing - then turn into oral telling of the opening or shared writing
* Repeat hot seating of the main character to develop the ending, focusing on how the character is changed oh what has been learned.
* Notice, collect and try using openings from picture books and oral story
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