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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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |