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| **Talk for Writing Complete Toolkit for Year R** |
| **Area of writing** | **Implementing the area for writing** |
| Settings |
| * Draw maps showing different settings
* Create a simple story that starts and ends in the same place
* Write a story with a local or invented story
* Select from a bank of photos or images of settings to help you
* Choose a scary setting where something might happen for example a bridge a forest or an old house
* Use adjectives (dark, gloomy, sunny,)and similes to describe settings (it was as dark as coal)
 | * Collect, display and use images of settings for example castle, forest, lake
* Raid picture books and fairytales
* Collect scary settings where something might happen for example a bridge a forest or an old house
* Use images of places and describe these imagining a story happening. Compose simple captions.
* Write maps with different settings drawn a blank spaces for children to draw in settings
* Provide story floormat and settings to choose from during story play for example toy trees, a garage
* Dramatise to help children imagine being in different settings and describing them
* Re-enact a story with children becoming the theme for example a bridge.
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| Suspense |
| * Put the main character into a scary setting Examples of forest an old house or a bridge
* Make the main character hear or see something
* Describe the threat
* Make the main character escape!
* Use action verbs run, grab, grip, chase etc
 | * Connect to display and use images of scary settings for example a castle, a bridge, forest, lake, old house
* Read picture books and fairytales for scary settings and notice descriptions
* Use pictures in photos of scary places and to describe these
* Imagine a story happening with a scary moment
* Compose simple descriptive captions in sentences
* Dramatise and imagine being in a scary setting, showing reactions
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| Action |
| * Create a simple story that starts and ends at the same place
* Use time openers to advance a story for example 1st, next, after that, then and finally
* Use action verbs that have any emotion for example dashed, lept, grab, grip, and chase
* Use all the senses to describe and discuss them - look, touch, taste, hear and smell
* Use a wordless picture book and discuss what a character might be doing
 | * Play Simon says with a variety of new verbs – link actions to strengthen understanding
* Use simple story mountains to aurally invent five part stories, sometime starting and ending in the same place
* Develop the use of the five senses and related language through specific experiences for example Feely bag, curiosity corner, nature table, nature walks etc
* Use drama to bring scenarios to life
* Guided discussion, focused on a stimulus with word gathering
* Constant modelling of language associated with action
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| Characterisation |
| * Write about a character from the story you know or make up a new character
* Give your character a name
* Use adjectives to describe example friendly, scary and use a simile – using like or as for example with wrinkles like a walnut
* Have a goodie and a baddie
* Give your character a problem
* End with ‘happily ever after’
 | * Collect a bank of characters from Reading
* Notice, collect and use descriptive language
* Ask class to sort characters into goodies and baddies
* Discuss how characters feel and find clues in the text or images
* Discuss dilemmas for characters
* Role-play scenes in stories
* Invent new characters together
* Use hats costumes and puppets to retail or invent stories with strong central characters
* Draw characters on a story map
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| Dialogue |
| * Use puppets and make up funny voices when playing
* Role-play different characters
* Read aloud using different voices for characters
* Discuss, what did the character say? And why? And model how?
* One story maps, draw simple speech inside speech bubbles
* Noted "in shared reading
* When the sound is turned down in films discuss what they might be saying
* Use wordless picture books and discuss what a character might say
 | * Provide role-play spaces, costumes, hats and objects and toys to encourage role-play and re-enacting of stories
* Provide puppets and play with children
* Use picture books and big books – read aloud together with expression, emphasising who says what and how – discuss how characters feel and how we know
* Read together using voices to match how the character feels
* Discuss what character might be thinking and what they might do or say next
* Use post it in big books or on screen to add in dialogue
* Capture what children say on laminated speech bubbles and provide for play
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| Description |
| * Look attentively and talk about new experiences
* Use adjectives to say what and images and objects look like
* Look carefully at images, objects, animals, and events
* Use all the senses to discuss and to describe – look, touch, taste, hear and smell
* Use different and effective verbs to describe the quality of movement for example crept instead of tiptoed
 | * Use new experiences – images, objects, animals, places, characters – to discuss and say what it looks like
* Develop the use of the five senses and related language to specific experience for example Feely bag curiosity corner nature table or nature walks
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| Openings and Endings |
| * Learn once upon a time story opening
* Learn once upon a time there was a Says who lived… To establish a character in a setting for example once upon a time there was a pirate who lived on the island
* Learn to end of story with finally or in the end plus happily ever after
 | * Notice and use common openings and endings from well loved picture books
* Repeat common storytelling openings and endings such as once upon a time or finally day… In storytelling
* Emphasise in storytelling the importance of the main character and where they lived
* Use banks of Familia characters and settings to develop familiar opening patterns such as once upon a time there was… Who lived…
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