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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. |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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… |