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| **Talk for Writing Complete Toolkit for Year 2** | |
| **Area of writing** | **Implementing the area for writing** |
| Settings | |
| * Choose adjectives with care to suit the mood usually ‘like’ and ‘as’ a similes * Includes time of day and weather for example it was a hot night * Select scary settings for dilemmas | * Use short burst writing/spine poems to teach description move through different settings and describe * Use drama/images to list words or event sentences – what can you see, touch, smell and hear in the setting? |
| Suspense | |
| * Use Scary Sound Effects for example something hissed for show a glimpse, eg, a hand appeared…. * Use dramatic connectives to introduce suspense and drama/at that moment, suddenly unfortunately | * Collect words to describe the characters reaction and using sentences for example froze, hid, ducked down, trembled, and shivered * Rehearsed sentences using dramatic connectives to introduce a sound effect or a glimpse for example; At that moment, she heard…/At that moment, she saw |
| Action | |
| * Use similes to create atmosphere, four example, the trees lined the streets like an army. * Use onomatopoeia to interact and interject, for example snap! * Use a range of dramatic fronted adverbials to advance the action, for example at that moment,… Suddenly,… Unfortunately,… | * Use collections to reinforce language, for example synonyms for walk, run, said, looked etc * Collect interesting action words and sentences from quality books and bank for future use. * Use short burst writing to describe action writing |
| Characterisation | |
| * Use simple similes to describe for example he stood as tall as a tree * Use adverbs to describe how something does something for example she tiptoed quietly * 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 | * From reading, create ‘role on the wall’, collecting character clues and tracking development * Collect, Display and use the bank of descriptive language for example adjectives and similes * Use drama/mime play in the ‘manner of the word’, for example walked sadly * Create banks of words to describe how a character feels * Use freeze frames, hotseat and interview characters |
| Dialogue | |
| * Use speech verbs powerfully to show how speaker feels – hissed,, squealed, roared, and whispered * You ‘said’ plus an adverb to show how the speaker feels – he said nervously   **and a few speech punctuation rules:**   * Write what is said, starting with a capital letter, and the punctuation inside a speech bubble * Burst the bubble to leave speech marks around what is said * Start a new line for each speaker * Start the spoken words with a capital letter * If the sentence ends with a speech, put a. or ! or ? Inside the speech marks. If the sentence continues, in the speech with a comma | * Draw cartoons with speech bubbles for stories * Practice turning speech bubbles into dialogue * Use Post it to innovate on speech verbs, adding in adverbs or changing what is said * Change the characters personality and then alter what they say |
| Description | |
| * Use powerful verbs rather than – got, came, went, said and look * Use adverbs to describe how something does something for example she tiptoed quietly * Experiment with alliteration * Use ‘as’ and ‘like’ similes * Observe carefully and draw all the scenes when describing | * Use collections to reinforce language for example shiny things, soft things, colour tables, * Collect Interesting descriptive words and sentences and quality books and bank for future use |
| Openings and Endings | |
| * Use more time starters for example once, not twice; long ago; Many moons ago… * End by stating how the character has changed and what has been learned; ‘he would never steal again’. Take your characters home. | * Build up a bank of cards with time starters, characters, settings so that children can choose different ways to open/end stories * Use objects, pictures, film clips, trips, visitors to trigger story beginnings |