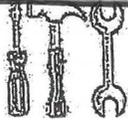




WROUGHTON
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TalkforWriting™

Here are some examples of the toolkits that your child will be using during their time at Wroughton Academies to help improve their writing. Individual classes create these toolkits to help develop particular writing features. The toolkits are used in all year groups to teach the children features of different text types.



Handout 8a

Setting toolkit

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Creating a setting that the reader can imagine, making it sound real and using it to create atmosphere.

N/R	Y1/2	Y3/4	Y5/6
<p>Draw maps with different settings depicted;</p> <p>Create simple stories that start and end in the same place;</p> <p>Create simple stories in which a main character goes from setting to setting on a journey;</p> <p>Write about local settings in stories;</p> <p>Select from a bank of photos or images of settings when composing;</p> <p>Choose a scary setting where something might happen, e.g. <i>bridge, forest, old house</i>;</p> <p>Use adjectives and similes to describe settings.</p>	<p>As in N/R plus:</p> <p>Choose a name for the setting;</p> <p>Try to 'see' it in your mind and use all senses to describe;</p> <p>Use sentences of 3 to describe;</p> <p>Take your character home at the end of the story.</p> <p>Include some detail to bring a setting alive;</p> <p>Choose adjectives with care; use 'like' and 'as' similes;</p> <p>Include time of day and weather, e.g. <i>it was a hot night</i>;</p> <p>Select scary settings for dilemmas.</p>	<p>As in Y1/2 plus:</p> <p>Choose an interesting name for the setting;</p> <p>Select the time of day and weather to create an effect, e.g. <i>thunder rumbled through the darkness</i>;</p> <p>Show how a character reacts to the setting, e.g. <i>Jo shivered</i>;</p> <p>Show the setting through the character's eyes, e.g. <i>Jo looked round the room</i>;</p> <p>Use prepositions – <i>below the hill...; near the cave...; on top of the table was...</i></p> <p>Use a change of setting, weather or time to create a new atmosphere.</p>	<p>As in Y3/4 plus:</p> <p>Choose a name that suggests something about the setting, e.g. <i>Hangman's Wood</i>;</p> <p>Show the scene through the character's eyes – <i>Jill peered round the shop</i>.</p> <p>Use a detailed sentence of 3 to describe what can be seen, heard or touched, e.g. <i>Old carpets, dusty sheets and broken chairs littered the floor</i>.</p> <p>Pick out unusual details to bring the setting alive, e.g. <i>On the piano stood a large cage with a yellow snake</i>.</p> <p>Introduce something unusual to hook the reader and lead the story forwards, e.g. <i>There was a letter on the doormat</i>.</p> <p>Change atmosphere by altering weather, place or time and use metaphor and personification, e.g. <i>the wind moaned</i>.</p> <p>Reflect a character's feelings in the setting, e.g. <i>the rain poured and Gary sniffed</i>.</p>



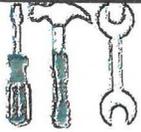
Suspense toolkit

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Creating suspense to build tension, scare the reader and keep the reader wanting to find out what will happen.

N/R	Y1/2	Y3/4	Y5/6
<p>Put the main character into a scary setting – forest, old bridge, empty house;</p> <p>hear or see something;</p> <p>describe the threat;</p> <p>main character escapes!</p>	<p>As in N/R plus:</p> <p>Isolate your character/s;</p> <p>in darkness/cold;</p> <p>in a derelict setting;</p> <p>scary sound effect, e.g. <i>something hissed</i>;</p> <p>or show a glimpse, e.g. <i>a hand appeared...</i>;</p> <p>show your character's reaction, e.g. <i>she shivered</i>;</p> <p>use exclamations to show impact;</p> <p>use dramatic connectives to introduce suspense and drama – <i>at that moment, suddenly, unfortunately</i>.</p>	<p>As in Y1/2 plus:</p> <p>Let the threat get closer and closer;</p> <p>show the character's feelings by reactions, e.g. <i>she froze</i>;</p> <p>short punchy sentences for drama;</p> <p>rhetorical questions to make the reader worried;</p> <p>empty words to hide the threat – <i>something, somebody, it, a silhouette</i>;</p> <p>powerful verbs – <i>crept, grabbed, smothered</i>;</p> <p>dramatic connectives – <i>in an instant, without warning, out of the blue...</i>;</p>	<p>As in Y3/4 plus:</p> <p>hide the threat;</p> <p>use an abandoned setting or lull the reader with a cosy setting ;</p> <p>personify the setting to sound dangerous – use the weather, time of day to create atmosphere;</p> <p>your character hears, sees, touches, smells or senses something ominous;</p> <p>surprise the reader with the unexpected;</p> <p>suggest something is about to happen:</p> <p>reveal the character's thoughts, e.g. <i>she wondered if she would ever escape the darkness...</i>;</p> <p>slow the action by using sentences of three and drop in clauses.</p>



Dialogue toolkit

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Creating realistic dialogue that sounds real, reflects character and moves action forwards

N/R	Y1/2	Y3/4	Y5/6
<p>Use puppets and make up funny voices when playing;</p> <p>Constant role-play;</p> <p>Read aloud using different voices for characters;</p> <p>Discuss 'What did the character say?' and model 'How?';</p> <p>On story maps, draw speech inside speech bubbles;</p> <p>Notice speech marks in shared reading;</p> <p>Play short films and turn down the sound - discuss what they might be saying;</p> <p>Use wordless picture books and discuss what a character might say.</p>	<p>As in N/R plus:</p> <p>Choose and decide how a character feels, thinks or their type and show this through what they say, <i>I'm scared!</i>;</p> <p>Use powerful speech verbs - <i>hissed, squealed, roared, whispered;</i></p> <p>Use said + adverb - <i>he said nervously;</i></p> <p>Write what is said, starting with a capital letter, and the punctuation inside a speech bubble;</p> <p>Burst the bubble to leave speech marks;</p> <p>Start a new line for a new speaker.</p>	<p>As in Y1/2 plus:</p> <p>Tag on what a character is doing while speaking, using a 'stage direction' - <i>"No," he hissed, shaking his head:</i></p> <p>Use a speech sandwich: A says something plus a stage direction, e.g. <i>'Hello,' said John, waving to his friend.</i> Then character B replies, <i>'Run for it,' squealed Tim;</i></p> <p>Use only a few exchanges;</p> <p>Use dialogue to suggest how a character feels, thinks or what they are like and to move the action forwards;</p> <p>Use quirky expressions, e.g. <i>"Crazy cats," she muttered.</i></p>	<p>As in Y3/4 plus:</p> <p>Have characters discuss other characters and reflect on events;</p> <p>Add to the speech sandwich by adding in the listener's reaction, e.g. <i>'Hello,' said John, waving to his friend. Tim gasped.</i></p> <p>Also add in something else that is needed to keep the action moving forwards, e.g. <i>'Hello,' said John, waving to his friend. Tim gasped. Coming down the road was an enormous elephant.</i></p> <p>Complete with what the listener says, e.g. <i>'Hello,' said John, waving to his friend. Tim gasped. Coming down the road was an enormous elephant. 'Run for it!' squealed Tim.</i></p> <p>Put the speaker before or after what is said, e.g. <i>Sam said, "Where are we?" or "Where are we?" said Sam.</i></p>



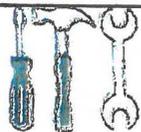
Description toolkit

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Creating a description that the reader can imagine, making it sound real and using it to intrigue

N/R	Y1/2	Y3/4	Y5/6
<p>Look attentively and talk about new experiences;</p> <p>Use adjectives (describing words) to say what images and objects look like;</p> <p>Look carefully at images, objects, animals, events, etc.;</p> <p>Use all the senses to discuss and describe – look, touch, taste, hear and smell;</p> <p>Use powerful verbs to describe the quality of movement, e.g. 'crept' instead of 'tiptoed'.</p>	<p>As in N/R plus:</p> <p>Use precise nouns to 'name it' and create a picture in the reader's mind, e.g. <i>poodle</i> rather than <i>dog</i>;</p> <p>Choose adjectives with care and use a comma, e.g. <i>the small, round pot</i>;</p> <p>Sentence or power of 3 to describe, e.g. <i>Santa was red, fat and friendly</i>;</p> <p>Choose powerful verbs rather than – <i>got, came, went, said, look</i>;</p> <p>Use adverbs to describe how something does something e.g. <i>she tiptoed quietly</i>;</p> <p>Experiment with alliteration;</p> <p>Use 'as' and 'like' similes;</p> <p>Observe carefully and draw on all the senses when describing.</p>	<p>As in Y1/2 plus:</p> <p>'Show' not 'tell' – describe a character's emotions using senses or a setting to create an atmosphere. e.g. <i>The shadow darted forwards. Her skin crawled!</i></p> <p>Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match e.g. <i>rusted, overgrown, smeared, smothered</i>;</p> <p>Use personification e.g. <i>the bushes seemed like they were holding their breath</i>;</p> <p>Use metaphors and similes to create atmosphere, e.g. <i>even the tables froze</i>;</p> <p>Use alliteration to add to the effect, e.g. <i>Sally slept silently. The dark, damp, dangerous wood</i>;</p> <p>Use expanded noun phrases to add intriguing detail e.g. <i>The shaggy dog at the end of the lane begged on all fours.</i></p>	<p>As in Y3/4 plus:</p> <p>Use a character's reaction or the author's comments to show the effect of a description, e.g. <i>Joanna shuddered.</i></p> <p>Use onomatopoeia rather than alliteration to reflect meaning, e.g. <i>The bees buzzed busily.</i></p> <p>Ensure all word choices earn their place and add something new and necessary, e.g. not <i>the red letterbox</i> but <i>the rusted letterbox.</i></p> <p>Use precise detail when describing to bring a scene alive, e.g. <i>his gold fob watch glinted.</i></p> <p>Select detail and describe for a purpose, e.g. to scare the reader, to lull the reader.</p>



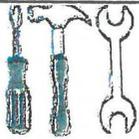
Openings and endings toolkit

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Creating openings and endings that hook the reader

N/R	Y1/2	Y3/4	Y5/6
<p>Learn a 'Once upon a time' opening;</p> <p>Learn 'Once upon a time there was a ... who lived ...' to establish a character in a setting, e.g. 'Once upon a time there was a pirate who lived on an island.';</p> <p>Learn to end a story with 'finally' or 'in the end' and 'happily ever after'.</p>	<p>As in N/R plus:</p> <p>Think about how the character feels/ what the character wants before the story starts;</p> <p>Add more ways to start a story, using the 'time' starter 'one', e.g. <i>One day; one morning; one afternoon; one night ...</i></p> <p>Add in 'early' or 'late', e.g. <i>Late one night; Early one morning;</i></p> <p>Use 'place' starters, e.g. <i>In a distant land; Far, far away; On the other side of the mountain, etc.;</i></p> <p>Use more time starters, e.g. 'Once, not twice; Long ago; many moons ago,' etc.;</p> <p>End by stating how the character has changed or what has been learned, 'He would never steal again.' Or, take your characters home.</p>	<p>As in Y1/2 plus:</p> <p>Use time (<i>Late one night</i>), weather (<i>Snow fell</i>) or place starters (<i>The river teemed with fish</i>) – 'who', 'where', 'when', 'weather' and 'what' (is happening) to orientate the reader.</p> <p>Start with the name of your character, e.g. 'Bill stared out of the window'. Think about how the character feels (or personality, e.g. bossy) and show this at the start, e.g. 'Bill glared at his teacher'.</p> <p>Use dramatic speech – "How do we escape now?" (try warnings, worries, dares, secrets).</p> <p>Start with questions or exclamations to hook the reader's interest, e.g. "Run!" they yelled. / "What is it?" she muttered.</p> <p>End by showing how the character has changed, 'Bill grinned' or what has been learned, e.g. a moral.</p>	<p>As in Y3/4 plus:</p> <p>'Hook' the reader, e.g. <i>Usually, Tim enjoyed playing in the park but ...</i> Use a contrast, e.g. inside/ outside: <i>Outside, the wind howled. Inside, the fire blazed.</i> Use a <u>dilemma</u>, <u>desire</u> or <u>unexpected</u> event, e.g. <i>Jo wept.</i> Suggest something dangerous might happen (<i>the ancient bridge shook</i>) or has happened, e.g. <i>smoke rose from the village.</i> Dismiss the 'monster', e.g. <i>Tim had never believed in ghosts.</i> Create a mood (<i>The fog shrouded</i>).</p> <p>Use a 'trigger' to catch the reader's interest, e.g. <i>someone wants something, is warned not to do something, has to go somewhere, is threatened, has lost something. a mysterious parcel arrives.</i></p> <p>Use a flashback or forwards.</p> <p>End by showing what the main character has learned or how they have changed. Make a link back to the beginning. Have the author comment on events.</p>



Characterisation toolkit

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Creating characters that sound real and the reader can imagine

N/R	Y1/2	Y3/4	Y5/6
<p>Write about a character from a story you know or make up a new character;</p> <p>Give your character a name;</p> <p>Use adjectives to describe and use a simile – <i>like</i> or <i>as</i>;</p> <p>Have a 'goodie' and a 'baddie';</p> <p>Give your character a problem;</p> <p>End with 'happily ever after'.</p>	<p>As in N/R plus:</p> <p>Use simple similes to describe <i>e.g. He stood as tall as a tree;</i></p> <p>Use sentence or power of 3 <i>e.g. Santa was red, fat and friendly;</i></p> <p>Use adverbs to describe how something does something <i>e.g. she tiptoed quietly;</i></p> <p>Use adjectives to describe a noun with a comma (simple noun phrases), <i>e.g. a small, round ball;</i></p> <p>Introduce bits of alliteration <i>e.g. Sally slept silently;</i></p>	<p>As in Y1/2 plus:</p> <p>Show not tell – describe a character's emotions using senses, e.g. the effect on the character's body <i>e.g. a shiver shot up her spine;</i></p> <p>Give your main character a hobby, interest or special talent:</p> <ul style="list-style-type: none"> - <i>Shiv kept a pet rat called Simon in a cage made of bamboo shoots;</i> - an expression for speech, e.g. <i>'Rats!' she cried;</i> - something they love or hate or fear, e.g. <i>Carol had always been afraid of the dark...;</i> - a distinctive feature, e.g. <i>she wore scarlet jeans;</i> - a secret. <p>Know your character's desire, wish or fear, e.g. <i>Gareth had always wanted a pet/ never liked lizards.</i></p>	<p>As in Y3/4 plus:</p> <p>Use a name to suggest the character, e.g. <i>Mr Hardy</i> [strong and tough], <i>Miss Honey</i> [gentle].</p> <p>Drop in a few details to suggest character, e.g. <i>Mr Simons, gripping his cane, glared at the two boys.</i></p> <p>Show (not tell) how characters feel by what they do, think or say, e.g. <i>"Get out!" he snapped, slamming the door. [Angry].</i></p> <p>Reveal a character's thoughts, e.g. <i>He hoped that he would find his way home.</i></p> <p>Use other character's (or the narrator's) comments or reactions, e.g. <i>'Tracy's upset again,' whispered Jamil.</i></p> <p>Use contrasting main characters & show how a character feels on the inside whilst pretending something else.</p> <p>Show character development – how they feel at the start and end of a story, e.g. <i>Mrs Bonny frowned. [Opening] Mrs Bonny turned to her new-found friend and smiled. [Ending].</i></p>