For: Narratives, Persuasive, Recount and Reports

Step 1: Plan for Success
Use the story map to make sure your writing starts where the action is, slows it up by the tension and ends on a high point.

Step 2: Sizzling Starts
Begin when the action starts. Start with some dialogue, start with a BANG! Use humour, make the reader curious or create a moment of change.

Step 3: Tightening Tension
Use your senses to make the reader feel they are right there.

Step 4: Dynamic Dialogue
Tell the reader what your characters can see, taste, feel, touch and hear.

Step 5: Show, Don’t Tell
Make sure the words you use in the dialogue make you learn something about the characters or events or help you to show something.

Step 6: Ban the Boring Bits
No bus trips, breakfast or bedtime. Don’t tell me that you got up, got dressed, put on your clothes etc unless it is a very important part of the story later.

Step 7: Exciting Endings
Plan your story and ending at the same time. When you know what the ending is in your story you have the whole text to prepare for the ending. Great writers begin with their endings in mind.

PUNCTUATION AND EDITING:
Noticing mistakes in your writing is important when you write.

- Capital letter
- Full stop
- Comma
- Question Mark
- Speech Marks
- New Paragraph

COMPREHENSION STRATEGIES

Prediciting
What will come next in the sentence, in the story, in the next chapter?

Self Questioning
How are all the questions I have in my head helping me read and understand?

Making Connections
What did I know before and how does this and the new information fit together?

Vocab Work
How can learning about the meaning and use of more complex words improve my understanding of the text?

Infering
What do the words the author is using tell me about what I am understanding?

Summarising
How do I find the parts of the text I need to remember and walk away from the read?

Using Analogy
How do I use the parts of a word I know to work out the meaning of a new or difficult word?

Consulting a reference
What do I need to do so I can understand the words I read?

Synthesising
How am I going to put everything I know together, choose the best information and come to an understanding?

Determining Importance
What is the most important part in this sentence, paragraph etc? What in the text is important and what is just interesting?

Creating Images
How are the words making pictures in my head? How can I use my senses to understand what the author is saying?

Skimming/Scanning
How do I pick up quick information that makes me stop and pay attention (scan) and which words give me a ‘gist’ of what is included (skim)? Use key words.

GRAMMAR

The ferocious bear growled loudly. NOUN: bear – naming word
ADJECTIVE: ferocious – describes the noun
VERB: growled – doing word

Types of sentences:
A simple sentence is one clause or one idea:
My horse stood under the tree.
It tells the reader:
- What is happening — stood
- Where or when — under the tree
- My horse

A compound sentence is more than one clause (idea) joined by a conjunction such as and, but, or
My horse stood under the tree and she whinnied to her foal.

A complex sentence is a sentence with a clause that is independent (makes sense on its own) and a dependant clause (written in bold below)
My horse, who quietly grazed, stood under the tree.

Parts of Speech
Noun Groups consist of a head noun and one or more describing words. The adjectives (describes) give more information about the head noun. e.g.: An extremely hordid, old man.

Verb Group: a group of words that are centred on a verb (doing word) and extend its meaning by telling how, when, where or why. e.g.: He ran through the woods quickly.

Adverb Group: A group of words based on an adverb. eg: Very slowly.

Prepositional Phrases: are phrases which start with a preposition and give more information about the noun or verb. E.g: ‘in’ ‘from’ ‘above’ ‘under’ ‘at’ ‘in’ ‘on’ ‘of’

Text Connectives: are words that help hold a story together and sequence it so it is easier to understand. eg: firstly, next, then,

DECODING: READING STRATEGIES

QAR – Question Answer Relationship

Right There
The answer is found right there in the text. The answer is on one place in the text.

In the book
Skim Connect to what you know about the topic, type of writing, layout of text, illustrations.

‘According to the text’
How many…?
Who is…?
Where is…?
What is…?

The main idea
What caused…?
Compare…
How do you…?
What could…?
What happened to…?
How many times…?
What examples…?
Where did…?

Think and Search
The answer is in the text. Readers need to put together different parts of the text to find the answer.

In the book
Skim to find a synonym or similar vocabulary. Scan to fit the pieces together. Infer what the pieces mean. Summarise Create images Synthesise and put the pieces together.

‘The author’s words’
I think that…will happen
Where did…?
What caused…?
What do the words the author used make you think?

Creating images
How are the words making pictures in my head? How can I use my senses to understand what the author is saying?

‘How many…?’
‘Who is…?’
‘Where is…?’
‘What is…?’
‘What could…?’

Determining Importance
What is the most important part in this sentence, paragraph etc? What in the text is important and what is just interesting?

‘How are you feeling…?’
‘What examples…?’

Summarising
How do I find the parts of the text I need to remember and walk away from the read?

‘How many times…?’
‘What examples…?’

Creating Images
How do I pick up quick information that makes me stop and pay attention (scan) and which words give me a ‘gist’ of what is included (skim)? Use key words.

Author and Me

In my head
The answer is not written in the text. Readers need to think about the text and what they know already in their head.

Predict
Create images Synthesise and put the pieces together. Determine importance

I think that ‘will happen next because’
The author’s message (point of view)

In my head
The answer is not in the text. Readers need to use their own ideas and experiences to answer the question.

On My Own

In my head
The answer is not in the text. Readers need to use their own ideas and experiences to answer the question.

Predict
Self Question Synthesise and put the pieces together. Determine Importance

Have you ever…?
In your opinion…
Do you agree…?
Do you know anyone who…?
How do you feel about…?

SPELLING

Phonological knowledge
- letter names and the sounds they represent
- the way that different sounds may be written
- how to segment the sounds in words into chunks of sound.

Meaning knowledge:
- units of meaning within words,
- words that share meaning are often spelled the same, in spite of a change in sound, e.g. please, pleasant, pleasure.

Word function knowledge:
- affixes can be added to the endings or beginnings of words
- Words change how they can function as nouns, verbs, adjectives and adverbs.

Word history knowledge:
Etymological:
- A word may be from another language.
- The history of the word will influence its meaning. e.g. Quaqua means water.

Phonological knowledge
- morphemic knowledge

Visual Knowledge
- Are there any tricky parts in the word?
- How do I want to change the words?
- Where does the word come from?

Etymological Knowledge
- Can I hear all the sounds in the word?

Spelling

STANDARDS

Year 4 English

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