

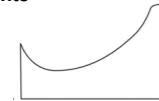
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Using the Seven Steps to make my writing more entertaining-

For : Narratives, Persuasive, Reports, Recounts

Step 1: Plan for success

Use the story map to make sure your writing starts where the action is, slowly builds up the tension and ends on a real 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. Tell the reader what your characters can see, taste, feel, touch and hear.



Step 4: Dynamic Dialogue

Make sure the words you use in the dialogue make you learn something about the characters or events or help you to show something.



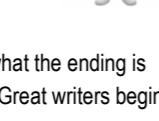
Step 5: Show, Don't Tell

Explain what made someone helpful by the acts that they did rather than just saying they were a helpful person. Help the reader visualise what is happening in the scene.



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.

SPELLING

Phonological Knowledge

Visual Knowledge

Morphemic Knowledge

Etymological Knowledge

Can I hear all the sounds in

Are there any tricky parts in

How do I want to change the

Where does the word come



Phonological knowledge:

- Letter names and the sounds that they represent
- The way that different sounds may be written
- How to segment the sounds in words into chunks of sound.



Word function knowledge:

- Affixes can be added to the endings or beginnings of words
- Words change how they can function as nouns, verbs, plurals and adjectives.

Word history knowledge:

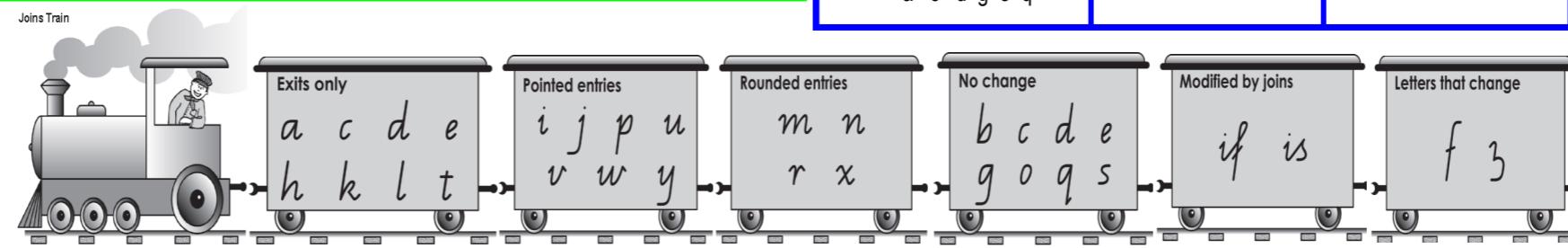
- A word may come from another language
- The history of the word will influence their meaning. eg. Aqua means water

Meaning knowledge:

- Units of meaning within words
- Words that share meaning are often spelt the same, in spite of a change in sound, e.g.. please, pleasant, pleasure.

Punctuation and Editing			
Noticing mistakes in your writing is important when you write.			
C	Capital letter	,	Apostrophe
.	Full stop		Spelling Error
,	Comma	MS	Make Sense
?	Question Mark	A	Add Word
"..."	Speech Marks	!	Exclamation Mark
[New Paragraph	/	Omit Words

QAR – Question Answer Relationship			
Right There (In the book)	The answer is found right there in the text. The answer is on one place in the text.	Skim Connect to what you know about the topic, type of writing, layout of text, illustrations	'According to the passage' 'How many...?' -Who is...?' 'Where is...?' -'What is...?'
Think and Search (In the book)	The answer is in the text. Readers need to put together different parts of the text to find the answer.	Skim to find a synonym or similar vocabulary Scan to fit the pieces Infer what the pieces mean Connect Summarise Create images Synthesise and put the pieces together	'The main idea' 'What caused...?' 'Compare...' 'How do you...?' 'What could...?' 'What happened to...?' 'How many times...?' 'What examples...?' 'Where did...?'
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 Connect Create images Synthesise Determine importance	'I think that...will happen next because...' 'The author's message / point of view is...'
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 Summarise	'Have you ever...?' 'In your opinion...?' 'Do you agree...Why?' 'Do you know anyone who...?' 'How do you feel about...?'



COMPREHENSION STRATEGIES			
	Predicting 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?
	Inferring 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 rest?
	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?

HANDWRITING:		
Diagonal Joins Exits at the bottom a c d e h i k l m n u x q join entries at the top a m d y i o c p	In Year 3, letters have entries and exits. These are used to join the letters and form cursive script or "running writing"	Horizontal Joins Exits at the top j o r v w join entries at the top a m d y l o c p
Letters that don't join Exits that sweep to the left do not join any letters g j y z b p s q	Up sweeping joins Exits at the top o r w v join tall letters b l t f h k	
Dropping on letters letters that begin at the top, left hand side slide along and "drop on" to any exit a c d g o q	hurt or after ap hem cross	KEYBOARDING: Learn to Type online Dance Mat Typing http://www.bbc.co.uk/schools/typing/

GRAMMAR		
The ferocious bear growled loudly.		
NOUN: bear - naming word		
VERB: growled - doing word		
ADJECTIVE: ferocious – describes the naming word		
ADVERBS: loudly - describes the doing word		
A simple sentence is one clause or one idea:		
My horse stood under the tree. It tells the reader:		
- What is happening— stood		
- Who or what is doing the action— My horse		
- Where it is happening - under the tree		
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)		
My horse, who quietly grazed , stood under the tree.		
NOUN GROUPS: The bright red balloon		
- A group of words around the noun to give more information about a person or thing.		
VERB GROUPS: had been waiting quietly		
- A group of words around the verb to give more information about the action.		

DECODING: READING STRATEGIES		
Look at the pictures	Cross check Does my reading:  Does it make sense?  Sound right?  Look right?  Does it think it makes sense?	 Look at the pictures to help work out the word.
Stretch it out	Re-read the sentence Stretch the word out slowly Put the sounds together to figure out the word	 Go back and read it again. What might make sense?
Get your mouth ready for the first sound	Chunk the words Say the first sound that you see. The picture may help you.	 Look for a part you know. Use your fingers to find a part you know
Does it look like a word I know?	Look for parts I know Look for little words in big words	 sunset swing
Read all the way to the end of the word	Pay attention to the punctuation Did you read all the way to the end of the word. Check it!	 Sound like a reader! ? - " " ... Quick break at a comma, Change your voice for ! " ?
Skip it and read on	Flip the vowel sound Skip the word and read on to the end of the sentence.	 The frog is green. Flip another vowel sound. Flip a long vowel sound for a short vowel sound