

Using the Seven Steps to make my writing more entertaining

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, 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.

PUNCTUATION AND EDITING:

Noticing mistakes in your writing is important when you write.

C	Capital letter	'	Apostrophe
.	Full stop	o	Spelling Error
,	Comma	MS	Make Sense
?	Question Mark	^	Add Word
"..."	Speech Marks	!	Exclamation Mark
[New Paragraph	/	Ornit Words

QAR – Question Answer Relationship

Right There 	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 text' 'How many...?' 'Who is...?' 'Where is...?' 'What is...?'
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 	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 and put the pieces together Determine importance	'I think that...will happen next because...' 'The author's message /point of view is...'
On My Own 	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?
	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
VERB: growled - doing word
ADJECTIVE: ferocious – describes the noun
ADVERB: loudly - describes the verb
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**
 - 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 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 (describers) give more information about the head noun. eg: **An extremely horrid, 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. eg: **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. eg: **'like', 'at', 'in', 'of', 'below', 'above', 'near', 'under'.**
Text Connectives: are words that help hold a story together and sequence it so it is easier to understand. eg: **firstly, next, then,**



Year 4 English



SPELLING

Phonological Knowledge Can I hear all the sounds in the word?	Visual Knowledge Are there any tricky parts in the word?	Morphemic Knowledge How do I want to change the words?	Etymological Knowledge Where does the word come from?

- 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.
- 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.
- Word history knowledge/ Etymological:**
- A word may come from another language
 - The history of the word will influence their meaning. eg. Aqua means water

Look at the pictures
Look at the pictures to help work out the word.

Stretch it out
Stretch the word out slowly Put the sounds together to figure out the word

Get your mouth ready for the first sound
Say the first sound that you see. The picture may help you.

Does it look like a word I know?
Does it sound like a word I know?

Read all the way to the end of the word
Did you read all the way to the end of the word. Check it!

Skip it and read on
Skip the word and read to the end of the sentence. Think what would make sense

Cross check
Does my reading **Look** Make sense? **Listen** Sound right? **Think** Look right?

Re-read the sentence
Go back and read it again. What might make sense?

Chunk the words
Look for a part you know. Use your fingers to find a part you know

Look for parts I know
Look for little words in big words
sunset swing

Pay attention to the punctuation
Sound like a reader
Stop at full stops.
Quick break at a comma,
Change your voice for ! " ' ?

Flip the vowel sound
Try another vowel sound
Flip a long vowel sound for a short vowel sound

DECODING: READING STRATEGIES

