

Year 3

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Draft and write: "In narratives, creating settings, characters and plot."

This doesn't have to be done in one coherent piece, and sometimes it's better to do them separately. When **creating a character**, think about their physical attributes as well as their personality. I like to put characters in a situation – this makes it easier for them to "come alive". Place them in a room with someone who really smells. Or at a theme park but they don't like rides. Or in a supermarket and they can't find what they're looking for! Any situation you can think of will help bring the character out.

Then write about them in that situation.

With **settings**, try and find a picture of an interesting setting online and work from that.

Once they have described what the picture shows, think about what the picture doesn't show. For **plot**, experiment with different ways of showing the story. Like story boarding, role play or puppets!

Draft and write by: "composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures"

This can be done before, during or after the writing is done. Turn the book into a play! Get everyone to say lines for different characters out loud and act out the scenes of the story. You will find doing this will spark loads of new ideas. New and better words could be suggested.

Different ways to phrase certain sentences or pieces of dialogue become more apparent when they are heard out loud.

Evaluate and edit by: "Reading their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear."

This can be a really fun one! Turn the writing into a whole show. Hold auditions with your family members, rehearse lines together, make props out of things you find around your home! It depends on the story, but the author usually functions as the narrator and other people can be the characters. Or they could play every part if they wanted!

Either way, concentrate on how they are reading. If it's an exciting adventure story, are they reading it excitedly with a lot of enthusiasm? If it's a scary/suspenseful story are they using a low tone of voice or making you jump at the scary bits?

It's all about understanding how certain genres should be told. It's always good for an adult at home to model this way of reading aloud too.

This week's activities are all about 'Writing - Composition'.

These activities are linked directly to the curriculum statements. Remember, you don't need to be a teacher; learn along with your children or let them teach you! They really like that.

Evaluate and edit by: "Assessing the effectiveness of their own and others' writing and suggesting improvements."

Being reflective on your own writing is such a valuable skill for children to develop. It can be as simple as reading something they have written and making a list of what they (and perhaps other people) like about the writing. Then, think of something that would make it better. It might be describing the main character a bit more or using more short sentences to build the suspense. It could be anything!

Deciding that is the *evaluating* part.

Editing would be making that change. Re-writing the whole story might be both daunting and unnecessary, so just edit the section that you decided needs changing.

Plan their writing by: "discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar."

This can be done with any genre the child wants to write in. Fantasy, sci-fi, suspense, nonfiction, comedy, comic books - whatever takes their fancy!

It's great practice for a writer to read other similar works. So, once they are decided on the **type** of writing they want to do, go and hunt some existing texts out. Try looking online, messaging some friends or family or asking your child's teacher for recommendations. Read them together. Discuss what you each like about them. Talk about what makes this a sci-fi story, or what makes this a non-fiction text. These are the "conventions" of a genre and are really helpful to know before trying to write in that genre.

Think about the overall structure of the piece. Does it follow a pattern they could also follow? For example, getting to know the main character, being sent on a quest, encountering a big problem, overcoming the issue and finishing with a happy ending.

