

# T4W @ Challis CPS

Top tips and condensed learning for the busy teacher!

## Good learners, good teachers, good people.

Welcome to the third edition of the Challis T4W newsletter! It is always important to remember 'why' Talk for Writing: simple. It is just good teaching! We start by showing what good looks like, we teach how to do it, and support all to make progress, eventually withdrawing this support to promote independence. Please find below a variety of writing ideas, relating to poetry and narrative, to utilise this term. As always, having enough time to fit everything we want in is the challenge, however it can be done! Let's have a fabulous T4W term!



Talk4Writing

Term 3 Schedule  
Week 1 & 2 – Poetry  
Weeks 3 – 7 Fiction  
Weeks 8 – 10 Non-fiction

## Poetry Ideas

**Spine Poems** – Whether its people, animals or settings...choose 5 features and write them down the middle of the page e.g. hair, eyes, hands, legs, feet. Select adjectives to go to the left of each feature, and then describe what the feature does using powerful verbs or figurative language.

**Mr Magoo's Amazing Zoo** – Lots of fun to be had with alliteration! Choose your adjectives, animals, verbs and jobs carefully. Google it for examples.

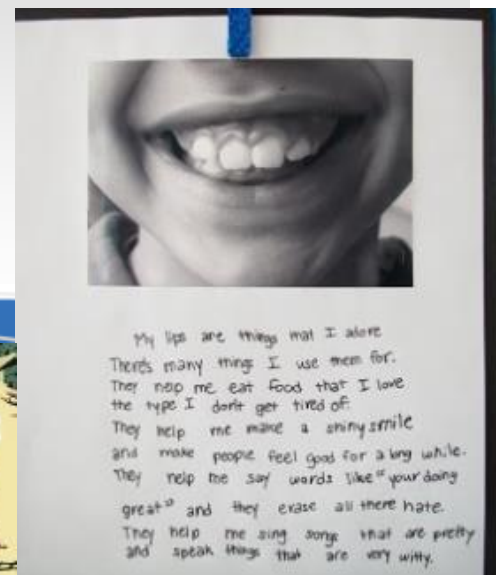
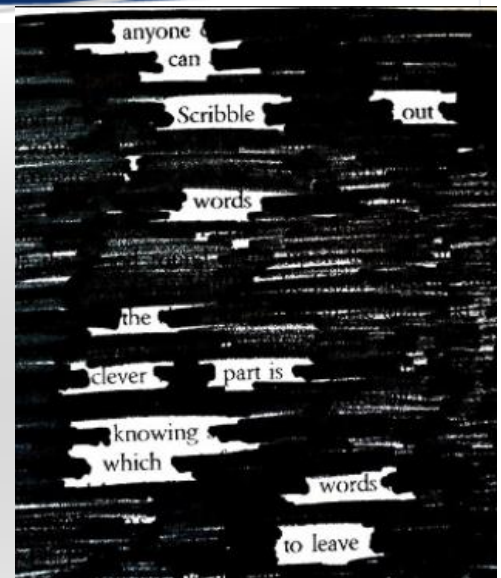
**The Best Part of Me** – Have students select their favourite body part and write about it. Use adjectives and describe what it does, how it makes them feel and what they like about it. Google it and watch the powerful video. (See picture.)

**Simile Poems** – As the name suggests! Create poems about family, friends or themselves. Describe different features by comparing with something else.

**Black Out Poetry** – Take any page of the newspaper, or old books, and circle words to create a poem. Then black out everything else to create a powerful look. (See picture.)

**I am poems** – Google 'I am poems' and multiple frameworks are provided to create these incredible poems. The frameworks give the students what ideas to write about.

**The Poetry Train** – Check out this fabulous set of poetry lessons for all age groups. There are loads of great ideas and poems to utilise.



For further poetry ideas, be sure to speak to Janis Sumner or Deb Robinson who are a fountain of knowledge!



## Short burst writing... Setting

The Yr4 team this term have a focus on setting. We will be teaching students to create atmosphere by using descriptive language to describe location, weather and key objects. Here are three simple ideas that teach students how to **structure** their setting description. Each idea relates to this picture.



**Top, middle, bottom** – Quite simply teach students to order their description. This setting description would first describe the clouds (top), then the trees (middle) and then the lake (bottom). This would usually be as three separate sentences, however tools not rules!

**Zoom, zoom, zoom** – As above, this structure provides order to a description. Descriptions start with a broad focus and then zoom in. Thus, could start by describing the sky, the trees, then house. Or lake, house and windows.

**Inside, outside** – This allows for two contrasting descriptions to build atmosphere. In this example, it would flip between sentences describing inside the house (rooms, objects etc.), then outside (weather, landmarks).

### Book Week & Challis Writing Competition

Book Week takes place in Week 6 and provides an additional purpose for writing this term. As you commence your narrative sequence, please discuss the competition with your class. Incredible prizes will be available! The tie in with Book Week is fantastic. As you read EVERY DAY for pleasure with your class, encourage them to “raid the reading” for ideas, phrases and words to use in their own stories. The T4W team look forward to reading all submissions.



### Vocabulary

With our students having such a variety of life experiences their vocabularies differ greatly. It is unreasonable to expect some students to have similar vocabularies as their peers. Are you targeting these students who struggle to learn new words enough? Do you teach new vocabulary strategically, or is a ‘scattergun’ approach? Expose your students to new words, but make sure you give them ample opportunities to utilise these words in their speech and writing. Showcase the root word and then focus on how it contributes to the morphology of other words e.g. help...helped, helping, unhelpful. Play vocab games to inspire a love of new words!

## Writing Warm Up Ideas

When first introducing some of these games, ensure you play them orally. Also, you may need to play as a class before asking students to complete individually. Once students improve their understanding and gain confidence, then write have students write them down.

### Creative Games

**Connections** – give students a word and in one minute see how many words associated with it they can think of.

**Ink Waster** – give student a topic and in one minute see how much can they write. Record their word score and aim to beat!

### Sentence Games

**Improve** - provide dull sentences that students need to improve e.g. add adjectives, adverbs etc.

**Sentence Doctor** – provide sentences with errors for students to fix.

**Shorten** – provide really long sentences and ask students to rewrite in a shorter sentence, ensuring no key details are missed out.

### Writing Games

**Excuses** – provide a problem and ask students to write down the excuse in as much detail as possible. See how creative they can be!

**The Writing Box** - add an item weekly and ask class to write about the object. It could be a simple description or more creative.