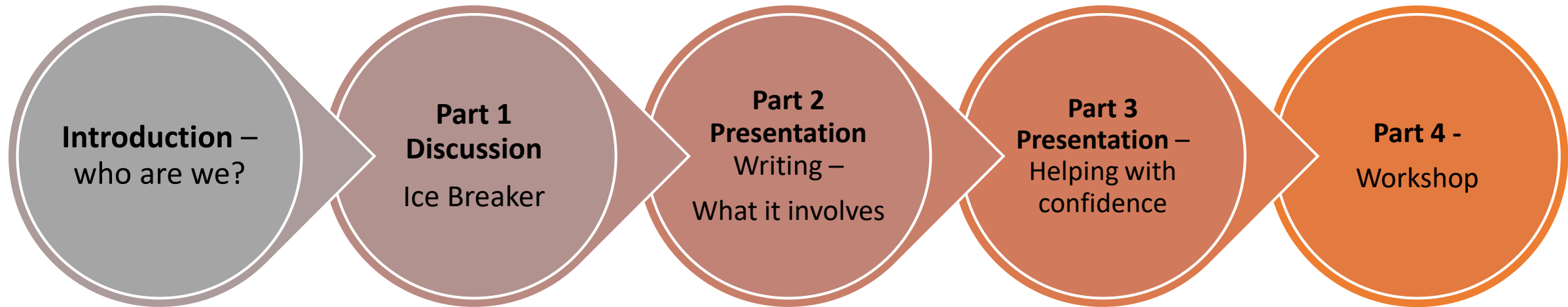




Reading & Writing Workshop

Literacy Support
St Nicholas College

Contents





Let's play **Tell Me More**



Here's the challenge...

Tell me more lies...

LIES, LIES,
AND OMG,
MORE LIES.

The Writing Saga!

- What do you think we mean by writing?
- What process is involved?



A complex task...

‘Writing is an example of human information processing in action. It is a highly complex task, which requires the orchestration of a number of different activities simultaneously and thereby places great demands on the cognitive system.’

(Stainthorp, 2004)

The Writing
Process

Prewrite
Brainstorm and
organize your ideas!

Draft
Use your ideas to
write a rough draft!

Revise
Make changes to
improve your writing!

Edit
proofread and correct
your mistakes!

Publish
write and present
your final copy!

A purple pencil with a pink eraser and two light blue rings. The word "Prewrite" is written in white on the purple body.

Prewrite

Plan your writing.

A green pencil with a pink eraser and two light blue rings. The word "Write" is written in white on the green body.

Write

Write your first draft.

A blue pencil with a pink eraser and two light blue rings. The word "Revise" is written in white on the blue body.

Revise

Change your writing
to make it better.

An orange pencil with a pink eraser and two light blue rings. The word "Edit" is written in white on the orange body.

Edit

Check your writing.

A red pencil with a pink eraser and two light blue rings. The word "Publish" is written in white on the red body.

Publish

Share your writing.

5-Finger Retell

Title _____

Setting _____

Characters _____

Problem _____

Events

Beginning _____

Middle _____

End _____

Solution _____

Narrative Organizer

Title: _____ Author: _____ Theme: _____

Setting + Character(s) _____ Problem: X _____ This is the BIG IDEA

Time (When) _____ Place (Where) _____ Who? _____ Goal: _____

Attempts to Reach Goal or Solve Problem

Beginning	Middle	End
Setting + Character(s) _____	Action (Events) _____	Solution _____
(Plot)		

- Outcome -

Resolution: (Lesson/Message/Theme) _____

NAME _____

JUST THE FACTS!

WHO ...	WHY ...
WHAT ...	
WHERE ...	HOW ...
WHEN ...	



Cluster Diagram

Name: _____

Title: _____

Different ways to brainstorm & organise writing

How to revise and edit your work

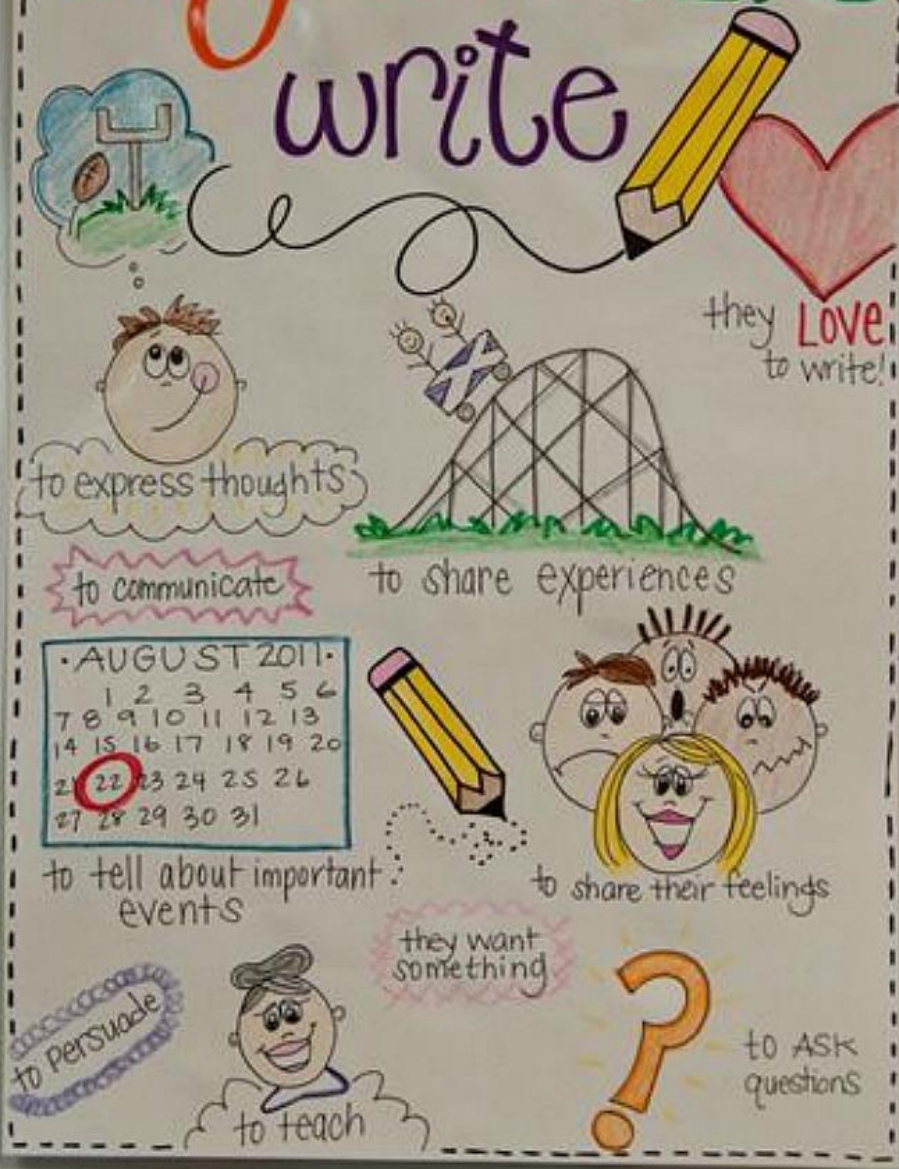
Revise	Edit
	
A <u>A</u> dd sentences and words	C <u>C</u> apitals: sentences, names, places, months, titles, I
R <u>R</u> emove unneeded words or sentences	U <u>U</u> sage: match nouns and verbs correctly
M <u>M</u> ove a sentence or word placement	P <u>P</u> unctuation: . ? ! , " "
S <u>S</u> ubstitute words or sentences for others	S <u>S</u> pelling: Check all words, use your resources

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Why do we write?

Why WRITERS write

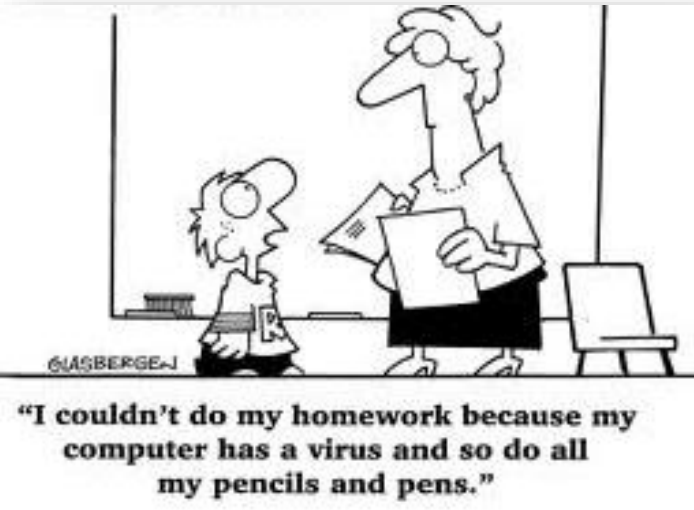


We write to...

Amuse, entertain, record events, narrate, explain, invent, persuade, inform, invite a response, find out, predict, invite reflection, hypothesise, summarise, comment or give opinion, command or direct a response.

Ministry of Education (UK), Wellington, 1992, p. 21-22.

Common difficulties met when writing narratives:



- Repetitive vocabulary “and then....and then.....and then”
- Use of lots of direct speech
- A blunt short ending to the story
- Lack of description
- Boring use of clauses and phrases of consequence (No Suspense)
- Bad character development or too many characters in the story

The success of children's ability to write is based on:

- A rich talking environment
- Experience of many stories that have been read to them
- Being able to join in the retelling of stories and adding own ideas.



How can writing be taught?

- Oral activities and games involving discussion
- Reading
- Journal writing
- Practise each step of what good stories need

The journey of a
Lifetime
starts with
the turning of a
Page.
- Rachel
Anders

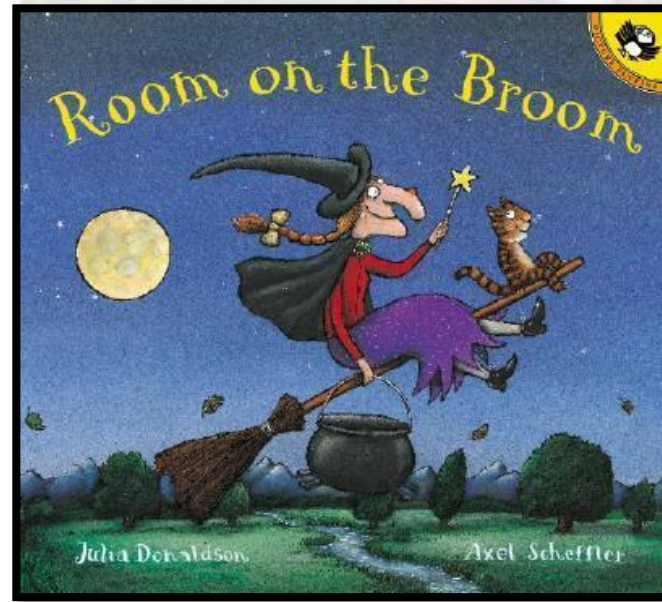
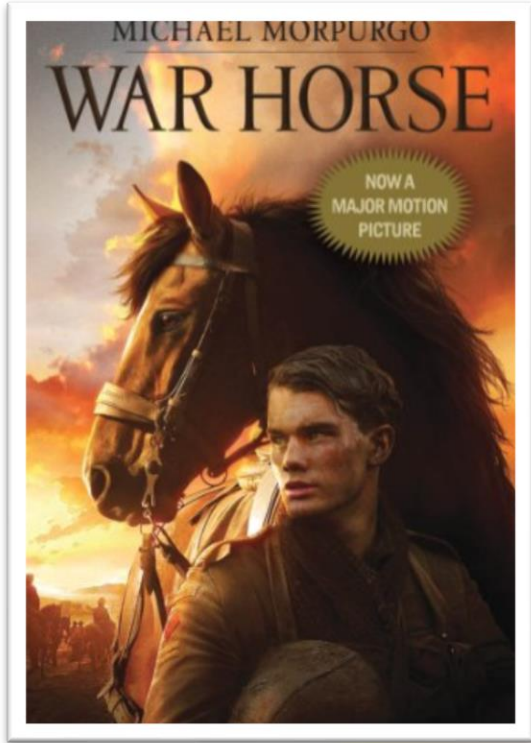
Photo Credit: Horia Varlan (Flickr.com)

THE SIMPLEST WAY TO MAKE
SURE THAT WE RAISE
LITERATE CHILDREN IS...
TO SHOW THEM THAT READING IS
A PLEASURABLE
ACTIVITY. AND THAT MEANS...
FINDING BOOKS THAT THEY
ENJOY, GIVING THEM
ACCESS
TO THOSE BOOKS, AND LETTING THEM
READ THEM.

NEIL GAIMAN.

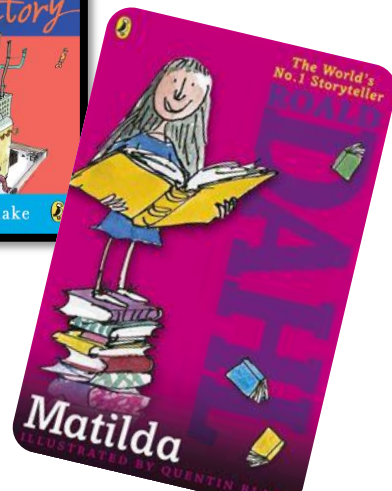
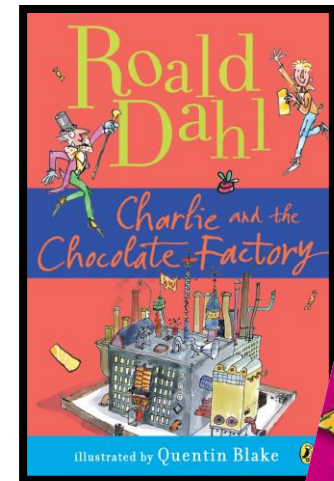
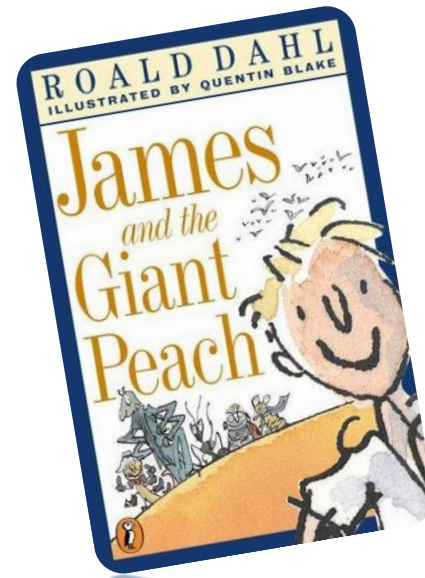
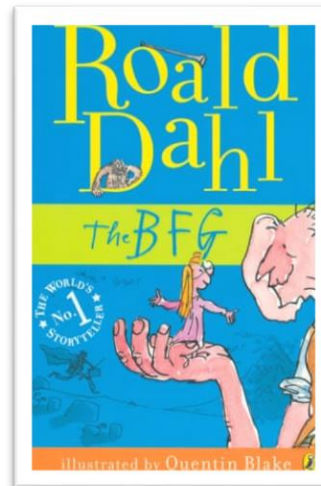
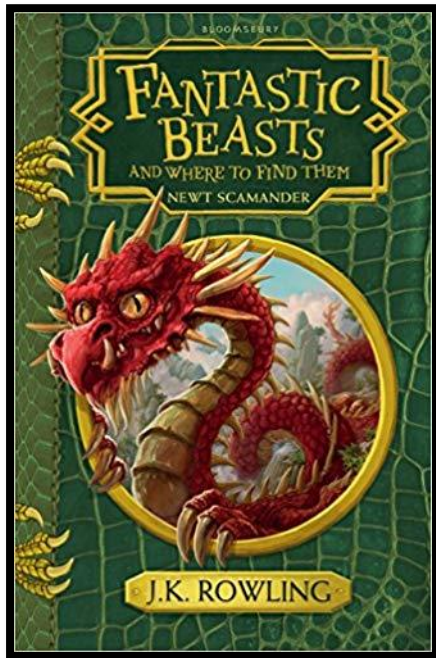
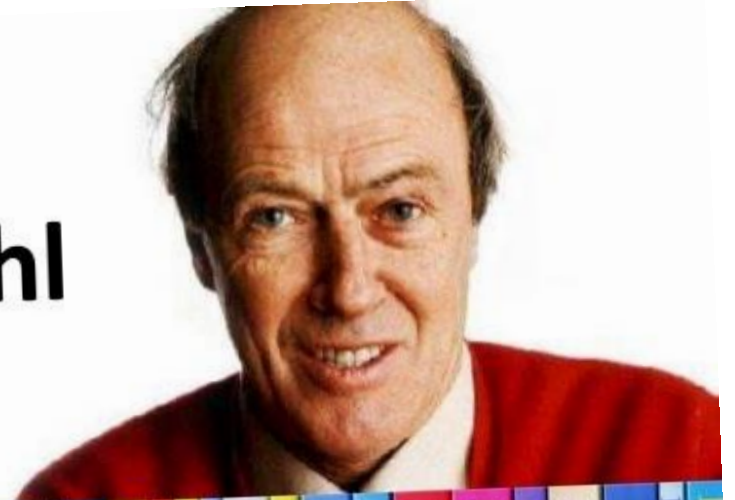


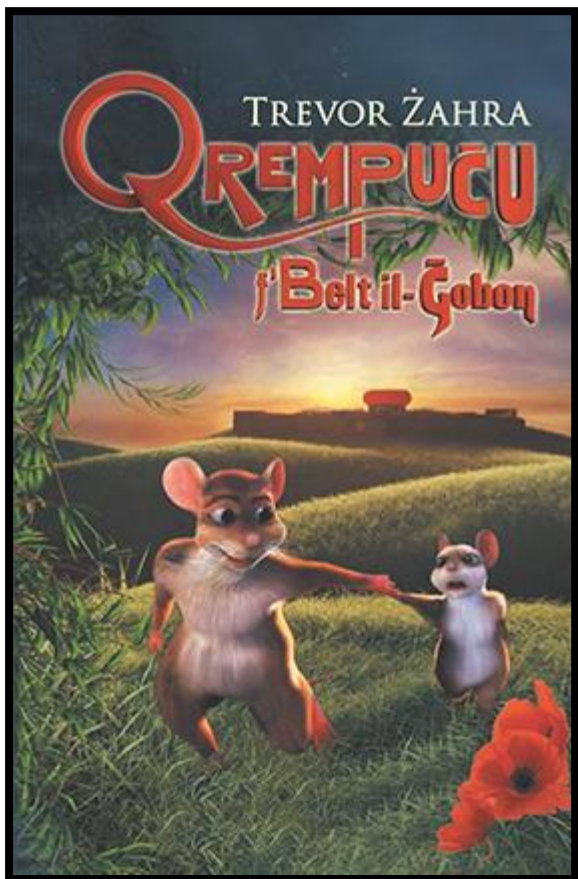
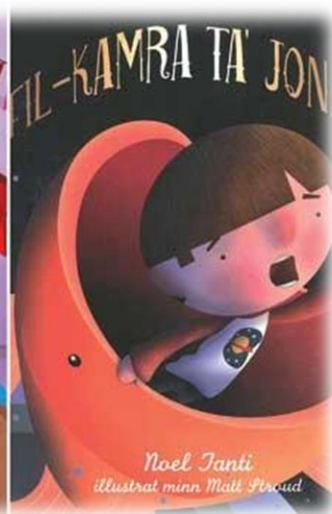
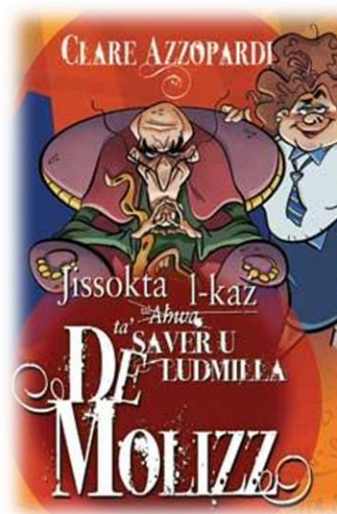
So many authors...so many books!





Roald Dahl





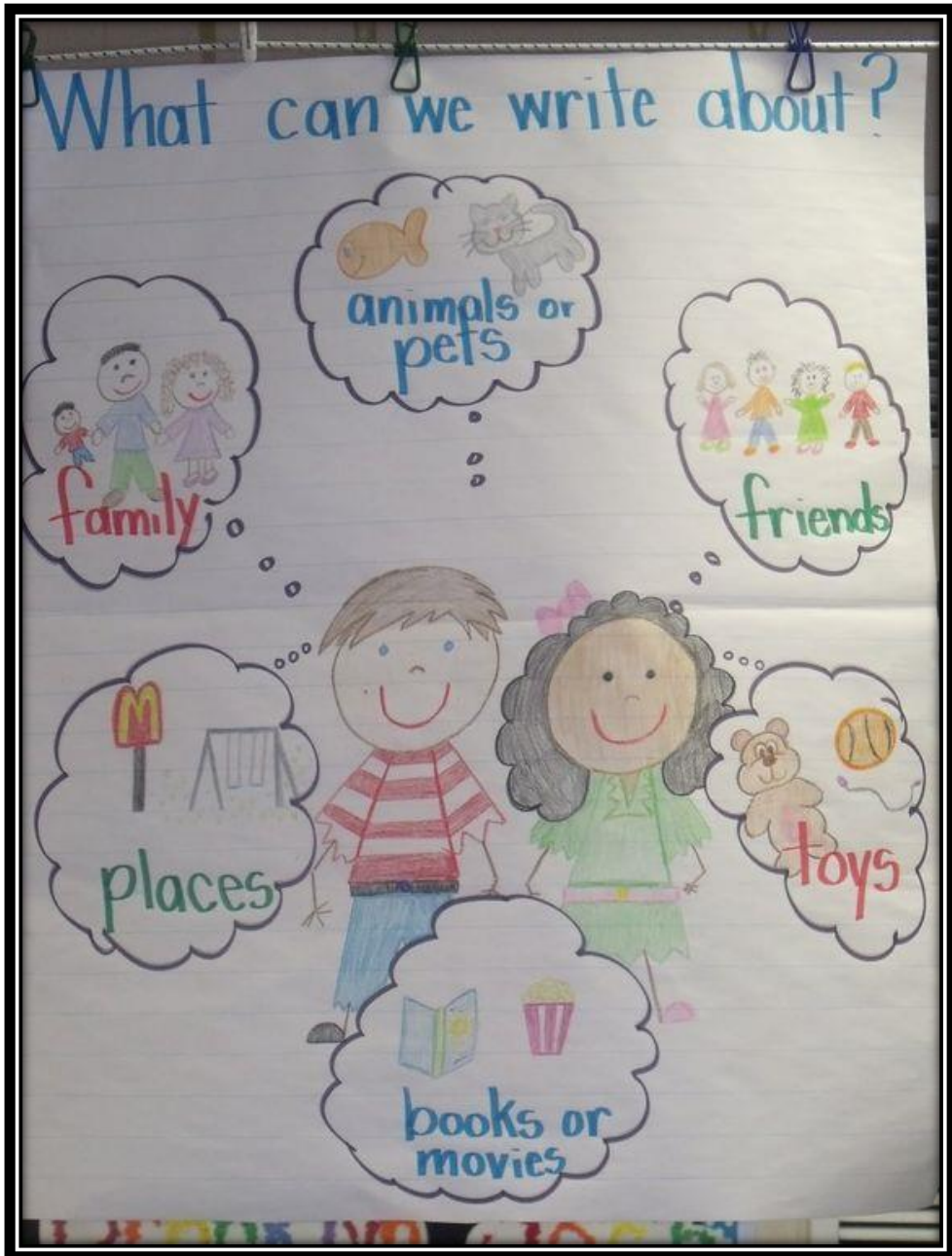
What is JOURNAL WRITING?

- It's a time slot dedicated to writing – this might be brief and increases with time.
- It may be just a picture... telling a story ... an experience ...
expressing a thought ... a feeling!

**The most important thing is that children write often.....
they will become BETTER WRITERS!**

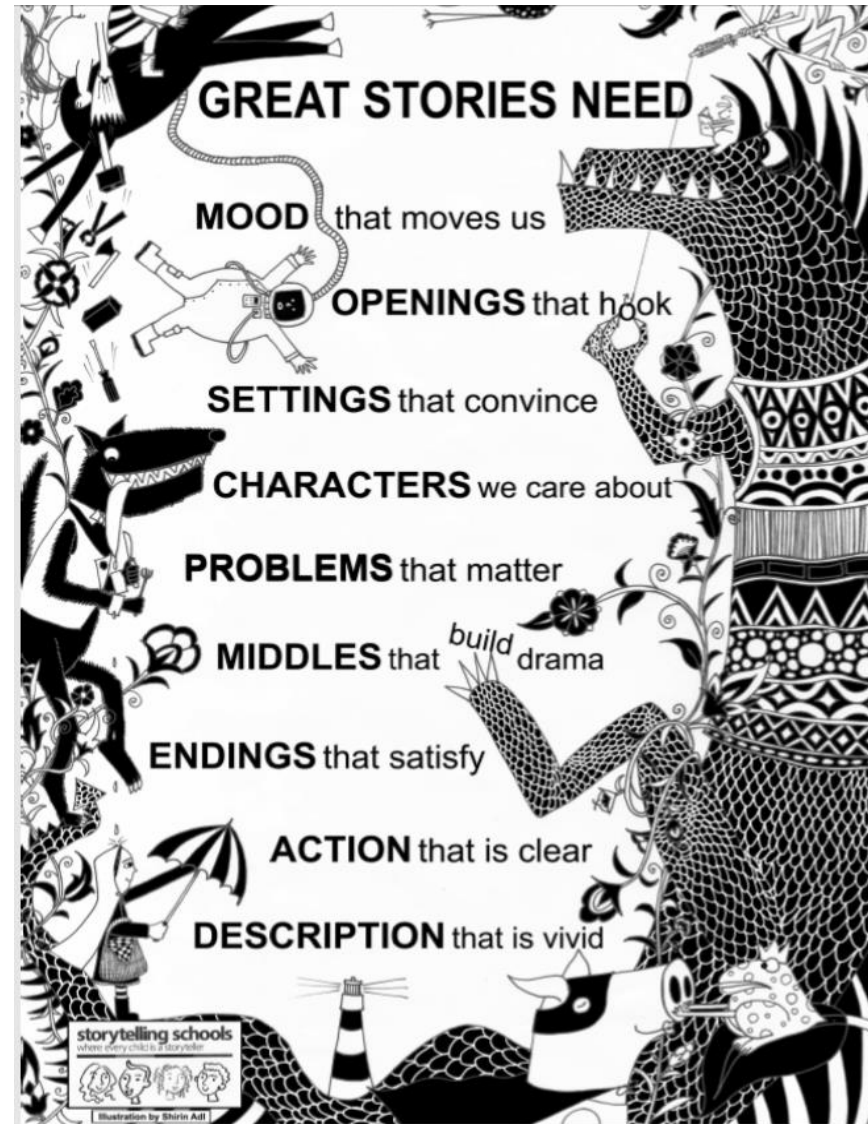
"The secret of becoming a writer is to write, write and keep on writing."

Ken MacLeod



Where will the ideas come from?

- ☐ From a daily activity Eg: out for a picnic/having lunch...
- ☐ From a book / a story / a play / a song / a rhyme.
- ☐ From a school outing.
- ☐ From objects that you have in your house.
- ☐ From a picture/movie.
- ☐ From their individual ideas.



Part 3: Helping with Confidence

WHAT HAPPENS WHEN CHILDREN DO NOT FEEL CONFIDENT TO WRITE INDEPENDENTLY?



Supporting children at home

- Encourage children to write, write, write!
- Allow Time – help your child spend time thinking about what he/she has to write about. Be patient.
- Avoid writing for your child – do not write for the child or rewrite his work. Children need to learn to take responsibility for their work.

Prompts to help children

- How will your story go?
- Tell me about the parts?
- How will it start?
- What will come next?
- How do you think you want to end it?
- What will be the most important moment?



Writing Checklist



- ☐ Use a capital letter at the beginning of my sentence.

ex) The cat is big.

- ☐ Use finger spaces.

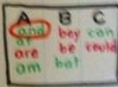
ex) I _ like _ the _ park.

- ☐ Use ending punctuation.

ex) My dad is tall.

- ☐ Use the word wall to spell words.

ex) I like cats and dogs.



What is Sequence

Sequence is the order of events in a story.

We read the story Room on the Broom and identified the sequence.

First The witch lost her hat.

Next She lost her bow.

Then She lost her wand.



We Write STRONG Sentences!

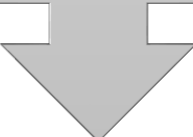
The car is fast. → weak

Describing (Adjective)	Who or What? (noun)	Did What? (Verb)	Where or When?
The fast	car	drove	to the mall.

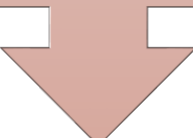
Strong sentences... → strong

- are long and heavy.
- have an adjective before a noun.
- have more details.
- have capital letters and punctuation.

Imitate: students learn a story, develop it with their teacher, deepen characters, description and dialogue, whilst keeping the main elements the same.



Innovate: here the intention is to *change* the main elements of the story. The **structure** of the plot stays the same but the **content** of the plot is changed.



Invent: teacher shows the students how to make up new stories. This could be done through: a basic plot, character, objects or pictures.

Xalati ta' Kitba

- Writing sessions organised by the National Literacy Agency.
- Participating kids and adults receive a book.
- Sessions are held in public places: Archaeology Museum in Valletta, Water Conservation Centre in Rabat, Maritime Museum and many others.





Part 4: Workshop

Year 4

To be able to write in a multi-sensory way – see, hear, smell, feel and think

First, we will **read** about ‘Olga and the Hut’.

Next, we will **write** about ‘Little Red Riding Hood in the woods’.

Then, we will **revise** our work by reading and editing.

Lastly, we will **share** our writing.

Actions & description

Olga pushed the door open with a trembling hand and stepped cautiously into the hut. 'What's that smell?' she gasped, quickly pinching her nose. 'It's worse than the stench of rotting meat.' It was like walking into a shadow – a thing so dark there was nothing but black. 'What am I doing here?' Olga thought. Suddenly, she felt something brush against her foot. 'Rats!' she squealed. Her eyes shot to the ground but whatever it was had gone, vanishing into the darkness of the room.

do

smell

see

hear

feel

think

see

A long, groaning creak drew Olga's eyes deeper into the darkness until they fell on the outline of a stooped, twisted figure on a rocking chair. 'Run!' screamed a voice in Olga's head. She tried to turn, to run, to move. But she couldn't. She was stone: cold and terrified.

Little Red Riding Hood in the Woods

- What did she see?
- What did she do?
- What did she hear?
- What did she smell?
- What did she think?



Year 5

To be able to write about specific characters.

First, we will **read** about 'The Nasty Witch'.

Next, we will **write** about 'The Evil Monster'.

Then, we will **revise** our work by reading and editing.

Lastly, we will **share** our writing.

Her eyes were cold, looking for something to hurt
Her mouth was thin and mean, ready to wound with words
Her teeth were like needles, looking for something to bite
Her ears were sharp, listening for something to attack
Skulls and bones hung down from the brim of her crooked black hat

Appearance

She scuttled down the road looking for her next victim, calling out loud,
“I like to pinch and stab and hurt,
I like to make things cry and scream,
The sound of sorrow makes me smile,
Watch out or I’ll get you next!”

Speech

She hissed as a child went by. She grabbed a worm and chewed it as it
wriggled in her mouth.
She thought who or what she might eat next.

Actions

Thoughts

The Evil Monster

- How does he look? – his appearance (eyes, ears, mouth, body)
- How does he walk?
- What does he say?
- What does he do?
- What does he think?



Year 6

To be able to write about element of tension and surprise.

First, we will **read** about 'Outside The House'.

Next, we will **write** about 'The Haunted Camping Site'.

Then, we will **revise** our work by reading and editing.

Lastly, we will **share** our writing.

Kevin zipped up the tent flap and we chatted for a while. I could just see my watch hands giving off a strange, green glow. It was creeping towards ten o'clock. Kevin had just told me a joke about a man with a dog that wore shoes when we first heard it. A strange scratching noise was coming from just outside the tent. We froze. What on earth could it be?

Immersive setting

**Suspenseful
development**

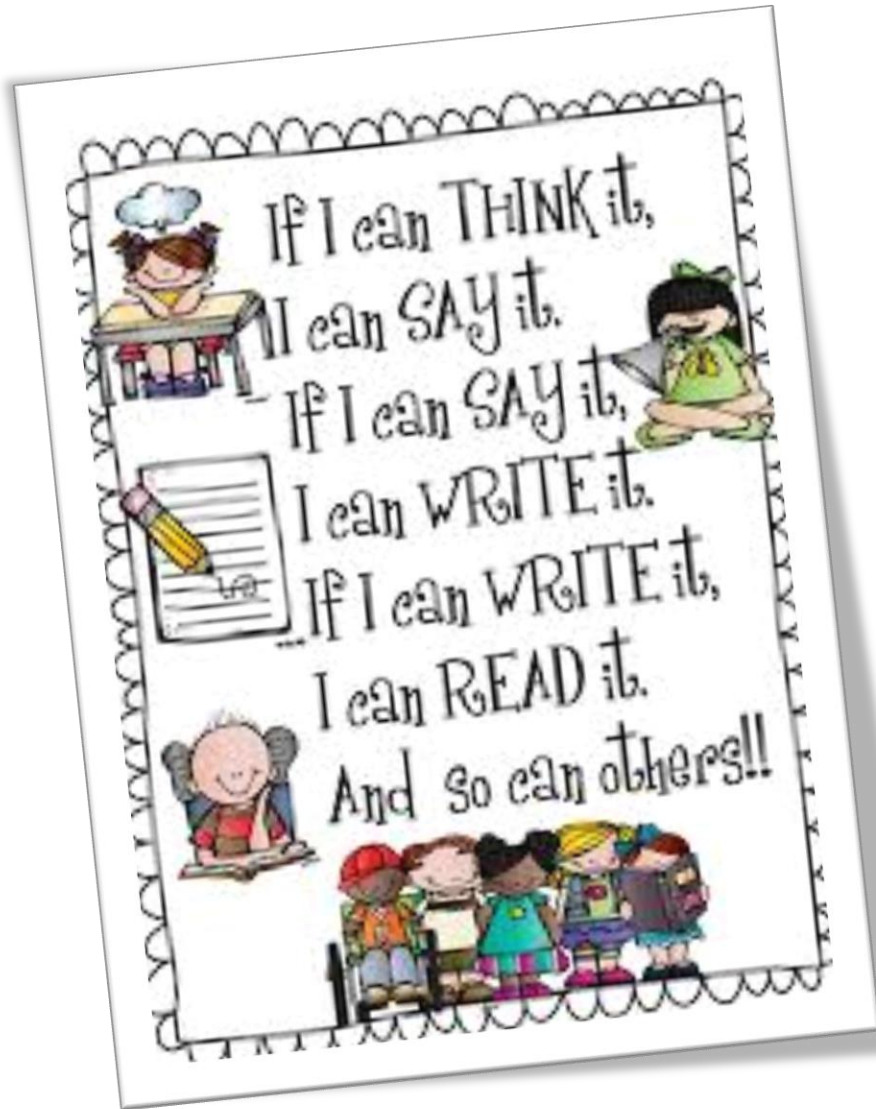
Then it came again. Something or somebody was moving along the side of the tent towards the entrance. It was making a scraping noise like somebody's last rasping breath! There was no escape. All we could do was lie there waiting. Terrified, both of us ducked our heads deep into our sleeping bags and waited. I could feel my heart thumping.

**Tension and
Surprise**

Actions

The Haunted Camping Site

- Where is the place they are staying? Describe the setting.
- Write two sentences that show suspense.
- Write one sentence that gives an element of surprise.
- Write two sentences that show action.



“We need to read
like writers, write
like readers and talk
like books.”