Get It Write
Session 1

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Training Overview

Session 1: ‘Stimulate & Generate’

30.9.22: 9am – 12pm

- Exploration of and practical approaches to developing talk and spoken language to support writing; vocabulary development techniques; drama, role-play and oral rehearsal; effective ‘hooks’ and writing stimulus, clarity of audience, purpose, form and viewpoint.

Session 2: ‘Capture, Sift & Sort’

14.10.22: 9am – 12pm

- Exploration of and practical approaches to pupil planning techniques; teaching grammar and punctuation in context; effective task design; modelled, guided and shared writing

Session 3: ‘Create, Refine, Evaluate’

11.11.22: 9am – 12pm

- Exploration of and practical approaches to writing composition; proof-reading, editing and evaluation

Session 4:

9.12.22: 9am – 12pm

- Planning, sharing of outcomes, effective task design and variation, reflection & review

The HIAS 3 stage process of planning

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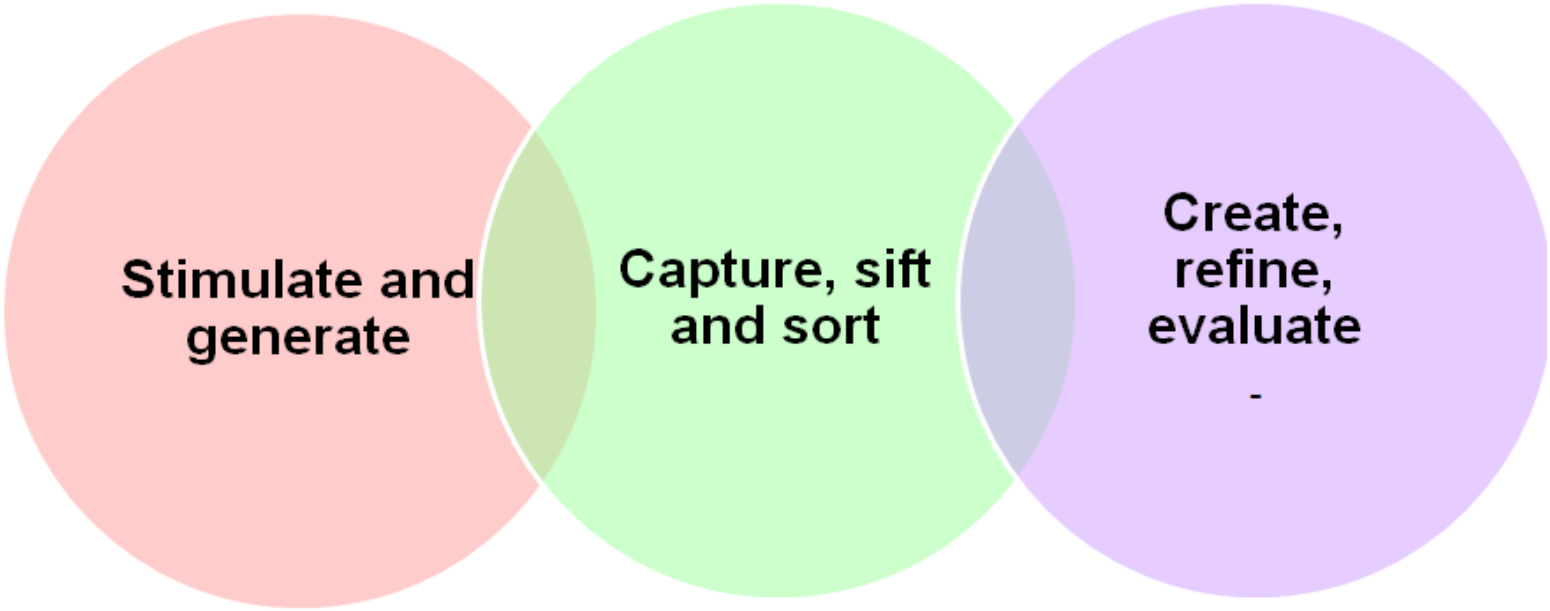

Building writers' behaviours and skills

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Learning Journey Overview

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STIMULATE & GENERATE	CAPTURE, SIFT & SORT	CREATE, REFINE & EVALUATE
Pupils read, write, speak and listen best when background knowledge is developed and ideas are stimulated. This phase is all about inspiration, content generation and immersion into the world of the text. (non-fiction, fiction, plays, poetry, film etc) **Focus on engagement, building vocabulary, thematic understanding and contextual knowledge**	Direct instruction, deliberate practice and playing with and analysing language. What skills do pupils need to learn in order to be successful at the end of this phase and in the next phase? **Focus on teaching, modelling and developing key skills and processes linked to success criteria**	Application of learnt skills and knowledge in a sustained task with growing independence. Self, peer and adult review happens throughout this phase. **Plan extended outcomes, draft, edit and refine**
Immerse pupils in the theme and context of the unit **What might be included in this phase?** Pupils respond personally to, and are inspired by: • 'hooks' to stimulate to generate excitement and interest eg images, props, trips, visiting speakers, photographs, video clips, problems and scenarios • 'reading as a reader' - immersion into rich texts - fiction, non-fiction, poetry etc to generate deeper understanding • developing spoken language eg discussion – whole class, group, paired; drama/props and oral rehearsal • making links to cross-curricular topics, personal experiences, news, current affairs, themes, background knowledge, context • strategies for developing pupils' vocabulary	**Use rich texts as models for the pupils' own written work. Key focus is modelling the processes of reading and writing** **What might be included in this phase?** • exploring rich texts that provide good opportunities to develop, and good examples of, reading, writing and speaking and listening skills • exploring high quality examples of genre and form • modelled, shared and guided learning • *reading as a reader/listening as a listener* – analysis of texts/speech • *reading as a writer/listening as a speaker* – Exploration, annotation and analysis of language/structure for effect • practise and play – responding to texts and refining ideas/manipulating language at every layer • discussing and reflecting on own work • orally rehearsing writing • experimenting with different techniques through apprentice application • reading, writing, speaking and listening collaboratively • generating success criteria together as a class and independently	**Produce outcomes that demonstrate progress and pride taken in work** **What might be included in this phase?** Pupils apply skills learnt with greater independence and fluency. They are supported in this phase through: • modelling of the process, including planning, editing, refining and proof-reading • transfer of acquired knowledge and skills into context of final outcome • supported and guided, or independent work according to need • using plans and drawing upon prior learning • further exploration of models as necessary • using work generated together previously, supporting independent work • concentrated, extended writing • use of peer and self-assessment, modelling this process as a teacher • use of resources to support technical accuracy, editing, proof-reading • time and space for reflection and sharing work aloud • peer and self-evaluation of outcomes against success criteria • publication and presentation of work
What could evidence of learning look like (to support formative feedback and summative assessment)? • verbal responses • creative responses showing application of key reading strategies and skills such as asking questions, inferring, making connections, including responses to comprehension tasks and questions. Tasks could include role on the wall, shades of meaning, Venn diagrams, graphic organisers, writing in role, think-alouds (annotating an extract/image with questions and/or comments). **The aim here is to design tasks that lessen the extraneous cognitive load and to ensure assessment focuses on the precise learning intention.** • outcomes from drama activities with key vocab & phrases captured • vocabulary building tasks – identify key new vocabulary, build glossaries, developing word banks and spelling cues • Spelling activities exploring etymology and morphology • site of application outcomes.	**What could evidence of learning look like (to support formative feedback)?** • apprentice outcomes that demonstrate - application of specific writing/speaking and listening skills - the reading skills of inference, analysis and evaluation • self-assessment/peer-assessment against success criteria, leading to effective improvement • reading work aloud • sentence level work • relevant transcription, grammar and punctuation skills taught in context for meaningful application • annotated models, identifying impact/features/conventions • planning methods • further evidence of drama/role play to support outcome **AIRBRICK LESSON/S:** Use formative marking of apprentice pieces to identify any gaps in learning. Teach to these gaps (whole class, small group work or more personalized.)	**What could evidence of learning look like (to support formative feedback and summative assessment)?** • extended outcome, including creative presentation – this could be carried out over several lessons, as necessary • self-assessment/peer-assessment against success criteria eg end of unit evaluation • effective improvement and redrafting in response to feedback eg use of editing 'flaps' and editing pens to make improvements • reflection outcomes • reading/presenting work aloud • publication of work (including real audiences - publication, writing to a local business, authors, blogs, competitions etc) This provides a good opportunity to further assess handwriting or for pupils to type.
Site of Application Outcomes **Independently apply prior learning to new context** **(Site of application outcomes enable teachers to assess what learning pupils have retained and can apply independently. For pupils, they provide spaced practice, strengthening learning.)**	**Apprentice Outcomes** **Apply new learning to task with clear and precise learning focus** **(Apprentice outcomes enable teachers to assess the impact of direct instruction, focusing on specific skills and knowledge. Have pupils learned what I have taught them in this phase? For pupils, this offers opportunities for gaps to be filled.)**	**Site of Instruction Outcomes** **End of unit outcome applying the learning from the learning journey** **(Site of instruction outcomes enable teachers to assess pupils' application of recent learning. For pupils, they provide the opportunity to produced crafted, polished work and support an understanding of excellence.)**

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Learning Journey Overview -MTP

Learning Journey Overview		
Form: Purpose: Audience: Hook/Experience:	Text-driver:	Key Vocabulary:
Learning Journey Overview		
Stimulate & Generate	Capture, Sift & Sort	Create, Refine & Evaluate
LO: Reading as a Reader:	LO: Reading as a Writer:	Plan:
LO: Vocabulary:	LO: Grammar:	Draft/write:
LO: Spoken Language:	LO: Punctuation:	Proof-read/Evaluate/ Edit:
LO: Site of Application Write:	LO: Apprentice Write:	Redraft/Publish:

Short-Term Planning

Stimulate & Generate			
Learning Objective:	**Teaching Input:**	**Task Variation:**	**Plenary:**
Hook LO:		*Support:* *Core:* *Enrich:*	
Reading as a Reader LO:		*Support:* *Core:* *Enrich:*	
Vocabulary LO:		*Support:* *Core:* *Enrich:*	
Spoken Language LO:		*Support:* *Core:* *Enrich:*	
Site of Application Write:			

HIAS Learning Journeys

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Year 1

- Year 1 - The Storm Whale by Benji Davies
- Year 1 - UFO Diary by Satoshi Kitamura Owen
- Year 1 - Flashlight by Lizi Boyd
- Year 1 - Oliver's Vegetables by Vivian French

Year 2

- Year 2 - Journey by Aaron Becker (wordless)
- Year 2 - How to Wash a Woolly Mammoth by M. Robinson and K. Hindley
- Year 2 - Big Bear Little Brother by Carl Norac
- Year 2 - Tidy by Emily Gravett

Year 3/4

- Year 3/4 - Letters from the Lighthouse by Emma Carroll
- Year 3/4 - Ruckus (film driver)
- Year 3/4 - The Promise by Nicola Davies
- Year 3/4 - The Lost Words by Robert Macfarlane (poetry)
- Year 3/4 - The Tin Forest by Helen Ward

Year 5/6

- Year 5/6 - Shackleton's Journey by William Grill
- Year 5/6 - A Night at the Frost Fair by Emma Carroll
- Year 5/6 - The Lost Words by Robert Macfarlane (poetry)
- Year 5/6 - The Buried Crown by Ally Sherrick
- Year 5/6 - The Unforgotten Coat by Frank Cottrell Boyce

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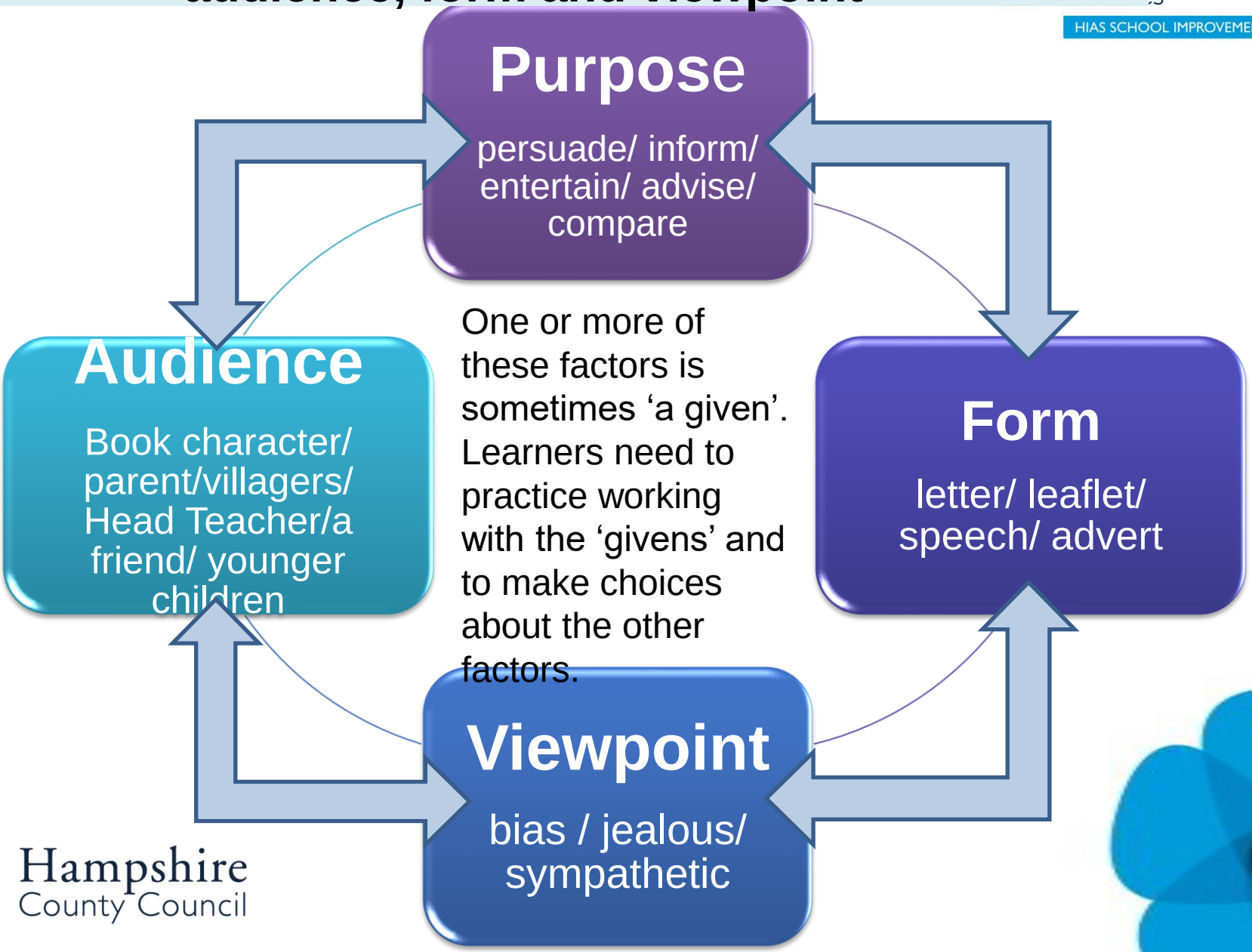
All writing involves the interplay between purpose, audience, form and viewpoint



One or more of these factors is sometimes 'a given'. Learners need to practice working with the 'givens' and to make choices about the other factors.

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Effective Task Design (A,P,F,V)

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Describe the setting…

Through the eyes of…

Who feels….

From a particular physical vantage point

For someone….who feels/thinks….

In the form of…

In the voice of…

TEXTS THAT TEACH

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"A book is always a route into quality writing: a route in but also a route out, as it exemplifies the destination you and your class of developing writers are heading for. You are the guide and you are the navigator, and the children are the explorers of language, both as readers and writers".

Liz Chamberlain, 'Inspiring Writing', 2016

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Websites for writing prompts

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Once Upon A Picture - using images to unlock literacy. Use pictures to teach comprehension, to spark a conversation, as a writing or grammar stimulus
https://www.onceuponapicture.co.uk

Lovereading 4 Kids News reviews and free extracts on the best children's books.
http://www.lovereading4kids.co.uk

Pupils are engaged by video stimulus to produce projects covering a range of writing genres & outcomes
https://ataleunfolds.co.uk/

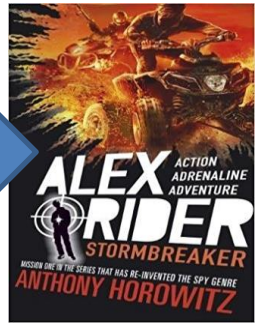
One picture. One teaching resource. Every day.

http://www.pobble365.com

The CLPE – Power of pictures – using illustrations and art as a stimulus for writing, free teaching sequences, resources, research and approaches
https://www.clpe.org.uk/powerofpictures/about-power-pictures

Planning more than one learning journey from the same text driver

Rich text stimulus e.g. novel



Character descriptions	Newspaper article	Persuasive letter
Stimulate and generate → Capture, sift and sort → Create, refine, evaluate	Stimulate and generate → Capture, sift and sort → Create, refine, evaluate	Stimulate and generate → Capture, sift and sort → Create, refine, evaluate
Approximately 2 weeks	Approximately 2 weeks	Approximately 2 weeks

Keep reading and progressing through the text

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Stimulate & Generate

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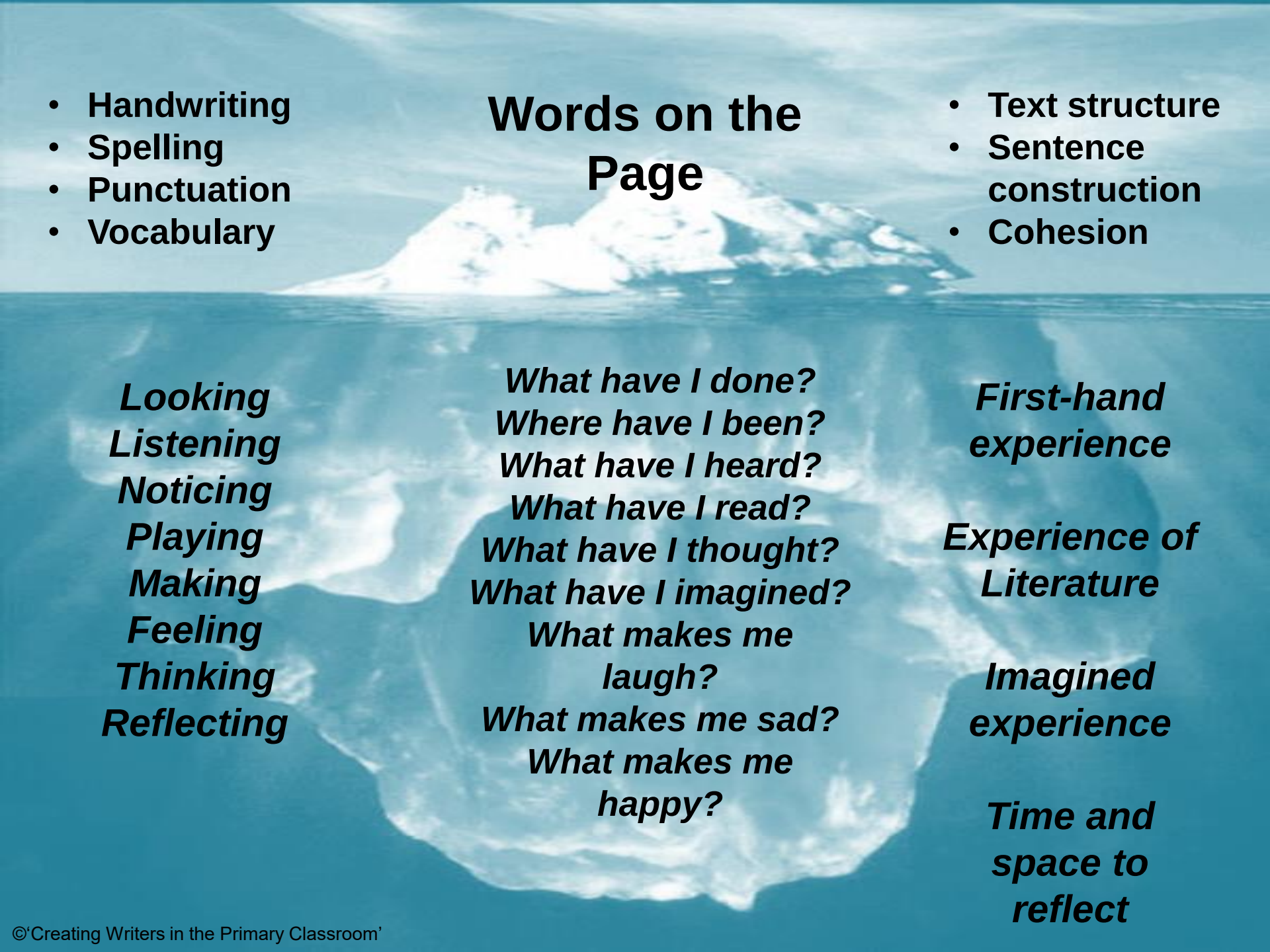

©'Creating Writers in the Primary Classroom'

Why spend quality learning time spent on 'Stimulate and Generate'?

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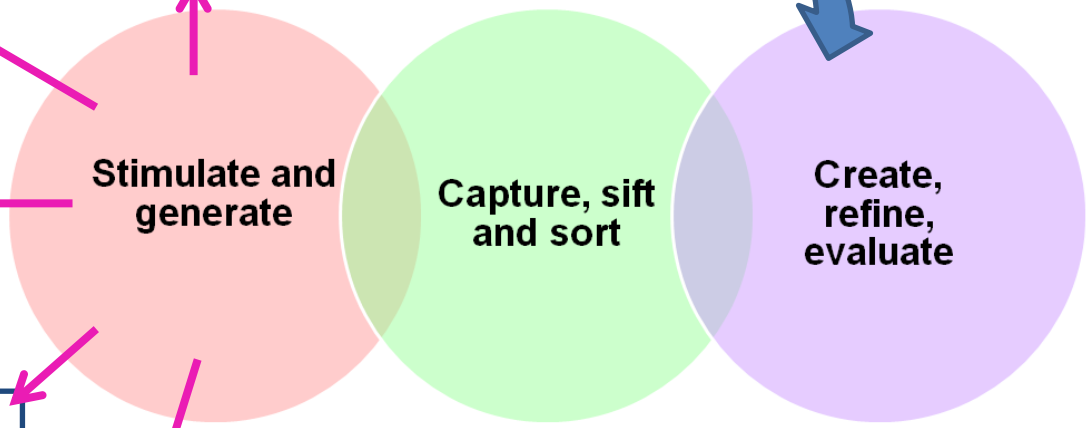
To 'hook' and engage the children into the literary driver

Stimulate vocabulary needed to enhance the final write – 'warming up the words'.

Reading as a Reader: To develop empathy with the characters/ events/ topic



Spoken Language: *discussion based activities, drama, role play, oracy opportunities to engage with or in response to the text-driver*

To ensure all children are 'on the bus' i.e. what pre teaching might some children need?

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Reading as a Reader

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Ways in to the text…..

- Tiny Texts
- Bag of words
- Slow Reveal
- Going Deeper with Image…
- Literature Circle– gathering initial responses
- Inference Icebergs & sums
- Role on The Wall

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Tiny Texts

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I

The stranger was wearing old-fashioned soccer gear, just like the clothes Willy remembered his dad wearing.

The captain threw Willy his kit and he put it on. Then the awful thought struck him... HE HAD FORGOTTEN HIS BOOTS!

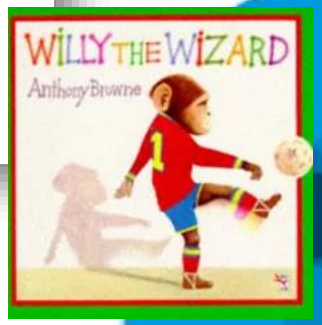
There was something curiously familiar about the stranger which made Willy want to see him again. But he was never there.

Only the goalkeeper to beat. The keeper was huge and the net looked tiny. Could Willy do it?

On Friday night, Willy went through his usual bedtime routine.
He went slowly upstairs counting *every* step (still sixteen),
washed his face and hands *very* thoroughly,
brushed his teeth for *exactly* four minutes,
put on his pyjamas (the top first, with *four* buttons fastened),
used the lavatory, and dived into bed before the flushing stopped (phew!).

He ran and chased and harried, but no-one passed the ball to him. He was never picked for his team.

Willy stared at them with wonder. When he looked up, there was no-one there.



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Bag of Words

Links, connections, associations?

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birds

ventured

forest

window

ran

thousands

fearsome

Themes, ideas?

wondrous

beast

swan

Extraordinary

branches

beware

Who, what, where, when?

galloping

trespasser

peculiar

bonnet

Little Billy

secret

trees

climbing

Clues? Predictions?

magical

smoke

Going Deeper with Image

Use the given vocabulary as a thinking frame to structure questions, discussions and thoughts about the focus image. Teacher to model the use of the language within sentences, *e.g. the way the man in the long coat is paused to look up, **suggests** fear or concern over the shadows overhead.*

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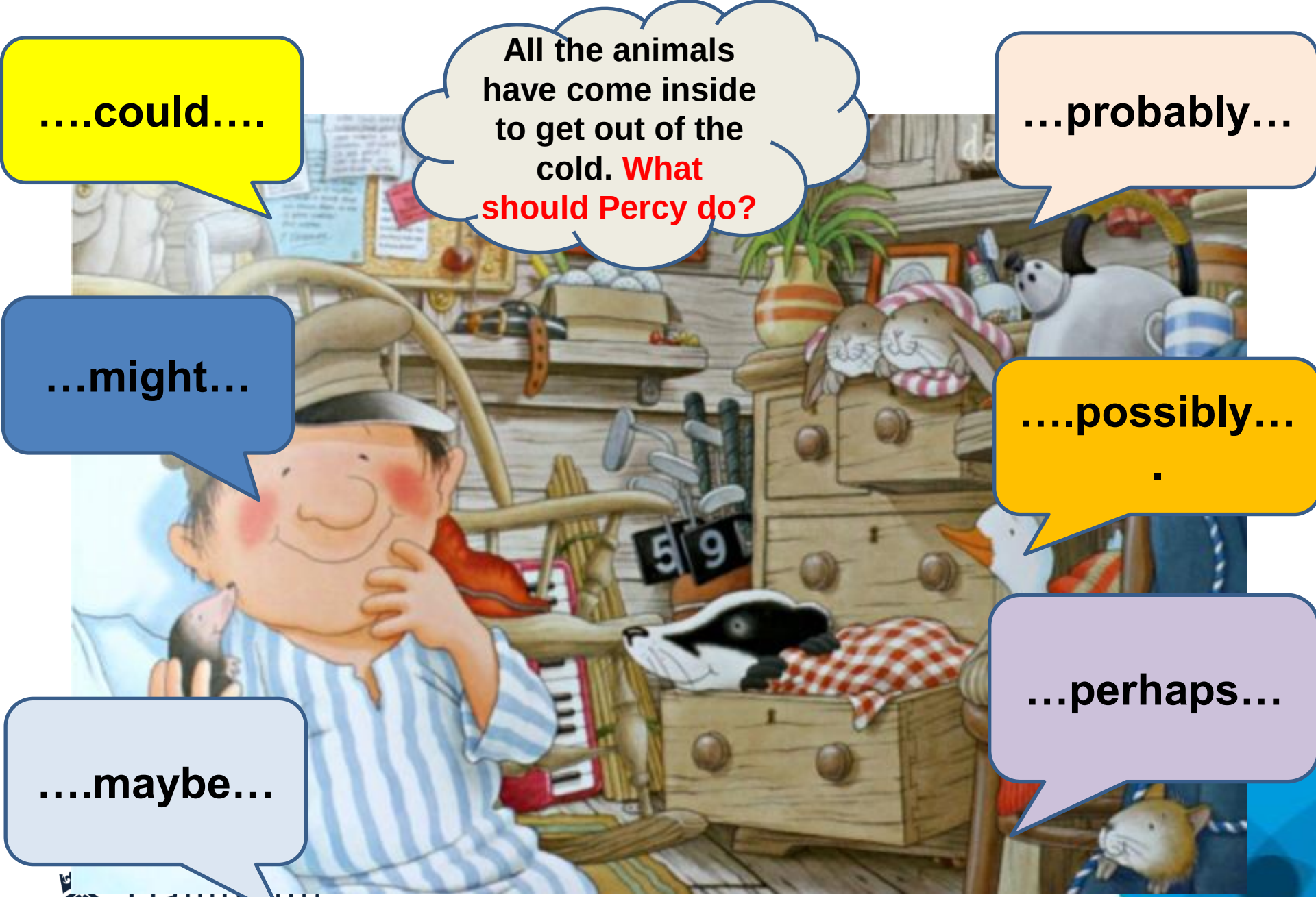
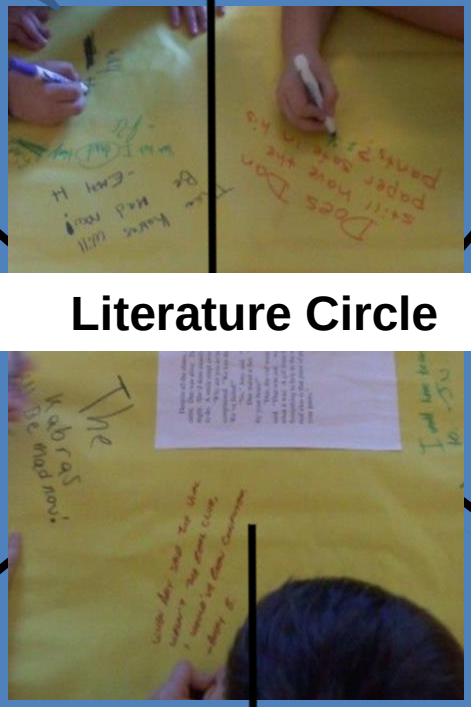

All the animals have come inside to get out of the cold. What should Percy do?
….could….
…probably…
…might…
….possibly….
…perhaps…
….maybe…

characters

Questions & puzzles?

Illustrate/ visualise



Literature Circle

Likes & dislikes

predictions

Memorable words and phrases

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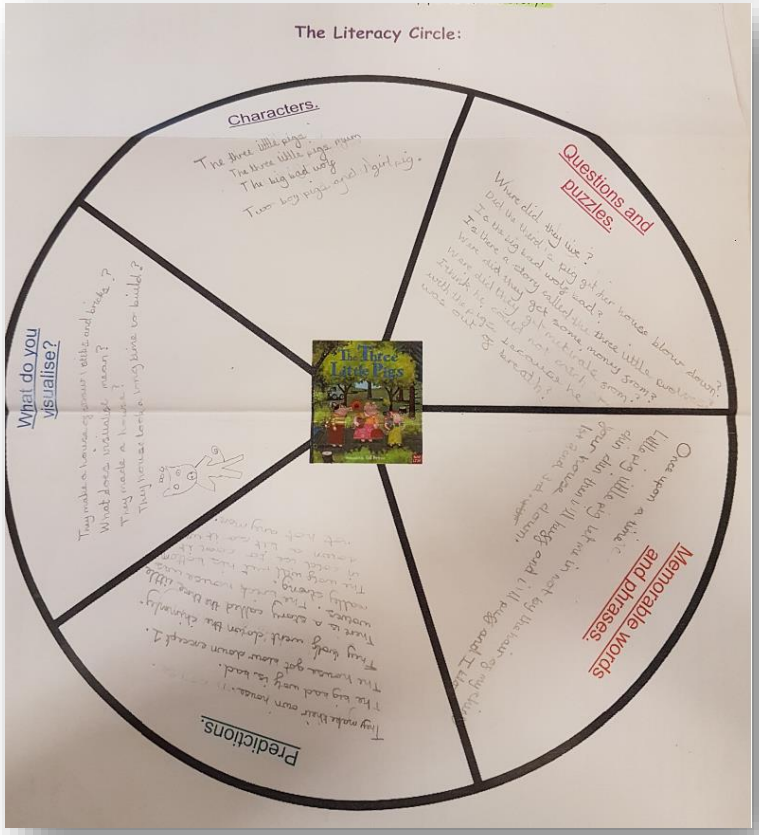
The Literature Circle:

Use a literature circle to explore the text more deeply
Using a range of approaches.



- The Illustrating Team
- The Summarising Team
- The Word Explorer Team
- The Character Profiler
- The Discussion Director

Children could work individually, in pairs or small groups. It works well when children get to experience all the job rolls and share findings with each other. This task could be used as a whole-class carousel, where children move to each job and record their findings and discussions on large sheets of paper.

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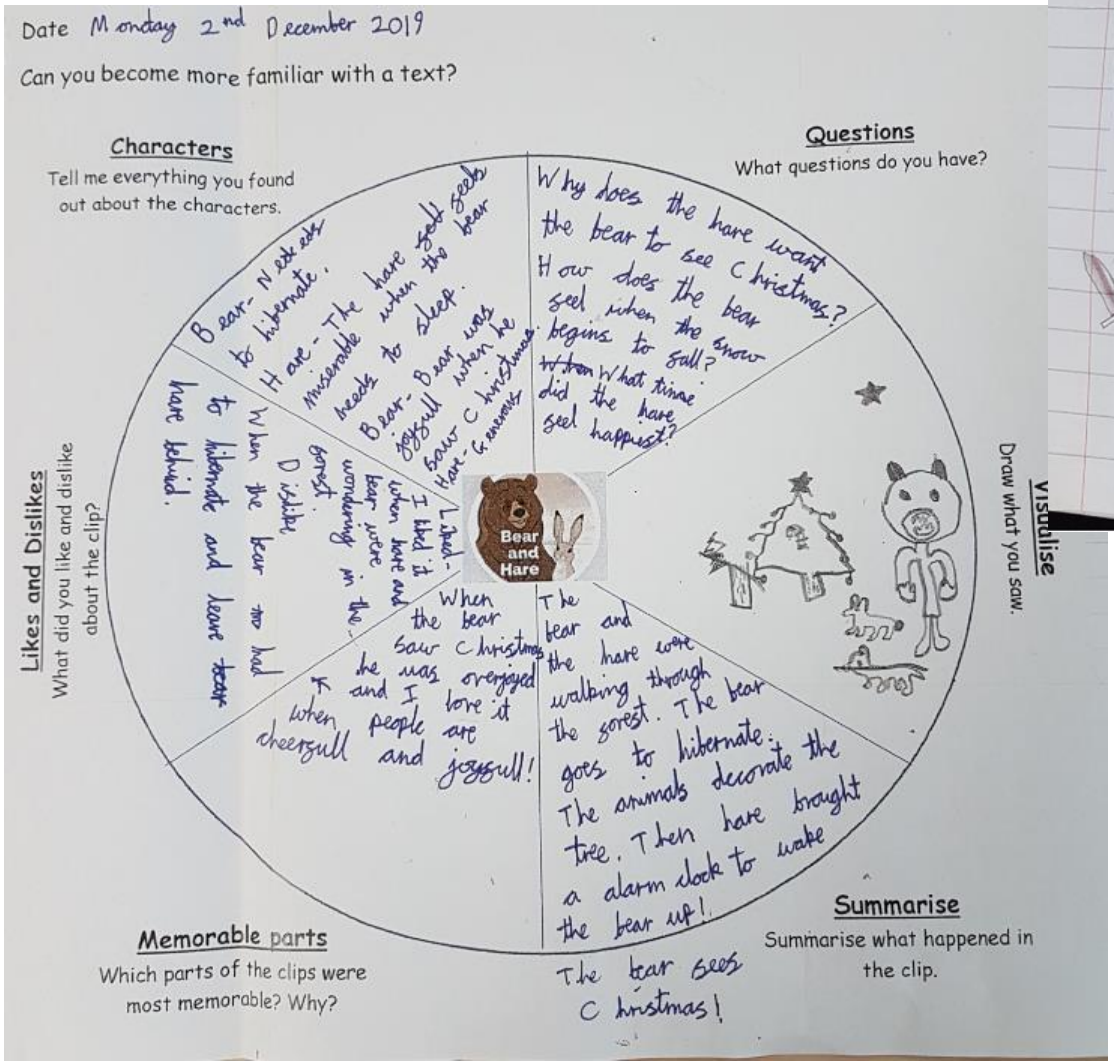

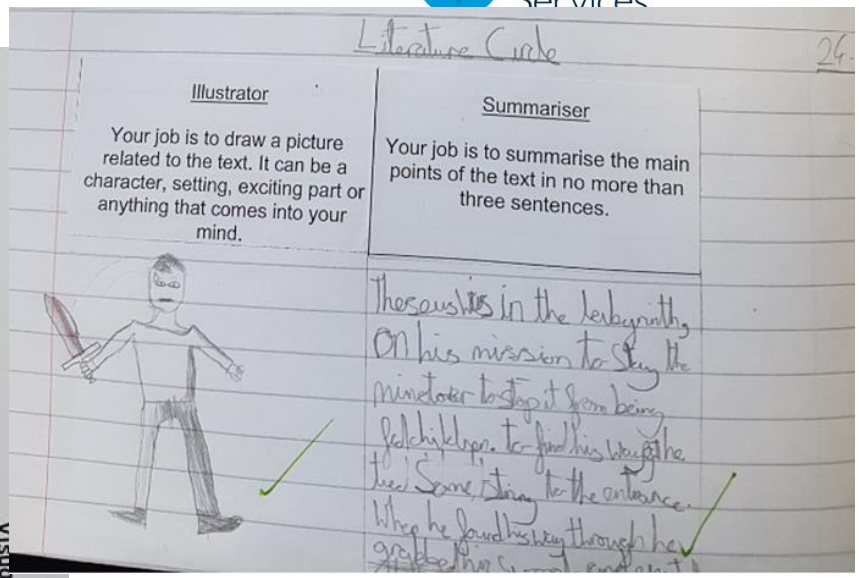

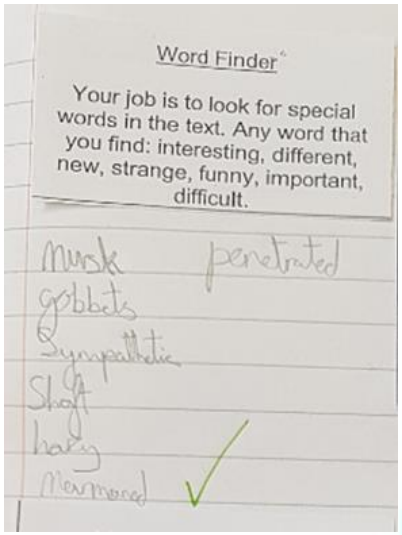

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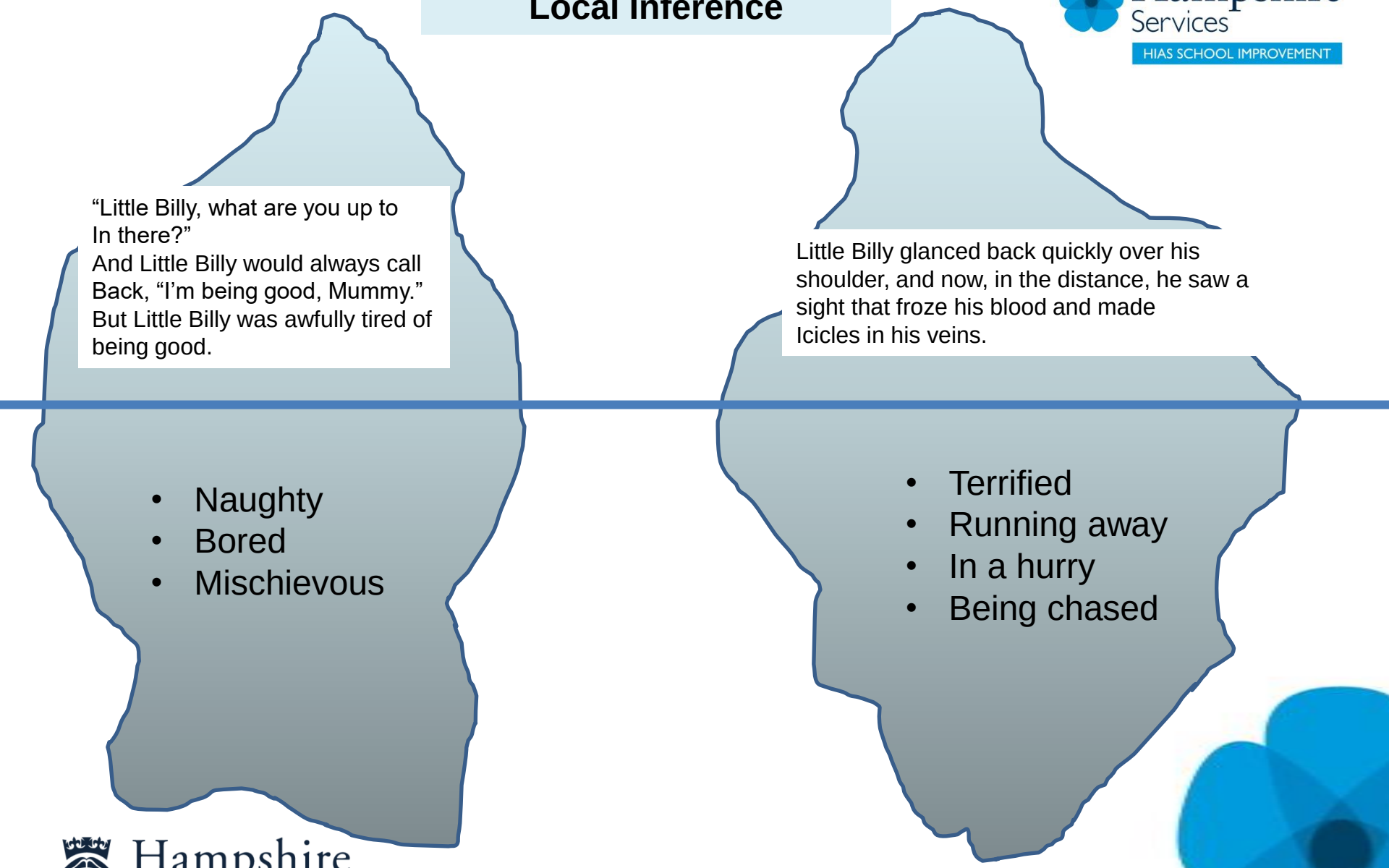
Local Inference



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I peeked at Julian and he was looking at me. Yeah, he knew what he was saying.

Julian said a discused mean comert and August looked at Julian because he wanted to see if Julian was giving him a look

I nodded, not looking up because what I really wanted was to just slide under the desk.

August was nervous because he had never gone to school

What I really wanted was to just sled under the desk

August was embaressed because of the coment Julian made and he was not used to speaking in Front of a class

What about Darth Sidious do you like him?

In the movie star Wars Darth Sidious has a displaced Face and August has a displaced face Julian is trying to be mean to August but in a way the teacher does understand he is displaced

What sort of look? why was he doing it? Julian might have been giving him a look to show that he was being mean mab maybe saying pay back from when August corrected him

How do you think this made August feel?

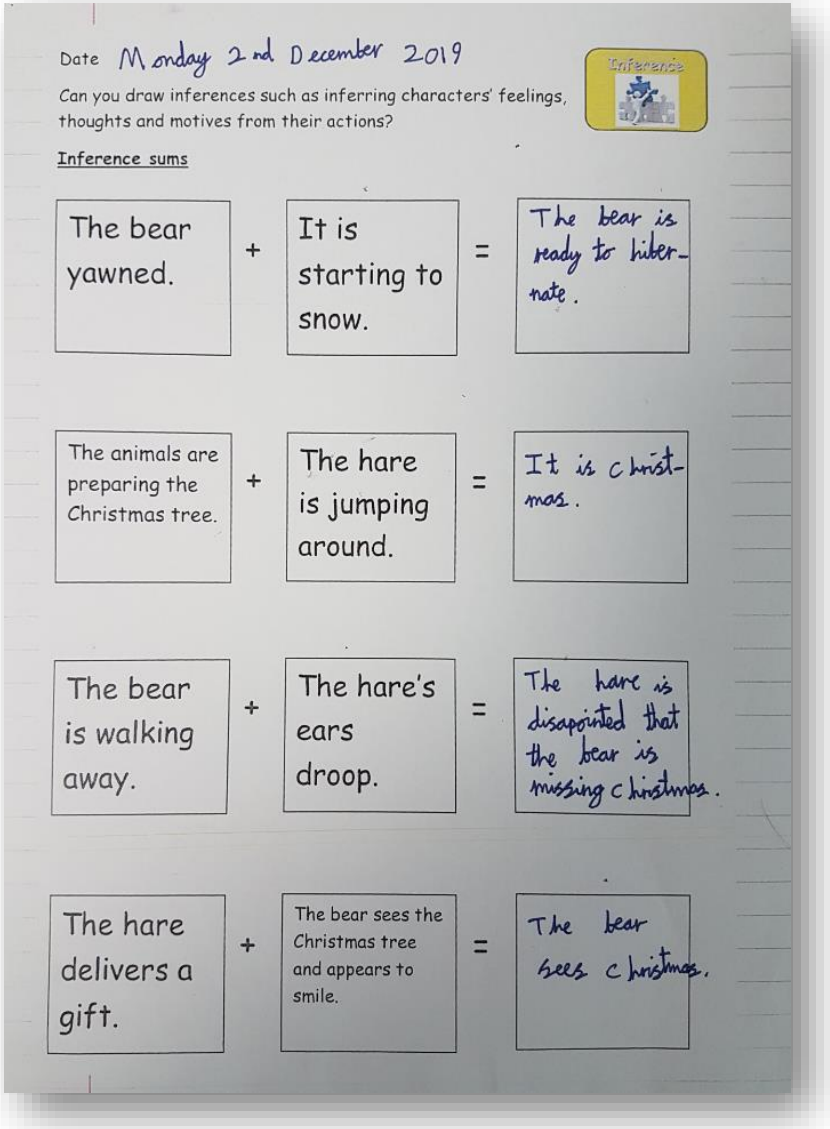
That probably hurt ~~heart~~ but he maybe did not want to draw attention to himself but he knew what Julian was doing

Task: Inference Sums

Helping children to piece together clues from the text in order to infer deeper meaning

Identify moments in the text where there is opportunity to read deeper meaning, piece the clues together to make an inference.

Provide the inference in the final box and ask the children to hunt for the clues in the text that led to that inference. Sums can be of different length and the complexity of the text can also be varied.



Date Monday 2nd December 2019

Can you draw inferences such as inferring characters' feelings, thoughts and motives from their actions?

Inference sums

The bear yawned.	+	It is starting to snow.	=	The bear is ready to hibernate.
The animals are preparing the Christmas tree.	+	The hare is jumping around.	=	It is christmas.
The bear is walking away.	+	The hare's ears droop.	=	The hare is disapointed that the bear is missing christmas.
The hare delivers a gift.	+	The bear sees the Christmas tree and appears to smile.	=	The bear sees christmas.

Role on the Wall

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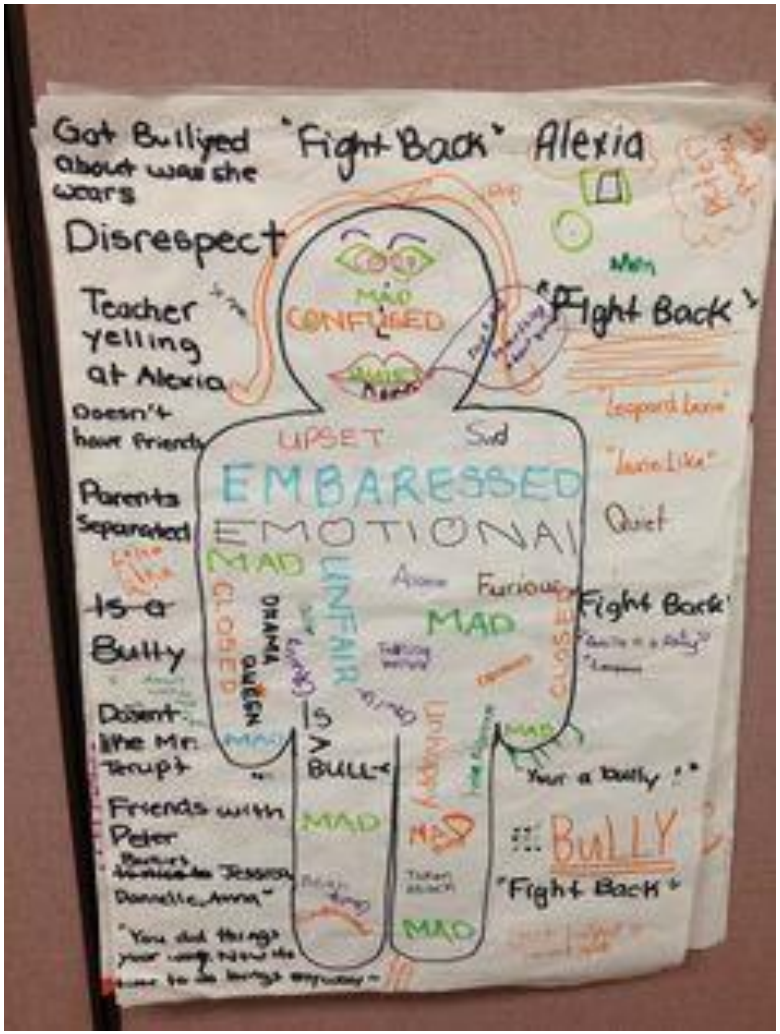
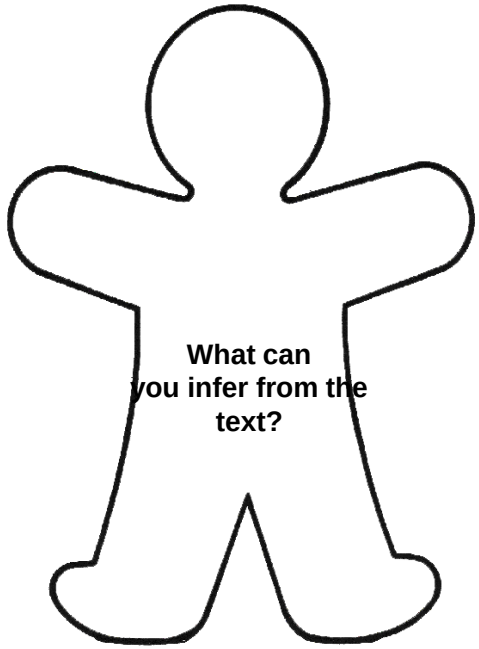


Role on the Wall

Find quotes about the character from the text



What can you infer from the text?

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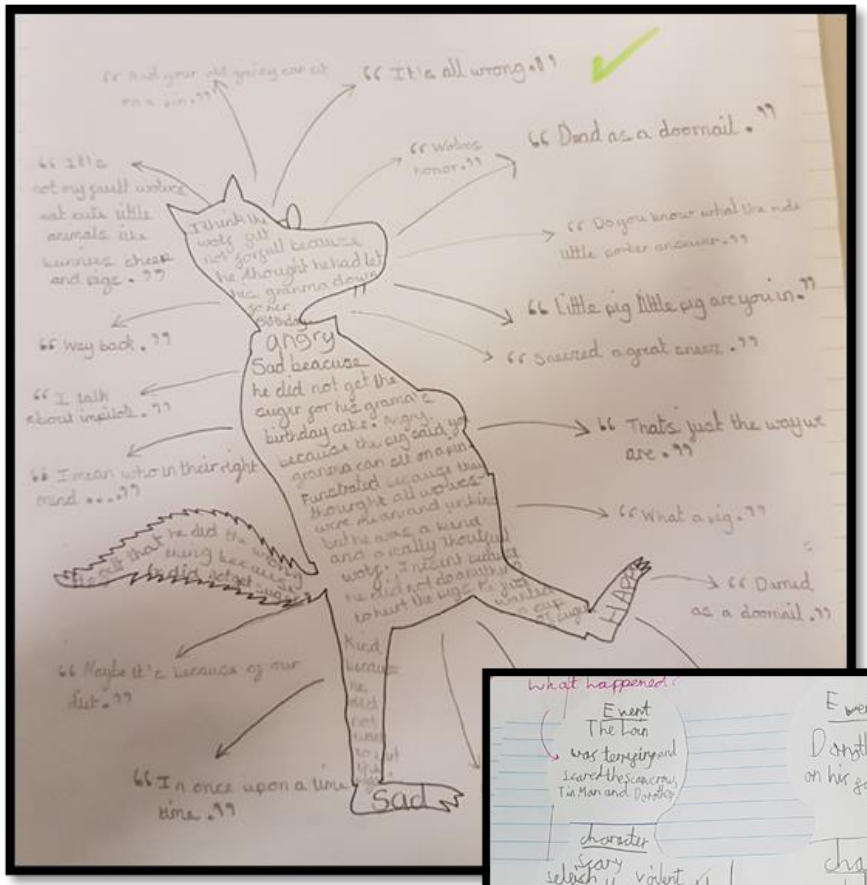

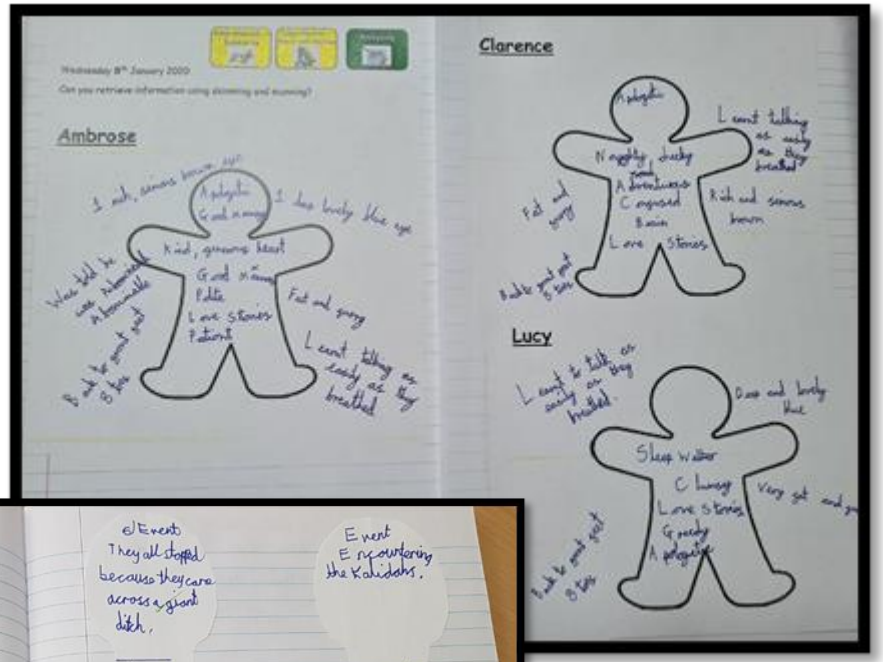

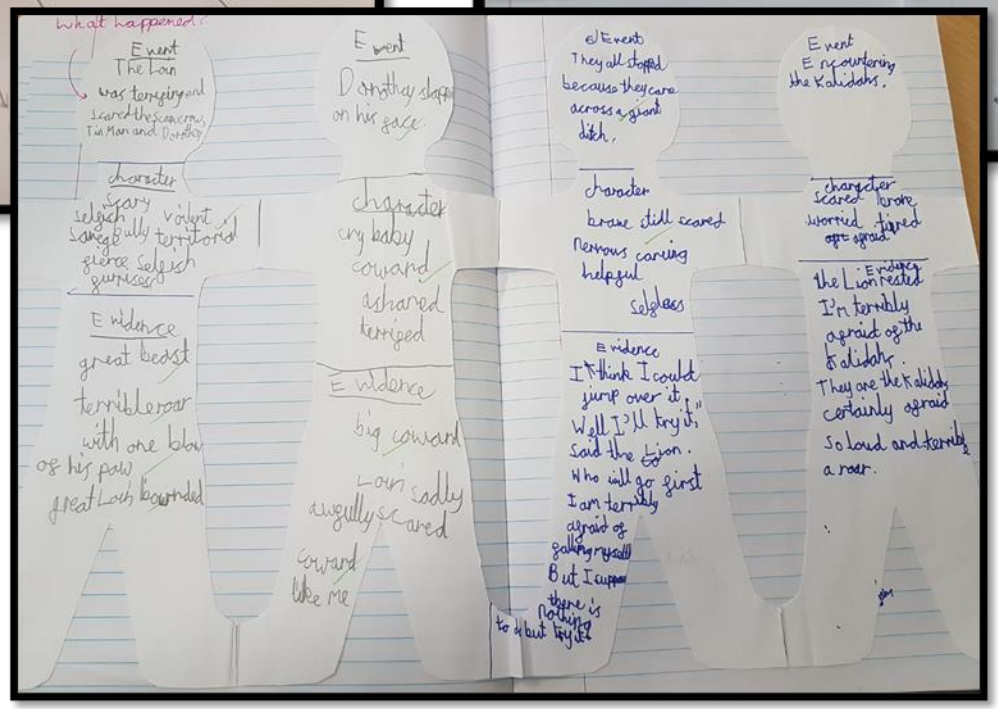

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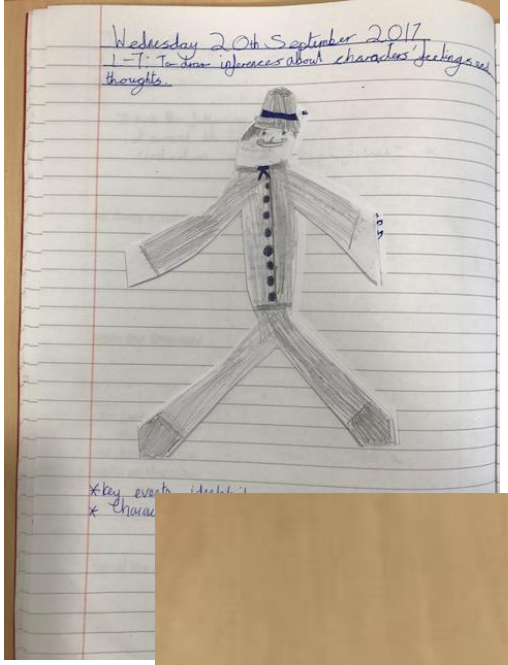

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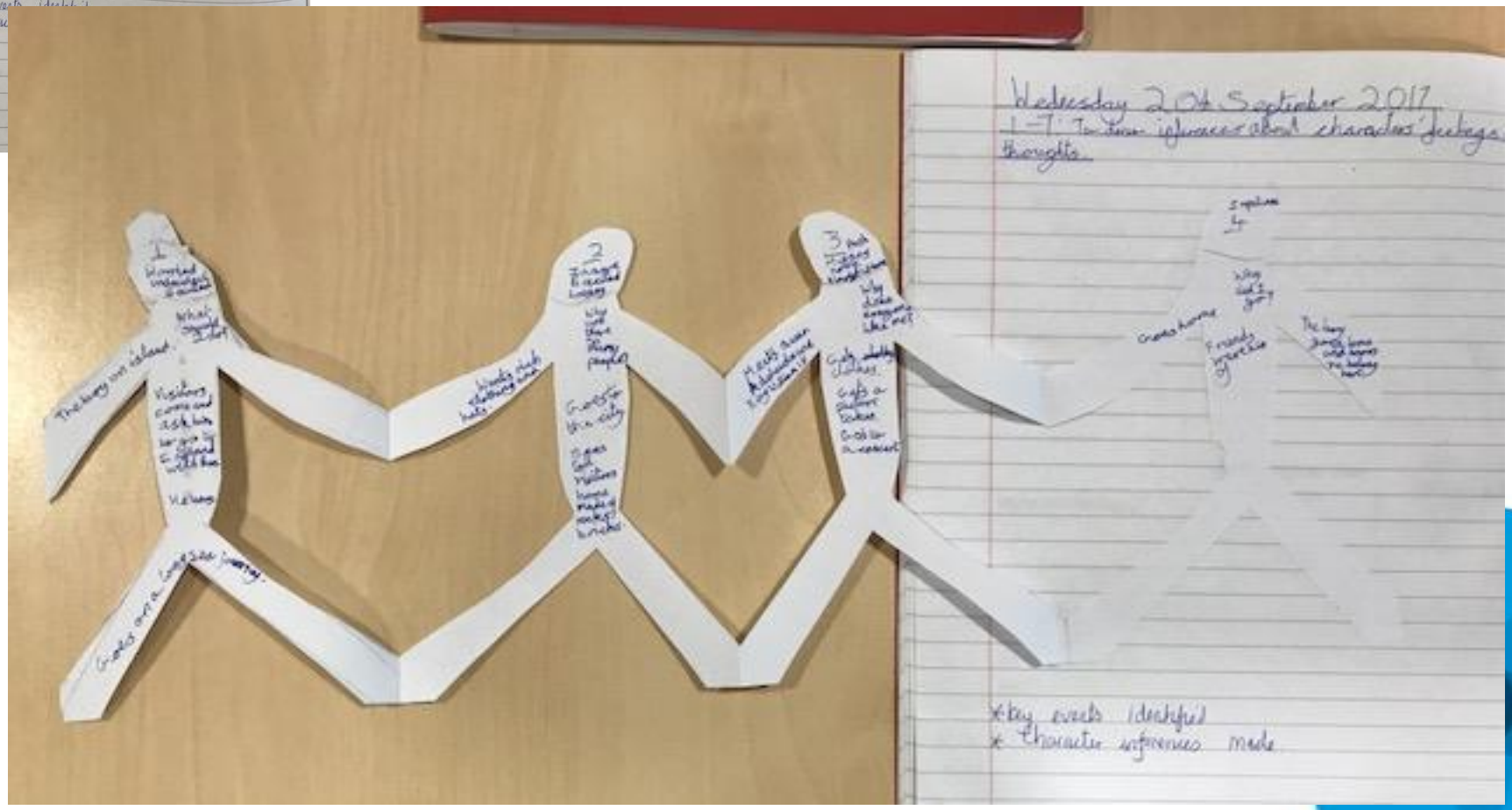
Key Stage Two example: Jemmy Button



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Developing Pupils' Vocabulary

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Which words should we focus on to develop a rich vocabulary?

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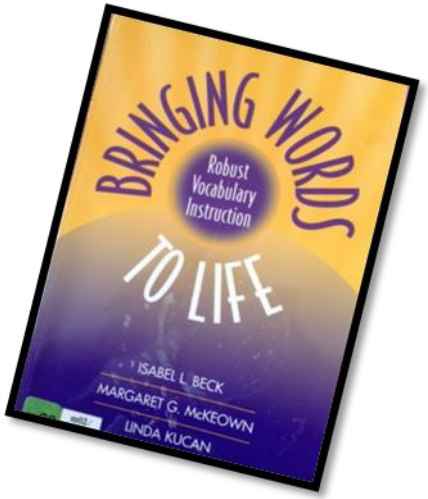
Tier Three Words

Tier Three includes words whose frequency of use is quite low, often being limited to specific domains, the meaning of which students will often learn in specific subject areas.



Tier Two Words

Tier Two includes sophisticated words that appear in a wide variety of texts and in the written and oral language of mature language users. Knowing the meaning of Tier Two words allow us to express concepts with precision and make links to other ideas.

Tier One Words

Tier One consists of the most basic and frequently occurring words, the meaning of which students will often learn from everyday experiences.

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Bringing Words to Life Robust Vocabulary Instruction Isabel L Beck,Margaret G McKeown and Linda Kucan

Tier Three Words – Topic Words

photosynthesis, Egyptologist, googly

Tier Two Words – Useful Words

establish, intervene, appreciated

Tier One Words –Everyday Words

children, eaten, shops

Clarifying the meaning of words

Developing pupils' understanding of vocabulary within reading

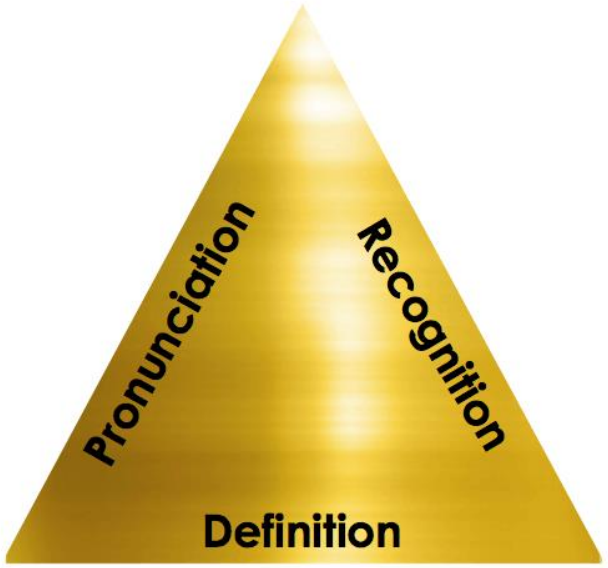
What does it mean to ***know*** a word?

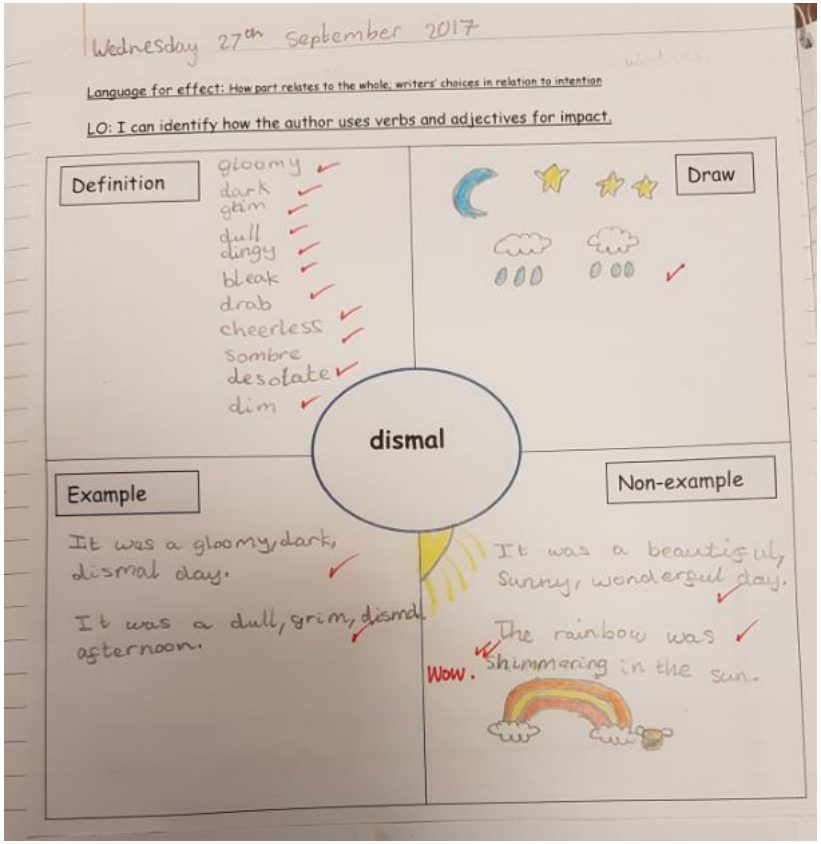
- **Generalization** through definitional knowledge
- **Application** through correct usage
- **Breadth** through recall of words
- **Precision** through understanding examples and non-examples
- **Availability** through use of vocabulary in discussion

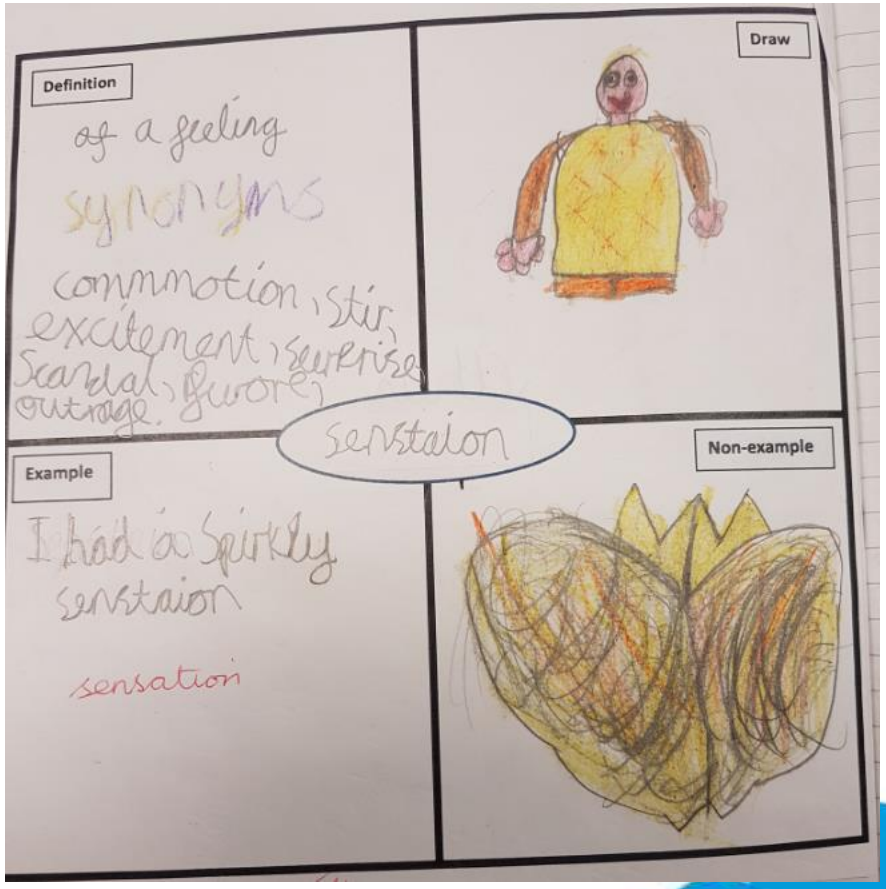
Direct vocabulary instruction

David Didau explains that just giving children challenging texts isn't enough. Pupils need to be taught to:

- Recognise how the word is spelt
- Pronounce the word correctly
- Define what the word means







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Word Card

30.9.19

Jimmy

What does the word mean?

Cautious means you being very aware of something or your being sage.

Draw the word.

A man opening a door without knowing what's on the other side.

cautious

Write the word in sentences.

I need to be cautious when i'm hunting in the woods. My grand was being cautious when we didn't have much good light. I need to be cautious when bears come out. I am being cautious while building my shelter.

Explain the word and act it out to a learning partner.

Quality storage of vocabulary…7 links (semantic frameworks to store a word)

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opposite (antonym)

syllables: 'Say and clap'

Meaning:

'pictoword'

resistance

Synonyms:

Sentence:

same root:

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LO: I can explore the meaning of words used by the author

Opposite

dart hurry speed march ✓

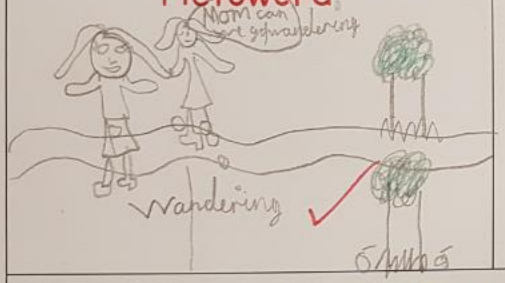
Syllables: 'say and clap'. Mark with / three 3

wan/der/ing ✓

Meaning

Is you wander, you walk with no clear direction or purpose. ✓

Pictoword



✓

wandering

Similar words/synonyms

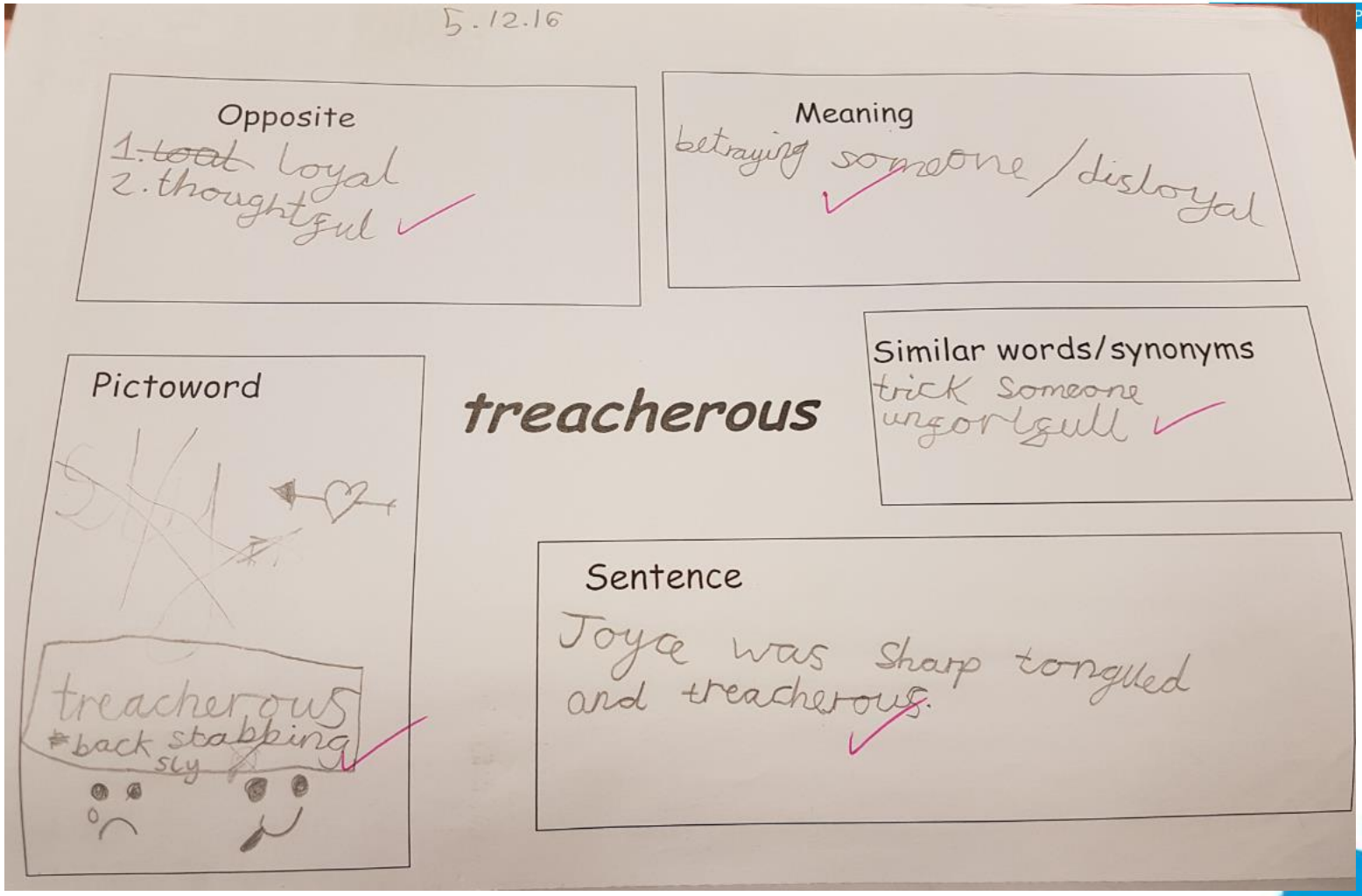
Walking ✓ ~~dart hurry speed walked march~~ darted

Sentence

I was wandering through the beautiful park. ✓

Same root

(wandered) wander ✓


5.12.16
Opposite
1. ~~bad~~ loyal
2. thoughtful
Meaning
betraying someone / disloyal
Similar words/synonyms
trick someone
ungoodly
Pictoword
treacherous
back stabbing
sly
treacherous
Sentence
Joyce was sharp tongued and treacherous.

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1. A sticky plaque type substance found on the teeth of large cats.

2. A mythical fish which swam backwards to keep the water out of its eyes.

Goofang

3. A large quantity of something.

4. To mess and joke around with someone.

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2A CLARIFY **WALT: Discuss the meaning of new words in context**		Teacher	**17.9.19**
1.	I can discuss the meaning of new words in a sentence		
2.	I can identify the correct meaning of new words by selecting the correct definition		
My effort today:	Needed to be better	Was good	Gave me a 'Sense of Pride'

Call my Bluff

Read each definition for each word and decide which one you think is correct.

Look carefully at the word – are there any clues inside the word that can help with the meaning? Find the word in the text does the sentence give you a clue?

toxic	healthy
	poisonous ✓ ✓
	sweet

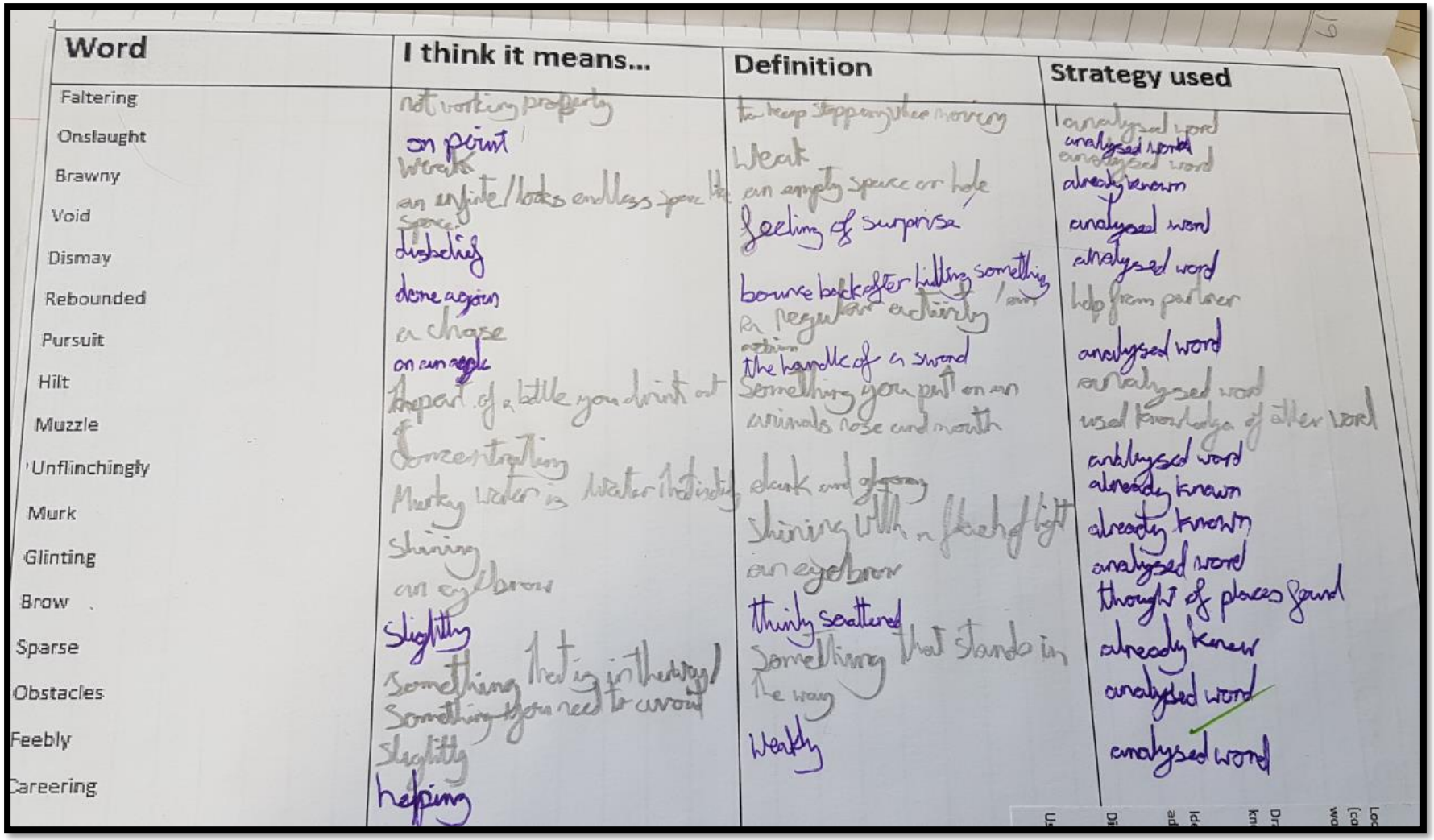
sub-zero	a boat that goes below water
	a type of sandwich
	Below freezing ✓ ✓

emit	To let out ✓
	To own up to something ✓ ✗
	To smile

infernal	happy
	horrible ✓
	grumpy ✓ ✗

miniscule	mousey
	spotty
	tiny ✓ ✓

Extension: Now choose a word and write it correctly in your own sentence.



Word	I think it means...	Definition	Strategy used
Faltering	not working properly	to keep stopping then moving	analysed word
Onslaught	on point	Weak	analysed word
Brawny	Weak	an empty space or hole	analysed word
Void	an infinite / looks endless space like space	feeling of surprise	already known
Dismay	disbelief	bounce back after hitting something / an action	analysed word
Rebounded	done again	a regular activity	analysed word
Pursuit	a chase	the handle of a sword	help from partner
Hilt	on an angle	Something you put on an animals nose and mouth	analysed word
Muzzle	the part of a bottle you drink out of		analysed word
Unflinchingly	concentrating		used knowledge of other word
Murk	Murky water is water that is dirty, dark and gloomy		analysed word
Glinting	shining	shining with a flash of light	already known
Brow	an eyebrow	an eyebrow	already known
Sparse	slightly	thinly scattered	analysed word
Obstacles	Something that is in the way / Something you need to avoid	Something that stands in the way	thought of places found
Feebly	slightly	weakly	already knew
Careering	helping		analysed word
			analysed word

Model the three-part heuristic for unknown vocabulary

- Look *inside* the word or phrase for structural clues
- Look *outside* the word or phrase for contextual clues
- Look *further outside* the word or phrase for resources

(Frey & Fisher, 2009)

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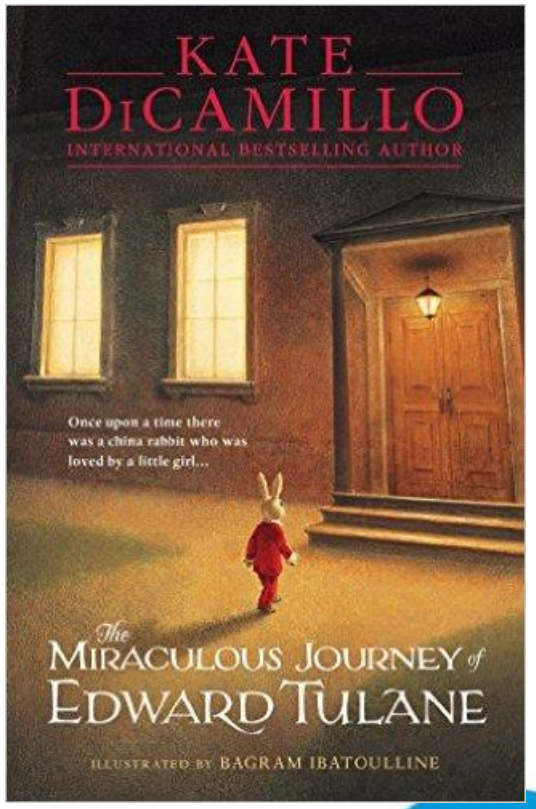
“Oh,” came Nellie’s tremulous voice, “that’s wonderful, dear. Goodbye then.”

Kate DiCamillo, *The Miraculous Journey of Edward Tulane*, p.85



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Let's look inside the word. Remember we looked at *tremors* in our earthquake topic? This word starts in the same way as *tremor* and *tremble,* and I know what both of those words mean.

tremulous

Now we can look outside the word. Do you remember that the author told us that Nellie's "voice shook" in a previous sentence? That would fit with *tremor* and *tremble*. I think tremulous means 'shaking'.

I'm happy that I have solved this word problem but I can always look further outside the word in a dictionary if I am unsure.

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He is clever, resourceful and cunning.

Competitive and a fighter.

He starts as a timid boy and becomes a hero.

A brave and loyal friend.

Can be angry and impulsive

Stands up for the weak.

Has an unusual shaped scar.

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Articulate!

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Teams of 3:

- Player **one** – Describe the key vocabulary in their own words (without saying the actual word)
- Player **two** – guess the word
- Player **three** – Timer and point scorer

stowaway	expedition	Antarctic	pack ice	Endurance
floes	icebergs	ashore	coast	plummeted
rigging	timbers	buckled	survive	amputated
swell	oars	voyage	glaciers	ocean

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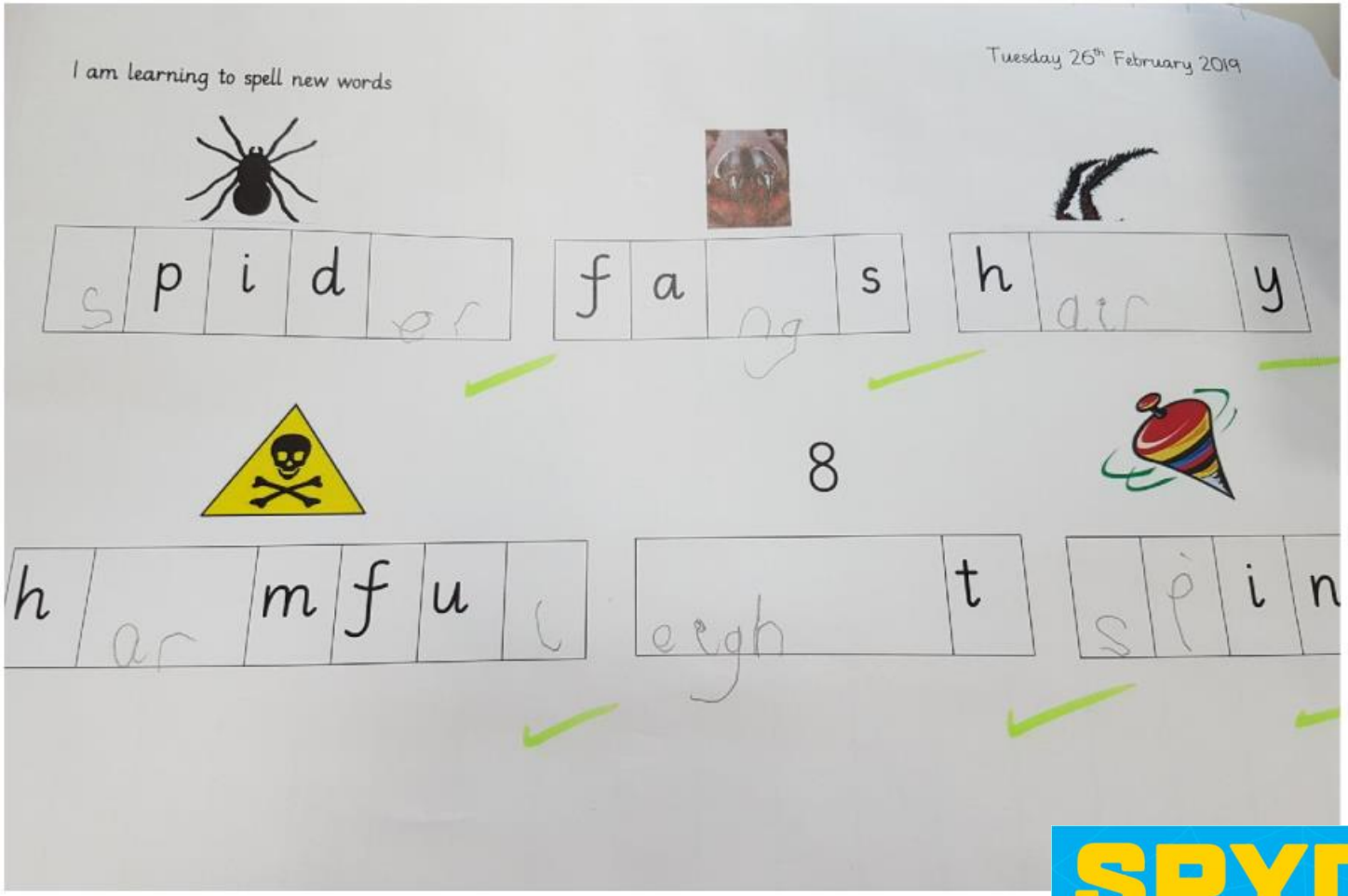
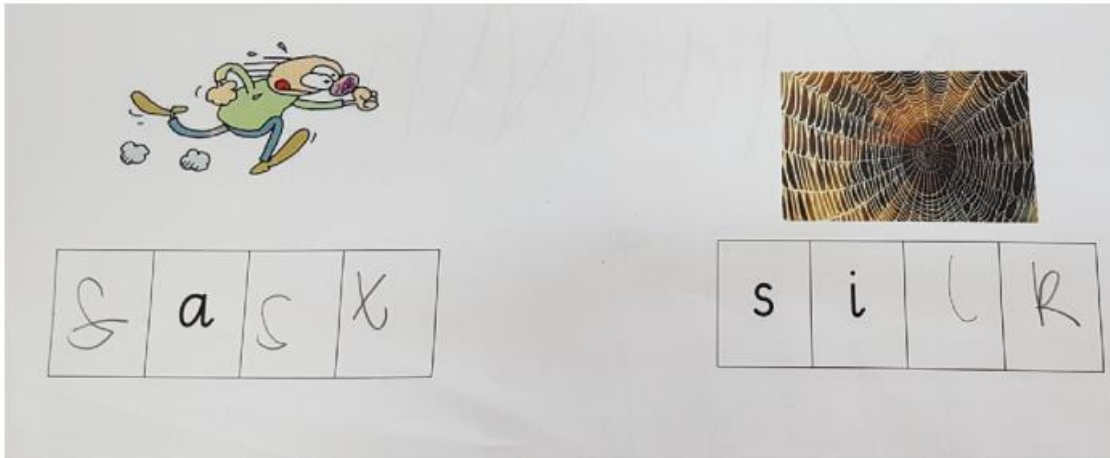
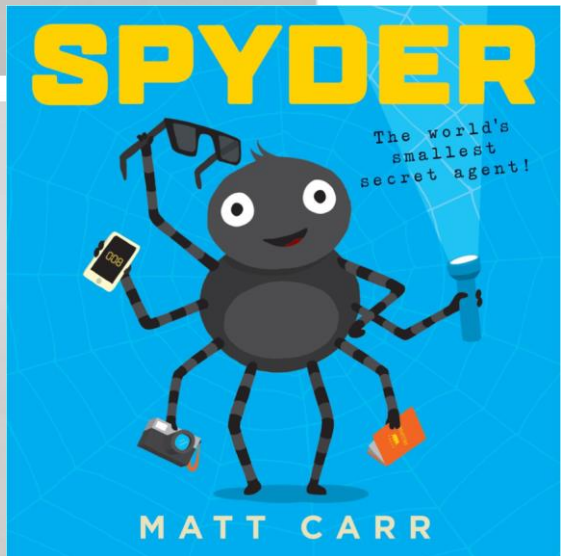
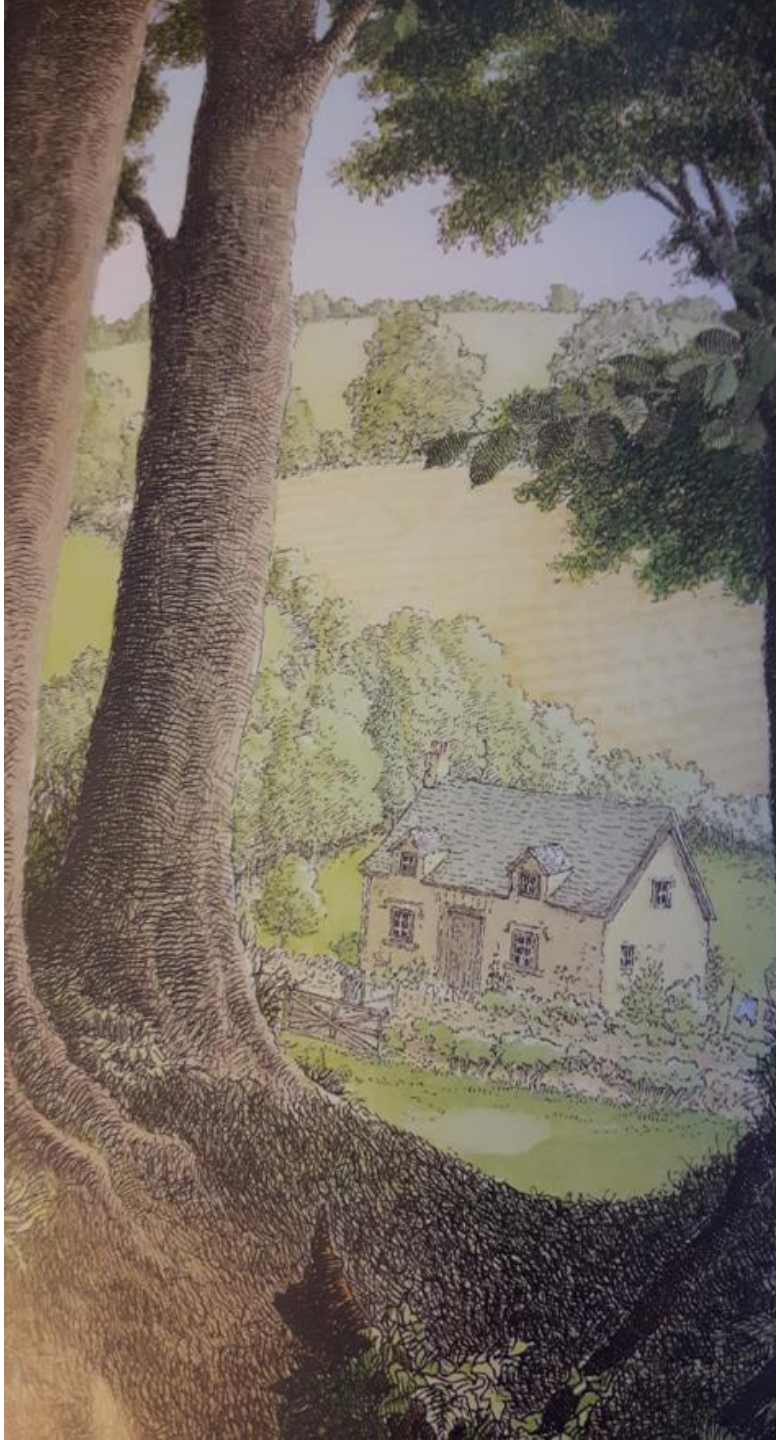
Building new vocabulary

Exploring approaches to develop pupils' vocabulary


I am learning to spell new words
Tuesday 26th February 2019
spider
fast
hairy
8
harmful
eight
spin


sack
silk


SPYDER
The world's smallest secret agent!
MATT CARR



Best of 3?

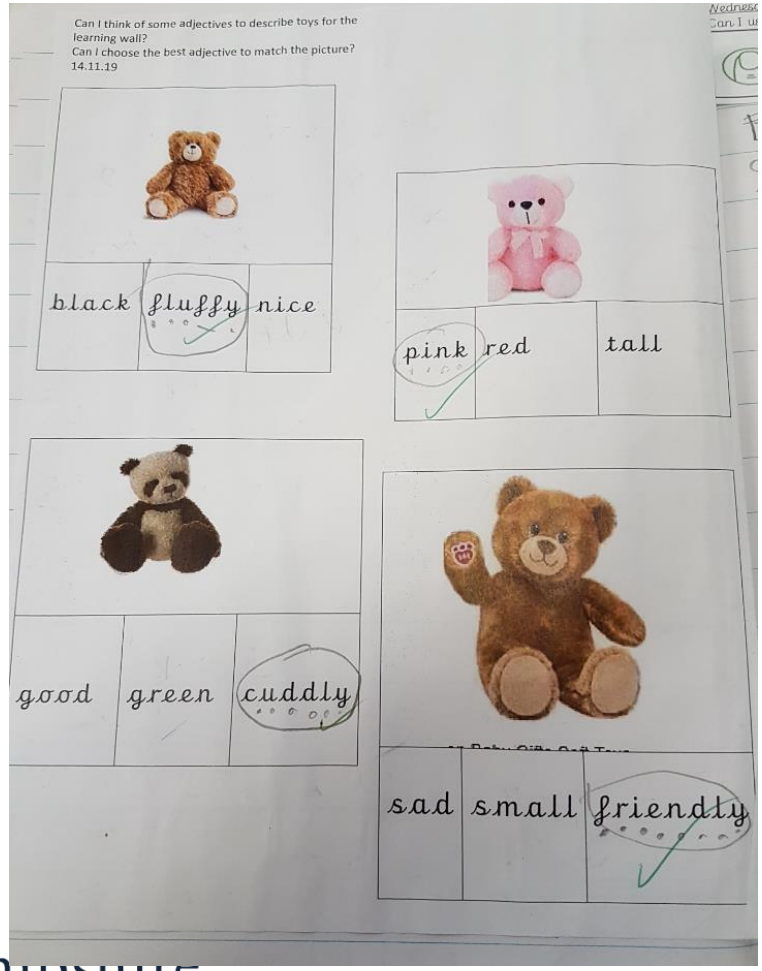
safe	quaint	Idyllic
overlooked	rural	picturesque
private	hidden	isolated

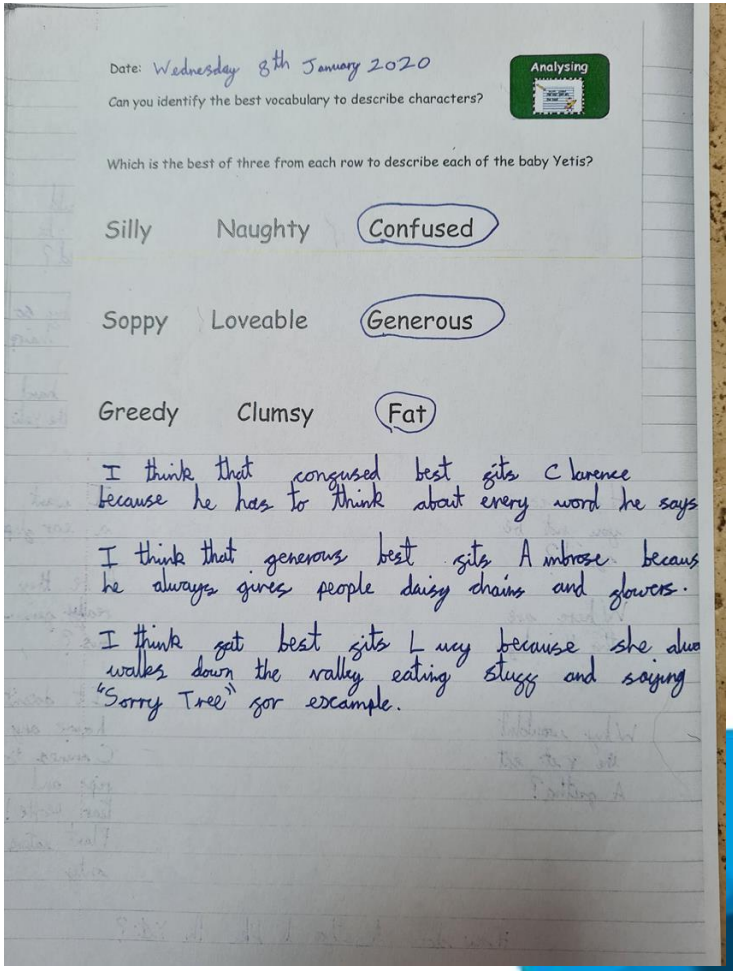
Odd One Out?

Inviting	unspoilt	formal

Best of 3

A game to broaden pupils' vocabulary and encourage careful choice/selection of the words they use in their writing





Matching pairs:

Synonym/antonym matching can be a useful way to assess vocabulary knowledge, which also encourages exposure to new words.

wintry	trivial	excellent
serious	bitter	horrendous
appalling	solemn	wicked
bad	appealing	balmy

‘Closing the Vocabulary Gap’ Alex Quigley

Word knowledge helps connect together ideas and concepts

(Quigley, ‘Closing the Vocabulary Gap’)

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big	happy	kind	good
scary	giant	terrifying	friendly
smiley	harmless	deadly	frightening
shiny	pretty	fun	dangerous
sinister	ogre	vicious	fearsome
fierce	timid	fortunate	pleasant
gruesome	ferocious	monstrous	amiable
competent	reliable	grotesque	abhorrent

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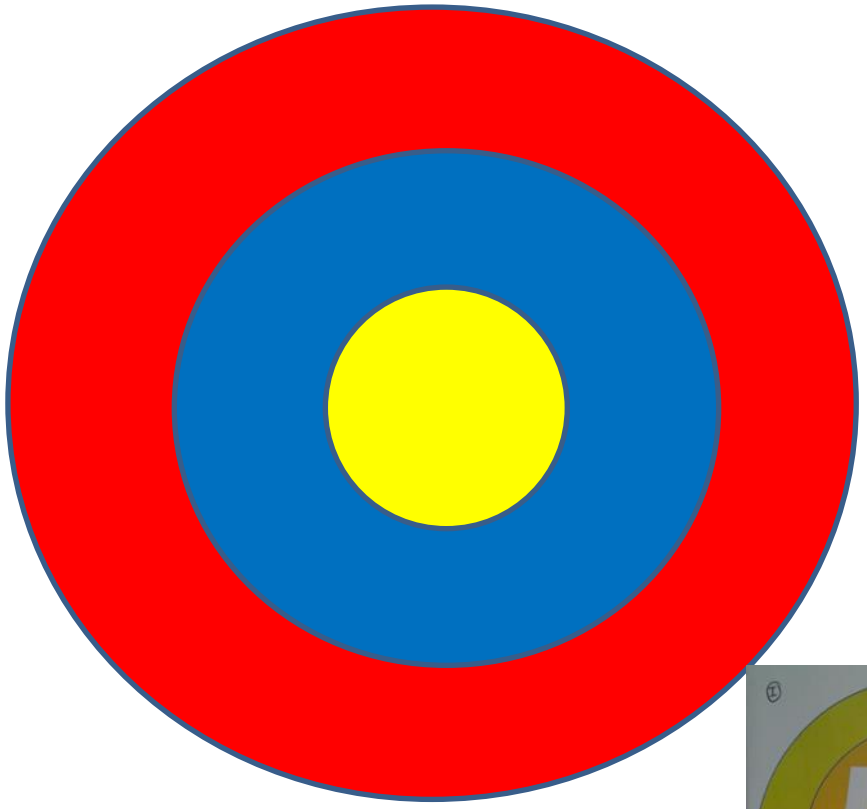
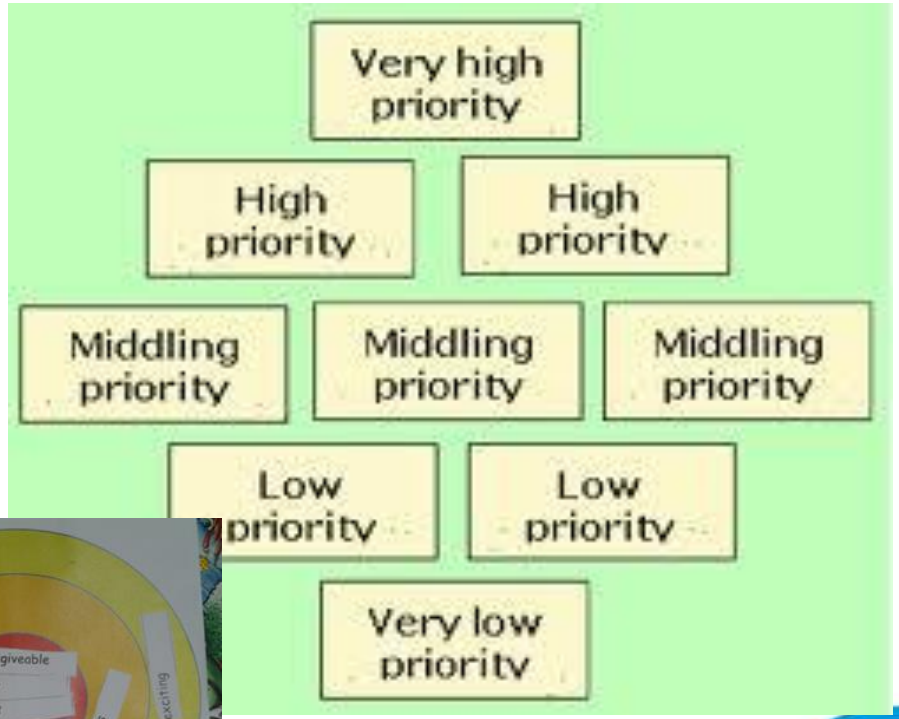
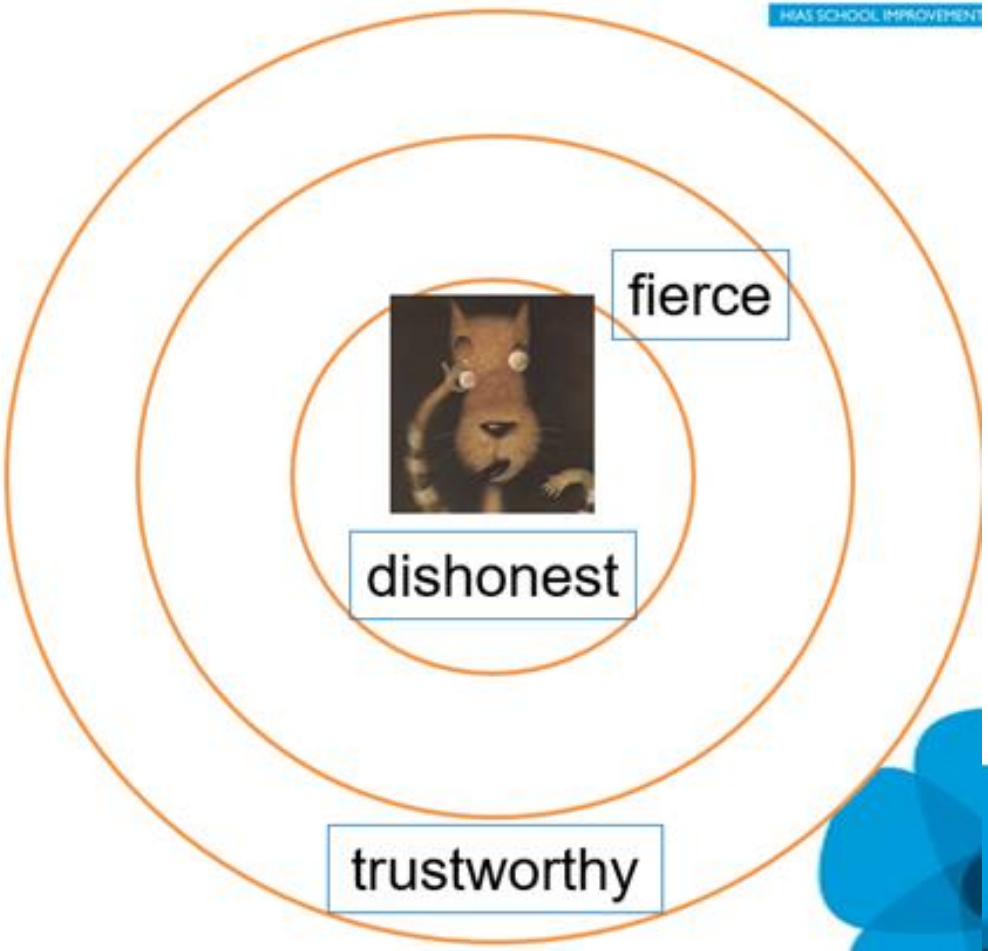
Zone of Relevance

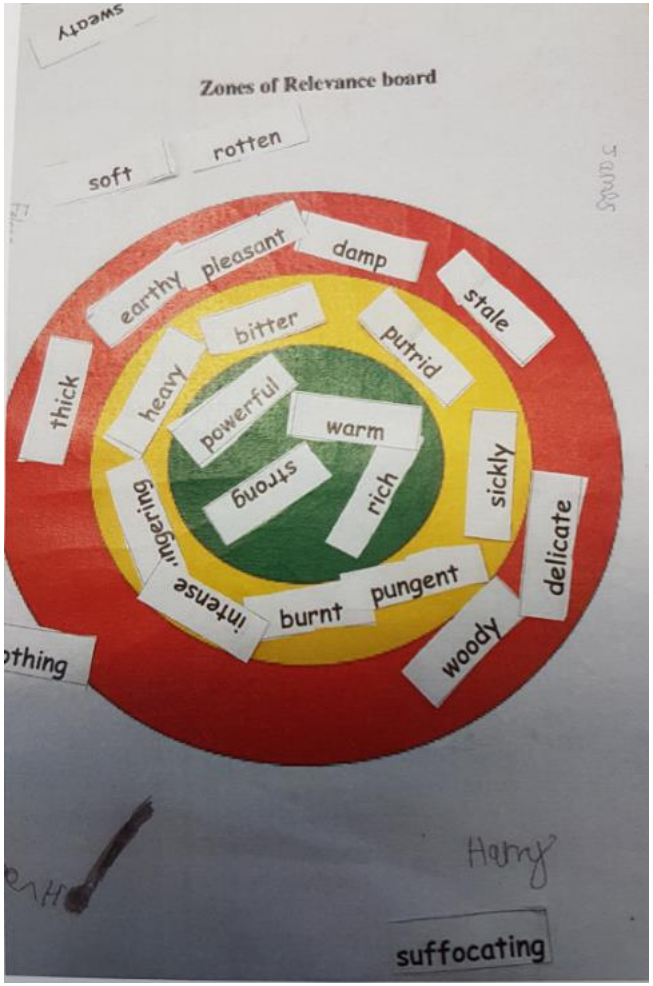


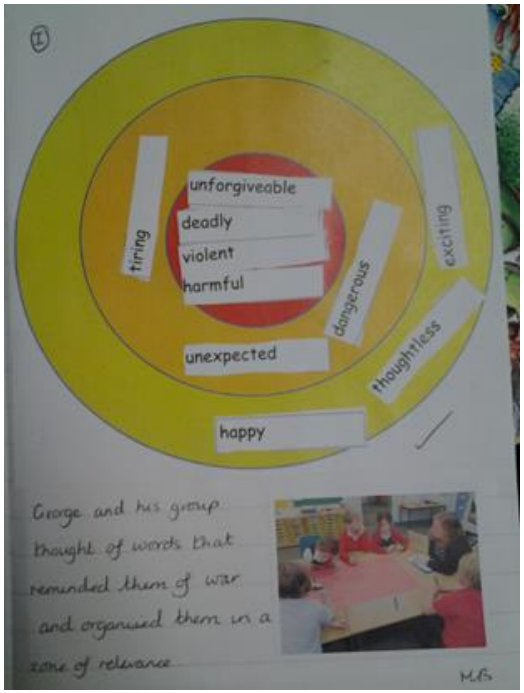
Diamond Nine

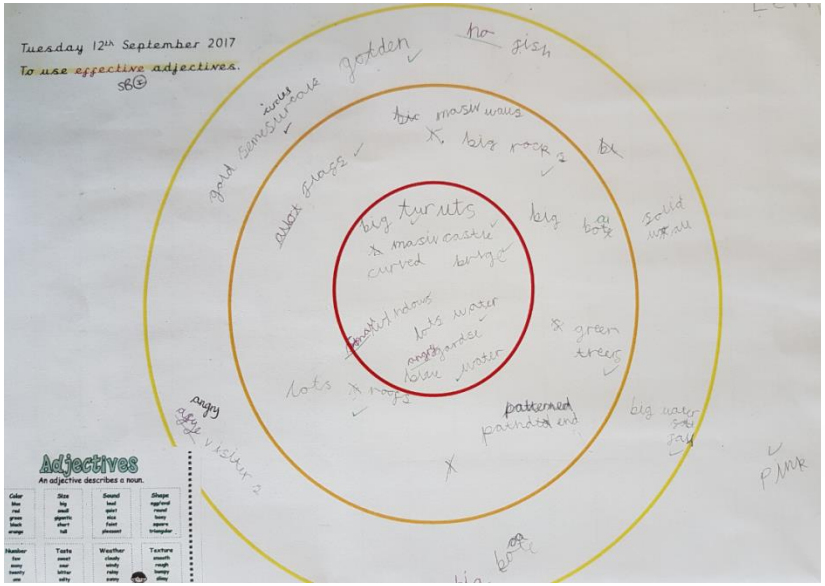


Zones of Relevance









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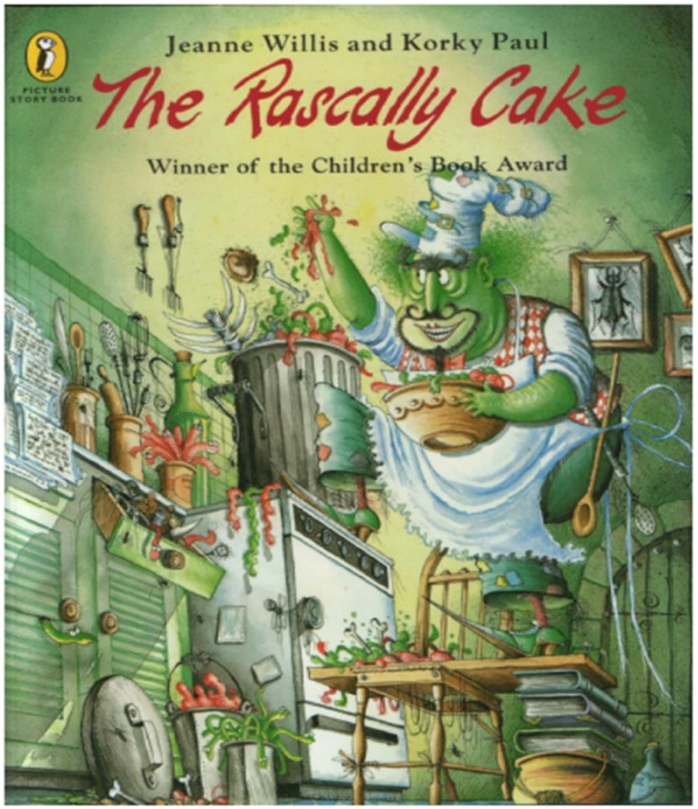
Shades of Meaning –

building synonyms of different intensity

awful

ghastly



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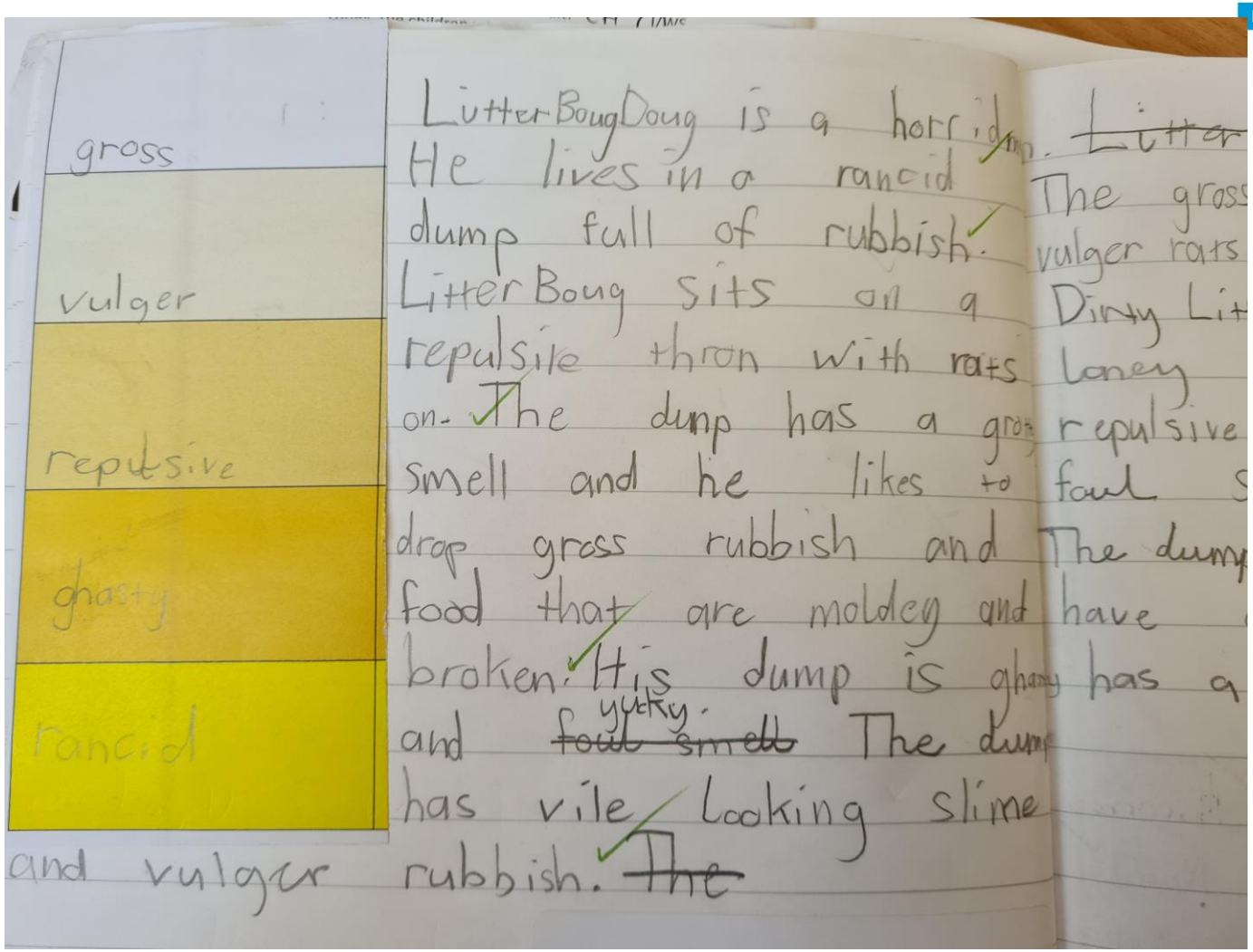

LitterBougDoug is a horrid
He lives in a rancid
dump full of rubbish.
LitterBoug sits on a
repulsive thron with rats
on. The dump has a gross
smell and he likes to
drop gross rubbish and
food that are moldey and
broken. His dump is ghasty
and ~~foul smell~~ yucky. The dump
has vile looking slime
and vulger rubbish. ~~The~~

~~Litter~~
The gross
vulger rats
Dirty Lit
Loney
repulsive
foul
The dump
have
has a

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Supporting Vocabulary Retrieval

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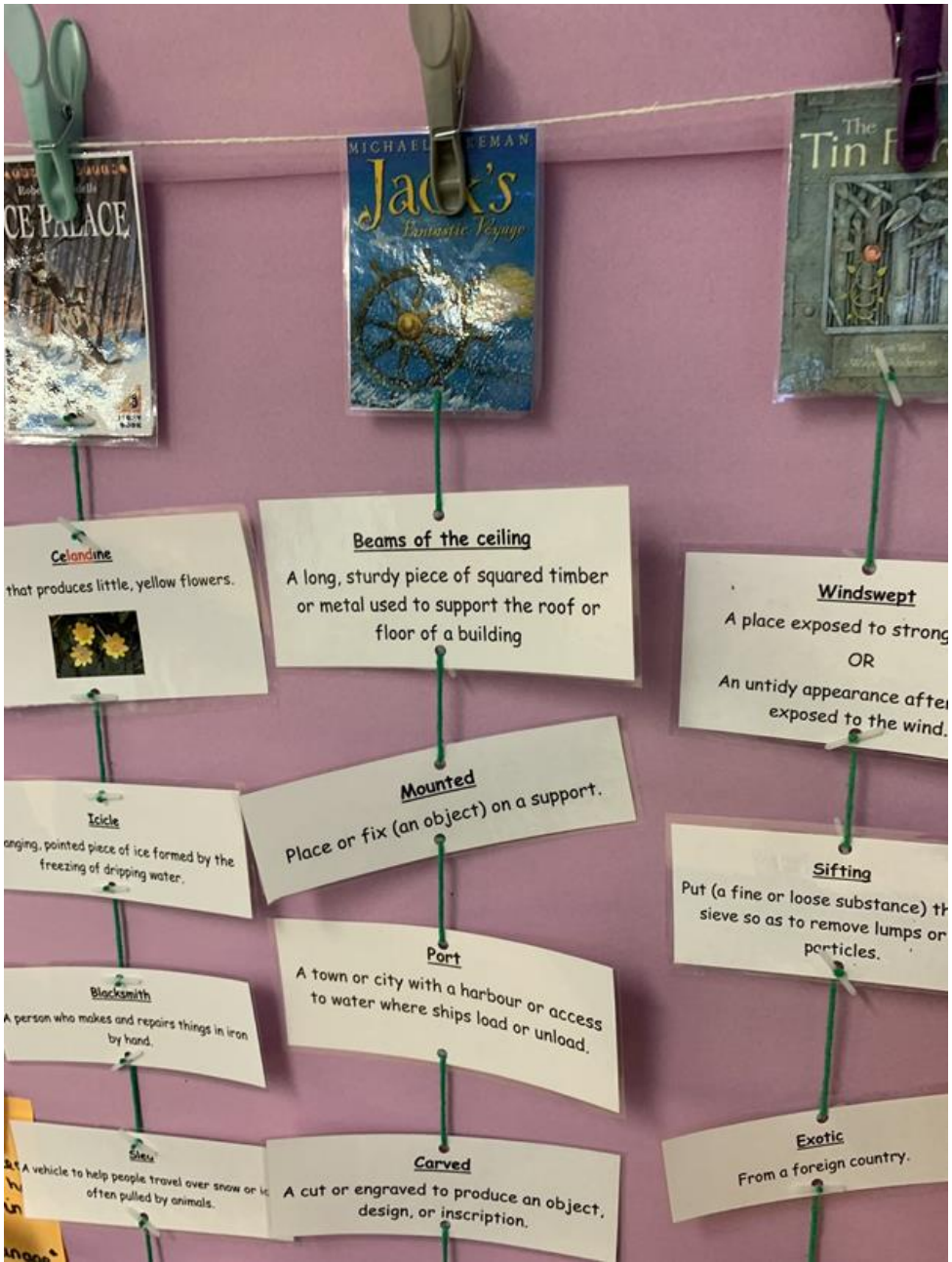

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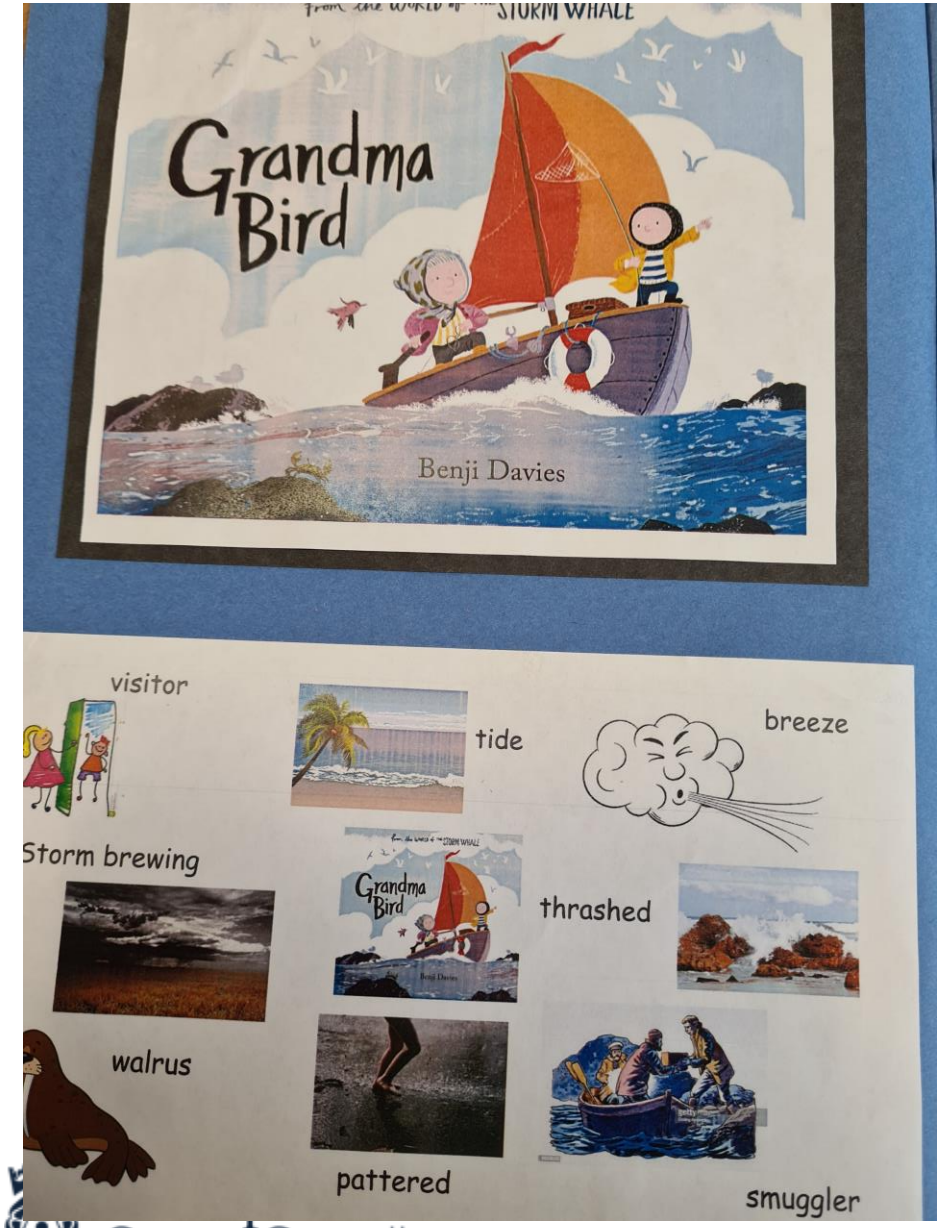
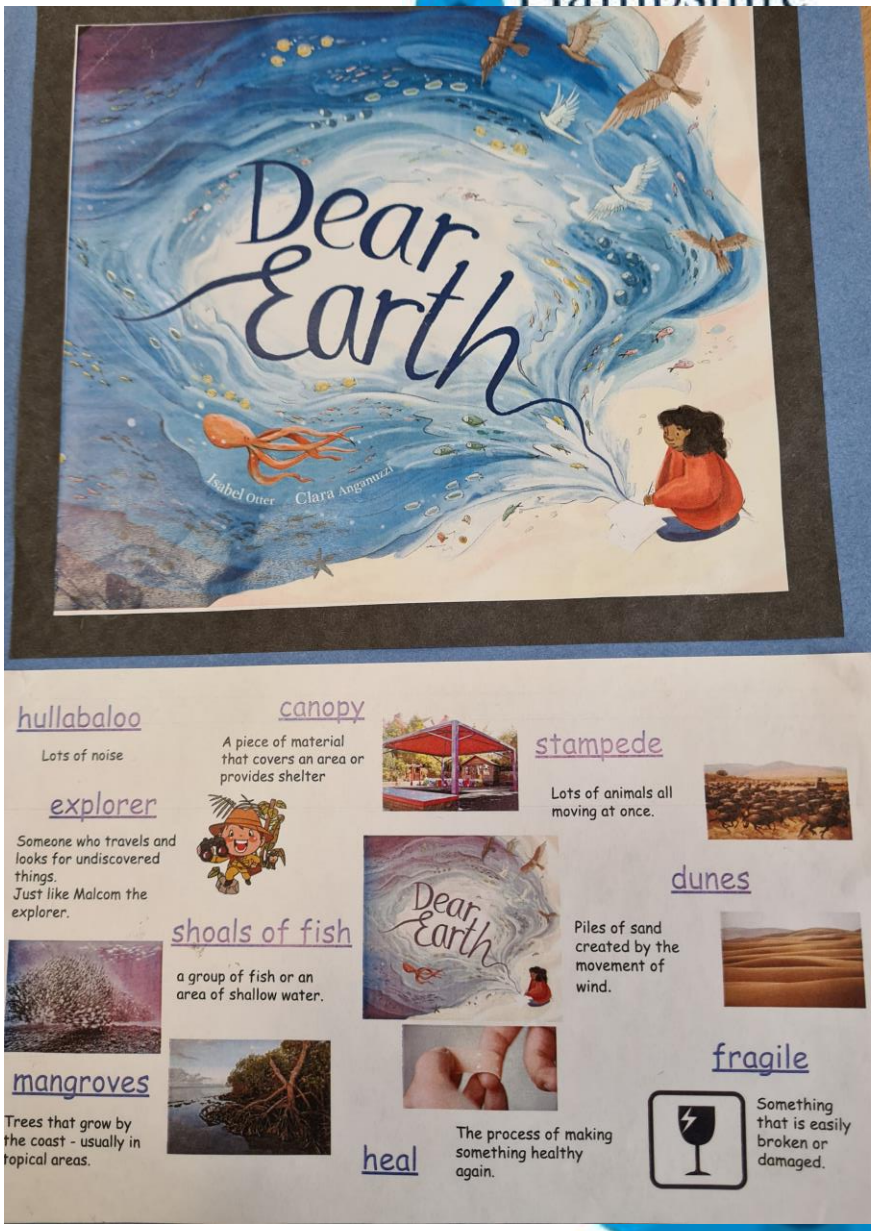

STORM WHALE
Grandma Bird
Benji Davies
visitor
tide
breeze
Storm brewing
Grandma Bird
thrashed
walrus
pattered
smuggler


Dear Earth
Isabel Otter
Clara Anganuzzi
hullabaloo
Lots of noise
canopy
A piece of material that covers an area or provides shelter
stampede
Lots of animals all moving at once.
explorer
Someone who travels and looks for undiscovered things.
Just like Malcom the explorer.
dunes
Piles of sand created by the movement of wind.
shoals of fish
a group of fish or an area of shallow water.
mangroves
Trees that grow by the coast - usually in topical areas.
heal
The process of making something healthy again.
fragile
Something that is easily broken or damaged.

Developing spoken language (drama & oral rehearsal)

- **Dressing up clothes / material** – for acting out
- **Hot Seating** – interviewing characters from a story
- **Freeze frames** – creating a frozen tableau from a key moment in a story
- **Miming scenes** – miming a scene from a story. Can other guess which part?
- **Role playing** – revisit scenes or invent new ones
- **Free role play** – create a setting, children create their own story
- **Act the story** – adult narrates the story and children act out
- **Puppet theatre** – finger or stick puppets (or felt boards)
- **Journalists** – interview the story characters
- '**News' programmes** – pretend to interview and put on the 'news'
- **Gossip /Whispers**– 2 characters chatting about what is happening
- **Phone calls 'Telephones'** – mobile phone calls from one character to a friend
- **Statements to the police** – what does the wolf have in his defence?
- **Story Walk Through** – Retell the story by walking through the key pictures and providing key sentence openers

Developing spoken language (drama & oral rehearsal)

- **Guided Tour** – A tour of the setting (one child blindfolded)
- **Tableaux** – Recreate the scene/painting and freeze
- **Thought Tapping** – A tap on the shoulder to come to life
- **Fast Forward/Rewind** – Exploring the scene and improvising
- **Story Spoons** – puppet theatre, retelling well known stories
- **Helicopter Stories** – masking tape stage to expand children's stories
- **Conscience Alley/Thought Tunnel** – exploring characters' thoughts
- **Press Conference** – interviewing characters
- **Story Circles** – building narrative together
- **Line of continuum** – masking tape line, 'Strongly Agree' and 'Strongly Disagree'
- **ABC** – Add, Build, Contest
- **Table Top Talking Cards** – Encouraging topic related discussion
- **Talk Homework** – supporting the spoken language curriculum at home
- **Chatterbox** – shoe box discussion

Hampshire Services
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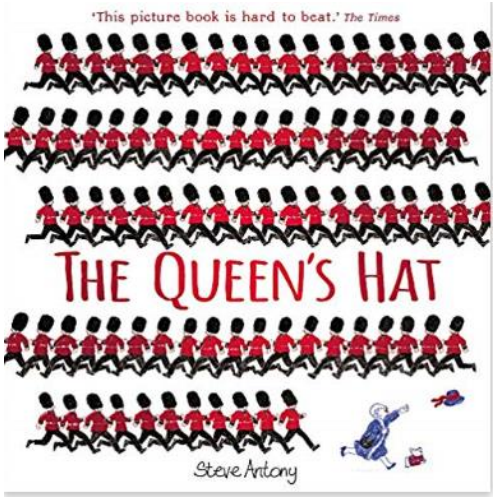

Capturing evidence of drama and role play

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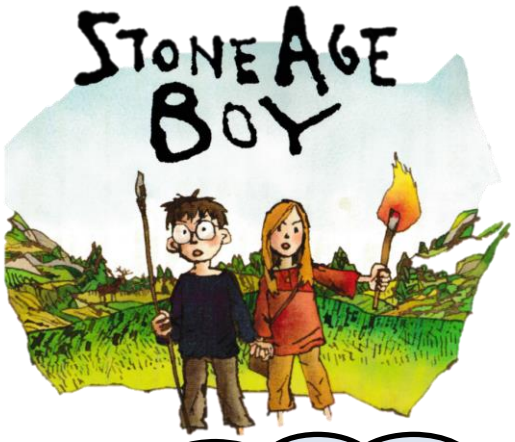
Drama – capturing vocabulary

Recording drama activities alongside the key vocabulary and language explored

Hampshire County Council



She looks different.

What is on his foot?

What is this made of?

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Plenary & Close

Hampshire County Council