



**Writing activities**

<b><u>Text type</u></b>	<b><u>Ideas for writing and stimulus links</u></b>	<b><u>Key features</u></b>
<b>Diary entry</b>	<p>Write a diary about your favourite trip or day out</p> <p>Write a diary about one of your days at home.</p> <p>Write a diary as if you are someone visiting the water buffalo.</p> <p>Look at the different ideas on Literacy Shed (scroll down for the link)</p>	<ul style="list-style-type: none"><li>• Set the scene (1<sup>st</sup> sentence)</li><li>• Chronological order</li><li>• Detail about each event</li><li>• Closing, summarising sentence</li><li>• Past tense</li><li>• Informal/chatty</li><li>• First person</li></ul>
<b>Persuasion texts (letters and leaflets)</b>	<p>Create a leaflet to persuade your reader to take their next holiday to the place where you live or somewhere you have been before.</p> <p>Write a letter to the government (or someone in particular) to make a change that you feel passionate about.</p> <p>Write a persuasive letter to the water buffalo to persuade him to come back to your suburban estate.</p>	<ul style="list-style-type: none"><li>• Address</li><li>• Opening statement that sums up the point you are making</li><li>• Information organised into paragraphs (1 point, 1 paragraph)</li><li>• Make point, explain point</li><li>• A closing statement that summaries and reinforces what you are saying</li><li>• Present tense</li><li>• This proves that...</li><li>• Therefore...</li><li>• Formal</li><li>• Moves from general to specific points (The hotel is comfortable. The beds are soft and the chairs are specially made to support your back.)</li><li>• Rhetorical questions</li><li>• Statistics to back up your argument (9 out of 10 people agree that...)</li></ul>

<b>Non-chronological report</b>	<p>Choose a topic to do a non-chronological report on. It could be an animal (real or one you've made up), a country, a Science topic or anything else you can think of.</p>	<ul style="list-style-type: none"> <li>• Group information into sub-headings</li> <li>• Opening statement (normally about classification – Sparrows are birds.)</li> <li>• Sometimes followed by more technical details (Their Latin name is...)</li> <li>• Third person</li> <li>• Present tense (past tense if it is a historical report)</li> <li>• Comparison to other things in the same category (eg. Polar bears are the biggest carnivores of all.)</li> <li>• Description is precise (not imagery).</li> <li>• Formal</li> <li>• No contracted words (don't – do not)</li> </ul>
<b>Narrative (stories)</b>	<p>'It was only then that I realised that things were not quite as they seemed.' Continue the story...</p> <p>Describe each day of the week as if it was a person (see example below).</p> <p>"Bad decisions make good stories." Write a monologue in which bad decisions are made.</p> <p>Look at the different ideas on Literacy Shed (scroll down for the link)</p>	<ul style="list-style-type: none"> <li>• First or third person</li> <li>• Same tense throughout (unless you include a flashback)</li> <li>• Normally chronological</li> <li>• Dialogue</li> <li>• Hook the reader in with your first sentence (you could jump straight into the action)</li> </ul>
<b>Instructions</b>	<p>Help do some baking or cooking at home and write a set of instructions for someone else to use when you come back to school.</p> <p>Write a set of instructions to teach someone how to do something (maybe that's play your favourite game or play a certain sport).</p>	<ul style="list-style-type: none"> <li>• How to...</li> <li>• List material or equipment (in order)</li> <li>• Provide simple, clear instructions in order</li> <li>• Diagrams may help</li> <li>• Label diagrams and mention in instructions (Diagram B shows you how to...)</li> <li>• Imperative verbs (commands – cut, paint, stick)</li> <li>• May include negative comments (Do not use any glue at this stage.)</li> <li>• Might give additional advice or options (It's a good idea to... If you would like to make a bigger decoration, you could...).</li> </ul>

<b>Informal letter or postcard</b>	<p>Send a letter or postcard to a care home or someone you know is in isolation. Visitors in care homes are now limited and the elderly will begin to get lonely. Share a letter or postcard with them to make their day. Maybe include a drawing or a photo of something you talk about in your letter.</p>	<ul style="list-style-type: none"> <li>• Sender's address</li> <li>• Date</li> <li>• Appropriate greeting based on how well you know them</li> <li>• An introduction</li> <li>• First person</li> <li>• Informal/chatty</li> <li>• Ask questions about them linked to what you have already talked about</li> <li>• Speak to them directly</li> <li>• Conclusion</li> <li>• A nice sign off</li> </ul>
<p><b><u>Further activities:</u></b> Write a review of the last film you watched. Don't spend more than ¼ of the whole piece retelling the plot! Your review should focus on your opinion about the film.</p>		
<p><b>Literacy Shed</b> is a fantastic website that we use often as stimulus for our Big Write sessions.</p> <ol style="list-style-type: none"> <li>1. Copy the URL into a search engine. <a href="https://www.literacyshed.com/home.html">https://www.literacyshed.com/home.html</a></li> <li>2. Choose (click) which category interests you the most (eg. fantasy, ghostly, sci-fi)</li> <li>3. You will then be given different stimulus to choose from – choose one that interests you the most. <b>At the bottom of most of the videos, it will give you some writing ideas to choose from.</b></li> </ol> <p>Make sure you look at the success criteria for the different text types above.</p>		

## **General expectations of what to include in a piece of writing**

### **Year 5 and 6:**

- Full stops
- Capital letters for pronouns (names of places, people, days of the week, months) and the start of sentences
- Does it make sense?
- Conjunctions (and, but, because, so, however, although, meanwhile)
- A range of pronouns to avoid repetition
- Paragraphs to organise your writing (TiPToP – start a new paragraph when it is a new Time, Place, Topic, Person)
- Adverbials of time, place and manner to link your sentences and paragraphs
- Commas to separate your clauses (before conjunctions and after adverbials)
- Speech is punctuated correctly... "Hello!" shouted Jim, as he ran up to his friends.
- A mixture of short and long sentences – where do you want to linger?
- Commas, brackets and dashes to add information/clauses
- Semi-colons only used if 2 sentences are REALLY closely linked
- Colons to introduce a detailed list or expand an idea.

### **Editing process**

- Read it back to yourself after a paragraph.
- Look at the list above – is there anything you missed?

## What a good one looks like...

Examples of different text types can be found Twinkl (which is accessible for parents from home – password on website), which you could download for your child's correct year group as a model. Here are the links to these:

<b>Explanation text</b>	<a href="https://www.twinkl.co.uk/resource/t2-e-3046-y6-information-texts-explanation-example-text">https://www.twinkl.co.uk/resource/t2-e-3046-y6-information-texts-explanation-example-text</a>
<b>Biography</b>	<a href="https://www.twinkl.co.uk/resource/t2-e-3066-y6-information-texts-biography-example-text">https://www.twinkl.co.uk/resource/t2-e-3066-y6-information-texts-biography-example-text</a>
<b>Formal letter</b>	<a href="https://www.twinkl.co.uk/resource/t2-e-2520-y6-letter-writing-formal-example-text">https://www.twinkl.co.uk/resource/t2-e-2520-y6-letter-writing-formal-example-text</a>
<b>Informal letter</b>	<a href="https://www.twinkl.co.uk/resource/t2-e-3663-y6-letter-writing-informal-model-example-text">https://www.twinkl.co.uk/resource/t2-e-3663-y6-letter-writing-informal-model-example-text</a>
<b>Newspaper report</b>	<a href="https://www.twinkl.co.uk/resource/t2-e-3045-y6-recounts-newspaper-report-example-text">https://www.twinkl.co.uk/resource/t2-e-3045-y6-recounts-newspaper-report-example-text</a>
<b>Instructional text</b>	<a href="https://www.twinkl.co.uk/resource/t2-e-2548-y6-instructions-example-text">https://www.twinkl.co.uk/resource/t2-e-2548-y6-instructions-example-text</a>
<b>Adventure story</b>	<a href="https://www.twinkl.co.uk/resource/t2-e-4884-y6-story-writing-adventure-model-example-text">https://www.twinkl.co.uk/resource/t2-e-4884-y6-story-writing-adventure-model-example-text</a>
<b>Traditional story</b>	<a href="https://www.twinkl.co.uk/resource/t2-e-3517-y6-story-writing-traditional-model-example-text">https://www.twinkl.co.uk/resource/t2-e-3517-y6-story-writing-traditional-model-example-text</a>
<b>Diary</b>	<a href="https://www.twinkl.co.uk/resource/t2-e-1886-diary-writing-examples">https://www.twinkl.co.uk/resource/t2-e-1886-diary-writing-examples</a>

### **Example 'Describe each day of the week as if it was a person':**

Grumpily, Monday shuffled into the kitchen and slowly began to pour himself a cup of thick, black coffee. At the back of his head, a migraine was already beginning to throb. He furrowed his brow and threw his head into his hands as he slumped into the chair.

"Good morning!" chirped Friday, as she bounded into the kitchen with sunglasses resting on her glossy hair.

"Keep it down! I'm not in the mood," replied Monday.