

**Developing Reading and Writing**

**Links**

**Additional Materials**

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**University of Strathclyde**



# Let's Think About It!



Word	Page	Prediction	Clues	Check
Challenge 1				© Anne Neil @ Strathclyde University

# I'm a reading detective

When I read, I look and listen for myself and ask...

Does that  
make sense?

Do we say  
it that

Does it  
look right?

Somebody  
to help me.

Will the title  
help me?

Will it help if I read  
on to the end of the  
sentence?

Will the  
illustrations help  
me?

Will it help if I read  
the sentence again?

Will the first  
letters help  
me?



Do I know any parts  
of the word?

## WORD ATTACK STRATEGIES

Read the title

Look at the illustrations

Think about what you already know

Read the sentence again

Read on to the end of the sentence

Read the punctuation!

Look at the first letters and think about what you already know

Look for compound words

Look for words within words

Look for chunks that you know

Look for word families

Sound out the word

Ask for help



\_\_\_\_\_ can spell these words



Aa	b	c	d
Ee	f	g	h
Ii	j	k	l
Mm	n	o	p
Qq	r	s	t
Uu	v w	x y	z



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# Spelling Wizard Board © Anne Neil

					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
					



# Have - a - Go



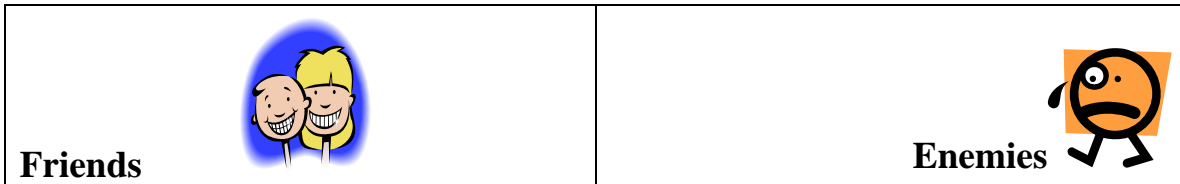
© Anne Neil

Name: \_\_\_\_\_

Fold over	Word	First try	Second try	Third try

## Friends and Enemies

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1. Take a child's piece of independent writing and identify up to 5 correct spellings. Put these in an envelope / folder marked "Friends".
2. From the same piece, identify up to 5 spelling errors in which the child has shown some knowledge of the word. Put the correct spellings of these or Elkonin aid for them in an envelope / folder marked enemies along with a "have- a- go" spelling jotter.
3. Explain to the class the purposes of these envelopes and how to use them:
  - **Decorate your "friends" and "enemies" envelopes.**
  - **When writing, check your "friends" before you ask for help to spell a word.**
  - **As part of the daily language programme "have-a-go" at your "enemies".**
  - **When you have 5 consecutive, correct spellings of the word in your spelling jotter, add the word to your "friends".**
  - **When you have 25 friends make an "I can spell" book (alphabetical order) and empty out your friends envelope so that you can add "new" friends.**
  - **Add your new friends to your "I can spell" book every week / fortnight.**

## Our Choice Cuts

## Challenge 3

Group Members:

Date:

Source: Olive's Ocean, Kevin Henkes

Word / phrase	Reason	Sentence it appears in	Definition
gauzy	adds to the spookiness of Chapter 1	The rusted screen that separated them gave the woman a gauzy appearance.	thin, delicate, filmy, see-through

Reading Detective

**Skim**

Challenge 4



Reading Detective

**Skim**



Reading Detective

**Skim**



Reading Detective

**Skim**



**Scan**



**Scan**



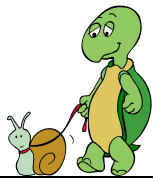
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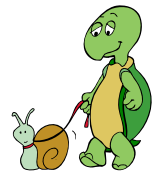
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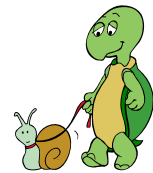
**Careful**



**Careful**



**Careful**



**Careful**



## Innovating Familiar Story Structures

<p style="text-align: center;"><b><u>TAKE BITS OUT</u></b></p> <ul style="list-style-type: none"> <li>• Drop events (repetitive structures are a good starting point)</li> <li>• Drop “bit part” characters</li> <li>• Cut description or explanation (good link to reading for “main idea”)</li> <li>• Drop the moral.</li> <li>• ?</li> </ul> <p><b>Use simple story mountain planner to guide this.</b></p>	<p style="text-align: center;"><b><u>ADD BITS IN</u></b></p> <ul style="list-style-type: none"> <li>• New incidents</li> <li>• Add new characters</li> <li>• Include more dialogue</li> <li>• Elaborate description</li> <li>• Add in / make moral explicit</li> <li>• ?</li> </ul>
<p style="text-align: center;"><b><u>CHANGE THINGS</u></b></p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Settings</li> <li>• Opening / Ending</li> <li>• Events</li> <li>• Tell from another point of view</li> <li>• ?</li> </ul>	<p style="text-align: center;"><b><u>EXTRACT THE UNDERLYING PLOT</u></b></p> <ul style="list-style-type: none"> <li>• Take a well-known story / rhyme</li> <li>• Extract plot</li> <li>• Create new story</li> </ul> <p><b>Children need experience of the other three before they can confidently apply this. Not Level A / B</b></p> <p><small>Adapted from: <i>How to teach story writing</i>, Pie Corbett, ISBN 1 85346-916-5</small></p>

**Exemplar: Add Bits In** (Adapted from *What’s the Story*, Steve Bowkett, ISBN 0 7136-5420-1)

**Work in Pairs**

**Red Riding Hood’s Granddad is still alive and your job is to:**

- **Create his character**
- **Use this information to decide how he will behave in the story**

**Take turns to roll a dice and ask a question of your character.**

- 1. Use the key to find out what each number means.**
- 2. Complete the answers.**
- 3. Use these to plan then write Granddad’s role in the story.**

Questions	Key	Answers
1. How clever are you? 2. How brave are you? 3. How strong are you? 4. How quick are you? 5. How much do you love LRR & your wife?	1. not at all 2. a little bit 3. average 4. fairly 5. very 6. extremely	1. 2. 3. 4. 5