Figure 14.13 Overview — KIP Workshops — Shared Reading — P6 Listed words are the focus; italicised words are revisited or *optional*

Reading Workshop	Need It, Want It	Do Buses Eat Kids?	Thomas Edison	What Kind of Pirate?
Text type	information (report), persuasive (argument)	narrative (poems: various structures & features)	narrative (biography)	narrative (play)
Themes	needs and wants, past/ present/future, food, points of view	time, feelings and emotions, school, poems	famous people, character traits, inventions, communication, technology	ships, sailing and pirates; fiction and imagination
Learning experience	shared reading and activities	shared reading and activities	shared reading and activities	shared reading and activities
Main task and workshop outcomes	practise reading context clues, analyse arguments for opinions and reasons, participate in simple debate	explore features and structure of poems, read aloud poems; practise silent reading, using reading strategies to seek context clues for comprehension.	explore the structure and features of a biography; use reading strategies and morphology to find meaning of unknown words; identify character traits; and learn about past and present communication technology	explore how language is used to create characters and humour in a script, and use this knowledge to expressively read characters' parts
<u>Vocabulary</u> **Text type focus** (student vocabulary in bold)	**Information** – information, report, report structure, title, heading, subheading, paragraph, main idea, pictures, speech bubbles, glossary, author's intention (bias) **Persuasive** – opinion, point of view, believe, think, feel, agree, disagree, for, against, argue, argument, reason, (debate)	poem, poet, poetry, stanza, personification, metaphor, expression, feeling, pattern, rhyme, rhythm, excitement (climax of the story), punctuation, poem features, poem structure, font style *Optional* - anthology, onomatopoeia, simile, alliteration	• narrative, biography, biographer, life story, information, facts, factual recount, events, true, timeline, main character, character traits • title, blurb, contents page, chapter, sub-headings, sequence of events, paragraph, topic sentence, main idea, details, photograph, diagram	• narrative, story, fiction, imagine, imagination, humour • play, script, parts, narrator, characters, dialogue, direct speech, stage directions, asides, brackets, sound effects, chant/chorus, • setting and characters (orientation), scene, sequence of events, details, character traits, problem, resolution, ending
Reading terminology	Familiar – cover, title, author, illustrator, picture, word, page, contents page, glossary, blurb Focus – picture clue, text clue, reading strategy, read on, read back, main idea, chapter snapshots, illustration, photograph, photographer, publisher, *publication date*	author, narrator, audience, story, main character, sequence of events, problem/solution, script, blurb, title, picture, photograph	author, narrator, audience, story, title, picture, main idea, key word, infer, evidence, past tense	narrator, script, title, audience, main character, picture, phrase, sentence, expression, pace
High frequency words	different, same, between, want, thought, live, everyone, would, might, may, know, were, weren't, which, different, difference, help, give, gave, who, first, think, other, before, those	incidental – discussed in context of reading the script	incidental – discussed in context of reading the script	incidental – discussed in context of reading the script
Content words	• basic needs, social needs • food, runners, air, water, shelter, ice cream, electronic game, social needs • old car, old oven, old telephone, television, car, microwave oven, computer, telephone, pen and paper, video game, past, present, possible future, carrying things, transport • natural disaster, appeal, famine, war, advertisement	• poem, poet, blurb, poetry, personification, stanza, expression, feeling, rhyme, pattern, rhythm • crunched, torn, chomping, excuse • dribble, boot, grab, dive, block, defend, pass • goal, no fear, guardian, patch of grass, defender, tight chest, in my control, shot blocked, field • sound words, feeling words, action words, synonyms (optional – antonyms)	• teach/teacher; art/artist; mountain/mountaineer; photograph/ photographer; sail/ sailor; act/actor; science/scientist; engine/engineer • communication and technology words and word building: invent, inventor, invented, invention / telegraph, telegrapher, telegraphy / telephone, telephonist / phonograph, telephone, telephonist / electric, electricity / smart phone, internet • synonyms and character traits: brainy, bright, intelligent, clever, smart / curious, questioning / brave, courageous, bold / creative, inventive, imaginative, problem-solving, (entrepreneurial) / different, unusual / famous, well-known, popular / hardworking, busy, persevering, diligent, determined / helpful, giving / optimistic, positive, hopeful	• character traits - lazy, laziest, silly, silliest, dirty, dirtier, nasty, nastier, scary, scariest, salty • synonyms, e.g. seadog/pirate/sailor, starboard/left, said/cried • sailing terms: ship, starboard, port, boarding, below decks, ahoy, captain, crew, plank, float, sink, treasure, seadog • old English: aye, who be you • colloquialisms/exclamations: shiver me seadogs, land ahoy, dropping in
Graphophonic reading strategies focus	• sounding out, segmenting words	• long 'a' sound: ay, ai, a_e, eigh, aigh, ea (great) • 'or' sound: au ('cause), or, ore, augh (caught), our (your), aw, a + l (always) • two sounds of 'oo', e.g. boot, book	• rhythm and stress in multi-syllabic words e.g. bi/O/graph/y; tel/E/graphy; in/VEN/tion; • letter or letter combinations that represent the 'f' sound (ph, f, ff, gh) • accurately pronounce words with affix syllables, e.g. -er, -ist, -eer, -ee, tele-, bio-, inter-	• alliteration, e.g. Lazy Lounge Lizards, salty seadog, tales of terror and treasure • pronunciation of words ending in - y, ier, iest • sounding out words by chunking and syllabifying, e.g. Cap/tain Fo/ar/oo, sill/i/er
Syntactic reading strategies focus	• predicting the next word using text structure; seeing connectives for arguments and reasons	• predicting the next word or phrase using the repeated pattern of the poem text	• predicting the next word using text structure • using connectives for time and cause/effect	• structure and features of different dialogue formats: prose (past tense, direct & indirect speech), script (present tense, colons)
Semantic reading strategies focus	• contextual cues - use tense and grammar clues and read back/read on/re-read to identify main idea, find key words, eliminate words; use picture cues • use comprehension strategies - use prior knowledge, skim, scan, predict, visualise, question, make connections, infer, self-monitor, summarise and synthesise			

Overview — KIP Workshops — Shared Reading — P6 (cont'd)

Reading Workshop	Need It, Want It	Do Buses Eat Kids?	Thomas Edison	What Kind of Pirate?

Grammar items and structures	• **persuasive structures** - I believe/ think/feel/agree/disagree …; I am for/ against…; I agree/disagree with [name] because…; I would… because…; I would [action]…to…; because…
	 • emphatic or persuasive expression when reading aloud or giving opinions
	 • giving whole sentence answers, using sentence stem modelled by teacher
	 • past, present, future and conditional tense in oral responses
	 Optional
	 • **simple future tense** – will + verb
	 • **conditional clause and result clause** – e.g. "If there were an earthquake, many people would lose their homes."
	 • modal **verbs** – would, e.g. "If I lost my toys, I would feel…"
		• action verbs
		 • adjectives
		 • present participle as an adjective, e.g. chomping pup
		 • hyphen – to make new words, e.g. homework-chomping, minute-master
		 • unconventional use of grammar to create an impression
		 • unconventional use of punctuation to create an impression (e.g. no fullstops or commas)
		 • em dash (—) for a long pause; en dash (–) to show a missing letter)
		 • conjunction to shorten words to fit the rhythm of a poem e.g. 'cause (because)
		 Optional
		 • past and present participles as adjectives
		 • cause and effect clauses
		 • antonyms (opposites)
		 • poems written in first person
			• make nouns with suffixes:
			   – '-er', '-or', '-ist' and '-eer' to understand occupation words
			   – '-ee' to understand words that mean 'a person who is…'
			 • base words for word families: 'invent', 'graph' and 'view'
			 • Latin/Greek roots: 'tele', 'phono', 'bio' and 'auto'
			 • synonyms for character traits
			 • adjectives and phrases to describe character traits
			 • simple past tense in recounts
			 • present and past tense for action verbs e.g. invented
			 • simple present tense on timelines
			 • adverbial clause of reason 'because' or 'since' to explain text evidence of Edison's character traits
			 • compare language structures, e.g. Edison was clever and inventive when he was young and old/all through his life
			 • contrast language structures, e.g. biographers use past tense while timelines use present tense
			 Optional
			 • adverb phrases about time, e.g. when he was 12 years old, in 1863, by the time of his death
			 • conditional clause, e.g. If…; might/might not…
				• make nouns with suffixes – a person who (-er, -or, -ist, -eer),
				 • make adjectives with suffixes - like (-y), more/most (-er, -est)
				 • proper nouns/capital letters
				 • adjective/noun phrases to describe characters, e.g. Captain Red Beard, Lazy Lounge Lizards, Captain Foaroo
				 • adjectives ending in 'y', e.g. lazy, silly, nasty, dirty, wealthy, scary, salty
				 • comparatives and superlatives, e.g. lazy, lazier, laziest
				 • alliterative phrases, e.g. Lazy Lounge Lizards, salty seadog, tales of terror and treasure
				 • action verb/phrases, e.g. dropping in, boarding
				 • simple present tense - used in script format
				 • simple past tense – used in timelines
				 • punctuation: colon, speech/quotation marks, exclamations
				 Optional
				 • dialogue format – direct speech, script, speech bubbles

Listening	• actively listen to others to form appropriate response/argument	• actively listen to patterns and features in a range of poems • visualise and reflect on feelings when listening to a poem • actively listen to others	• listen for parts of words (syllables, affixes) • listen to and repeat the rhythm and stress syllables in multi-syllabic words e.g. telegraphy • actively listen to others	• listen for descriptive and alliterative features in a script • listen for different parts in a script • actively listen to know when to read one's part in a play
Speaking	• answer questions and discuss ideas to form new concepts • debate, argue: orally express opinions and give reasons • express appropriate emphasis and stress when giving opinions • read aloud with expression • discuss and work with a partner • spontaneously respond in authentic dialogue	• chorally read aloud poems with rhythm and expression • discuss personal visualisations and feelings about a poem • (optional) prepare and orally present a chosen or self- authored poem to an audience • take part in functional language opportunities (e.g. cooperative and functional classroom activities) • spontaneously respond in authentic dialogue	• read aloud with expression and fluency • take part in pair and group language opportunities • spontaneously respond in authentic dialogue • enhance speaking confidence through discussion	• read a character's part in a script with expression and pace • join in chorus and chants • take part in pair and group language opportunities • spontaneously respond in authentic dialogue • enhance speaking confidence through discussion
Objectives - lessons	**General** • recognise more high frequency words • recognise content words in the text of the small book • read along with the teacher • develop confidence to respond orally in lesson discussions • read a shared reading text independently • read a text silently • participate in cooperative activities • enhance speaking skills through discussion and simple debates • complete activities independently using strategies other than the teacher, for help, e.g. classroom resources • apply known phonic reading strategies • explore using comprehension strategies through context clues, e.g. read on and come back, re-read	**General** • develop and use terms relating to poetry – poem, poet, blurb, poetry, stanza, personification, expression, feeling, rhyme, pattern, rhythm • identify and discuss the patterns of some poems – number of lines, stanzas and spaces, shape of the poem, rhyme, rhythm • identify and discuss the features of some poems – describing, action, sound and feeling words; personification, stylised use of spelling, punctuation and font; repetition (words and phrases) • optionally explore other features of poems, e.g. metaphor, simile, onomatopoeia, antonyms • recognise and discuss what they visualise and feel when listening to poems • read along with the teacher, and read silently, a text to prepare for comprehension	**General** • develop and use terms relating to a biography – information, factual recount, events, true, facts, narrative, chapter, biography, life story • identify and discuss the structure of a biography – contents page, chapter, introduction, sequence of events, sub-headings, paragraphs, topic sentence, details, main idea • identify and discuss the features of a biography – past tense, descriptions, linking words for time and cause and effect • make predictions about a book based on the cover and blurb • read along with the teacher, and read silently, a text to prepare for comprehension • recognise content words in the text of a biography	**General** • develop and use terms relating to plays and scripts: part, narrator, characters, dialogue, speech, stage directions, asides, chant/chorus • identify and discuss the structure of a play: colon, new line for each speaker, brackets for aides • discuss the differences between standard narrative and a play script narrative (format, tense, punctuation) • read along with the teacher, and read silently, to prepare to comprehend a text • apply graphophonic reading strategies to decode unknown words • sound out words by chunking and syllabifying, e.g. Cap/tain Fo/ar/oo, sill/i/er • develop syntactic and semantic reading strategies to comprehend words, e.g. identify key words, find main idea, make connections, use the base word, use grammar knowledge,

Overview — KIP Workshops —Shared Reading — P6　(cont'd)

Reading Workshop	Need It, Want It	Do Buses Eat Kids?	Thomas Edison	What Kind of Pirate?
	Lesson 1 • understand and use book terminology (author, illustrator, illustration, cover, title, photograph, photographer, blurb, contents page, chapter) • know the difference between a illustration and a photograph • develop concepts of needs and wants through discussion and observation • classify things as needs or wants and give reasons • link new concepts to own life experiences • identify main ideas in information reports (in paragraphs, whole chapters, reports) **Lesson 2** • recall book terminology and main ideas of the text • explore a glossary • identify the publication date of an information text to judge how current and relevant it is • develop concepts (e.g. basic needs, social needs, argument) through discussion and observation • use given sentence stems to answer in full sentences, using various tenses and clauses • understand that needs and wants change over time, using past, present, future and conditional tense • practise focus reading strategies for context clues: read on, re-read, read back, make inferences, find main idea, picture cues • identify needs and wants in text • order needs and wants by importance and orally give reasons • predict what life will be like in the future using conditional tense • form opinions and give reasons to support opinions • use persuasive vocabulary, e.g. I believe, I disagree, because, if **Lesson 3** • review the concept of main idea • develop concepts (e.g. needs and wants of others, importance of different needs, natural disasters, charities, appeals) through discussion and observation • analyse pictures to make inferences • understand that an argument involves an opinion/point of view and reasons • discuss others' opinions about giving to charities and appeals and their supporting reasons • participate in a simple debate by voting 'for' or 'against' a point of view • use given sentence stems to answer in full sentences, using various tenses and clauses • use persuasive vocabulary, e.g. I believe, I disagree, because, if • use emphatic or persuasive expression when reading aloud or giving opinions • express personal opinions about charity and appeals, giving reasons to support ideas	• link new concepts to own life experiences • enhance speaking skills and confidence through discussion • recognise content words in the text of poems • apply graphophonic reading strategies to decode unknown words • develop syntactic and semantic reading strategies to comprehend words, e.g. identify key words, find main idea, make connections, use the root word, use grammar knowledge, use picture clues, infer from experience • apply syntactic and semantic reading skills using tactics, e.g. read on and come back, read back, re-read, eliminate words • read aloud different poems chorally and independently with expression and rhythm • participate in cooperative activities • complete activities independently using strategies other than the teacher for help, e.g. classroom resources, peers • self-reflect on learning by discussing their thinking and the learning intentions **Lesson 1** • make predictions about a book based on the cover and blurb • identify and discuss personification • identify the main idea in the last line of the stanzas • infer meaning implied by style of font, punctuation, and spelling, e.g. slooooooooooooow • match poetry terminology to definitions **Lesson 2** • listen to video dialogue to experience unfamiliar phrases in context, e.g. "way too cute" • link listening experience to unfamiliar English expressions in a new poem • describe prior knowledge through mime and group discussion • identify the narrator of the poem • practise focus reading strategies for context clues: read on, re-read, read back, make inferences, find keys words, find main idea, picture cues **Lesson 3** • share prior knowledge through mime and group discussion • identify and discuss metaphors • identify and discuss phrases that use action and feeling words	• apply graphophonic reading strategies to decode unknown words, particularly chunking and syllabification • recognise the letter or letter combinations that represent the 'f' sound (ph, f, ff, gh) • develop syntactic and semantic reading strategies to comprehend words, e.g. identify key words, find main idea, make connections, use the root word, use grammar knowledge, use picture clues, infer from experience • apply syntactic and semantic reading skills using tactics, e.g. read on and come back, read back, re-read, eliminate words, find keys words, find main idea, use picture cues • read text aloud and silently with expression and fluency • identify synonyms to make meaning of unfamiliar words • enhance speaking skills and confidence through discussion • use prior knowledge and imagination to develop new concepts about communication, technology and inventions • participate in cooperative activities • complete activities independently using strategies other than the teacher for help, e.g. classroom resources, peers • self-reflect on learning by discussing their thinking and the learning intentions **Lesson 1** • analyse words using the suffixes '-er', '-or', '-ist' and '-eer' to understand occupation words • use the base words 'invent', 'graph' and 'view' to comprehend word families related to the text **Lesson 2** • analyse words using the suffixes '-ee' to understand words that mean 'a person who is…' • use the roots 'tele', 'phono', 'bio' and 'auto' to comprehend word families related to the text • make inferences about character traits of the subject • find evidence to support the inferences about character traits **Lesson 3** • make inferences about character traits of the subject • find evidence to support the inferences about character traits **Lesson 4** • transfer information from a biography text to create a timeline in present tense • compare and contrast the structure and features of a timeline and a biography • use compare and contrast language structures, e.g. biographers use past tense *while* timelines use present tense	use picture clues, infer from experience • apply syntactic and semantic reading skills using tactics, e.g. read on and come back, read back, re-read, eliminate words • discuss how characters and setting are imaginative not true • identify character trait adjectives • find adjective/noun phrases that describe characters, e.g. Captain Red Beard • identify adjectives with the suffix '-y' and their comparative and superlatives in the text, e.g. dirty, dirtier, dirtiest • use comparative and superlative text structures to compare and contrast in oral response to questions • use compare and contrast language structures, e.g. the dirty pirates are messy *while* the lazy pirates sleep all day • identify alliteration, e.g. Lazy Lounge Lizards, salty seadog, tales of terror and treasure • discuss how adjectives and alliteration are used to create humour in a story, e.g. Lazy Lounge Lizards, Captain Foaroo • find synonyms for colloquial and topic-specific words, e.g. pirate for seadog, yes for Aye • identify the problem and resolution in each event of a story • read aloud a part in a play at their Reading Recovery level with expression and fluency • enhance speaking skills and confidence through discussion • self-reflect on learning by discussing own thinking and the learning intentions • participate in cooperative activities • complete activities independently using strategies other than the teacher for help, e.g. classroom resources, peers

Reading Workshop	Need It, Want It	Do Buses Eat Kids?	Thomas Edison	What Kind of Pirate?
Objectives – optional activities	• understand concepts in an information report (needs & wants) • give reasons for opinions • use contextual cues to insert correct vocabulary • use 'same' and 'different' correctly in text • reflect on the reading strategies used to work out the meaning of a word or text • plan how to improve the use of reading strategies • use read on and read back strategies to develop context clues • use simple future tense to make logical prediction about the future • present opinions and give reasons to support them • present opinions and give reasons to support one's opinions • matches conditional and result clauses • can write result clauses for conditional clauses • use information report structure to identify main ideas • identify structure of an information report • identify main idea in paragraphs	• comprehend poetry terminology • listen to identify rhyming words and write accurately • recognise the common letter or letter combinations that represent the long 'a' sound. • apply appropriate words with long 'a' sound to sentences • identify personification in a poem • analyse poems for features and patterns (structure) • read aloud poems with rhythm and expression to convey meaning • listen to oral text to identify reasons (analysing text for cause and effect) • recognise the common letter or letter combinations that represent the 'or' sound • identify present and past participles as adjectives • recognise the use of description in poems • comprehend vocabulary from a narrative poem • identify the three different sounds of letters 'oo' • see patterns and features in a poem	• Revisit above objectives	• correctly apply and spell comparative and superlative adjectives • correctly use comparative and superlative structures in sentences to compare and contrast, e.g. happier than…; happiest when… • use context and picture clues to identify synonyms for sailing, old English and colloquialisms • simple present tense - used in script format • simple past tense – used in timelines • use correct punctuation to create text with dialogue in different narrative formats • practise suffixes -er, -or, -ist and -eer to analyse and understand words, e.g. sailor, buccaneer

Figure 14.14 Overview — KIP Workshops — Reading Aloud— P6   *Listed words are the focus; italicised words are revisited or optional*

Reading Workshop	Rainbow Fish and The Big Blue Whale *(can use in P5 or P6)*	Voices in the Park *(can use in P5 or P6)*	Reading Aloud Package
Text type	narrative (story)	This workshop is designed for P5 and P6.	Teachers can develop their own Reading Aloud workshops using:
Themes	relationships, problem-solving, fear, community, sea animals	Details are listed in Figure *14.11 P5 Reading Aloud Overview*	
Learning experience	a reading aloud – listening and responding to a story		• **CD: KIP Guidelines for Planning and Teaching Reading Aloud** (lists appropriate books, potential learning foci, and possible activities)
Main task and workshop outcomes	learn about excitement and climax in narrative story structure optional activities focus on artistic language expression and grammar practice		• **P4 and P5 Reading Aloud workshops** (adapt Ideas from lessons and activities)
Vocabulary Text type focus (student vocabulary in bold)	story, (narrative), fiction, characters, setting, events, problem/ resolution, climax, ending (mood)		
Reading terminology	title, author, illustrator, illustrations, book series		
High frequency words			
Content words	• synonyms for 'said' • word building • anlaysing vocabulary in context		
Graphophonic reading strategies focus	• accurate pronunciation of words when speaking and reading • listening to and saying words with consonant blends, e.g. cl, cr, sw, gl, squ		
Syntactic reading strategies focus	• syntactic – predicting what will happen next • dramatic words and exclamations		
Semantic reading strategies focus	• using prior knowledge, skimming, scanning, predicting, visualising, questioning, making connections, inferring, self-monitoring, summarising, synthesising		
Grammar items and structures	*Optional* • present and past simple tense – regular and irregular verbs • adjectives • verbs and 'ly' adverbs • adverbs (how, when, where) • adverb phrases • dialogue formats (direct speech, speech bubbles, drama script format)		
Listening	• attentively listen to others		
Speaking	• respond orally to questions • use English in pair work • create phrases and sentences using familiar and new vocabulary and structures • use natural dialogue in drama activities • speak confidently before the group • spontaneously respond in authentic and role play situations • express creative ideas orally		
Other	Art activities – using crafts to make rainbow fish for a class mural		

KIP Workshops — Reading Aloud— P6   (cont'd)

Reading Workshop	Rainbow Fish and The Big Blue Whale *(can use in P5 or P6)*	Voices in the Park *(can use in P5 or P6)*	Reading Aloud Package
Objectives	• enjoy being read to • practise the comprehension strategies of: using prior knowledge, predicting, visualising, questioning, making connections, inferring, self-monitoring, summarising and/or synthesising • develop listening and speaking skills (see ELCG list last page) • revise and identify the parts of a narrative structure – characters, setting, problem/sequence of events, resolution, ending • identify the theme/message of a narrative of problem solving and social harmony • understand new vocabulary and structures in aural text, using content, picture and listening skills • sequence the parts of the story in order and rate their excitement factor. • show where the climax of the story is reached • use drama to express characters' behaviours and attitudes • match story events to own life experiences • feel confident to respond orally to the text when asked • apply English skills when doing selected tasks about the text (optional • build an awareness of climax in story structure *Optional* • build an awareness of climax in story structure • draw an animal character from the reef, using crayons, dyes or other art media. • write an appropriate speech bubble to express what that character may say. • describe feelings about a role of a character and problem-resolution • recognise how characters' moods affect the setting • recognise how a character shows leadership • describe feelings about a role of a character and problem-resolution • recognise how characters' moods affect the setting • recognise how a character shows leadership • identify synonyms in a familiar text • understand subtle meanings between synonyms • use synonyms appropriately in reading and writing • use context clues to infer meaning of unfamiliar text • identify and correctly spell the present and past tense forms of verbs • identify adjectives and the nouns they describe • read aloud a familiar text • identify verbs and 'ly' adverbs • explain purpose of adjectives and adverbs in text • read aloud a familiar text • identify adverbs and adverb phrases and their purpose. read familiar text • use adverbs and adverb phrases in writing • identify dialogue in text • write dialogue in different formats • match events in a familiar story to their own experience. • write a postcard to express appreciation for leadership	–	–

Figure 14.15 Overview — KIP Workshops — Process Writing — P6   Words in bold are a focus; words in italics are revisited or *optional*

Writing Workshop	Need It, Want It	Do Buses Eat Kids?	Thomas Edison	What Kind of Pirate?
Text Type	persuasive (argument)	narrative (poems & their features)	narrative (auto-biography)	narrative (play)
Themes	needs and wants, past/present/future, food, points of view	time, feelings and emotions, poems	myself, character traits, feelings and emotions, storytelling	imaginative/fictional theme
Learning experience	shared reading 'Need It, Want It'	shared reading and activities on poems	shared reading a biography	reading a play and reading aloud a recount
Main task and workshop outcomes	write a brochure argument (mobile phones in school) to persuade people	write a poem using metaphor, feelings (& rhyme and alliteration)	interview family and friends to collect information to write an autobiography	write a recount based on a familiar narrative and rewrite it in play format
Vocabulary Text type focus (student vocabulary in bold)	• point of view, opinion, fact, belief, believe, think, feel strongly, for/against, agree, disagree, agree with, concur, • argument text - brochure, title, introduction, arguments, plan of action, summing up/conclusion, • author's intention, reasons, persuade, change mind, tells why, purpose, cause and effect, supports, photographer, illustrator	• poem, stanza, line, metaphor, personification, rhyme, feelings, image, pattern, emotions, onomatopoeia, movement, alliteration • title, author, photographer, illustrator, picture, message/main idea, description	• biography, autobiography, biographer • information collection, facts, interview, interviewee • orientation, series of events in time order • past, present, future • contents page, chapter, sub-headings, paragraph, topic sentence, main idea, details	• narrative, fiction, play, script, imagine, imagination, parts, narrator, characters, stage directions, asides, monologue, dialogue, brackets, sound effects • setting and characters (orientation), scene, events, details, character traits, problem, solution, ending
Writing terminology	• pre-writing, drafting, revising, editing, publishing, draft, audience	• pre-writing, drafting, revising, editing, publishing, draft, audience	• pre-writing, drafting, revising, editing, publishing, draft, audience, author, illustrator	• pre-writing, drafting, revising, editing, publishing, draft, audience, author, illustrator
High frequency words	• see those in reading workshop	• see those in reading workshop	• see those in reading workshop	• see those in reading workshop
Content words	• need, want, basic needs, social needs • past, present and future • see Content Words in reading workshop • list of needs brainstormed by students in Lesson 1	• feeling words: happy, interested, relaxed, tired, surprised, sad, angry, excited • characteristics, senses, sound, impressions, create images, object, • sound words: arrr, ch-ch, shhh, bang, boom-boom, buzz-buzz • content words from reading workshop 'Do Buses Eat Kids?' • object, sound and feelings word lists: brainstormed in Lesson 1 • verb, adjective and adverb lists brainstormed in Lesson 2	• recycle vocabulary from reading workshop *Thomas Edison* • word lists brainstormed in lessons • character traits: see reading workshop • occupations vocabulary (optional) • communication: telegraph, telephone, smart phone	• recycle vocabulary from P4/5 *On the Way Home* writing and reading workshops • word lists brainstormed in lessons • character traits: see reading workshop • action verbs: screamed, squashed, dropped, dived, struggled, squeezed, stamped, tickled, slithering, creeping, gliding, lumbering, zooming, soaring, stamping, swooping • adjectives: bad, bigger, vast, distant, enormous, gigantic, great, huge, fat, old, hungry, dreadful, around, hairy, hard, so hard, ghastly, gloomy, wicked

Overview — KIP Workshops — Writing — P6   (cont'd)

Writing Workshop	Need It, Want It	Do Buses Eat Kids?	Thomas Edison	What Kind of Pirate?
Writing Strategies Graphophonic strategies focus	• using sound/letter relationship by 'chunking' words and hearing sounds in each 'chunk', e.g. pre/sent • using analogy: knowing one word can help spell another, e.g. 'make' → 'take' • using sound 'families' e.g. letters that make 's' sound s, sc, sc, ss • using morphology, e.g., base words with prefixes and suffixes; compound words • ask, 'does it look right?' when editing spelling, e.g. poeple or people?	• using sound/letter relationships to create onomatopoetic words • using analogy: knowing one word can help spell another, e.g. 'make' → 'take' • using sound 'families', e.g. play, today, away, and/or • rhyming groups, e.g. sound, around, crowned • using morphology, e.g., base words with prefixes and suffixes; compound words • ask, 'does it look right?' when editing spelling	• hearing sounds in words and 'chunking' words into meaningful parts • using morphology/word building for compound words, prefixes, suffixes and base words e.g. recall, recount, remember, understand, understanding, engine, engineer; build, builder, building, built • using analogy: knowing one word can help spell another e.g. black has same last sound as snack. What letters make that sound?	• alliteration, e.g. Worrisome William Wolf • using sound/letter relationships to create onomatopoetic words • using analogy: knowing one word can help spell another, e.g. 'make' → 'take' • using sound 'families', e.g. play, today, away, and/or • rhyming groups, e.g. sound, around, crowned • using morphology, e.g., base words with prefixes and suffixes; compound words • ask, 'does it look right
Grammar items and structures (learning about / practising or applying writing strategies)	• adjuncts of time (past, present and future), e.g. in the future, some day, what was, what will be, what is • simple present tense • simple future tense • argument structures, e.g. I think/feel/ believe; I don't think/feel/ believe; I agree/disagree because…; I strongly believe… • use of emphatic verbs, e.g. should, need to, must • 'who' to add information about people, • 'where', 'that' or 'which' to add information about places • use of words to evaluate, e.g. 'it would be better if…' • use of evaluative terms, e.g. better, worse, more, most • use adjectives to classify, e.g. basic, social • comparative adjectives, e.g. important, more important • comparatives, e.g. less, fewer, more, too many, too much • phrasal verbs, e.g. instead of, need to • connectives, e.g. and, or, but, when, then, if…, maybe • connectives to link arguments, e.g. so, also, but, because,	• verbs • adverbs, e.g. how something moves • adjectives and adjective phrases to describe personification, e.g. bossy clock • phrases for creating metaphors • punctuation, e.g. for special effects (exclamation marks "Shot blocked!"); m-dash (—) to represent words omitted or a pause; n-dash (–) for omitted letters • visual effects to add emphasis, e.g. looooooooong • excess words – identifying and deleting *Optional* • contractions, e.g. won't, there's • possessive apostrophe • adjectives, nouns, verbs, adverbs • antonyms • synonyms • compare things to see personification • compare unfamiliar things to create a metaphor	• nouns and pronouns about self, e.g. me, I, my, mine, we, our • adjective phrases to describe the subject (e.g. character traits) • connecting words to sequence events e.g. first, then, finally • action verbs past tense to discuss events. e.g. grew up, invented • direct speech, e.g. I was born… • present tense on timelines • simple past tense in recounts (biography, autobiography, questions) for past events • conditional clause, If…, I will… to talk about the future • sentence composition: design interview questions using 'w' question words; make interview notes into sentences • adverbs and adverb phrases about place, e.g. yesterday, after school • adverb phrases about time, e.g. in the future, after that • adverbial clause of time 'when' to show events happening at the same time • adverbial clause of reason 'because' or 'since' to explain personal interest or preference • voice: first person voice e.g. I felt fantastic; third person voice e.g. He felt amazed • modal auxiliary verb to talk about possible futures, e.g. I would like	• dialogue formats: script format, direct speech, speech bubbles • nouns: proper nouns/capital letters • adjective/noun phrases to describe people, places, things, e.g. Captain Red Beard, the wilful worrisome Wolf • alliterative descriptions, e.g. Lazy Lounge Lizards • comparatives and superlatives, e.g. lazy, lazier, laziest • synonyms, e.g. bigger, vast, distant, enormous, gigantic, great, huge • action verb phrases, e.g. zooming up, lumbering out • simple present tense on script format • simple past tense in recounts • voice – first person, third person • punctuation: colon, speech/quotation marks, exclamations *Optional* • connectives: when, as, until, because, therefore • adverb clause of purpose, e.g. so that

Overview — KIP Workshops — Writing — P6   (cont'd)

Writing Workshop	Need It, Want It	Do Buses Eat Kids?	Thomas Edison	What Kind of Pirate?
	unless, it is important, however • synonyms, e.g. believe, think, feel, agree *Optional* • pronouns, e.g. i, we, our, they • punctuation, e.g. using punctuation marks for special effects • contractions, e.g. won't, there's • possessive apostrophe, e.g. the school's needs time linking words, e.g. suddenly, before we know it		to be …; When I grow up I could… *optional* • simple future tense • reflexive pronouns: by myself • noun phrase to build up description • connectives for cause/effect e.g. "I could travel because it would be exciting." • conjunctions to combine clauses e.g. when, then, but, if, unless • use 'so that' to talk about aims • punctuation, e.g. question marks, contractions, commas, possessive apostrophe	
Listening	• actively listen to others to form appropriate response/argument • listen to others' arguments	• actively listen for poem features • actively listen to others' poems	• actively listen to others • respond with follow-up questions that clarify or expand	• actively listen to know when to read one's part in a play • actively listen to others' work
Speaking	• speak English in group / pair work • contribute to oral brainstorms • orally express arguments in simple debates • use persuasive and emphatic tone when presenting arguments • read aloud, e.g. own writing for meaning, to audience • share their opinions with others	• contribute to oral brainstorms • read metaphors • experiment with creating and saying sounds using phonic skills • read aloud, e. g. re-read own writing for meaning; share own poems • use expression to read their own and others' poems • speak English in group and pair work	• respond orally to questions • ask questions with appropriate question words • give correct response to different question words • interview each other and parents • spontaneously respond in authentic dialogue • read aloud (e.g. re-reading their own writing for meaning) • discuss and work with a partner • try saying new sentence patterns • take part in functional language opportunities	• contribute to oral brainstorms • read monologues • use expression to read script parts • share read recounts • experiment with creating and saying sounds using phonic skills • read aloud, e. g. re-read own writing for meaning; share own poems • speak English in group and pair work
Objectives - lessons	• identify the structure of a persuasive text • discuss statements and decide whether they agree or disagree • create own point of view with supporting arguments (give opinions with reasons) • understand a collection of 'reasons' forms an 'argument' • distinguish between reasons 'for' and 'against' • create and explain reasons for a point of view • brainstorm 'needs' • understand needs can change over time	• identify structure of a poem • listen to and describe sounds they hear, using combinations of letters to make onomatopoeic words • discuss and relate feelings to objects • learn what a metaphor is • create metaphors using imagery and feelings • revisit emotions and feelings and vocabulary • create a class poem following using another poem as a model for construction • write their own poem • revisit personification from reading	• discuss the features and structure of a narrative to write an autobiography • revisit emotions and feelings vocabulary • become familiar with the importance of pre-writing activities and skills involved, e.g. brain-storming, vocabulary building, idea clarification, oral activities • learn information gathering techniques including interviews • forecast using simple future tense • interview each other and parents using active listening and follow-up	• identify the structure of a play • discuss the differences between standard narrative and a play script narrative • follow the procedures of the writing process • collaboratively create vocabulary lists to assist their writing • share-write a recount based on a familiar story • use graphic organisers and cooperative activities to organise thoughts and ideas • construct new character dialogue for a play script using a graphic organiser

Overview — KIP Workshops — Writing — P6   (cont'd)

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	• apply new vocabulary in spoken and written situations • use language of debate • work cooperatively to discuss ideas, debate and write • take turns when sharing reasons for and against • categorise information • analyse the language features of a persuasive text • identify the purpose and audience for writing • use appropriate format, conventions and language features when writing or orally using a persuasive text (see Focus Language Items) • extend and use correctly, connectives (e.g. to link reasons to mount an argument), verbs, adverbs, nouns and adjectives • follow and learn the procedures of the writing process • use focus conventions pre-taught and planned for during teacher co-planning • self-evaluate their writing • practise peer conferencing and provide useful feedback for group members	workshop • revise their poems for personification and metaphor • apply new vocabulary in spoken and written situations • work cooperatively to discuss ideas and write • take turns when sharing • identify the purpose and audience for writing • discuss the visual features of a published poem • decide what makes a poem visually appealing to the reader • use appropriate format, conventions and language features when writing or presenting a poem (see Focus Language Items) • use knowledge of letter/sound and sound/letter relationships to spell new words • use knowledge of base words and prefixes to spell and understand new words, e.g. pre/scribe • follow and learn the procedures of the writing process • use focus conventions pre-taught and planned for during teacher co-planning • self evaluate their writing • practise peer conferencing and provide useful feedback to group members	questions to clarify or expand • apply new vocabulary in spoken and written situations • identify the purpose and audience for writing • use graphic organiser and cooperative activities to organise their thoughts and information and plan an autobiography • write in first person or third person voice according to purpose of text • sequence events chronologically • use appropriate sentence structures and grammar patterns • use knowledge of letter/sound and sound/letter relationships to spell new words • use knowledge of base words and prefixes to spell and understand new words, e.g. invention, invent • use past tense when writing autobiography, present tense on timelines, and future tense when describing possible future occupations • use editing strategies to check • revise draft autobiography for new information • use publishing checklist to publish the final edited draft • practise peer conferring and giving feedback to group members	• work in pairs to change their recount narrative text into a play script • create and write a character monologue for a play script independently • identify the purpose and audience for writing • use appropriate format, conventions and language features when writing a play script • use letter/sound and sound/letter relationships to spell new words • extend and use nouns and proper nouns correctly • use comparative and superlative adjectives • learn and use dictionary skills • learn and use thesaurus (computer-generated and book) to find appropriate synonyms for character descriptions/names • practise using focus grammar items and language structures, particularly • use revising and editing strategies to refine written drafts • use teacher and peer feedback to revise drafts
Objectives – optional activities	• express opinions and give a reason using thinking verbs and connective, 'because' • use phrasal verbs to indicate actions • use the relative pronouns to link ideas or add information to a sentence • use adjectives to describe things and conditions • present opinion and give reasons for opinion	• compare two things which are not similar to form metaphors • match sound • understand how to use personification device that brings a non-human thing to life. • words to the relevant noun • understand rhyming words	• practise changing first person direct speech to a third person reported statement • identify the topic sentence and summarise the main idea of a paragraph • write paragraphs with main idea and supporting sentences • use short texts to convey simple information, ideas and personal experiences • write short and simple descriptions about the future using simple future tense • describe one's personality derived from the ideas in the sentences	