

## Take one book – A journey through a text, developing authentic writing opportunities

### Aims:

- To consider how a longer text could be used to promote and develop literacy in the curriculum
- To engage and motivate children in the writing process
- To explore developing both transcriptional and compositional aspects of writing within a real context for writing

### Why a book?

Children have a variety of experiences of life and sometimes a lack of this impacts on their writing. A book gives us a context; if we all experience the book, we come from the same starting point, but have different understandings and perspectives. Many of us imagine ourselves in a situation a character is in, empathise with particular feelings and emotions and learn about things beyond our life experiences. It is also a good opportunity to exploit the links between reading and writing, develop vocabulary and grammar in context and explore authorial intent, whilst also giving children a rich reading experience.

There are many different approaches to literacy in schools; the beauty of using a high-quality text, is that that these approaches can be utilised.

### Finding a good text:

Consider

- Children's interests and context
- Your personal response to the book (be aware)
- Language/vocabulary of a book
- Children's own experiences linked to the book
- Useful websites (see bottom of handout)

### What does the national curriculum say?

*'Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.'*

*'Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'*

National Curriculum 2014

### PIT STOP

#### Getting started

Think about different ways to get children 'hooked' into the text before starting.

You could:

- Have a 'top secret' box with items linked to the book inside
- Give children a word puzzle to get them thinking about the text. Try an anagram or a code breaker! Put the text in Wordle
- Page 99 – Read a page in the text (not the first one!). What intrigued you? What questions do you have? What did you like/dislike? Explore reading comprehension strategies
- Slow reveal a picture/stimulus/text from the book
- Use words from the text to predict, explore and play with. Or use relevant pictures or objects to stimulate new vocabulary
- Notice: Use a picture or a text to open up thoughts or discussion

### **PIT STOP**

#### **Developing reading**

Reading comprehension needs explicit teaching and modelling. What could we model/explore/develop?

- Retrieving information
- Making inferences
- Visualising
- Connecting – to self, to other texts, to world
- Thinking and questioning
- Evaluating
- Synthesising

### **PIT STOP**

#### **Teaching grammar in context**

Use examples of grammar in texts to explore specific concepts.

- What function do specific words have?
- What choices has the writer made?
- What effects do these choices have on the reader?

Explore and play with these concepts.  
Try creating some of your own.

### **PIT STOP**

#### **Spelling**

Are there any particular rules/conventions/words the text lends itself to?  
Does a character need help with spelling? Can we create a reason to learn the rule/convention/words?

### **PIT STOP**

#### **Authorial intent**

Look at extracts of text that demonstrate a real impact on the reader. This could be a description or a moment of tension.

Discuss the effect on the reader? What techniques have been used to do this?

Use success criteria for children to consider how they want their reader to feel when writing.

Use post-it notes for children to show what they did and why.

### **PIT STOP**

#### **Writing across the curriculum**

*Silver moved the shop around a lot over the next few weeks, visiting Berlin in the 1930s, as Hitler was riding the crest of a dark wave; London during the coronation of Queen Victoria; and finally, the streets of Barcelona just months after the end of the Spanish Civil War.*

*“We left,” he said, as though this was the most regular occurrence in the world. “That’s Venice. We’re in Venice now.” He glanced at the instrument on the wall. “The year is 1954. July, I believe.”*

*The Nowhere Emporium arrived in New York on 30<sup>th</sup> October 1929.*

What opportunities could come from this?

**PIT STOP****Book of Wonders**

*Silver continued "For every room that will ever come to exist in the Emporium, there is a page in this book. When I have an idea for a new Wonder, and I've thought it through carefully and decided that it is suitable, I begin to write it down. The pages are enchanted and entwined with the shop. When I have finished writing, a Wonder will appear somewhere in the corridors."*

Explore the text to find out more about the Book of Wonders and how it works.

Create a class Book of Wonders with accompanying descriptions.

**PIT STOP****Newspaper report (press conference)**

Use a significant event in the book

- Explore with drama and role-play
- Hold a press conference
- Take notes
- Write an article
- Which newspaper/magazine is it for?  
Who is the audience? How could it be presented for different audiences?

**PIT STOP****Web-based writing**

What different types of writing do we see on the internet? - twitter, blogs etc.

What writing opportunities could you create for a specific event in the book?

Could you link it to the newspaper report writing? A blog of the event from a different characters point of view?

**PIT STOP****Creative non-fiction**

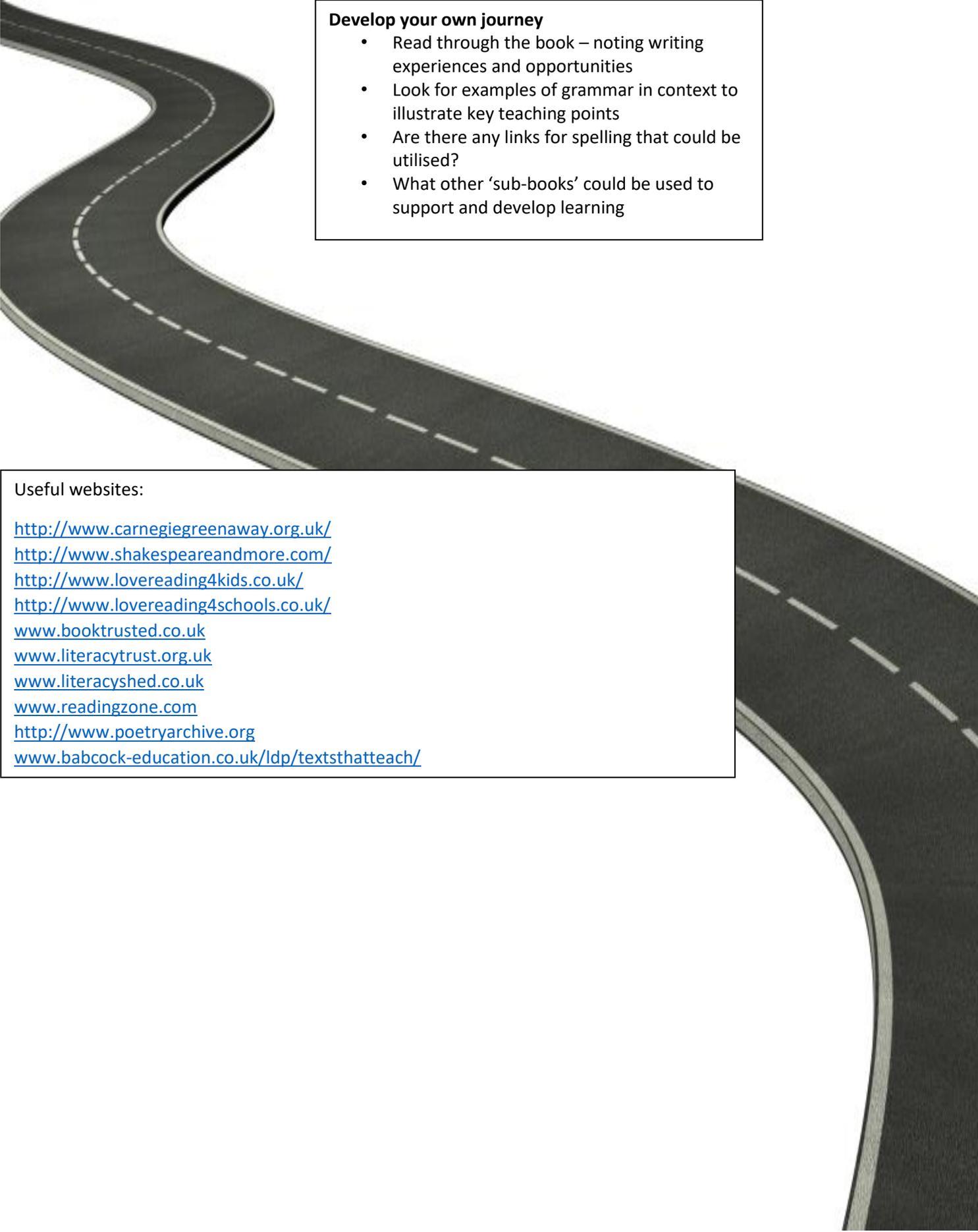
A potion to make characters well again/to make the bully nicer.

**PIT STOP****Library of Souls** Biography

*"I am a fan of stories. A collector. And there is no greater story than that of life. The Library of Souls holds on its many shelves the life story of everyone who has ever lived, everyone who will ever live"*

Explore the text to find out more about the Library of Souls.

Create your own book to add to the collection.



### Develop your own journey

- Read through the book – noting writing experiences and opportunities
- Look for examples of grammar in context to illustrate key teaching points
- Are there any links for spelling that could be utilised?
- What other 'sub-books' could be used to support and develop learning

### Useful websites:

<http://www.carnegiegreenaway.org.uk/>  
<http://www.shakespeareandmore.com/>  
<http://www.lovereadng4kids.co.uk/>  
<http://www.lovereadng4schools.co.uk/>  
[www.booktrusted.co.uk](http://www.booktrusted.co.uk)  
[www.literacytrust.org.uk](http://www.literacytrust.org.uk)  
[www.literacyshed.co.uk](http://www.literacyshed.co.uk)  
[www.readingzone.com](http://www.readingzone.com)  
<http://www.poetryarchive.org>  
[www.babcock-education.co.uk/ldp/textsthatteach/](http://www.babcock-education.co.uk/ldp/textsthatteach/)