

Creative writing- week 1



Story starter!

Every time a musical note is played, by anyone, anywhere, Music World grows. Just a tiny bit at a time.

Glorious, green mountains rise up; bubbling streams flow from the frets, and twisting trees form from the strings.

This is just the beginning: who can tell what instrument will transform into a host of new life when the next note is struck?

Task

Look at the picture and read my example (WAGOLL) to complete your task.

This week I'd like you to use the image to write a newspaper report, reporting about this strange new world!

I look forward to reading your newspaper reports!

Success Criteria

*I can include the 5Ws in my introduction (Who? What? Where? When? Why?)

*I can write events in chronological order (time order)

*I can write a conclusion

*I can write in the past tense

*I can use the 3rd person

*I have used time connectives

Alongside the success criteria, you must ensure you use basic grammar and punctuation (e.g. capital letters and full stops).

Use 'think it, say it, write it, read it' when writing and remember to check that your sentences make sense - you could ask someone at home to listen to/read your work. Remember to use a dictionary or the internet to check your spellings.

Work hard on your story; I will be reading your work!

Sentence challenge!

Can you use colons in your writing?

Using a colon for a list, e.g. The piano's keys contain all sorts of wonders: golden beaches, dense jungles, tiny rock pools and even small villages!

Using a colon to add an independent clause, e.g. The saxophone world is even more exciting: a ski resort sits right at the very top!

Question to talk about!

If our world was like this, how would our lives be different?

Which musical instrument do you think would make the best world to live on?

What do you think might grow on the guitar next?

What do you think is inside the guitar?

WAGOLL- (What a good one looks like)

World News

A Musical World!

Tuesday 17th March 2020



quirkiness of the shop," the mother explained.

"We just had to go in," added the father.

The boy has described this new world as a world of music! It is full of weird and wonderful creatures, all made from the musical notes played.

It has been said that, every time a musical note is played, by anyone, anywhere, Music World grows.

The amazing new world of music.

Just a tiny bit at a time.

Have you ever seen a world of music?

Glorious, green mountains rise up; bubbling streams

Well a young boy has discovered an exciting, unique world! He was playing his new musical instrument when suddenly he noticed a flash in the sky...

flow from the frets, and twisting trees form from the strings.

Shocked and surprised he continued to play.

This is just the beginning: who can tell what

Amazing things were happening!

instrument will transform into a host of new life when the next note is struck?

His parents had purchased a the guitar for his birthday from a new shop on the High street. This guitar was not like any ordinary guitar... It was magical!

The couple have said they noticed that the shop was a little strange. "We were mesmerised by the

DINOSAUR ON TOUR!

Have you ever visited London? Then you might have seen one of the biggest and most popular members of the Natural History Museum.

Dippy, the spectacular, enormous Diplodocus skeleton has been at the museum since 1905 but now some other museums around the United Kingdom are going to have a turn to look after him.



The real Diplodocus skeleton was found in America in 1898 and put on display there. King Edward VII saw a drawing of it and he asked to have a model of the skeleton built for the Natural History Museum.

The king's wish eventually came true. The 292 bones arrived in London in 36 packing boxes. It took four months to put the skeleton together and Dippy finally went on show on Friday 12th May, 1905. What an amazing sight he was!

Dippy has stood proudly in the hall of the Natural History Museum since 1905.

Year 1 Independent Writing Grid

<u>Handwriting</u>	<u>Composition</u>	<u>Vocabulary, Grammar and Punctuation</u>
I can usually give my letters a clear, regular size, shape and orientation (upper/lower case, ascenders, descenders)	I can write at least a paragraph independently (may be more like spoken than written language).	I can use ANY conjunction to join simple sentences, thoughts and ideas.
I can form letters correctly although shape and size may be inaccurate.	I can produce my own ideas for my writing.	I can usually use a capital letter, full stop, question mark and exclamation mark to punctuate my writing.
I can always leave spaces between words.	I can write simple texts such as: lists, stories, reports, recounts (A paragraph or more)	I can begin to show awareness of how full stops are used (may only be one at end or in wrong places).
<u>Spelling</u>	I can show some control over word order producing logical statements.	I can write my own first name with appropriate upper and lower case letters (may not be accurate)
I can use my phonic strategies when trying to spell	I can read my sentences out loud so that the children in my class can hear me.	I can use appropriate vocabulary at least three times within my work.
I can spell CVC words (consonant, vowel, consonant e.g. CAT, DOG) usually correctly	I can confidently write: captions, labels and other forms of simple writing (lists, stories, retell etc)	I can name the letters of the alphabet in order.
I can attempt to spell words that I do not know.	I can write simple regular words, some spelt correctly.	
I can spell most common words correctly (Year 1 High Frequency words and NC Year 1 list).	I can say what the writing says and what it means	
Assessment: 7-12 Beginning 13-17 Within 18-21 Mastery		

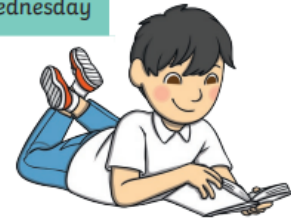
Year 2 Independent Writing Grid

I can write sentences that are sequenced to form a short narrative (real or fictional)	I can write simple, coherent narratives about personal experiences and those of others (real or fictional)	I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.
I can demarcate some sentences with capital letters and full stops.	I can write about real events, recording these simply and clearly.	I can make simple additions, revision and proof-reading corrections to my own writing.
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.	I can demarcate most sentences in my writing with capital letters and full stops, and use question marks correctly when required.	I can add suffixes to spell most words correctly in my writing (-ment, -ness, -ful, -less, -ly).
I can spell some common exception words.	I can spell many common exception words.	I can spell most common exception words.
I can form lower case letters in the correct direction, starting and finishing in the right place.	I can use co-ordination (e.g. or / and / but) and some subordination (when / if / that / because) to join clauses.	I can use the diagonal and horizontal strokes needed to join some letters.
I can form lower case letters of the correct size relative to one another in some of my writing.	I can segment spoken words into phonemes and represent these by making graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.	I can use the punctuation taught at Key stage 1 mostly correctly. <ul style="list-style-type: none"> - Capital letters - Full stops - Question marks - Exclamation marks - Commas in lists - Apostrophes to mark where letters are missing - Apostrophes for singular possession
I can use spacing between words.	I can use present and past tense mostly correctly and consistently.	
	I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	
	I can use spacing between words that reflects the size of the letters.	
Working Towards the Expected Standard	Working At the Expected Standard	Working at Greater Depth within the Expected Standard

Newspaper Writing Word Mat

who	carefully
where	gently
if	quickly
that	slowly
so	
because	
while	

statement	surprised	shocked	was
were	happened	pleased	angry
witness	interview	reporter	found
saw	heard	felt	
last week	last night	last year	yesterday
tomorrow	morning	afternoon	evening
Monday	Tuesday	Wednesday	
Thursday	Friday		



Sentence Openers

Time	Order	Where	To add information	Comparisons
One day	At first	In the middle of the...	Again	However
One morning	First	Under the bridge...	Also	Yet
One evening	Second	Over the bridge...	Another	Despite
After that	Third	In the distance...	Along with...	Still
After a while	Then	Far away...	For example...	Unlike
Before long	Last	In a far off land...	As well as	Even though
Afterwards	Finally	Inside of...		Although
As soon as	Next	At the end of...		Rather than
At last		On top of the...		
A moment later		Next to the...		
In the meantime		Nearby...		
Later on		Opposite the...		
Meanwhile				
Soon				
During				
Now				
Next week				
All of a sudden				



Alternative Adjectives

small				big				bad				nice			
tiny	minute	miniature	pocket-sized	enormous	gigantic	mammoth	thundering	appalling	awful	gross	tiny	enjoyable	marvellous	lovely	delightful
microscopic	meagre	modest	insufficient	monumental	whopping	colossal	giant	dreadful	frightful	horrendous	hideous	great	wonderful	excellent	brilliant
slight	diminutive	petite	teensy	large	huge	sizeable	vast	nasty	terrible	unacceptable	shocking	pleasant	charming	pleasurable	swell
quiet				loud				fast				slow			
silent	peaceful	muted	soft	deafening	intense	raucous	resounding	speedy	rapid	brisk	nimble	gradual	moderate	reluctant	leisurely
hushed	muffled	mute	reserved	roaring	thundering	booming	crashing	swift	dashing	flashing	hurried	sluggish	crawling	dawdling	idle
noiseless	speechless	soundless	inaudible	ear-piercing	piercing	deep	boisterous	hypersonic	agile	quick	racing	plodding	slack	creeping	lagging
old				young				hard (not easy)				angry			
ancient	aged	decrepit	elderly	youthful	infant	juvenile	tender	puzzling	challenging	difficult	tricky	enraged	resentful	irate	wound up
mature	debilitated	getting on	seasoned	childish	budding	inexperienced	new	mind-boggling	complicated	complex	laborious	worked up	indignant	seething	furious
venerable	enfeebled	wasted	fossil	blooming	blossoming	fledgling	recent	problematic	arduous	troublesome	tough	touchy	grumpy	infuriated	bitter

Adjectives

People	Objects	Good feelings	Bad feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
confident	gleaming	eager	bored	immense	old
clumsy	grotesque	elated	confused	large	quick
confident	long	encouraged	defeated	little	rapid
considerate	magnificent	energetic	defiant	long	short
excitable	precious	excited	depressed	mammoth	slow
glamorous	sparkling	exuberant	disgusted	massive	swift
grumpy	spotless	fantastic	disturbed	meagre	young
happy	strange	fine	dizzy	mighty	
helpful	unsightly	healthy	embarrassed	miniature	
important	unusual	joyful	envious	minuscule	
intimidating	valuable	pleasant	frightened	petite	
obnoxious		relieved	hungry	puny	
odd			lonely	short	
talented			scared	tall	
thoughtless			terrified	teeny	
timid			worried	tiny	
handsome					


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