

Learning Objective: LKS2 - Discuss words and phrases that capture the reader's interest and imagination

Idea	Differentiation
<p>In your morning reading time or as a guided reading carousel activity, ask the children to find examples of descriptive language which makes them think.</p>	<p>Be specific with weaker readers – ask them to find similes, for example, and use one of our Figurative Language Reference cards as a guide for what to look for.</p>
<p>Have our poster in your Literacy area with post-it notes available. Encourage the children to add words and phrases which they've found in their writing.</p>	<p>For more able children, ask them to include an explanation of why this word/phrase is well-chosen.</p>
<p>Act it out! When you find suitable phrases in your class reading, get the children to physically demonstrate the phrase, and discuss how that choice of words helps the reader to understand the meaning better.</p>	<p>You may need to help some children out with this, by asking leading questions. For example, if the poem says "The wind stole through the house", help them make the links between 'steal' and how a burglar might move quietly and without being seen, creeping around the classroom.</p>
<p>Draw it! Challenge the class to illustrate chosen extracts, for example a scene setting or character description. Add labels to make links between text and imagination. Discuss which parts of the text are most important to understanding the meaning. We have oodles of super writing frames with picture spaces to make it really artistic.</p>	<p>For weaker readers, choose something with very clear language, such as the description of Willy Wonka when he first appears – discuss why Dahl chose the colour names or mentioned velvet specifically for his coat.</p> <p>For more able readers, use a less-defined description. Ask them to justify their choices when they are drawing.</p>
<p>Have a look at all our fabulous resources on figurative language. Use these to develop your class's understanding of how authors choose particular words to inspire the reader.</p>	
<p>Find alternatives reporting verbs in place of 'said' in writing dialogue. Get the children to complete our 'Alternatives for Said' worksheet.</p>	<p>Put our 'Said is Dead' display poster on your wall to encourage alternative choices when the children are writing.</p> <p>Weaker readers will need time to read and digest the sentences before they try using a particular tone of voice.</p>
<p>Examine how adverbs are used to vary how a character behaves or speaks. Have an extract from your text on the whiteboard and discuss where you could include adverbs. What difference would it make to how we understand this sentence?</p>	<p>Encourage your stronger writers to experiment with putting the adverb in different places in the sentence.</p>