



Writing Activities

Sentence writing based on Dictation sets



Stage 1

Writing Activities

What are they?

Structured writing activities using the Units of Sound Dictation exercises as a starting point, with examples after each type of activity.

Designed to help develop the student's writing skills, vocabulary, and fluency.

When can the student start them?

As soon as the student completes the first page of Dictation exercises, as set by the Spelling Placement.

How do they work?

Stage 1 activities are aimed at developing sentence writing.

The activities start by adding vocabulary, and then move on to adding sentences to extend the student's writing.

They reinforce the spelling patterns students have covered in the Units of Sound Spelling pages.

The activities provide the teacher with additional knowledge about the student's spelling, grammar and comprehension skills, providing a valuable insight into any further teaching the student needs.

Additional words don't have to be in structure. Get the student to try spelling words s/he wants to use, and then work on that spelling pattern as you wish.

Suggestions you may want to give to students to help with the writing process are given in Tip to give student after some activities.

Complete these activities for all of the Dictation sentences on each page.

Pages 1-9

Make the sentences longer by adding words. For example:

"Sam has a big dog called Spot."

Tip to give student: "Use description"

Examples:

Size	Weight	Colour	Texture	Smell
Small	Heavy	White	Smooth	Weak
Tall	Light	Red	Rough	Strong
Short	Uneven	Blue	Soft	Pleasant
Large	Lumpy	Black	Bumpy	Mild

Pages 10-19

Add a sentence to each sentence to carry on the story. For example:

"The dog can live in the hut. He is big and takes up too much room in the house."

Tip to give student: "You can use 'Signal' words, if this helps"

Examples:

Then	Now	First	Yet	After
Before	As	But	And	Also

Pages 20-29

Make the first sentence longer by adding words, and then add another sentence to carry on the story. For example:

"The youth group Tom belongs to has gone into his school. It is going to use the gym one evening every week."

Pages 30-52

Make the first sentence longer by adding words, and then add two sentences to carry on the story. For example:

"I'm going to try to swim up as far as I can to the rocks. Amy says birds are nesting there. I'd like to have a close look at them before they go."

Tip to give student: "Different signal words you might find useful"

Examples:

Again
Because

Rather
These

Last
Over

When
While

Such as
Maybe

Stage 2

Writing Activities

When can the student start these activities?

Students can move onto paragraph writing once they reach Stage 2 in Dictation. You can continue with the Stage 1 model if you have students who need more practice at that level.

What are the activities?

Varied activities, to split paragraph writing into easily managed chunks, as successful paragraph writing is a multi-task process.

Students need to organise their thoughts, plan work, then draft and finally proof read their work.

To help them do this, the tutor is going to introduce the concept of CODE.

Create Organise Draft Edit

Examples are given to illustrate each stage of the process.

Again, the work is structured to help students develop ever more detailed and interesting writing. As in Stage 1, this work reinforces the spelling patterns on the Spelling pages.

The tutor can decide on how to split the activities, but must keep to the correct order. Creating and Organising could be done in one session.

Drafting should be done in the next session and Editing in the following session.

Pages 1-20

The tutor should get the student to choose one sentence to work on from the five sentences on each page.

The student should then:

Create Make a list, or a mind map, of any ideas that spring to mind

Organise Number the ideas in the order they are going to be used, discarding any ideas she or he doesn't want to use

Draft Write the paragraph using the numbered list or mind map

Edit The student should then proof read her/his own work. It is important that this is done by the student, as it is an integral part of the writing process for the author to check her/his own work.

The student should check for:

Sense Does it make sense?

Punctuation Do I need any full stops, capital letters and commas?

Spelling Is it correctly spelt? Use the spellchecker, if there is one. The tutor can then go through the work with the student, for any spelling, or grammatical issues.

Below is an example of a paragraph, written following this process, using one of the Dictation sentences from Stage 2 Set 1:

First Session

Choose one of the sentences from the set:

"She drank it, but tried not to think what was in it."

Create

Hot drinks

Milky

Sweet

Strong taste

'Bits' in the bottom of the glass

Unpleasant smell

With someone didn't know

Funny colour

Organise

Hot Drinks

Milky

Sweet

5.Strong taste

2.'Bits' in the bottom of the glass

1.Unpleasant smell

4.With someone didn't know

3.Funny colour

Second Session

Draft: The old lady handed her a glass. It had a really unpleasant smell. there were bits of things at the bottom of the glass and she couldn't work out what they were. It was a strange pink and purple colour, unlike anything she'd seen before. She hadn't met her great aunt before and didn't want to hurt her feelings. So she took a sip --- it had a really strong taste. She drank it, but tried not to think what was in it.

Third Session

Edit: The old lady handed her a **glass** drink in a big tumbler. It had a really unpleasant smell. There were bits **of things** at the bottom of the glass and she couldn't work out what they were. **It** The **drink** liquid was a strange colour, a mixture of pink and **purply** purple **colour**, unlike anything she'd seen before. She hadn't met her great aunt before and didn't want to hurt her feelings, so **So** she took a sip. **-it** It had a really strong taste. She drank it, but tried not to think what was in it.

The Finished Work

The old lady handed her a drink in a big tumbler. It had a really unpleasant smell. There were bits at the bottom of the glass and she couldn't work out what they were. The liquid was a strange colour, a mixture of pink and purple, unlike anything she'd ever seen. She hadn't met her great aunt before and didn't want to hurt her feelings, so she took a sip. It had a really strong taste. She drank it, but tried not to think what was in it.

Pages 21-48

Carry on with this type of writing activity, but:

1. Encourage students to use longer sentences, a minimum of ten words per sentence.
2. Get students to time how long each part of the process is taking, in particular, the drafting part. This is useful for exams, so students know how long drafting and proofreading take them.

Stage 3

Writing Activities

What are the writing activities in Stage 3?

Carry on with CODE - Create Organise Draft Edit

On pages 1-20, use at least three sessions for these four processes.

On pages 21-48, the student does the four steps in one session, to get some practice in writing under a time pressure.

What are the writing activities in Stage 3?

Students are encouraged to use a variety of complex and simple sentences to bring variety to their writing, by using a minimum of 15 words in some sentences.

Students are encouraged to use the past tense to avoid direct speech

Deadlines for each of the four CODE processes are added, to increase speed in planning, writing and proof reading.

Pages 1-20

The tutor should get the student to choose one sentence to work on from the five sentences on each page.

Use CODE

The tutor should encourage the student to try and use a mixture of short and longer sentences, some with a minimum of 15 words, to bring variety into the writing.

The student should use past tenses instead of direct speech, for the more formal writing needed for exams.

Pages 21-48

The tutor should get the student to choose one sentence to work on from the five sentences on each page.

The tutor needs to consider if the student will be word processing or handwriting in exams, and choose the appropriate medium when doing these activities.

Deadlines for each of the four CODE processes are added, to increase speed in planning, writing and proof reading.

This time CODE is done in one session, with the following deadlines for each activity:

A five minute deadline for creating and organising.

A ten minute deadline for drafting.

A five minute deadline for proofreading.

Below is an example of a paragraph, written following these deadlines, using one of the Dictation sentences from Stage 3 Set 1:

First Session

Choose one of the sentences from the set:

"An oily smell drifted across the bay as the smugglers pulled their boat up onto the beach."

Create:

Fog

Cornwall

Storm

Lashing waves

Tanker

Shingle beach

Rocky cove

Night time

Boat caught on rocks

Outboard motor leaking

Tanker leaking

Crew of four

Wind - Blowing smell from leaking outboard motor

Made it to share

Organise:

1.Fog

Cornwall

2.Storm

3.Lashing waves

Tanker

Shingle beach

4.Rocky cove

5.Night time

Boat caught on rocks

6.Outboard motor leaking

Tanker leaking

7.Crew of four

9.Wind-Blowing smell from leaking outboard motor

8.Made it to share

Second Session

Draft The fog was thick and dense as the storm broke over the small boat. The lashing waves were making the engine work very hard as the sboat struggled to stay upright. The crew had bben making for harbour further along the coast, but had had to try and make landfall before the as they feared they the waves might over whelm them. The man at the helm had spotted the rocky cove as night really fell heavily all around them, so they aimed for it in an attempt to find shelter from the terrible force of the waves. A sudden freak wave cause the outboard motor to splutter, and then to their horror, the crew of foursaw thst the outboard motor was leaking. The wind roared around them as they frantically aimed for the safety of the shore. With a last splutter, the outboard motor cut out as they scrambled onto land. An oily smell drifted across the bay as the smugglers pulled their boat up onto the beach. needed for exams.

Third Session

Edit The fog was **thick and** dense as the storm broke over the small boat. The lashing waves were making the **engine outboard motor** work very hard as the **sboat** struggled to stay upright. The crew had **bben** been making for harbour further along the coast, but had had to try and make landfall **before the** as they feared they the waves might **over whelm** overwhelm them. The man at the helm had spotted the rocky cove as night really fell heavily all around them, so they aimed for it in an attempt to find shelter from the terrible force of the waves. A sudden freak wave **cause** caused the outboard motor to splutter, and then, to their horror, the crew of four**saw** saw **thst** the outboard motor was leaking. The wind roared around them as they frantically aimed for the safety of the shore. With a last splutter, the outboard motor cut out as they scrambled onto land. An oily smell drifted across the bay as the smugglers pulled their boat up onto the beach.

The Finished Work

The fog was dense as the storm broke over the small boat. The lashing waves were making the outboard motor work very hard as the boat struggled to stay upright. The crew had been making for harbour further along the coast, but had had to try and make landfall as they feared the waves might overwhelm them. The man at the helm had spotted the rocky cove as night really fell heavily all around them, so they aimed for it in an attempt to find shelter from the terrible force of the waves. A sudden freak wave caused the outboard motor to splutter, and then, to their horror, the crew of four saw the outboard motor was leaking. The wind roared around them as they frantically aimed for the safety of the shore. With a last splutter, the outboard motor cut out as they scrambled onto land. An oily smell drifted across the bay as the smugglers pulled their boat up onto the beach.