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# Introduction

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The Brilliant Activities for Creative Writing series is designed to stimulate developing writers to access the National Curriculum Programmes of Study for writing composition.

Each book contains practice activities to assist pupils in understanding, revising and consolidating their skills in writing. The activities are structured to help each pupil to understand how to:

- write for a widening range of purposes and audiences
- organize ideas into coherent and grammatically correct sentences
- improve, and make progress in, their own writing
- increase their accuracy in the use of punctuation
- develop their knowledge and confidence in spelling
- use and enlarge their writing vocabulary
- write in different ways for different genres and types of text
- develop their own way with words

The sheets are structured but flexible so that they can be used alone or as follow-ons. The ideas on the sheets can all be used as a basis for more lessons for reinforcement purposes. Each book aims to offer:

- a range of familiar text forms
- a range of appropriate contexts
- opportunities to experiment with words drawn from language experience, literature and media
- opportunities to select vocabulary according to demands of activity
- use of proof-reading, checking and editing, sharing with peers
- encouragement to pupils to reflect upon their understanding of the writing process

Each activity is fully explained and the teacher tip boxes give hints and suggestions for making the most of them or for follow-up activities. No additional resources are necessary, other than writing implements and extra paper for more extended writing where it is appropriate. Children should be encouraged to talk about what they are going to write, prior to writing, with a partner, in groups or as a class. Discussing what they want to write, prior to doing so, will help them to structure their thoughts and ideas. Through careful questioning, adults can help children to develop their vocabulary and understanding of how language works.

Obviously, all of the activities would work well if the children are able to word process on a computer at some times – this would be an added bonus.

It is hoped that this series of books will encourage pupils to use their writing to reflect upon and monitor their own learning, to encourage them to read as writers and to write as readers and, more than anything else, to learn to write with joy.

# Links to the curriculum

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The sheets in **Brilliant Activities for Creative Writing** will help Year 2 pupils to develop their composition skills, as set out in the National Curriculum for England (2014).

## **Composition**

The sheets in **Brilliant Activities for Creative Writing** provide opportunities for pupils to write a range of different types of writing, from narratives and instructional writing to information reports and poetry. They will not only learn how to write for different purposes, they will also develop stamina for writing.

The sheets are designed to encourage children to talk about what they are going to write prior to doing so. Many of the sheets have ideas and vocabulary that will act as prompts to stimulate pupils to discuss, prior to writing, what they want to say and how best to say it.

Pupils should be encouraged to re-read their work and make simple additions, revisions and corrections. Reading their writing aloud, to a teacher or other pupils, is a particularly valuable way of helping pupils to notice where and how their writing could be improved. In addition to checking for errors in spelling, grammar and punctuation, they should also be encouraged to check consistency of verb tenses.

Reading their writing aloud helps children to see that their writing is valued. The poetry sheets are particularly good for this.

## **Vocabulary, grammar and punctuation**

Many of the sheets can be used to reinforce children's understanding of grammar and punctuation, but this is not the primary purpose of the sheets. Many sheets contain Word boxes to encourage children to extend their range of vocabulary and prompt them to use new words in their writing.

The following sheets deal with particular grammar and punctuation points:

- Autumn apples and Make a list (pages 7 and 41) encourage the use of conjunctions.
- Oh dear! (page 9) deals with exclamation marks.
- Falling out (page 22) focuses on verb endings.
- Making sentences (page 29) draws pupils' attention to the punctuation needed for sentences.
- Surprise! Surprise! (page 36) provides useful reinforcement on using apostrophes for contractions.
- Seasons (page 38) helps children to think about writing in paragraphs.
- What does Robot do? (page 39) focuses children's attention on verb tenses.

# This is my character

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There was once a

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Whose name was

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This is how

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looked

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had

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and

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and

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was

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always

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and

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Then one day

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## These words might help you:

girl, boy, alien, fish, monster, he, she, it, kind, generous,  
friendly, bad, naughty, angry, lazy, shy

*Discuss, explore and develop ideas for character creation, before children complete the page.*

# Beginning a story



The beginning of a story always tells you where and when it is happening. This is called 'the setting'.

Write down places a story could happen, the 'Where'.

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Times a story could happen, the 'When'.

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## These words might help you:

Long, long ago; In the future; Yesterday; Last week; When you were born; In the past; Tomorrow; In the year 3020

*Talk about stories, films, programmes that the children know and extract ideas about the settings. Make notes about ones that really capture the children's interest for future projects.*

# Safety first

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Design a *Safety First* poster to put into your school.



On your poster:

- ◆ Explain the dangers to children
- ◆ Explain to parents what they should do
- ◆ Explain how healthy it is to walk to school
- ◆ Explain how everyone can make coming to school and leaving school much better.

Make up a slogan, like this:

*Be safe! Be healthy!*

*Stress the purpose of the writing. Talk through safety issues and through poster design. Verbalize sentences before writing. Display posters. Ask for responses.*