

Toolkit Focus: Creating Action

Some children will try to write action through dialogue and, unless they are skilled writers, will lose the reader. To bring action alive, writers need to let the reader see and hear what is happening. They need to maintain a good pace in their writing in order to show how the action is moving and carefully selected language to describe the movement, bringing it to life. During short burst lessons, lots of idea generating and vocabulary building will need to take place in order to encourage children to use a wide range of language, breaking away from their 'comfort language'. Games could include - Squeeze the word, thesaurus thrive, drama to 'see' movement etc...

Year R,	Year 1, 2	Year 3, 4	Year 5, 6
<p style="text-align: center;">Building on the skills from reception:</p> <ul style="list-style-type: none"> - Adverbial openers to hook the reader e.g. Suddenly, Out of nowhere, Unfortunately, - Powerful verbs to describe the action e.g. jumped, crashed, pounded - Sound effects of the action e.g. The crocodile jaws snapped. The rocks were crashing loudly. 	<p style="text-align: center;">Building on the skills from year 1 and 2:</p> <ul style="list-style-type: none"> - Adverbial openers to startle: e.g. Unluckily, Suddenly, At that moment, - Carefully selected powerful verbs (violent verbs) e.g. fell – plunged, plummeted, tumbled, descended. - Describe the sound of the problem to make it realistic e.g. The echo of the crashing plate shattered through the atmosphere. - Adverbs to describe the movement e.g. Gently, the branches swayed. He growled aggressively. - Repetition to emphasise/create pace e.g. The eerie echo moved closer and closer. He gasped. He froze. He was doomed. 	<p style="text-align: center;">Building on the skills from all year groups:</p> <ul style="list-style-type: none"> - Greater range of adverbial openers: e.g. Without warning, All of a sudden, To her amazement, Just then, - Describe the action with a list of 3 (power of 3) e.g. Hiccup ran forward, tripped over the shield and fell headfirst into the gigantic pit. - Short sentences for impact and to speed up the pace e.g. He froze! Disaster struck! They ran! - Double Dilemma – explain the implications of the problem/action e.g. She was stuck, no-one could help now. - Alliteration to increase the effect e.g. The branches <u>leaned and lashed</u> against his raincoat. The dragon <u>powerfully pounded</u> the ground - Use a question to hook/interest the reader e.g. Would she be able to stop? Would the dog stop barking? 	<p style="text-align: center;">Building on the skills from all year groups:</p> <ul style="list-style-type: none"> - A sophisticated range of adverbial openers e.g. In a flash, Out of the blue, With a scream, Silently, Nobody saw, - A variety of sentence types/lengths to create pace and effect. e.g. short sentence for speed and pace e.g. Longer sentences to add details - Describe the mood or atmosphere first e.g. as darkness fell... - Consider position of action in the sentence for impact on the reader e.g. <i>The colossal rocks and boulders were crashing – Crashing down, were colossal rocks and boulders.</i> - Suggest the character's attitude linked the action e.g. Trembling, Hiccup plunged off the cliff whilst clenching his fists. - Infer the character's feelings (show don't tell) e.g. Moving closer, James' eyes widened as he gasped.