

Use the images as a selection of visual prompts. These could be included as an essential part of the writing or merely as an aid. Could the children write descriptions of them? Could the children be directed to use one per paragraph? Could the children use the character image as the protagonist? Could the children use the setting image to create descriptions using the 5 senses? Can the children answer the questions within their writing? Could they be used as a prompt for research?



What was the ship called?



How could you defeat it?



What is written inside?



Who is he?

The mini-model can be used in a variety of ways with the children. This could be given as the opening few lines to the text or perhaps ask the children to include it within the main body of the text, or even as an ending. This could be shared with the class as the opening to a modelled text or given independently and perhaps differentiated accordingly. Pick up on elements of it as teaching points, such as repetition for effect, or perhaps how the dialogue is used, passive constructs or use of fronted adverbials. To challenge children-how could they improve it, could they manipulate clauses or improve adjective choice? Could they change a conjunction for a more effective one?

'There's something in the water Captain!' yelled one of the crew, pointing into the dark swells on the port side of the ship, as a black shape writhed beneath the waves. 'Ready yourself men!' hollered the captain, his grip instantly tightening at the helm.

The list of prompts could be used in a similar style to slow writing prompts, with an expectation that each is carried out, sequentially, within a paragraph. These could also be used in a non-sequential style, by directing the children to select how they would like them to feature in their work. They may be used in part or in entirety. Perhaps ask children to challenge each other to use them within paired work. Before writing, ask the class to focus on one or two and create working examples.

Prompts

1. Use a repetition of a comparative adjective e.g. nearer and nearer.
2. Use a simile to describe a part of the pirate.
3. Use a relative clause.
4. Open with a preposition phrase.
5. Describe the treasure chest in detail.
6. Use at least 4 short snappy sentences.

How to use Inspiration Stations

Discuss the vocabulary in the word banks. Do they understand the meanings? Can they suggest synonyms or antonyms? Can they suggest where and how the language might feature in their text? Could you challenge the children with words which would be appropriate to see in their work? Can you begin to structure sentences, using the words, with the children? Could the children play with the positioning of the vocabulary within the sentence? Look at how the nouns may feature in expanded noun phrases. Can the children expand both before and after the noun? Could words be selected to build as many expanded noun phrases as possible, using the same word? Can the children classify the words? Can the children find words which may go together in a sentence e.g. noun-adjective pairs? Could you challenge the children with more prompts based upon the vocabulary?

compass	starboard	plunder	lawless	tentacles
spyglass	rigging	siege	plunder	inescapable
manuscript	helm	moored	mutiny	galleon
stowaway	provisions			

DADWAVERS! Openers

Description- His long, dark hair fell in ro head.

Action- It grabbed the quartermaster fir from the prow.

Dialogue- 'Without a doubt, this is the closest we have come to finding the chest,' whispered the captain.

Where- From the crow's nest, a voice called that there was land on the horizon.

Adverb- Desperately reaching for his cutlass, the captain gasped for breath under the beast's grip.

Verb- Digging frantically through the sand, he caught sight of something resembling the corner of a chest.

Estimation of time- Moments later, the cannon fired from the starboard side.

Rhetorical Question- Was it possible to defeat the beast?

Simile/Metaphor - With an acid smile like a devious snake, the captain reached forwards and took the manuscript from the skeleton's grip.

DADWAVERS could be used in a variety of different ways. It is advised that the children have had some prior teaching using DADWAVERS. Look at the different types of sentence opener. Explain that by 'opener' we could refer to one word, or a clause or a phrase. You may wish to focus on one specific kind of opener within the text, or challenge the children to use a set number, as a writing constraint. Ask the children to use them sequentially within one paragraph or as a checklist to be used throughout the text. Use the sentences as teaching points. Could the DADWAVERS sentences and word bank be used together to challenge children? For more information visit www.literacyshedblog.com/dadwavers-blog Note: DADWAVERS should be taught in small steps. In KS1 you may only wish to cover DAD or DADWAV. You may wish to only focus on one step and ask that the children practise this element until they are confident. You might choose to use some steps with selected groups only.