



Jacqueline Harrett

Exciting Writing

Activities for 5 to 11 year olds

- using comics
- looking at paintings
- lesson activities
- ideas for oral & drama work







Activities for 5 to 11 year olds

Jacqueline Harrett



Los Angeles | London | New Delhi
Singapore | Washington DC

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CONTENTS

	About the author	vi
	Dedication	vii
	Acknowledgements	viii
	How to use this book	ix
1	Introduction	1
2	Pictures in the head	3
3	Art as a start	19
4	Picture Books	39
5	Photographs	49
6	Media	63
	References and other information	87
	Glossary	91
	Index	93



ABOUT THE AUTHOR

Jacqueline Harrett is a freelance writer, inspector and educational consultant, with extensive classroom experience in primary, secondary and higher education. A former teacher and lecturer, she has spoken at national exhibitions and conferences as well as working extensively in schools. Jacqueline is currently undertaking research for a PhD on the responses of children to storytelling and story-reading. A passionate advocate for literacy, she is the Welsh representative for the United Kingdom Literacy Association and has written a number of articles and books on literacy and storytelling including *Welsh Tales for the Telling*, *More Welsh Tales* and *Tell me Another ... Speaking Listening and Learning Through Storytelling*. Jacqueline was born in Northern Ireland but now lives in Wales with her family.

DEDICATION

To my parents, Norah and Andy, and my family, Doug, Douglas and Felicity, whose love and encouragement are the foundations of my life.



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My grateful thanks go to the staff and pupils in all the schools I have taught in over the years, especially schools involved in the project.

Pupils whose work is featured in the book are from the following schools:

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St Peter and St Paul's Catholic Primary School, Preston

Pontlloftyn Primary School, Fochriw

A special mention for Sandra Farmer, Bernadette Woods and Helen Leaman who were really able to pull the rabbit out of the hat!

Last, but not least, a thank you to my husband, Doug, whose artistic eye provided the photographs of the door and castle interior.



This is a book written for student teachers, the people who teach them and practising teachers. This book hopes to provide some ideas for them to use as a springboard. The introduction, chapter one, is a brief overview of my reasons for writing the book and my personal viewpoint of literacy teaching, both as an observer and practitioner.

The second chapter, called 'Pictures in the Head' is about storytelling and the use of visualisation to lead children to plan and write more imaginative narratives. I am a firm advocate of oral storytelling and have always found telling and retelling stories in the classroom useful for speaking and listening activities but also as a precursor for writing. It allows children to plan orally before having to write and they find it fun!

The third chapter concentrates on the work of Lowry, Van Gogh and Renoir as the basis for writing and other linked cross-curricular activities. The ideas may be adapted for any artist but as these artists are familiar to most schools it gives a starting point. An introductory biography of the artists is followed by writing ideas linked to various famous paintings – familiar to most teachers.

The next chapter looks at picture books now regarded as another art form. There are so many beautiful picture books available these days that it would be possible to write an epic on this topic. I have chosen two books to concentrate on. The text selected for Key Stage One is Martin Waddell's *Once there were Giants*. The patterned text is ideal for young children and it appeals to both children and adults.

At Key Stage Two the focus is Chris Van Allsburg's, *The Mysteries of Harris Burdick*. This is a picture book with a difference and never fails to arouse discussions and imaginative ideas. Anyone who is unfamiliar with this one will be hooked by the beautiful black and white illustrations.

Photographs are central to the fifth chapter and examples of photographs and some linked ideas are included in this. Digital photography is often used by teachers these days and this chapter encourages use of photography by the children as well. Photography is an art form and the 'Talking Pictures' pack, designed for art-work, is a wonderful resource for narrative writing.

Following on from this the final chapter examines the media and the use of television, video, DVDs, newspapers and even comics. Teaching ideas and some photocopiable material is provided. Nowadays there is a wealth of information available and it is difficult to know what is fact and what is opinion. Examination of the way the media works should give children a more measured approach to thinking about, and writing about, events.

References and resources are listed to help the busy teacher find what is needed. This is a 'dipping in' book, not a definitive guide.

