"To enable the students to read like writers"

Language choices students need to recognise in their **reading** may include:

1. **Sentences**:
   - that start in unexpected ways – children with early understandings of reading expect the theme of the sentence to come first. They find other sentence beginnings difficult to read. B.ST
   - that contain a lot of information (many clauses and phrases combined in one sentence) – the very amount of information in such sentences can be overwhelming for an inexperienced reader. Edward
2. **Precise words** (eg 'cried for said' to create a strong picture in the reader's mind) whose meanings may not be known – understanding the meaning is useful to the decoding of the word.
3. How is **dialogue** used by the author? How are characters and events revealed through what is said?
4. How do **pronouns** stand in place of other words and add to the cohesion of the text.
5. How the **author comments** on the action, or the characters, and affects our understandings.
6. Is the reader given a **context** through the words chosen 'A mouse *once* found a wishing well' – *once* sets the story into a context of long ago. Lobel's Mouse Tales
7. Are action sequences written including **actions & reactions**, which would greatly improve student writing.
8. Including sensing and thinking verbs included (how are the characters thinking & feeling) – **not just doing verbs**. Robin Klein "And I was swamped by the worst imaginable panic and terror. I gulped in the air and licked my lips, but they moved as creakily as though I'd just had enough local anaesthetic injected for a dentist to work simultaneously on every tooth in my head." – Hating Alison Ashley
9. **Is the writing expanded** – descriptions & actions – Paul Jennings. Similes, metaphors, personification.
10. How **clauses** are combined and **phrases** added – using conjunctions/ connectives.

Working with the Visuals

- Visual elements and graphic design
- From the illustrator's perspective – is it the same as the author's
- How do visuals represent print – how do we 'read' them?

• Illustrations – visual elements • Text structure • Character description / development • Effective descriptions • Punctuation • Effective sentences – openings, variety, purpose, cohesion • Precise word	• Dialogue • Pronouns • Author's position • Actions & reactions • Range of verbs • Literary devices • context