

# Get writing

SECTION

6

## Book review

**Objective:** To independently choose what to write about, plan and follow it through.

**What you need:** Copies of *Room on the Broom* and photocopiable page 29 (one enlarged copy and one per child).

### What to do

- Read *Room on the Broom* and discuss the children's overall impressions.
- Recall previous examples of books the author and illustrator have worked on together, such as *The Gruffalo* and *A Squash and a Squeeze*. Talk about the role of the author's rhyme and the illustrator's quirky characters and attention to detail, in supporting the children's enjoyment of the books. Make comparisons with *Room on the Broom*.
- Explain the purpose of a book review and read sample reviews from the back covers of the children's favourite books. Suggest that the

children write reviews for *Room on the Broom*.

- Together, read through an enlarged version of photocopiable page 29, a section at a time. Talk about the merits or possible shortcomings of the rhyming text, illustrations and characters. Discuss what is meant by a star rating.
- Provide individuals with photocopiable page 29, asking them to plan and write an independent book review.

### Differentiation

**For older/more confident learners:** Invite the children to review a story by a different author and illustrator, modifying the sheet accordingly.

**For younger/less confident learners:** Allow the children to focus on reviewing a favourite event in the book (for example, when the 'beast' scares away the dragon). Ask them to draw a picture and write about it.

## My special spell

**Objective:** To make adventurous word and language choices appropriate to the style and purpose of the text.

**What you need:** Copies of *Room on the Broom* and photocopiable page 30 (one enlarged copy and one per child).

### What to do

- Talk about how spells are used in stories and the type of characters who might use them, such as witches and wizards.
- Read the last section of the book that describes how the witch makes her spell and make a list of the ingredients on the board. Discuss the reason for the spell (for a magnificent new broom).
- Read the chant for the witch's spell with the class and recall other magic spell chants (such as 'Abracadabra' and 'Hocus Pocus'). Draw attention to the satisfying repetition of nonsense sounds (the repetition of the 'z' sound).

- Display an enlarged version of photocopiable page 30 and work through it together, inventing a magic spell for the class (for example, to whisk them to a fantasy land).
- Provide individuals with the photocopiable sheet to complete, emphasising the importance of using magical words and nonsense sounds.
- Bring the class together to share their spells. Collectively decide which spells are the most exciting and use the most imaginative language.

### Differentiation

**For older/more confident learners:** Encourage the children to compile their ideas into an illustrated book of magic spells.

**For younger/less confident learners:** Let the children concentrate on writing simple chants, encouraging them to spell words according to their levels of phonic awareness.