

Session 1

Activity: Correct Billy's Tall Story, putting in correct punctuation, spelling and grammar.

Further activity: you can re-write the story, taking note of 'good' writing form, but only applying it when you see fit.

One day, I woke up and my mother said to me, "Here, Billy, there's your breakfast in bed for you." There was bacon & egg, and bread & butter, and a big pot of tea. When I had breakfast, the sun was shining outside. and I got dressed and went downstairs. We lived in a big house, up [on the edge of the moor] moor edge. and-We had carpets on the stairs and in the hall, and central heating.

When I got [came] down I said, "Where's our Jud?"

"He's going to the army," my mother said, "and he's not coming back. But your dad's coming back instead."

There was a big fire in the room, and my dad came in earing [carrying] his case that he took away with him. I haven't [hadn't] seen him for a long time, but he was just the same as [he was when] he went away. I was glad he'd come back and our Jud had gone away.

When I got to school, all the teachers were good to me. They said, 'ello Billy. How [are] you going on?' And they all pat[t]ed me on the head and smiled, and we did interesting things all day.

When I got home, my mother said, 'I['m] not going to work any more.' And we all had chips [&] beans for our tea. Then we got ready, and we all went to the pictures. We went upstairs and had ice cream at the intervals. And then we all went home and had fish and chips for our supper. And then we went to bed.

Some basics of 'good' writing form:

- In a list, only add 'and' before the final item (apart from when they come as a couplet, e.g. bacon & eggs).
- Try not to repeat any key words or phrases in quick succession, unless for deliberate effect, e.g. 'When I... when I... when I...', 'and then... and then... and then'
- Use correct grammar, unless trying to create an atmosphere or a voice through regional grammar.
- Try not to describe a series of events as a list - unless you are using it for specific effect. Adding words to form a narrative make for easier and more engaging reading.
- Describe how things taste, feel, smell etc., it brings the story to life.
- Never use the words 'got', 'nice' and 'lovely', or start a sentence with 'and' or 'but'.
- All rules in writing can, and at times should, be broken, but only if you know how to use them properly first.

Session 2

Activity: Write 'A Day in the Life of [you]'. Include what you do on an ordinary, average everyday, and the activities you do to help you get through the day - the ones that help you escape the drudgery of a working day.

It can be done as a diary entry, a narrative, a list, a report, a letter, a cartoon strip or however else you want to do it.

Session 3

Activity: Think about a time you were in nature. Try and put that experience into words.

Tips:

Thinking about sounds, colours, smells, tastes, touch and how it made you feel emotionally. Think about words that might emphasise that overall feeling - happy words: bouncing, burbling, trilling, etc. Sad words: drab, draining, drooping, downcast, etc.