



Welcome to our Writing Workshop

Tuesday 2nd February 2016



Purpose of this workshop

- To gain understanding of expectations outlined by the New Curriculum
- To understand how we teach writing at Lowe's Wong Junior School
- To know how you can support your child at home

The Department of Education believes the purpose of writing is:

- to have confidence and fluency when writing across genres
- to be able to communicate with others effectively
- to explore and develop their own ideas with clarity
- to recognize writing as a form of expression



New Curriculum Expectations

Writing consists of two parts: transcription and composition.

Transcription:

- Spelling common words
- Use of phonics knowledge
- Use of morphology and etymology (*Structure and origins of words*)
- Prefixes & suffixes
- Use of dictionary using first three letters of a word
- Joined handwriting to support composition and spelling

Composition:

- Planning
- Drafting
- Evaluating
- Proof-reading
- Performance
- Sentence structure
- Use of punctuation
- Grammatical terminology

What is SPaG?



What is writing to us?

When staff and pupils were asked 'Why do we learn to write?' this is what they said...

- *'to achieve freedom of expression'*
- *'inform, communicate, create, express'*
- *'...if we didn't have writing, everybody would be talking all the time. Writing is what people can read.'*
- *'You can write what you're thinking ... you can write about characters.'*
- *'I enjoy writing because I enjoy reading what I've written. We can be an author when we are older.'*



The Writing Journey

At Lowe's Wong Junior School, we aim to tailor our teaching and learning to meet the needs of our pupils.

The Writing Journey is woven in to the patchwork of writing at Lowe's Wong Junior school and

- present within *our* English Policy
- present within *our* teaching
- present within *our* learning
- present within the work *we* produce.

Together, staff and pupils work to produce a writing journey which is personalised and reflects the efforts of each pupil, so that they may succeed and recognize the purpose of writing.

The writing journey demonstrates starting points, variation of genres, cross curricular links, exploring and developing skills and structures, composition and evaluation, peer and self reflection.

THE LEARNING EXPERIENCE[®]

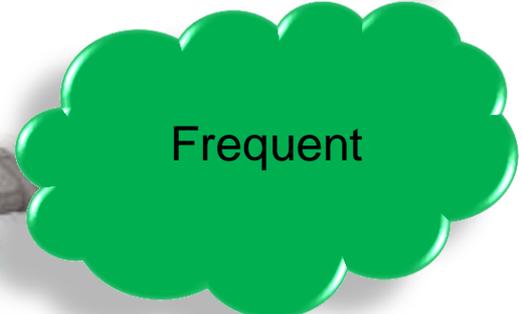
- Thinking skills
- Through exploring a range of genres
- Direct teaching of skills
- Reading activities
- Speaking and listening
- Peer and self reflection
- Frequent spelling and phonic sessions
- Frequent handwriting practice
- The Writing Journey
- Creating a purposeful and relevant environment
- Access to resources e.g. thesaurus, dictionary, sound mats, audio books, etc.



How to support your child in becoming a fluent and confident writer, so to achieve a greater freedom of expression.



Fun!



Frequent



Purposeful!



Collaborative!



How to support your child in Year 3

Punctuation:

- I can use capital letters and full stops accurately
- I can use inverted commas and punctuate direct speech using ! and ?
e.g. "This butterfly glows in the dark!" said Tom.

Grammar:

- I can write compound sentences using coordinating conjunctions **e.g. and, but, or**
- I can use verbs to write in the past, present and future tense so my writing makes sense *e.g I am, I will, I have*

Spelling and Handwriting:

- I can spell words using the correct suffixes i.e. **happy – happily, smile – smiled –smiling –smiles**
- I can recognise and spell homophones i.e. words that sound the same but have a different meaning. *For example: new/knew there/their where/wear*

How to support your child in Year 4

Punctuation:

- I can use other punctuation in direct speech, including a comma after the reporting clause ***e.g. "Thanks!" replied Mrs Jones, as she received the box, "This will come in useful!"***
- I can use apostrophes to show possession ***e.g. Mark's bicycle, the team's football kit***

Grammar:

- I can expand noun phrases with adjectives and prepositional phrases ***e.g. The strict teacher with curly hair / Phoenixes glide above the forest***
- I can use appropriate nouns and pronouns ***e.g. me, he, we*** within sentences to avoid repetition ***e.g. Kindly, the king smiled before he left the court.***

Spelling and Handwriting:

- I can recognise and spell additional homophones ***e.g. accept and except, whose and who's***
- I can spell identified commonly misspelt age related words

How to support your child in Year 5

Punctuation Skills

To use commas for lists, after an adverbial opener and drop-in clauses *e.g. Rose, snoring loudly, awoke to the lightning crashing outside.*

To use a colon to introduce a list *e.g. I play a range of instruments: violin, piano and flute.*

- Point to particular usage in texts, talk about what information is given, the purpose
- ‘I spy...’
- Give a statement and find examples

Grammar Skills

To use specific vocabulary for the genre *e.g. topic words, formal and informal vocabulary*

- *Discuss topical issues, share a range of text including newspapers, magazine articles etc.*

To use a range of conjunctions and link paragraphs

- Encourage writing for different purposes: birthday lists, shopping lists, emails to relatives
- Discuss use of conjunctions, play ‘Consequences’
- Fastest Finger First
- Be an audience for their writing *e.g. posit-its, plays, poems*

*Thesaurus, grammar dictionary and read, read, read!

How to support your child in Year 6

Punctuation:

- I can use commas for a range of purposes *e.g. lists, after an adverbial opener, drop-in clause*
- I can use a range of punctuation accurately e.g. ? ! . , ; ; () “ “ - including capital letters

Pick a sentence out of a book which includes a range of punctuation – ask your child to put in all the necessary punctuation.

When reading, experiment with the word order of a sentence. Can it be written in a different order and still make sense? What punctuation is needed?

Grammar:

- I can use a range of conjunctions, including coordinating and subordinating conjunctions (**FANBOYS, because, whereas, although, even though**).

Play the game 'Pass the bomb' - instead of creating words, provide the children with a coordinating or subordinating conjunction and ask them to come up with a sentence which includes the conjunction.

- I can write paragraphs with opening sentences that signal change in subject, time, place, event, opinion, idea

When reading identify the reason for a new paragraph.

Spelling and Handwriting:

- I can use a range of spelling strategies
- I can use hyphens to join words and add prefixes

Spot the difference in meaning: John had twenty dollar notes. John had twenty-dollar notes.

Key vocabulary in each year group



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, letter, vowel, inverted commas	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject/ object, active/ passive, synonym/ antonym, ellipsis, hyphen, colon, semi-colon, bullet points

1

Fill in the gaps in the sentence below, using the **past progressive** form of the verbs in the boxes.

to play



While I _____ in the park, my mum

to push



_____ my sister on the swing.

1 mark

2

In the sentence below, Dad booked the cinema tickets before he collected them.

Complete the sentence with the correct **verb form**.

Although Dad _____ booked the tickets, he still had to queue to collect them.

1 mark

12

Explain how the comma changes the meaning in the two sentences below.

Are you coming to see, Ali?

Are you coming to see Ali?

1 mark

13

Insert a comma in the correct place in the sentence below.

Full of enthusiasm the children entered the room at the start
of their lesson.

1 mark

Useful information: Year group requirements in Grammar

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf

This link will be put on the school website.

