

Parent Writing Workshop

FEBRUARY 2020

Welcome to the KS2 Writing Workshop.
On each table are post-its and pens for you to note down any questions as we go.

Session aims



To understand the way that writing is taught at KS2.



To gain a better understanding of how sentence structure changes as your children move through school.



To gain ideas for how to support your child/children with writing and spelling at home.


Pathways to Write

Since September, we have been using the Pathways to Write system to teach writing.



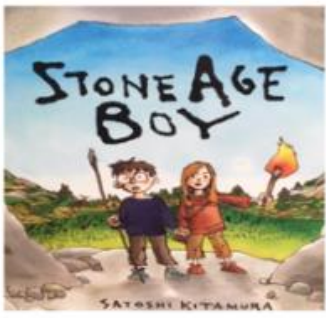
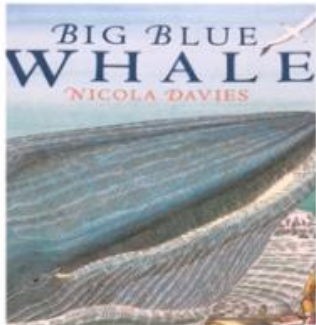
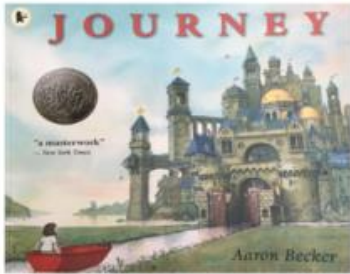

Each term, a different text is used to engage the children.

Each unit of work has an end outcome – such as a narrative or non-chronological report. The units build on previously taught skills. These are called Gateway Keys and are skills the children should already be able to do.

Each unit also teaches new skills and provides opportunities for the children to practise them. These newly taught skills are called Mastery Keys.




The End.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
					

Year 3 gateway keys

These are previously taught skills that the children should have mastered.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Use punctuation at Y2 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list and apostrophes)</p> <p>Use subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p>Use present and past tenses consistently</p> <p>Use progressive forms of verbs</p> <p>Use expanded noun phrases</p> <p>Write sentences with</p>	<p>Use punctuation at Y2 standard correctly (See autumn 1)</p> <p>Use subordination (when, if, that, because) and co-ordination (or, and, but)</p> <p>Use present and past tenses consistently and correctly</p> <p>Use noun phrases and prepositions to add detail</p> <p>Group related ideas into paragraphs</p>	<p>Use punctuation at Y2 standard correctly (See autumn 1)</p> <p>Use a range of co-ordinating and subordinating conjunctions</p> <p>Create characters, settings and plot in narrative</p>	<p>Use punctuation at Y2 standard correctly. (See autumn 1)</p> <p>Use inverted commas to punctuate direct speech</p> <p>Use conjunctions and prepositions to express time, place and cause</p> <p>Use adverbs to express time</p> <p>Group related ideas into paragraphs</p>	<p>Use punctuation at Y2 standard correctly. (See autumn 1)</p> <p>Group related ideas into paragraphs</p> <p>Build an increasing range of sentence structures</p> <p>Use adverbs to express time, place and cause</p>	<p>Full stops, capital letters, exclamation marks, question marks, commas and apostrophes</p> <p>Some use of grouping related ideas in paragraphs</p>

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
					

Year 3 mastery key

These are the skills your children will be taught each half term.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Group related ideas into paragraphs</p> <p>Build a varied and rich vocabulary</p> <p>Use prepositions to express time, place and cause</p> <p>Introduce inverted commas to punctuate direct speech</p>	<p>Use conjunctions and adverbs to express, time, place and cause</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p> <p>In narratives, create characters, settings and plot</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Form nouns with a range of prefixes</p> <p>Use present and past tenses correctly and consistently including progressive and present perfect forms</p> <p>Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</p> <p>Build a varied and rich vocabulary</p>	<p>Use adverbs to express time, place and cause</p> <p>Build an increasing range of sentence structures</p> <p>Use headings and sub-headings to aid presentation</p> <p>Assess the effectiveness of own and others' writing</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Use prepositions, conjunctions and adverbs to express time, place and cause</p> <p>Group related ideas into paragraphs</p> <p>Use a or an according to whether the next word begins with a noun or a consonant</p>	<p>Build an increasing range of sentence structures</p> <p>In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</p> <p>Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)</p>



Across KS2, your child will write in a wide range of genres including:

Narratives

Information texts

Letters

Diary entries

Whenever your child is asked to write, there will be a clear purpose. They may for example be writing a letter to persuade the local supermarket to use less plastic or creating a fictional non-chronological report about a dragon to share with other children. All writing will be linked to the text they are studying that half term.



Sentence progression

Year 1

The concept of a sentence (taught through oral sentence activities)

How words can combine to make sentences.

How **and** can join words and join sentences.

Apple and pears

I have a dog and he is called Milo.



Year 2

Introduction of subordination (ie. complex sentences) using *when, if, that, because;*

I went to the park because I needed to walk my dog.

and coordination (compound sentences) using *or, and, but*)

I like apples but I prefer pears.

NB. Terminology not expected to be used by pupils.

Expanded noun phrases for description and specification.

the blue butterfly, plain flour, the man in the moon

Sentences with different forms: statement, question, exclamation, command.

I like dogs. – statement

What is your favourite animal? – question

What a lovely day! – exclamation

Pass me that pen. – command

Proof reading to check sentences make sense.

Year 3

Expressing time and cause using conjunctions

(when, before, after, while, because), adverbs
(then, next, soon, so) or prepositions **(before, after,
during, in, because of)**

Appropriate use of nouns or pronouns to avoid repetition.

Sarah went to the park because Sarah was bored.
versus **Sarah went to the park because she was
bored.**

Use of adverbs to begin a sentence **(Suddenly...,
Carefully...)**

Year 4

Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

the teacher versus **the strict maths teacher with curly hair**

Fronted adverbials

Hurriedly, she put all the ingredients into the bowl.

With great care, he picked up the egg.

In December, I shall go to London.

Behind the dustbin, I found a little black dog.



Year 5

Relative clauses beginning with *who*, *which*, *where*, *why*, or *whose*

The boy, whose name was Tom, couldn't believe his eyes.

A lizard has impenetrable skin which helps to protect it.

Use of words that indicate degrees of possibility (e.g. modal verbs such as *might*, *should*, *will*, *must* or adverbs such as *perhaps*, *surely*) NB. Most relevant when teaching persuasive arguments, balanced discussion, debate etc.



Year 6

Use of the passive voice to affect the presentation of information in a sentence.

I broke the window in the greenhouse. versus **The window in the greenhouse was broken.**

Expanded noun phrases to convey complicated information concisely.

The boy who jumped over the fence is over there. or **The fact that it was raining meant the end of sports day.**

The difference between structures typical of informal speech and structures appropriate for formal speech and writing such as the use of question tags.

He's your friend, isn't he?

The use of the subjunctive in some very formal writing and speech (e.g. *It is important that you be here for the next meeting; If only it were true; Far be it from me*
NB. *If and when appropriate for more able pupils/in context.*



Supporting writing at home

Start with a simple sentence and then make improvements.

The cat ran.

Add adjectives

An adjective describes the noun.
I.e. The **glimmering** moon.

Add a conjunction

Because, if, while, that

But, or, yet, so

Add a preposition

A preposition tells us when or where something happens.
beneath, above, next to, at midnight

Add an adverb or adverbial phrase.

Adverbs tell us how, place, time, frequency and cause.

In your teams, create the best sentence you can using the grammar mentioned above.

Using an image
collect powerful
vocabulary.

Use this language
to write sentences
or paragraphs.



Explore vocabulary.

Create a powerful vocabulary notebook.

Jot down powerful language and explore it using the vocabulary wheel.

If children fully understand the vocabulary they read, they will use it in their writing.



Let's explore the word majestic.

Building a story

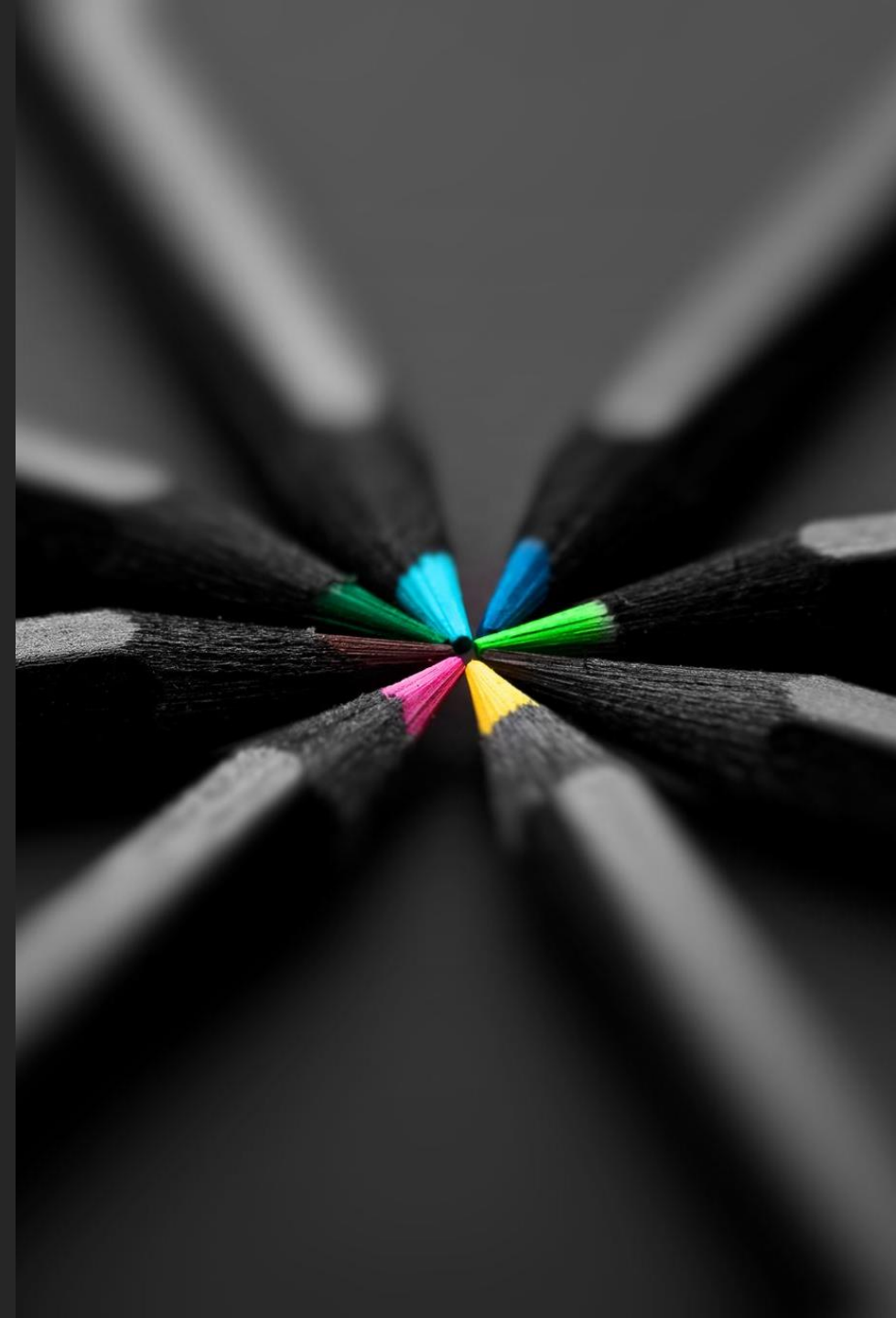
This game involves telling a story, but it comes with a twist that will make writing fun.

You will need

- Plain sheets of paper
- Pencils for each player

How To Play

- Write on a board the first sentence of a story.
- The children then have to come up with their continuation of this sentence to build on the story.
- After two minutes, they pass their paper to the next child, who continues the story for the next two minutes.
- The paper is passed on again in the same manner for a few times until each story is completed.
- Enjoy reading the unique and interesting stories that come about from this game.



Get those nouns moving...

Think of a noun (car, cat dinosaur) and think of as many related verbs (action words) in one minute. You could compete to see who has the best list at the end. Example: Car: cruised, rushed, dashed, drove

Try these ones: snake, volcano, wind, cat, river, kite.



How does it look?

Show your children an object. Ask them to describe it to you in as much detail as possible. Encourage them to be specific and clear. Encourage them to use powerful language.

Have a go with this image.



Writing at home

Help your child write a letter to their favourite author.

When you go on holiday or on trips, encourage children to write postcards to friends or relatives. They could record things that you do in a holiday diary which they can share with friends or relatives when they get home.

After making a cake or doing a craft activity, challenge children to write the recipe or instructions for someone else to use.

Write an information page or booklet about something they find interesting e.g. spiders, Dr Who, dinosaurs, cats, etc. Draw a picture and label it or write a caption to go with it.

Provide your child with a comfortable place to work and exciting writing materials. A dictionary and thesaurus would also be useful.

Talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject.









Help them to reflect on their writing, particularly the effect they hoped to have on the reader. For example, is the reader sufficiently prepared for the ending? Have they introduced all the characters?

Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.



Supporting spelling at home

Creative spelling at home

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happ<u>ness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop</p>
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>