

Key Stage 2

Writing Workshop



Key Stage 1 Writing workshop March 23rd 2011

What do we teach in writing at Key Stage 1?

Genres of writing

Children are taught fiction and non-fiction writing.

Fiction:

- Story-writing
- Poetry
- Letters/postcards

Non-fiction:

- Signs
- Labels
- Captions
- Lists
- Instructions
- Recounts
- Information texts
- Explanation texts
- Glossaries
- Non-chronological reports

The information below indicates the starting points for the different aspects of writing and the progressions that children follow.

Phonics (DEPS)

The alphabet/letter sounds



CVC words



Letter names



Two letters making one sound – eg. sh, ck, th, ai, etc



Three letters making one sound – eg. ear, air, oor, etc



Split digraphs (two letters making one sound but separated by another letter,
eg. make)



The same spelling making more than one sound – eg. 'y' (sky, sunny, yell)



Different ways to spell the same sound – eg. ai, ay, a-e.

Punctuation

Full stops



Capital letters and full stops (beginning/ending sentences)



Commas in lists: (Jane bought apples, oranges, carrots, onions and bread')
(The flowers were red, blue, yellow and orange')



Exclamation and question marks



Speech marks



Using paragraphs

Content

Forming letters correctly/Recognisable attempts at words



Strings of words in sentence-like structure



Description using adjectives



Using time ordering words such as 'then', 'next', 'after that'.



Using connectives such as 'and', 'then', 'but' and 'so' to join ideas.

Handwriting

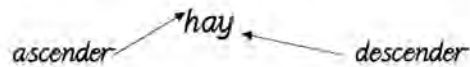
At Marwood School we follow the Jarman handwriting scheme. The font you are reading is the Jarman font.

We teach handwriting in each class and our expectations at Key Stage 1 are as follows:

Reception: Recognition of letters, most letters correctly formed and orientated.

Year 1: Most letters correctly formed and orientated, legible style, writing sitting on the lines, even and tidy letters.

ascender hay descender

A diagram illustrating the components of the word 'hay'. The word 'hay' is written in a cursive style. An arrow points from the word 'ascender' to the 'h' in 'hay', and another arrow points from the word 'descender' to the 'y' in 'hay'.

Year 2: Correct formation of letters, legible style, writing sitting on the lines, ascenders and descenders distinguished, even-sized letters, joining writing.

Key Stage 1 and 2 Writing workshop

Talk for Writing

The aim of the Talk for Writing approach

The key concept of Talk for Writing is to offer a multi-sensory approach to teaching writing. Children use actions and talk through what they will write before committing their ideas to paper. Talk for writing encourages children to think carefully about the effect they want to have on the reader and consider how they will achieve this through their word choices.

Speaking and Listening

Speaking and listening are vital components of Talk for Writing. Children will tend to write in the way that they speak. We therefore aim to encourage children to expand and improve their spoken language so that what they write shows development and has more of an effect on the reader.

Drawing pictures

When we, as adults, form ideas for creative writing we draw on a vast amount of life experience. When we ask children to write creatively we need to remember that they have had fewer opportunities and cannot necessarily draw on experience for their ideas. We, therefore, aim to give children the necessary experiences to enable them to write about them in an informed way. Similarly, drawing pictures are often used as a starting point for writing, as children then have a visual prompt for their ideas, making them much easier to write about. We also might ask children to draw what is created in our mind's eye from what we read, to help them understand how to then create an image for a reader when they write.

Blueprinting

To help children become as familiar as they can with the type of writing we might be asking them to do, as part of Talk for Writing we may choose a text that provides a good example of what we are trying to teach. The children then, with the aid of repetition, visual prompts (pictures, symbols, diagrams) and using body actions, learn by heart the text model provided for them (hear it, say it, map it – 'talk the text'). This becomes the 'blueprint'. From this the children can carry out the three 'i's:

- Imitate
- Innovate
- Invent

'Imitate' refers to the re-writing of the text model as it has been learnt.

'Innovate' refers to elements of the text model that can be changed slightly, keeping the structure and purpose the same. 'Invent' refers to opportunities for

writing our own examples of a particular text type, remembering the features of the text model we have learnt.

Shared writing

Shared writing happens before children are expected to write independently and is a way of sharing ideas as a group and with the teacher's input. The teacher is able to guide children's ideas and give examples that children can then use in their own writing. Again, children are not expected to be able to come up with ideas on their own, some are given to them to use and apply as effectively as they can. The teacher has more experience than the children and it is valuable to share this with the children.

Inspiring boys' writing

The Talk for Writing approach has, according to many teachers, resulted in improvement in boys' writing. At Marwood we do not notice significant discrepancy in writing ability, enthusiasm or results based on gender and we consider talk for writing to be an approach that aids this.

Questions/ideas we use in shared writing:

- Name it:

'Mr Jones saw a bird.' What bird was it? Name it.

- Your first idea is not necessarily your best:

Could we use a different word? Keep going... Another one...

- Warming up the word:

Using unusual words/Using usual words in unusual combinations/Expanding ideas/Developing imagination and imaging ('seeing' something in your mind).

Spelling

Visual Memory

The use of visual memory is vital in learning to spell, especially in the early stages, but a child will not be a good speller if the only method used is 'learning by heart'. It is not possible to learn every word in the English language by heart. Rote learning of spelling leads to children spelling correctly in a test but forgetting how to spell words in their everyday writing.

Phonetic Spelling

Learning about letter sequences and an awareness of phonics give a child the first tools to become a good speller. Young children begin to learn key words and to apply their phonic knowledge to invent spellings which can usually be recognised.

They attempt to find a letter or letters for all the sounds they hear in a word. In this stage, they may substitute one vowel for another, or they may use the right letters in the wrong order:

- weth (with)
- whair (where)
- tiyered (tired)
- faverit (favourite)

Even though these words are misspelled, if you "sound them out" you realise that most of these phonetic spellings do approximate the sounds of the words they represent.

Spelling Memory

At more advanced levels, spelling memory draws on a child's knowledge of word structure, the meaningful parts of words, a word's relationship to other words, and so on. Word knowledge helps children to systematically work out how to spell new words.

As children gain exposure to print, practise writing and become even more aware of the sounds in words, their spellings take into account this new knowledge and their attempts at new words reflect this.

To progress, children must master letter combinations, spelling patterns and ending rules. They must also master the phonic elements of consonants, vowels, consonant blends, consonant digraphs, and much more. When they move from early to transitional stages, they are on the way to learning the patterns and rules that make for good spelling. They learn new words because they are associated in their memory with words that share their patterns.

The study of meaningful parts of words such as roots, prefixes and suffixes is vital as it helps a child to understand new words and work out how to spell them. If you can spell "micro", it helps you to spell "microscope", "microphone", "microwave", etc., plus you would have a good idea of what "microanatomy" means and how to spell it.

Homophones are a feature of English and these have to be learnt in a context. The meaning of a word can determine how it is spelled:

there, their
buy, by
caught, court.

Mature Spelling

By the age of ten most children reach a fairly mature level of spelling ability. They are familiar with the most frequently used spelling patterns. They understand how to form plural nouns (*book, books; box, boxes*) or to change verb tenses (*raise, raised, raising*). They know how to form contractions (*don't*) and compound words (*classroom*). They have learned many words that have unusual spellings (*neighbour, sight*). And they can distinguish between words with the same sounds but different spellings and meanings (*right and write; wood and would*).

Spelling Homework

The spelling homework at KS2 aims to teach children to become good spellers by considering all the above. The words are carefully structured to give a good grounding in skills which are necessary to become a good speller. Just learning the words by heart for the test is not really enough. The activities based on the words are just as important. You can help by discussing these with your child and taking an active part in pointing out patterns in spelling.

Many children (and adults) have spelling enemies. For example, for years they may have always spelt "friend" as "freind", and it is very difficult to break the habit. If your child has spelling enemies, you could help them to learn the words in question by practising them regularly at home.

Marking Spelling

In school we do not necessarily mark every spelling mistake in a piece of writing as this would be demotivating for a child. We point out mistakes with key words or words with certain patterns. We also address the other mistakes in lessons rather than covering a piece of work with red ink!

Learning to spell should be a voyage of discovery. You can show your child that the learning of spelling rules and conventions can not only be enjoyable, but a necessary lifelong skill.

B.M 2011

Words that children have been tested on in KS2 SATs

<u>Verb Endings</u> ing	<u>Verb Endings</u> drop e add ing	<u>Verb Endings</u> double last letter add ing	<u>Superlatives</u> biggest
according building climbing extinguishing fighting gleaming interesting sprawling spreading vanishing washing	challenging escaping exciting including moving raising surprising wrestling	beginning planning stopping swimming	largest nastiest tallest widest
		'ly' words actually actually approximately carefully extremely	'c' makes 's' audience centre century excellent exciting
<u>Verb Endings</u> change y to an i - add ed	<u>Verb Endings</u> just add d		
carried qualified satisfied	arrived disguised	frequently generally	medicine necessary
<u>i before e</u> believe pierce	excited illuminated injured involved judged released replaced required	gently gingerly gradually highly importantly particularly perfectly physically smoothly supply thoroughly	notice silence
	'ee' sound accuracy disease emergency essential healthy noisy ready sunny	Homophones heard practice weight where	Other Words amongst anchors audience aware between breeze capable change complete crawl crept first future journey
<u>'al' words</u> digital essential			
festival individual	Double Letters	Silent Letter castles	moment most
original physical special	apprehensive common different difficult excellent follow million	climbing designed different environment	mysterious perform press purpose realistic serious shook silence sneeze symbol technique
<u>Compound Words</u> countryside headquarters themselves throughout	opposite passenger pollution	hedges interesting knowledge known medicine participate physical	silence sneeze symbol technique top tumble
	press slippery still successful sunny	should strength stretched surprise wrestling	

Handwriting

At Marwood we use the Christopher Jarman Handwriting Scheme. This text is written using his font you can download it for free from the internet <http://www.fontspace.com/christopher-jarman/jarman>

This is called jardotty and it is useful for early writers to trace over.

<http://www.fontspace.com/christopher-jarman/jardotty>

Handwriting is concerned with individual expression and the conveying of meaning through fluent composition. The principal aim is that handwriting becomes an automatic process which frees pupils to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression.

Handwriting is taught regularly in all classes.

It is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling, by the teacher or an adult at home, is very important; it is not sufficient to copy from a worksheet without any guidance.

Stages of Handwriting

Level 1

In some writing, usually with support

- some letters formed clearly
- spaces between words
- a few ascenders/descenders and upper and lower case sometimes distinguished

Level 2

In some forms of writing

- letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters
- clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words

Level 3

In most writing

- legible style,
- shows accurate and consistent letter formation. Sometimes joined

You can help

You can help by checking that your child is forming letters correctly- that the movement they use when writing the letter is in the correct direction.

You can help by making sure that they are holding their pencil correctly.

You can help by making sure that your child has a suitable pen or pencil to write with.

It is always a pleasure to write with a lovely pen or pencil rather than a scratchy biro. It also helps to write on special paper sometimes.

12 rules for producing good handwriting by Christopher Jarman Look at the site for more information
<http://quilljar.users.btopenworld.com/rules.html>

1. Good writing is based on a pattern of ovals and parallel lines.

o i o i o i o i o

2. All small letters start at the top.

a b m c s

3. All the downstrokes are parallel.

m h n a d f t

4. All similar letters are the same height.

r o n c e u l h b k d

5. All downstrokes are equidistant.

m i n i m u m

6. The space between words

is the width of the small letter o.

w i l l o y o u o b e o m i n e

7. Ascenders and descenders are no more

than twice the height of small letters, preferably less.

h g l p d

8. Capital letters are no higher

than the ascenders, preferably less.

C h B r D l P h

9. Lines of writing are far enough apart

for ascenders and descenders not to touch.

y o u g o j o y g e t p i t
h o m e b a c k d o l l

10. Letters which finish at the top join horizontally.

o r v w l f

11. Letters which finish at the bottom join diagonally.

12. Letters which finish on

a stroke moving left, are best left unjoined.

b g j p s y

Grammar

On entering Key Stage 2, all children should be working independently to write simple sentences. Many children will understand how to use adjectives (describing words) and will be beginning to use connectives, such as 'and', 'so' and 'but', to join sentences together, making their writing more sophisticated. For example, the two sentences 'The man walked along the road.' and 'He wore a hat.' could become 'The handsome, young man walked along the dark, wet road and he wore a black trilby hat.'

In Class 3, this work on creating more sophisticated sentences continues and expectations are increased considerably. Children are taught, explicitly, on a daily basis how to build effective sentences, thinking about the impact they will have on their reader and considering how to make their writing more interesting.

The following aspects of grammar and composition are taught to all children in Years 3 and 4 and full explanations of each are included on the hand out.

Simple, compound and complex sentences:

An effective piece of writing, in any genre, will contain sentences of varying length and structure. Children are encouraged to begin to build longer compound and complex sentences, but simple sentences are still appropriate when used effectively.

Connectives:

Connectives are used to join simple sentences together and to create complex sentences. The children are now asked to go beyond 'and', 'so' and 'but' and use connectives such as 'also', 'furthermore', 'therefore', 'consequently', 'however' and 'although'.

Adjectives:

It is expected, in Years 3 and 4, that children will create expanded noun phrases by using a full and interesting range of adjectives.

Adverbials and adverbials phrases:

These give information about when, where and how events take place and add interest and description to any sentence.

Similes and metaphors:

Similes and metaphors compare a person, object or action to another that is similar. A simile says that something is like something else e.g. 'The boy ran as fast as a cheetah through the jungle.' A metaphor says that something IS something else e.g. 'The boy was a cheetah, racing through the jungle.'

Show not tell:

This is a technique for creating a picture in the reader's head. For example, instead of writing 'I was happy' the children are encouraged to think about what that looks like and

describe it. 'My eyes lit up and a wide smile spread across my face. I had a spring in my step as I walked.'

All of these aspects of grammar add up to create pieces of level 3 and level 4 writing. Many children the age of those in Class 3 are capable of being level 4 writers and it is what we strive for. As you can imagine, creating a piece of writing which includes all of the above aspects of grammar is a task which requires a lot of hard work and concentration.

Grammar Glossary:

Simple sentence: A short sentence which is not connected to another. E.g. The cat is on the mat.

Compound sentence: Two simple sentences of equal weighting joined together with a connective. E.g. The cat is on the mat, **furthermore**, it is wearing a hat.

Complex sentence: A simple sentence with an added clause (piece of information) which would not make sense on its own. E.g. The cat, **which is ginger**, is on the mat.

Connectives: Words used to join simple sentences together.

Adjectives: Words used to describe a person, place or thing. E.g. beautiful, tiny, grumpy.

Adverbials: Words or phrases used to add a when (suddenly, at 3 o'clock, yesterday, 35 years ago) where (on the moon, behind him, under the table) and a how (quickly, sneakily, happily).

Simile: Describes a person, object or action as being similar to something else. E.g. Her lips were as red as a rose.

Metaphor: Describes a person, object or action as being something else. E.g. His eyes were two large saucers.

Show not tell: To describe what a feeling looks like. E.g. I was sad = I hung my head as tears ran down my face.

What can you do at home?

- Don't avoid more complex vocabulary when talking to your children. Rather than speaking in a way that they will always understand, use more sophisticated vocabulary and explain what the words mean.
- Create your own word games to encourage use of connectives, adjectives, similes etc. For example: ask your child to think of a simile for an object around the house or ask them to find as many different adjectives for an object as possible - add in your own that they might not already know. Give your child a simple sentence and ask them to make it complex by adding an extra piece of information e.g. 'There is a man walking past the window' could become 'There is a man, who is tall and blonde, walking past the window.'

Punctuation.

Children are taught basic punctuation from the very beginning of their journey in learning to write.

By the time they reach Class 3, all children are expected to know how to use full stops and capital letters and question marks and are expected to be learning how to use exclamation marks, speech marks and commas in lists.

In Class 3 they will be pushed to consolidate the use of all of these and to begin to learn how to use apostrophes, brackets and commas in clauses.

By the end of Key Stage 2, children are expected to use the full range of punctuation, including more complex and subtle ideas such as colons and semi-colons.

Consolidating the consistent use of punctuation in children's writing can be very difficult and is something that requires constant revisiting. Two possible reasons for this are:

- 1) Children have a lot to think about when they are writing. Not only do they have to create their ideas and make their writing interesting, they have to concentrate on spelling and handwriting as well.*
- 2) Children become aware of punctuation through their reading from an early age but, through their reading, can become confused about its role. For example, children become aware of apostrophes in their reading many years before they are specifically taught about their purpose. They notice that an apostrophe comes before an 's' in a word, so they start putting apostrophes into words ending in 's' randomly, not understanding why this is inaccurate. This misunderstanding takes a long time to unteach and reteach correctly.*

It is important that children are expected to read through their own work, as it is through reading that they will begin to understand where, for example, pauses for full stops and commas are required.

Punctuation Glossary

. Full stop: To mark the end of a sentence.

ABC Capital letter: To start a sentence, name or place name.

, Comma: To separate items in a list or to mark a clause in a sentence.

? Question mark: To mark the end of a question.

! Exclamation mark: To show emotion or give emphasis.

: Colon: To introduce a list or a quotation.

; Semi-colon: To separate sentences when each part is as important as the other.

" " Speech marks: To show spoken words.

... Ellipsis: To show a pause or interruption.

() Brackets: Can be used to show a separate clause.

What can you do at home?

- From time to time, focus on punctuation in your child's reading book, discussing the effect it has on how they should read aloud. Focus on one area at a time e.g. get your child to read all spoken words in a different voice.*

The importance of punctuation.

Here are two versions of the same letter. The only difference is the punctuation:

LETTER ONE:

Dear John,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy - will you let me be yours? Gloria

LETTER TWO:

Dear John,

I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be happy forever. Will you let me be?

Yours , Gloria.