

KS1 Writing Parent workshop 2023



Languages team!

- ▶ Miss Wells - Writing and Reading
- ▶ Mrs Morgan - Reading
- ▶ Mrs Hardy - Phonics
- ▶ Miss Amormino - Spanish



What inspires you to write?



The power of writing!

At the crack of dawn, I was startled awake by those pesky birds chirping their annoying songs which immediately put me in a bad mood! Sluggishly, I put on my army style green dress and my huge brown belt, tightly scraped my hair back into a top bun and made sure my glasses were perched on the edge of my nose. (I had to make sure I didn't miss a trick when it came to those little terrors - otherwise known as children!)

My breakfast consisted of chocolate cake which I gulped down like my life depended on it - this was possibly the only thing that brightened up my day! I proceeded to switch on my computer to start my Zoom lesson but as usual, the internet was not working properly which made me scowl even more! Could this day get any worse?

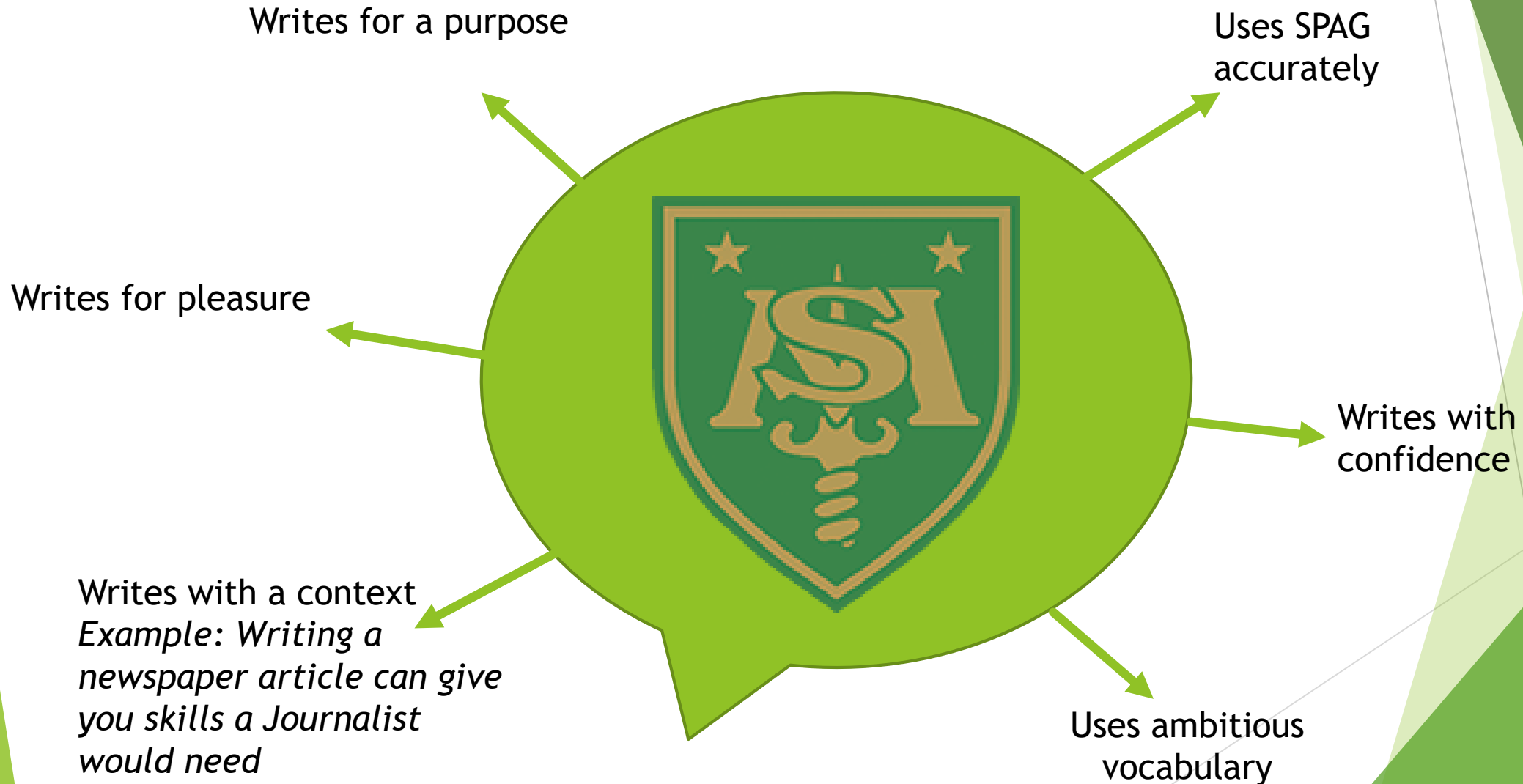
Prefix and suffixes - Charades!



Being a writer...What does the National Curriculum say?

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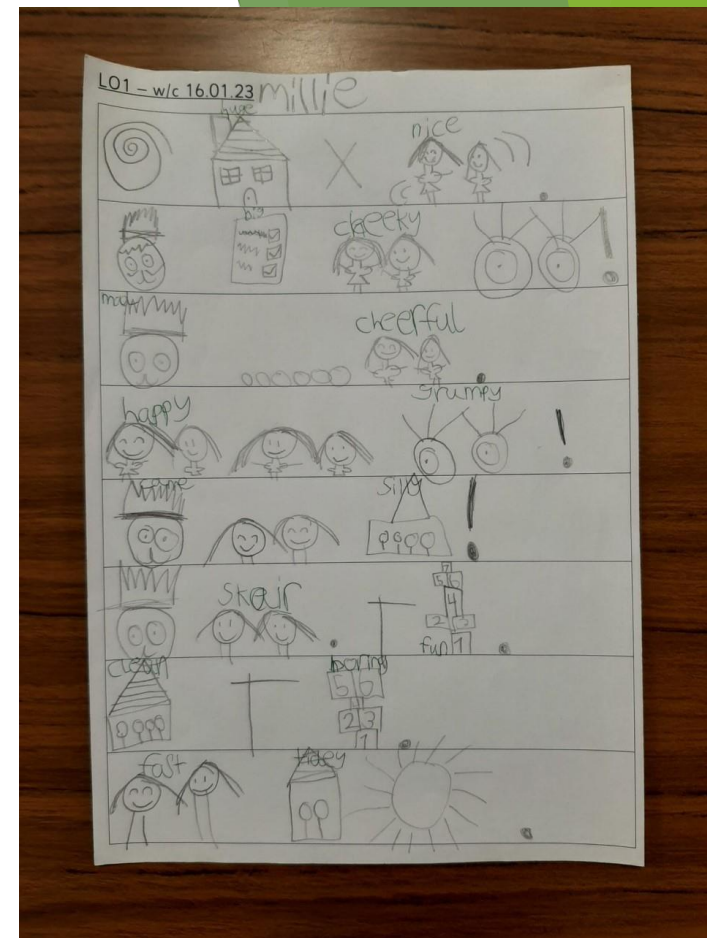
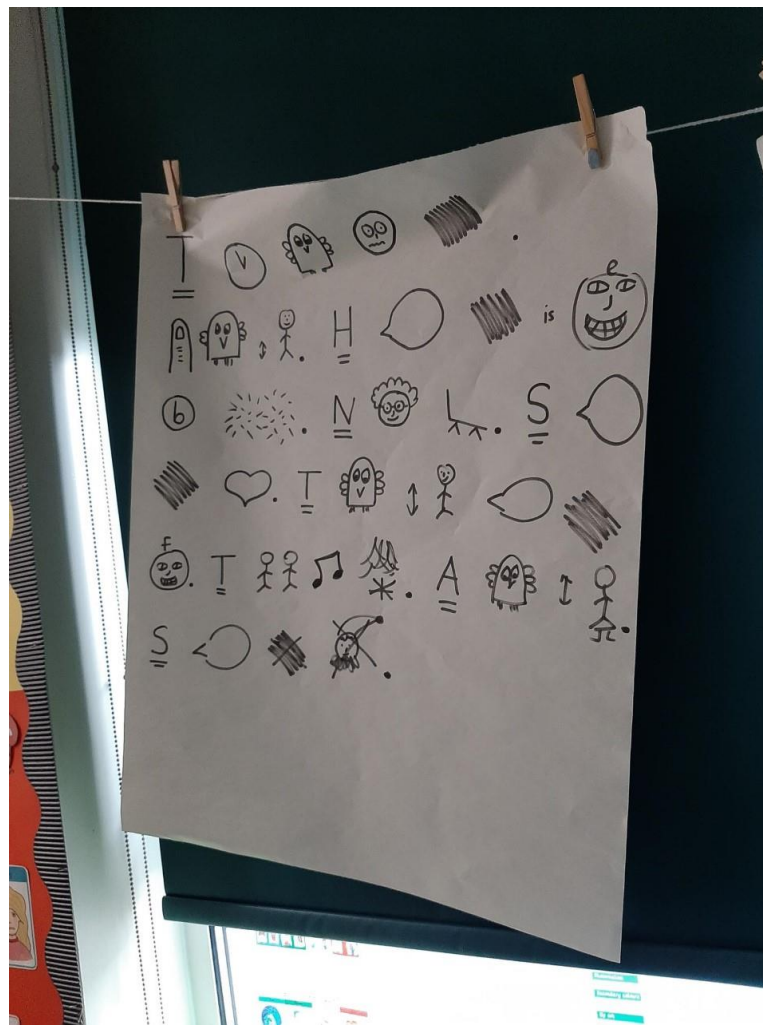
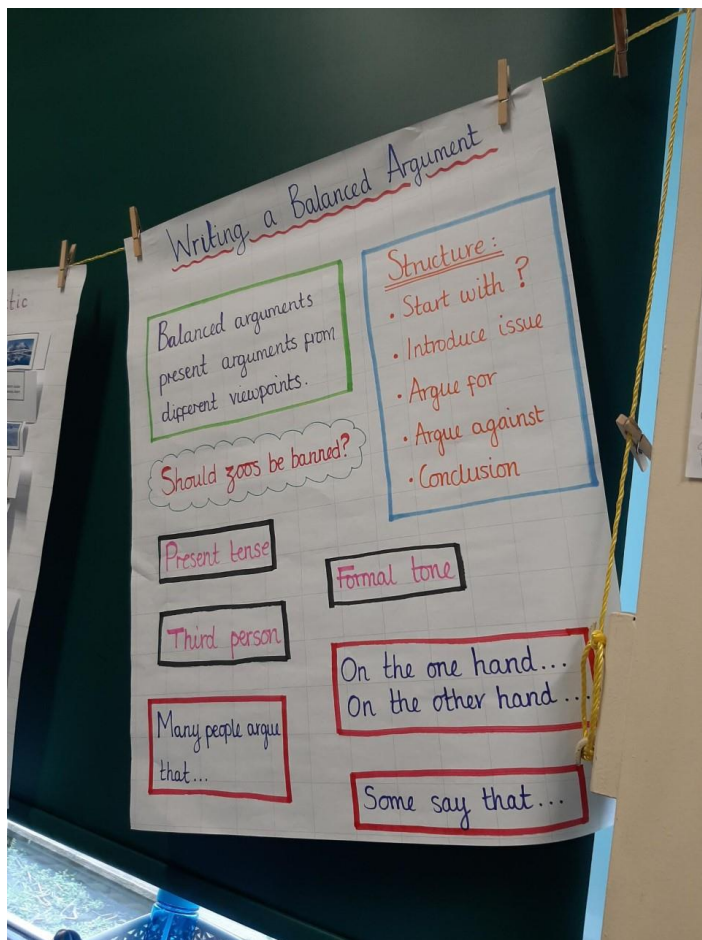
What a St Michael's writer looks like...



When our children leave St Michael's...



Talk for Writing!



Talk for Writing!

Planning	• Baseline assessment – (cold task – have a go) • Refine language focus & adapt model text • Test model: box-it-up, analyse it, plan toolkit
1. Imitation 	• Creative hook & context • Warm up words/phrases/sentences/short-burst writing • Internalise model text – text map • Deepen understanding, eg: drama • Read as a reader – vocab + comprehension • Read as a writer: box-up, analyse & co-construct toolkit
2. Innovation 	• Box-up new version & talk the text • Shared writing – innovate on model • Pupils write own version: peer assess • Teacher assesses work – plans next steps • Feedback & improvement
3. Independent application	• Next steps based on assessment • Pupils write independently (hot task)
Final assessment	• Compare cold/hot assess progress



Physical Development

It is important to develop children's gross and fine motor skills in order to support them with their writing.

This would have been happening from birth through:

Tummy time

Crawling

Playing in the garden/ at the park

Pushing/ pulling toys

Development



An x ray of a developed hand (around the age of 7) on the left compared to an EYFS age child's hand on the right.



Ways to support your child with physical development at home

Ball games
Tummy drawing/ writing
Table writing
Using climbing equipment at the park
Sweeping
Tracing
Colouring
Drawing
Dot to dot
Play dough

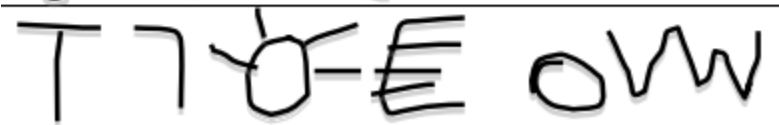
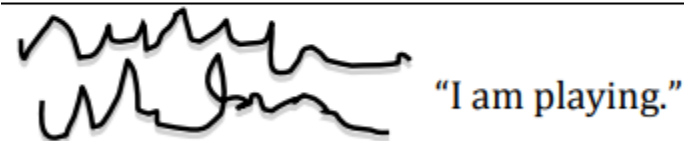
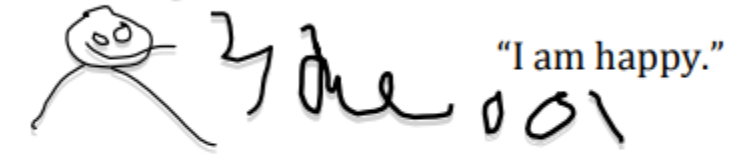


Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Developmental stages



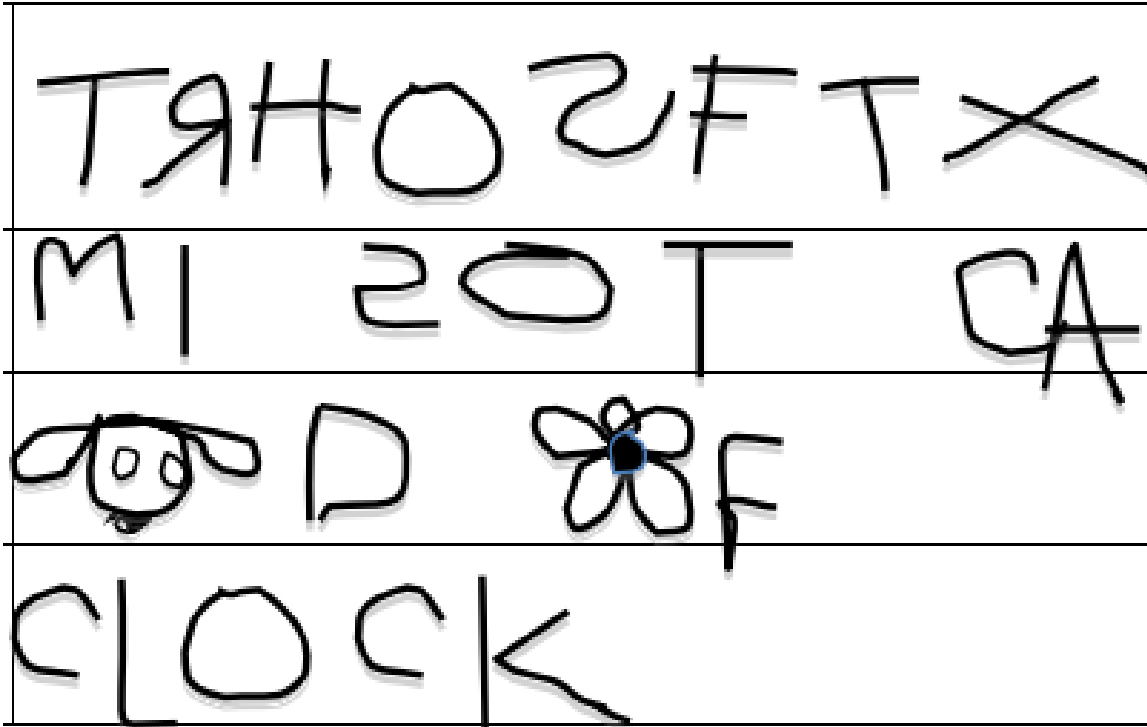
Scribble Stage- starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message.

Symbolic Stage- starting point any place on page, pictures or random strokes/marks with an intended message.

Directional Scribble- scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea.

Symbolic/Mock Letters- letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present.

Developmental stages

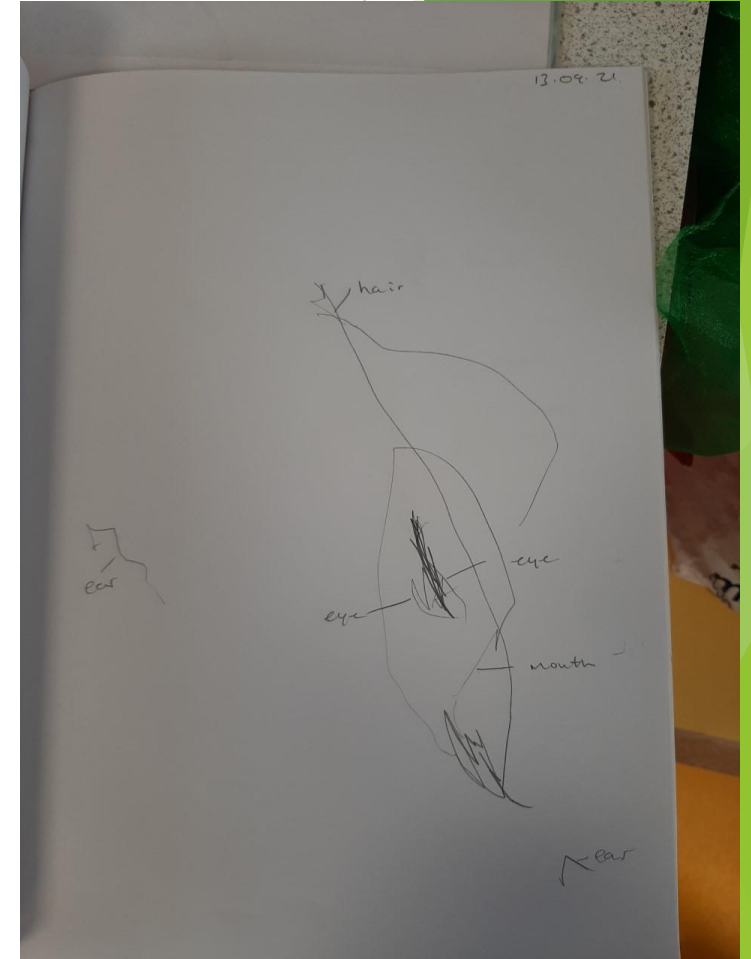
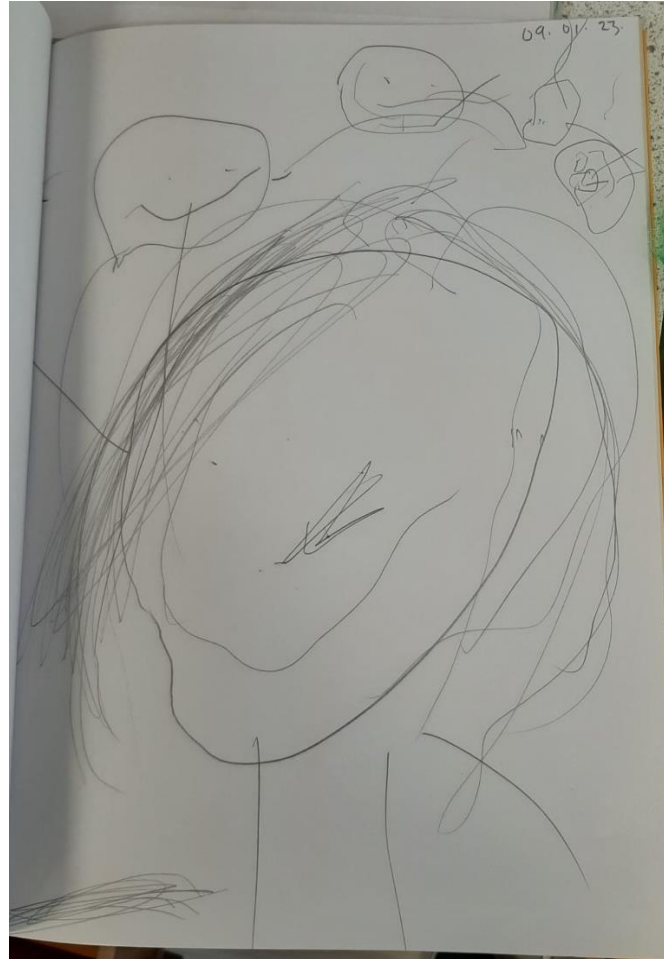
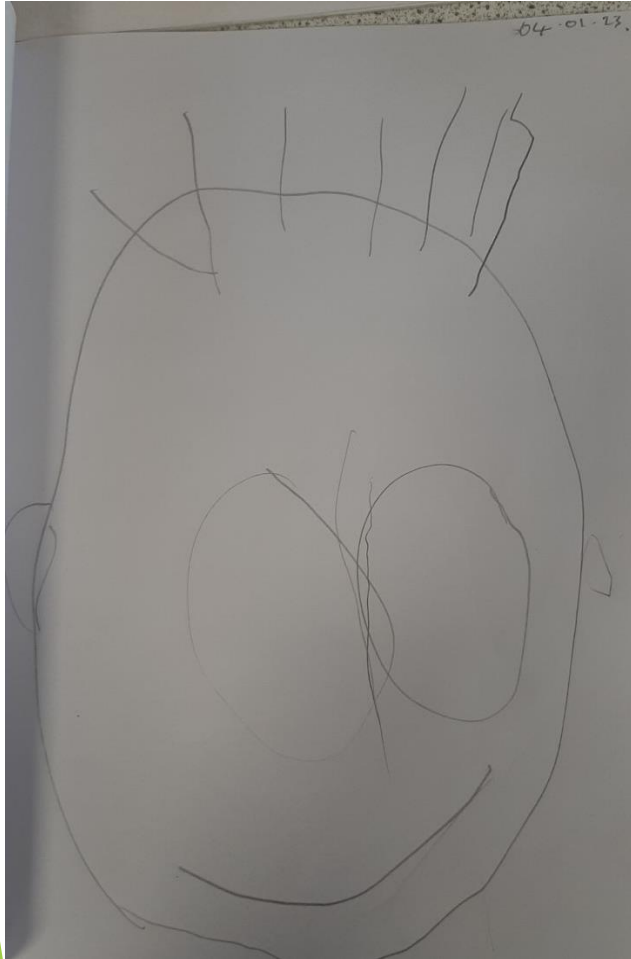


Strings of Letters- long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways

Groups of letters-groupings of letters with spaces in between to resemble words

Labelling pictures- matching beginning sounds with the letter to label a picture Environmental Print- copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing

My Me book - Nursery



ELG

Tripod Grip



Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

How do we support your child in school?

Phonics

Little Wandle

Focus activities e.g. story scribing, phonic writing games, writing linked to the children's interests

Opportunities to write in the indoor and outdoor provision

Imitating and immersing the children within writing (Talk for Writing)

Modelling writing for different purposes

Year 2- Year 6
Continuous cursive

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Tripod Pencil Grip

How to hold a pencil correctly for handwriting.

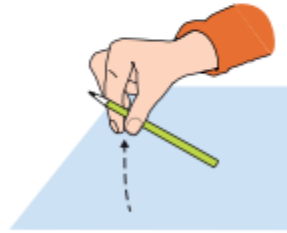
Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,

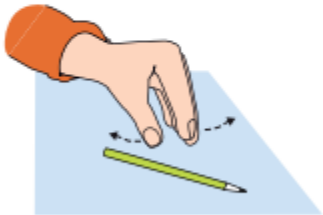


4. Spin it round...

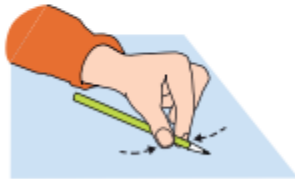


5. ...and grip.

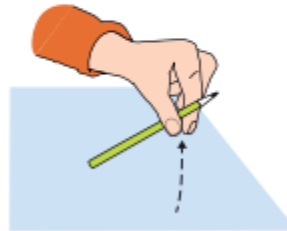
Left handed grip



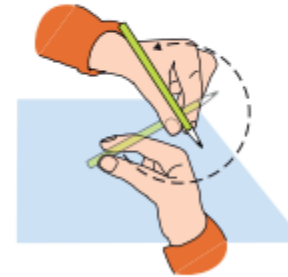
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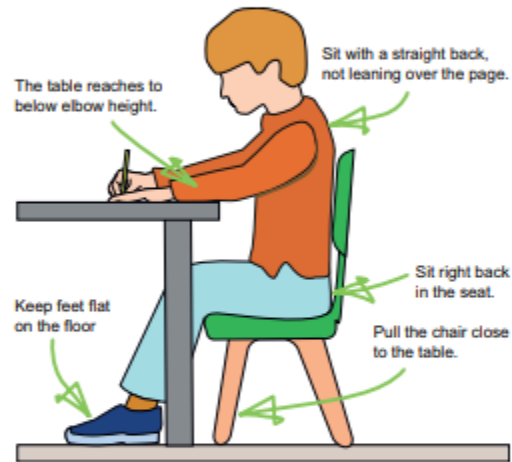


5. ...and grip.

Comfortable Sitting Position and Correct Paper Position

Right handed children

How to sit correctly to be comfortable for handwriting.

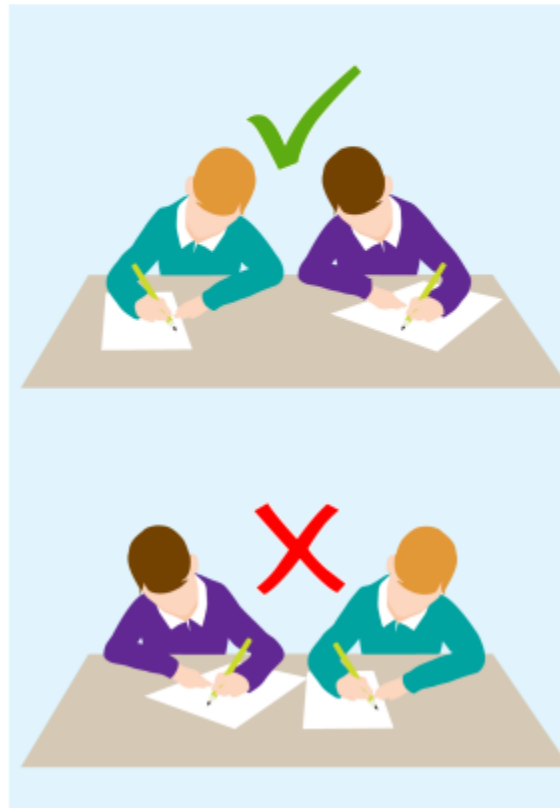


How to hold and position the paper.



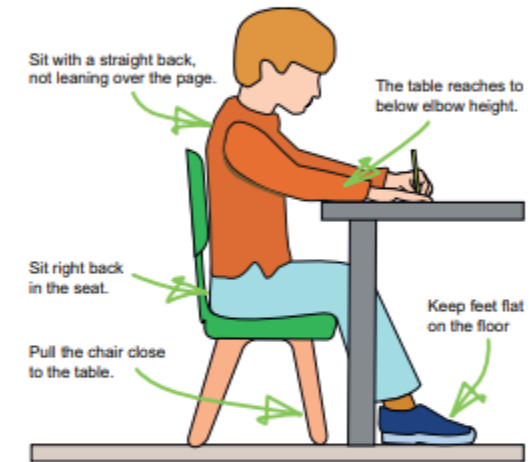
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



How is writing taught in KS1?

Sharing and reading what we have written!

Phonics and Spelling Rules



English lesson

Grammar and vocabulary

Handwriting -
pre cursive
(EYFS, Year 1)

Cross curricular
learning
opportunities
through topic



What we teach in Year 2



commas for list
subordination, coordination,
expanded noun phrases
apostrophes for contractions and possession,
Sentence types: statement, question,
exclamation, command
compound words
suffixes- ness -er, -ful, -less -est, -ly
present/past, progressive form of verbs

Word classes

Noun- name of person, place, thing,

Verb- an action

Adjective- describing word

Adverb- describes an adjective

Find the nouns, verbs and adjectives in the sentences:

- Jack tiptoed nervously through the narrow hallway.
- The cute baby giggled loudly as the dog wagged its fluffy tail.

Find the nouns, verbs and adjectives in the sentences:

- Jack tiptoed nervously through the narrow hallway.
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How to support your child at home

Model writing for different purposes (shopping lists, cards, letters, notes, invitations)

Story scribing (or any scribing!)

Provide different opportunities for mark making and writing (old envelopes, notepads, post-its, paper)

Encourage labelling eg if they have drawn mum and dad could they have a go at writing this?

Practise letter formation

Praise their efforts!

Developing vocabulary and sentence structure

Book language is often different from spoken language. Book language can extend children's range of expression and impact on both reading and writing.

To support your child to develop book language, you can:

- Explain unusual vocabulary.
- Discuss unusual phrases like 'He couldn't believe his eyes!'; or 'All day she was in a whirl'; or 'She was on top of the world'.
- Sometimes point to each word as you read to model one-to-one matching.
- Read information books as well as stories to learn extend your child's knowledge and vocabulary.
- Get your child to join in with repetitive sentences in familiar, favourite books (The Gingerbread Man, The Bear Hunt, 3 Little Pigs).
- Reread favourite books.
- Learn/sing nursery rhymes, songs and poems.

KS2 Writing Parent workshop 2023



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Guess the adverb!



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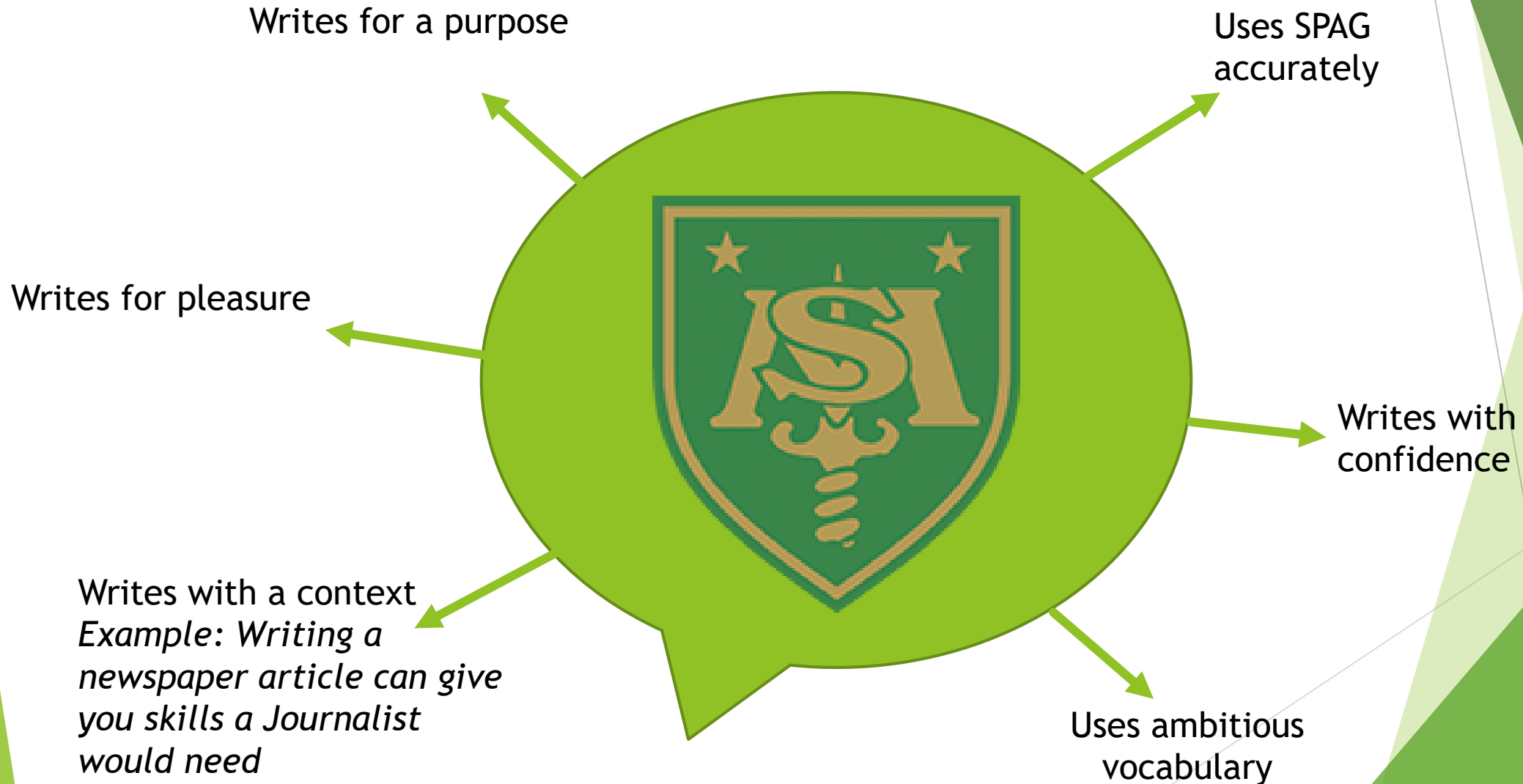
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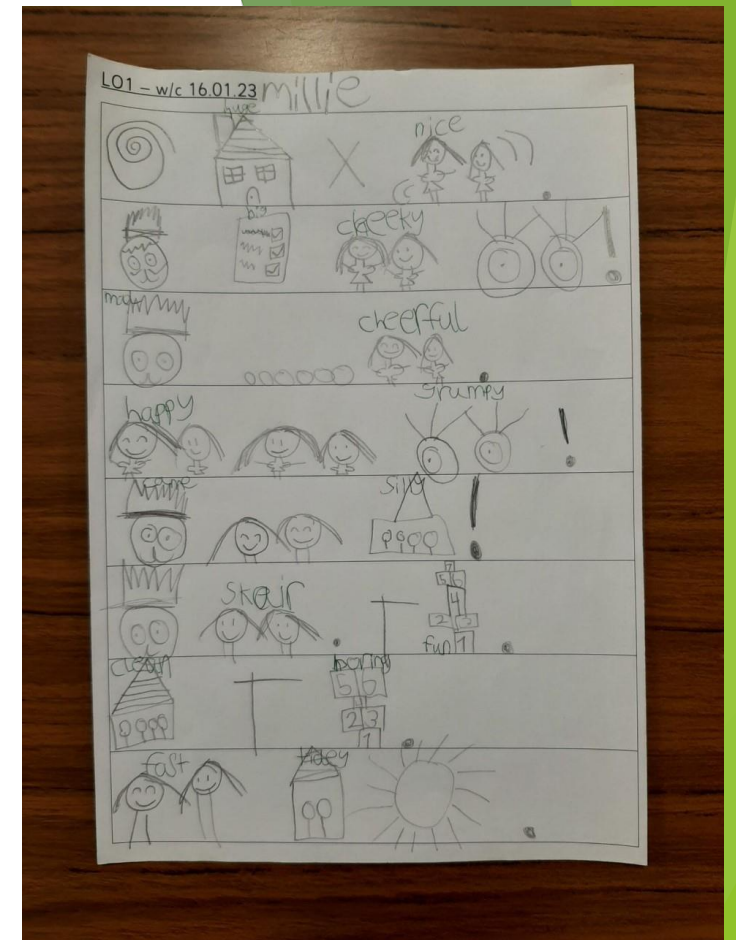
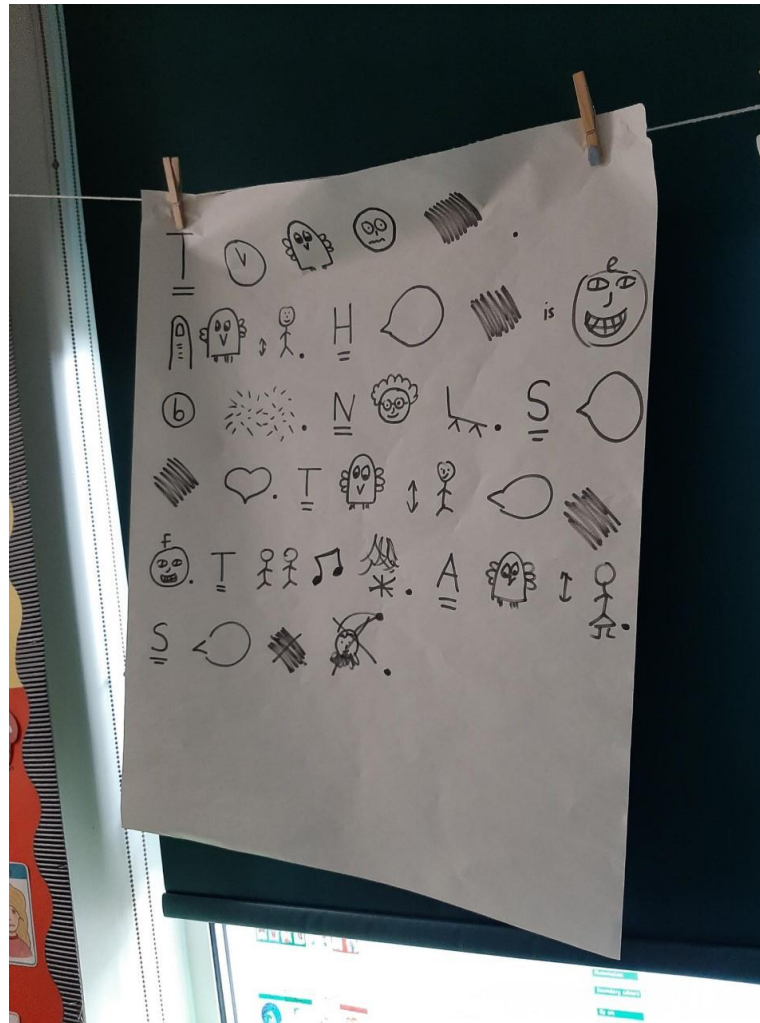
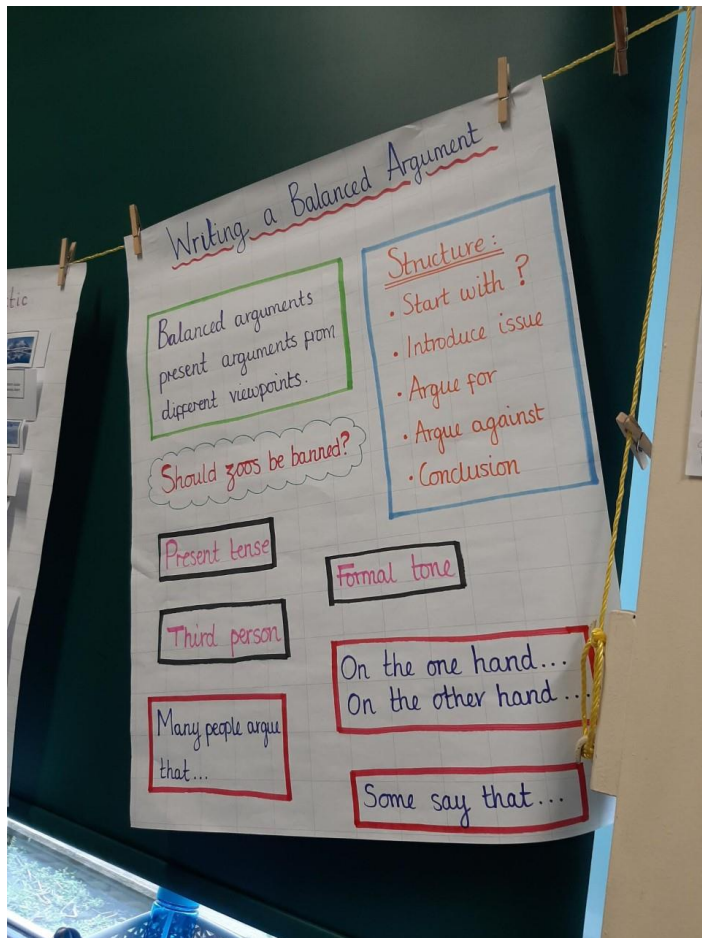
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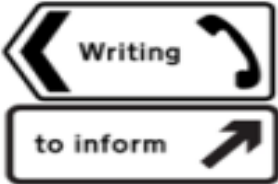


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WRITING FOR A PURPOSE

- ▶ At Saint Michael's we write for a purpose under these four strands
- ▶ This is key to progression, as children build upon different genres and key features of model texts

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Year 3 and 4

- ▶ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

I loved horse riding when I was young.

- ▶ Using the present perfect form of verbs in contrast to the past tense

march marching marched - verbs!

- ▶ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Miss Wells' bag of books.

Her bag of books.

- ▶ Using conjunctions to express time and cause

9a. Sort the conjunctions under the correct headings.

Time	Place	Cause

as soon as where meanwhile
since wherever therefore



Year 3 and 4

- ▶ Using adverbs to express time and cause

She quickly ate the cake.

- ▶ Using prepositions to express time and cause

The cat climbed up the tree.

- ▶ Using fronted adverbials

Before sunrise, he ate his breakfast.

- ▶ Indicating possession by using the possessive apostrophe with plural nouns

The cat's tail was fluffy.

- ▶ Using and punctuating direct speech - INVERTED COMMAS! SAID IS DEAD.



Year 5 and 6

- ▶ To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun
- ▶ To indicate degrees of possibility using adverbs or modal verbs
- ▶ To use devices to build cohesion within a paragraph
- ▶ To link ideas across paragraphs using adverbials of time, place and number or tense choices
- ▶ To use brackets, dashes or commas to indicate parenthesis
- ▶ To use commas to avoid ambiguity and to clarify meaning

Let's eat Grandma!
Let's eat, Grandma!

My mother, who has brown hair, is standing there.

main clause relative clause main clause

- information about main clause
- usually introduced by a **relative pronoun**

who that which whose whom



T.R.a.M.P

Time (How often/when?)	Reason (Why?)	Manner (How?)	Place (Where?)
----------------------------------	-------------------------	-------------------------	--------------------------

The boy ran.
Every night, the boy ran.
Every night, the boy ran, as he wanted to get fit.
Every night, the boy ran with vigour, as he wanted to get fit.
Every night, the boy ran with vigour to the park and back, as he wanted to get fit.

Year 5 and 6

- ▶ To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis
- ▶ To use layout devices - headings, subheadings, colons, bullets, tables
- ▶ To use the semi-colon, colon and dash to mark the boundary between independent clauses

James enjoys playing tennis ; he doesn't like football.

- ▶ To use hyphens to avoid ambiguity.

The college café was a hot-bed of exciting ideas.

When a person in Egypt died, their body was taken to be mummified immediately. It took 70 days to complete the process.

First, the brain was removed through the nostrils with a hook. Then a cut was made in the side of the body, through which the organs were removed. These were put into canopic jars decorated with the heads of gods. The heart was left in the body so that it could be weighed against a feather in the afterlife. The body was washed with wine and water mixed with spices. The inside of the body was filled with sweet-smelling herbs and sewn up.

Later, the body was dried out in a bath of natron, which was a kind of salt. After forty days, it would have dried out to look like leather. It was oiled, stuffed and wrapped carefully with bandages. Charms called amulets were placed in certain places in the bandages because Egyptians believed the body needed to be protected from evil spirits. Finally, a mask was put over the head.



2

Draw a line to match each word to its correct **suffix**.

Words

child

champion

neighbour

friend

member

Suffix

hood

ship

8

Which sentence expresses the greatest certainty?

Tick **one**.

It may rain later in the week.

☐

The train might arrive late again today.

☐

I will walk through the park to get to school.

☐

It should be sunny and warm tomorrow.

☐

1 mark

12

Draw a line to match each word below to its **antonym**.

Word

near

cold

distant

warm

Antonym

close

far

hot

cool

1 mark

14

Write the **contracted form** of the underlined words in the boxes below them.

Liam was not completely surprised at the knock on his door that

↓

morning. In fact, he had been waiting for this particular visitor.

↓

"It is good to see you," he said, opening the door.

↓

1 mark

17

Which sentence is the most formal?

Tick **one**.

Getting enough sleep is important, isn't it?

☐

Let's set off early for school tomorrow.

☐

Do you fancy coming with us to the park?

☐

It is essential that we remember our water bottles.

☐

1 mark

Resources, ideas and help...

- ▶ A brilliant resource is the 'Literacy Shed' online.
<https://www.literacyshed.com/>
- ▶ McGrammar is a brilliant website to help children remember key grammar terms. <https://www.theteachertrain.com/mc-grammar>
- ▶ Grammarsaurus
- ▶ The Natural Curriculum
- ▶ Jumpstart Grammar - Pie Corbett

The Grammar Bit!

Read the three sentences opposite. They each contain a coordinating conjunction. This is a gluey word that can be used to connect words, phrases and clauses.

Notice how in each sentence, the coordinating conjunction (**bold**) has been used to link two related main clauses. This creates a special type of sentence called a compound sentence. Remember – a main clause (sometimes called an independent clause) contains a subject and a verb and expresses a complete thought.

There are seven coordinating conjunctions: for, and, nor, but, or, yet, and so (FANBOYS is a useful mnemonic to remember them).

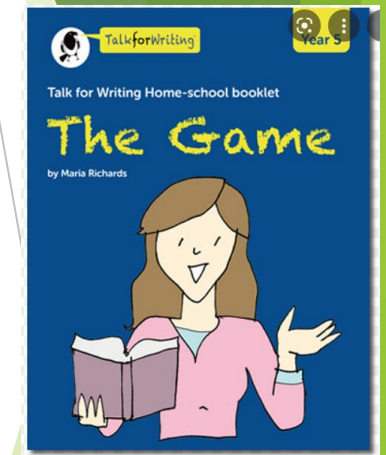
Note: There isn't a definitive rule for the placement of a comma before the coordinating conjunction. Unless the second main clause is very long or begins with the conjunction 'but', they are not generally needed.

Scintillating Sentences

- 1) The racer snake coiled its body around the marine iguana, **but** the hatchling wriggled free.
- 2) The Galapagos Islands are volcanic **yet** this does not stop life from thriving on them.
- 3) Marine iguanas feed almost exclusively on algae **and** it is the larger males that dive to find this food source.



"Don't worry Mum, we've got your back covered!"



Modal verbs – ability

Modal verbs can also be used to show someone's **ability** to complete a certain skill or task.

Identify the modal verbs in the sentence.

Gordon Ramsay could cook.

Matilda Ramsay can bake a cake.

How could we make these sentences have the opposite meaning by changing the modal verbs?

