

Writing Workshop

October 2021

From tiny acorns **mighty oaks** grow...



Agenda

- Importance of Writing
- National Curriculum
- Handwriting
- Aspects of writing (SPaG)
- 10 day writing cycle
- Creative writing
- Talk for Writing
- How to support your child at home

Importance of Writing

Writing is an act of expression and communication. We write in order to 'Make our Mark'

- Writing is a key indicator of a child's reading ability. The connection between reading and writing runs deep. Teaching children how to write at a young age helps them recognise the connection between letters, sounds and the words phonetic sounds create.
- Writing helps children to communicate their thoughts and is a way for them to express themselves. The ability to use words to express innermost thoughts is priceless and learning how to write will enable your child to communicate with the world in a more meaningful manner.
- Writing enhances critical thinking. Experts say that writing enhances problem-solving and critical thinking skills because words need to be written down in a particular order and structure. Thus, children clearly need to process information to form words and construct sentences.
- Writing encourages creativity and imagination. Writing offers a blank canvas for children to develop their imagination. Putting pen/pencil to paper is not just therapeutic for many, but also a great outlet for creativity.

Writing in everyday life

- Emails
- Shopping lists
- Filling out forms
- Invitations
- Instant messages (texting)
- Journaling
- Searching online
- Job applications
- Writing stories
- Writing poems
- Writing letters



National Curriculum

The programmes of study for writing at key stages 1 and 2 focuses on:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

The National Curriculum states that:

“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.”

National Curriculum

Within school, we aim to ensure that all pupils can:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Early Writing

The Early Years Curriculum states that:

- 'Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).'

The writing process begins with children developing their reading skills so that they are able to apply what sounds they have been taught within their own writing. RWI is the scheme that is used within school to teach children phonic sounds, which focus on *decoding words* and *reading fluently and accurately*. When children have learnt these skills they will be able to apply their sound knowledge to write initial sounds and attempt to write meaningful sentences.

Early Writing

Within the Reception setting, there are a range of opportunities throughout the class to support writing through play. This can include

- Letter formation activities
- Fine motor exercises
- List writing challenges
- Mark making
- Labelling pictures or items
- Using pictures to promote writing
- Sound pebbles
- Post boxes
- Role play



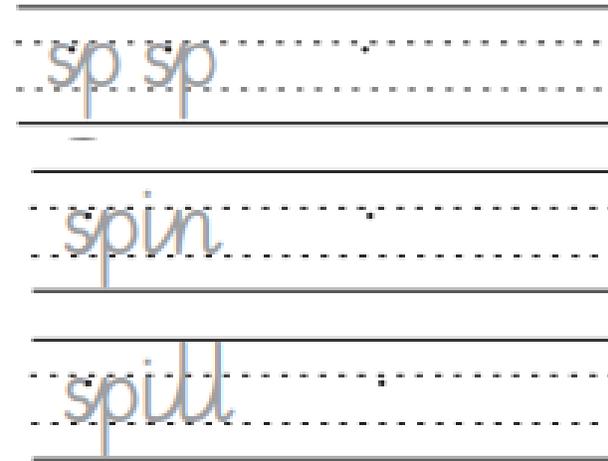
Handwriting

- Handwriting involves developing fine motor skills which are necessary to create print forms such as alphabet letters.
- Once these fine motor skills have been developed, children can concentrate on how they form each individual letter and then move on to joining.
- At Oak Meadow we follow the Nelson Handwriting scheme. This scheme allows children to build up to writing in a Cursive style.
- Please copy and paste this link to watch a short overview video on the Nelson Handwriting programme.

<https://www.youtube.com/watch?v=vzZA5CeyMQY>



Nelson Handwriting



Handwriting

Pen Grip and Posture: A video demonstrating the correct pencil grip and posture for both right- and left-handed children.



Handwriting

- At Oak Meadow, children are encouraged to focus on their presentation throughout all lessons.
- Once children have mastered consistent letter formation, sizing and joins, they are rewarded with a Pen License.

Oak Meadow Primary School

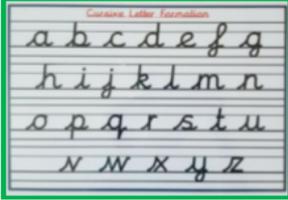
Pen License

First name: _____

Surname: _____

Date of issue: _____

Signed: _____



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How to earn a Pen License

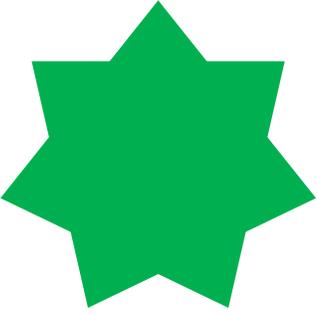
- Handwriting needs to be neat in all books... not just English books
- Letters should be formed correctly
- Letters should be the correct size
- Spaces between words should be correct
- Letters should be joined correctly
- Presentation of books should be neat



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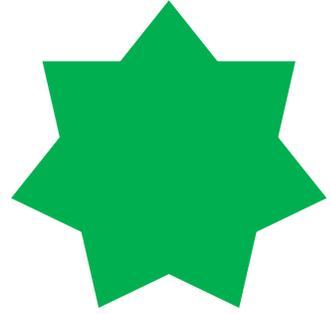
Aspects of Writing: 'SPaG'



Spelling

Punctuation

Grammar



- SPaG is taught throughout our English lessons, often using the text we are focusing on for our reading and writing to help embed skills and make learning more interesting for children.
 - Grammar is tested in Year 2 and 6 SATs
- Year 2 and 6 SATs tests Spelling, Punctuation and Grammar

Spelling

- Being able to spell words correctly is incredibly important.
- Learning spellings within school is **progressive** and the programmes that we use are aimed to build on children's prior spelling knowledge.
- It is important that spelling patterns are focused on when teaching/ learning spellings.
For example 'ck' kick, tick, flick
- At Oak Meadow we are now setting spellings via **Spelling Shed**. This application allows children to practise their spellings at home through the use of games and challenges. Login details for your child can be found in their Reading Diaries.
- Please see Word Lists on the next 3 slides. These are typical words that your child needs to know how to spell. The spelling patterns for these words are set with your child's weekly home spellings.

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even

Year 3 and 4 Statutory Spellings

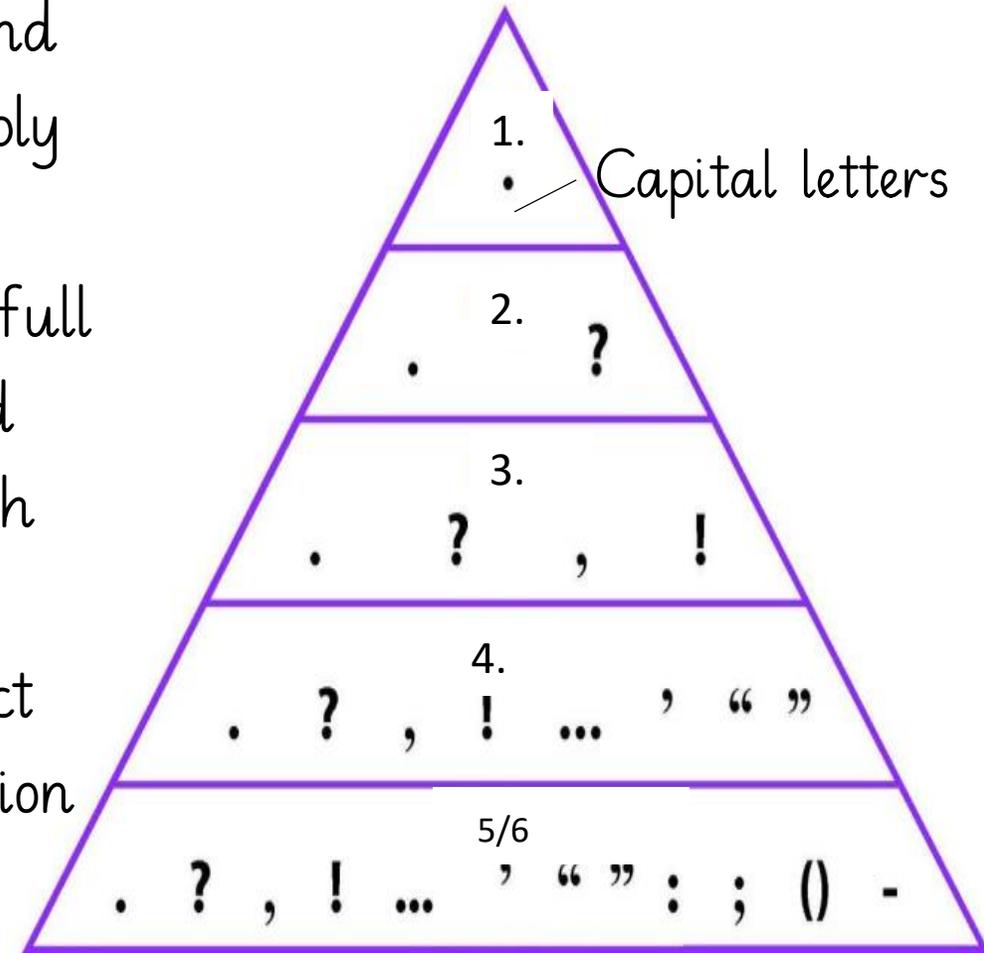
accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Punctuation

- Throughout primary school, children build on their punctuation knowledge. This allows for progression and for children to be given the chance to revisit and apply punctuation they already know.
- Children start with the basics of capital letters and full stops and then move to punctuation such as; inverted commas, brackets and colons as they progress through school.
- Children are assessed on if they are using the correct type of punctuation, the placement of their punctuation and their ability to edit incorrect punctuation.

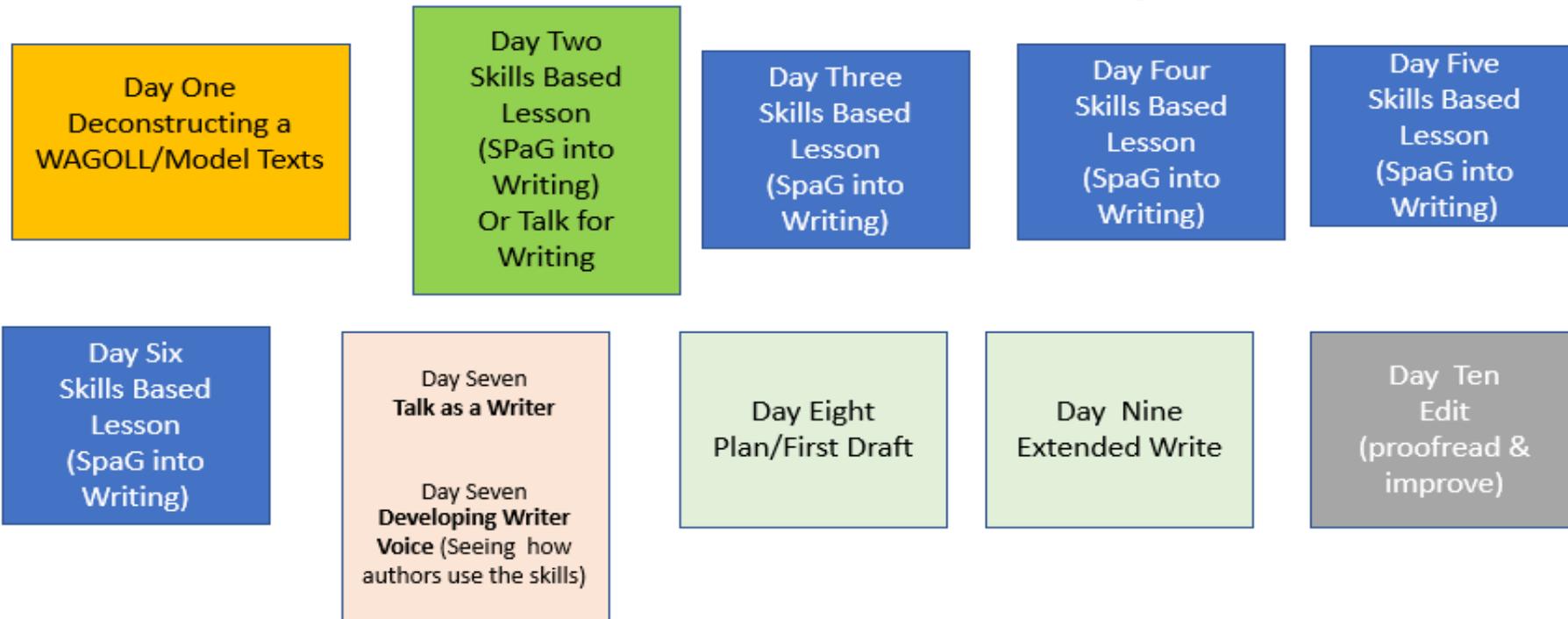


Grammar

- Grammar now plays a large role in Y2 and Y6 SATs, with a Grammar, punctuation and spelling paper included in [KSI SATs](#) and [KS2 SATs](#) since 2016.
- During their time at Oak Meadow, children are expected to know different grammatical terminology and understand a range of grammatical concepts.
- At Oak Meadow, we teach grammar through our daily English lessons. This teaching is progressive and allows children to build on their prior knowledge as they progress throughout the school.

10 Day Writing Cycle

At Oak Meadow, we use the '10 day writing cycle'. This gives children the opportunity to focus on one style of writing for example, a character description. Children are shown a model text at the start of the cycle, then are given time to explore and practice the main skills needed in order to successfully recreate their own text type. Within the cycle, children are given the opportunity to plan and draft their own extended write and then this is assessed at the end of the cycle.





Creative Writing

At Oak Meadow, we are always trying to encourage children to express their creativity through their writing. We believe that when children are first introduced to a story or text they have to 'step into that world' and almost immerse themselves into the settings, characters, purposes and plots.

At the start of every 10 day writing cycle, we aim to 'hook' the children into the text, by using drama, props or big questions. We feel this immediately gives the children a purpose to write and subsequently makes writing more fun and interesting for them.

<https://www.youtube.com/embed/TRN6rsuDjfk> (see this video for examples of hooks).

We ensure children cover a wide range of texts during their school years. This provides them with the variety they need in order to be able to write for different purposes later on in life.

Talk for Writing

At Oak Meadow we use the Talk for Writing approach.

What is Talk for Writing?

Talk for Writing is a unique process that uses spoken activities to develop writing skills. Quality writing is created by first expanding and developing students' oral language skills and then teaching the necessary steps for exceptional sentence, paragraph and text construction. <https://www.youtube.com/watch?v=Vl2OWdZo6nY>

- The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading.
- The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.
- Schools underpin their English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work are developed to create a whole-school plan that is refined over the years, is well-resourced and documented to release teachers from planning and preparation so that they can focus on adapting their teaching for children's learning.

Talk for Writing website: <https://www.talk4writing.com/about/>



How to Support writing at home

Be a writing role model	Read, read, read!	Provide a place for your child to write	Provide authentic writing opportunities
<p>Make sure your child sees you as a writer. Point out times that you have used writing to communicate with others. Discuss authentic writing in the community such as articles and letters in the newspaper, on billboards or in written advertisements. Discuss the purpose of the writing and the target audience. When your child writes, you should write.</p>	<p>The best activity to improve writing is reading. If your child reads good books, he will be a better writer. Reading exposes students to general vocabulary, word study and content-specific vocabulary. Through reading, students see a variety of authors' techniques that they can use in their own writing.</p>	<p>The area can be anywhere in the home, or even outside! Ensure children have supplies such as paper, pencils and crayons. You can also gather family photos and magazines in the centre that can be used as story starters.</p>	<p>Have your child write their own thank-you notes, party invitations and letters to family. Let your child make the grocery list. Finding a pen pal for your child would make writing "real." Helping children make the connection between writing and the "real" world will increase an interest in writing</p>

How to Support writing at home

Start a home vocabulary book

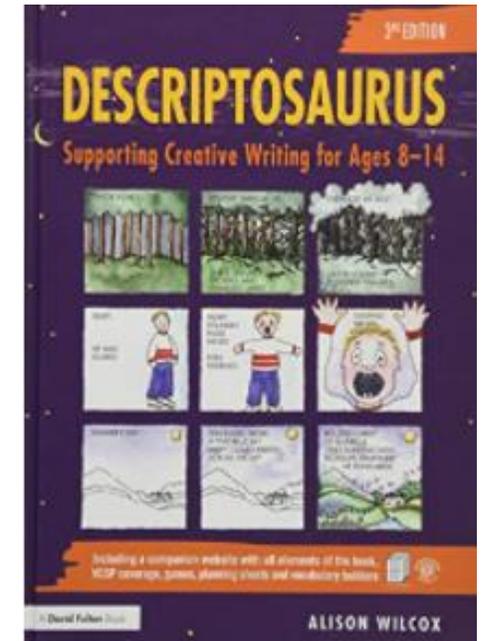
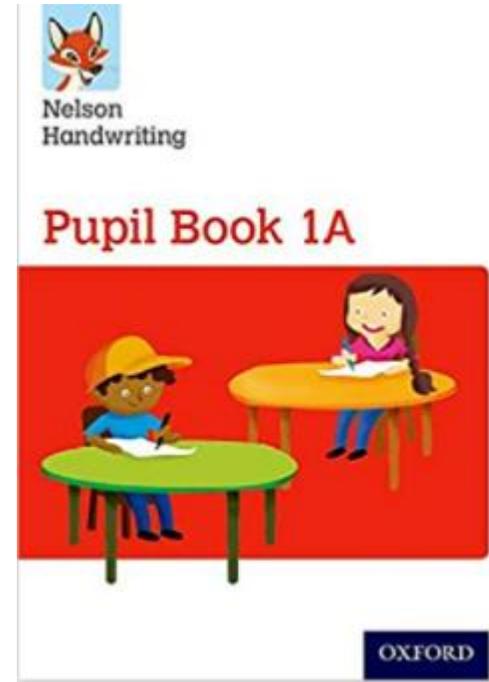
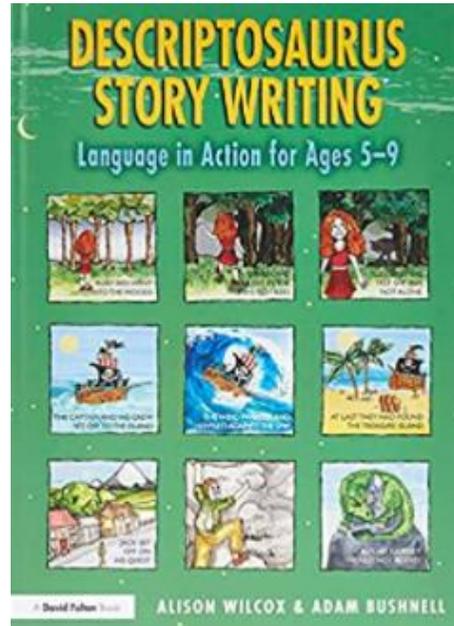
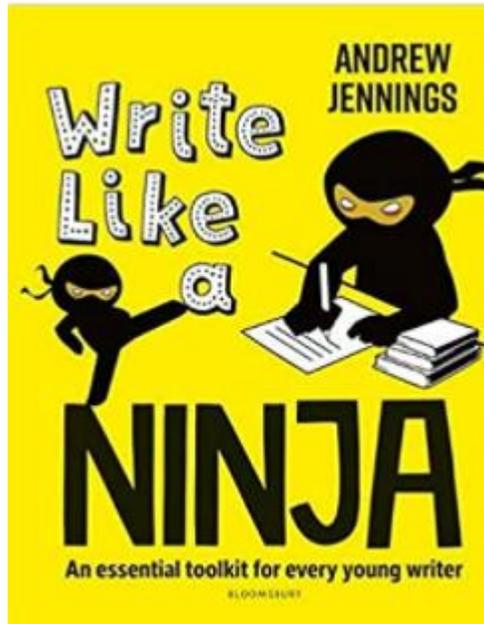
Teach your child new words each week and encourage them to use them. Make it into a game and give points for using the new words. Your child can keep a vocabulary notebook and get rewarded for the number of new words learned. The words will begin to appear like magic in her oral language and writing.

Publish writing

Share their writing with others, place it on the refrigerator or send their work into school.

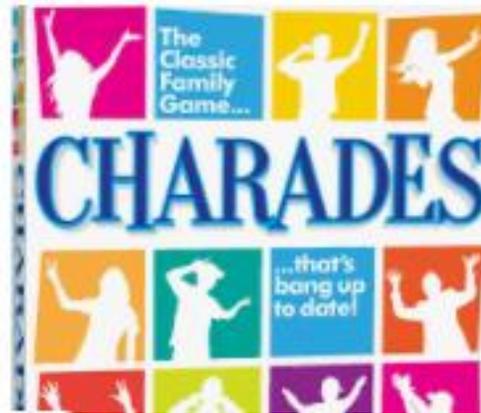
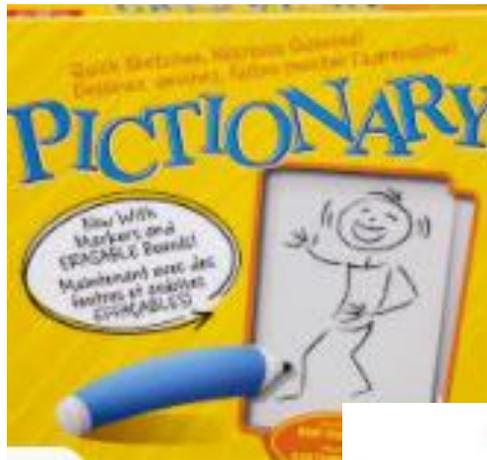
Children will enjoy their writing being acknowledged by others and this will encourage them to write for pleasure at home.

How to Support writing at home: Books



Practical ideas- to help support writing and vocabulary

Household games and activities are great to help improve conversation, increase exposure to new vocabulary, whilst allowing children to have fun at the same time.



Boggle



Scategories

Letter	M		Categories Add A Category
Time			Change
117			
<ol style="list-style-type: none"> 1 Tourist Attractions 2 Things You Buy for Kids 3 Animals 4 Software 5 Cars 6 Animals in Books or Movies 7 Countries 8 Gifts/Presents 9 Spices/Herbs 			



CHARADES!

SWIMMING	PLAYING FOOTBALL	CLEANING
READING	COOKING	WATCHING TV
RIDING A BIKE	PLAYING THE GUITAR	DANCING
FISHING	SMILING	LAUGHING
CRYING	JUMPING	SKATING
DRIVING A CAR	SINGING	SHOUTING



Memory Match Game

Cut out each card and place face down (Be sure to mix them up). At each turn a player turns over two cards trying to make a match.

blue	green	red
blue	green	red
orange	purple	yellow
orange	purple	yellow

C	R	W	L	A	N	I	D	R	A	C
R	E	H	S	I	F	G	N	I	K	O
A	N	H	A	L	A	G	E	B	C	C
N	N	O	C	L	A	F	A	G	O	K
E	Q	U	A	I	L	A	G	N	C	A
T	E	E	K	I	R	O	L	I	A	T
T	P	A	R	R	O	T	E	K	E	O
C	L	L	U	G	A	E	S	C	P	O

