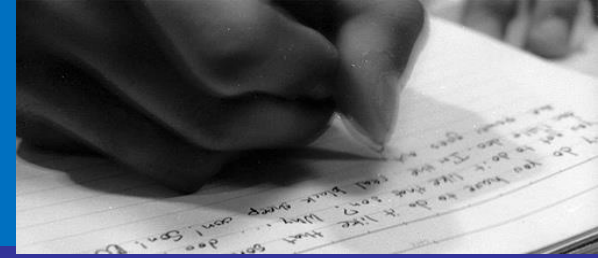




# Writing Workshop

14<sup>th</sup> March 2018



## Aims

To show how:

- we teach writing
- we help children become authors
- assess progress
- parents can help



Writing Workshop  
14<sup>th</sup> March 2018



# Writing - Ensuring rapid progress across Key Stage 2.



# Writing Workshop

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# How do we teach writing?

# Read Write Inc

Used alongside DJS planning.

‘Hold a sentence’ strategy:

A sentence is read, which includes the relevant phonics the child is learning.

The sentence is repeated a number of times before writing it down.

We call this ‘Holding a sentence in our head’

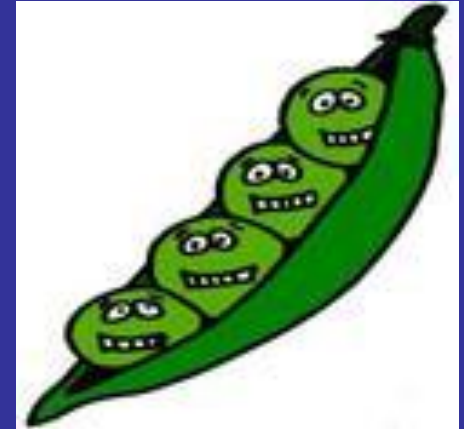
**Why?**

‘I can’t remember what I was gonna write!’



# What tools do we have as writers?





TI

P

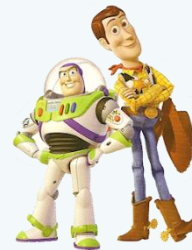
TO

P

Time

Place

Topic





# Writing Workshop

14<sup>th</sup> march 2018



# Grammar

“Grammar is the study of how we make sentences”

David Crystal



# Just a few examples of the terminology children are expected to use and understand

## Years 5 and 6

### Year 3 and 4

- Nouns and prefixes such as super\_, anti\_, auto\_
- Determiners
- Consonant and vowels
- Conjunctions
- Adverbs
- Adverbials
- Pronouns / possessive pronoun
- Prepositions
- Paragraphs
- Headings and subheadings
- Perfect form of verbs
- Inverted commas / direct speech
- Clauses (main and subordinate)
- Word families

Converting nouns or adjectives into verbs using suffixes

Verb prefixes

Relative clauses / relative pronouns

Modal verbs

Subjunctive verb form / voice

Adverbs / Adverbials

Determiners

Cohesive devices

Perfect and progressive forms of verbs

Parenthesis (brackets, dashes, commas)

Informal and formal speech and writing

Passive voice/active voice

Expanded noun phrases

Layout devices (sub-headings, columns, bullet points)

Semi-colon, colon bullet points and dashes

Hyphens

Synonyms and antonyms

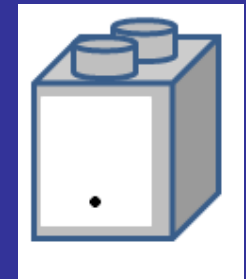
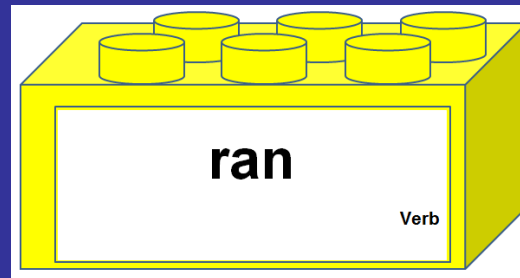
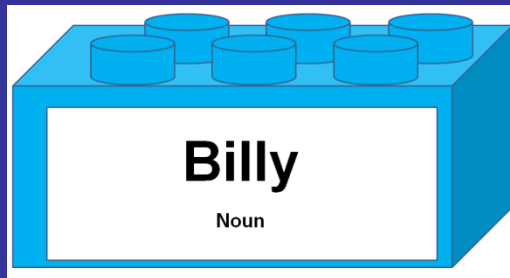


# Writing Workshop

11<sup>th</sup> January 2017



# Grammar

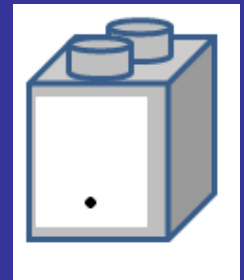
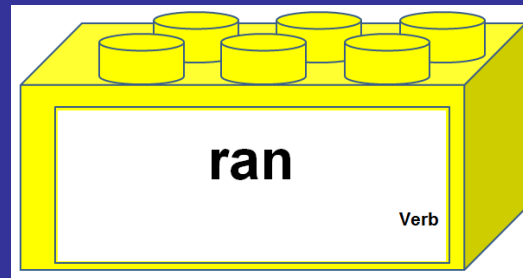
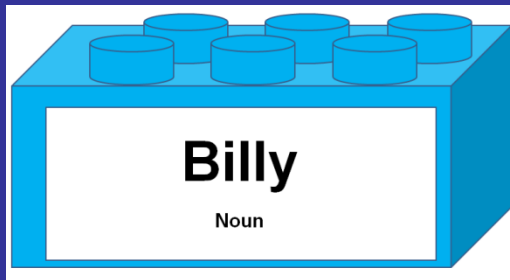


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# Grammar



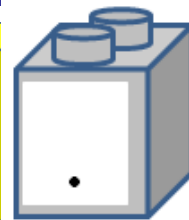
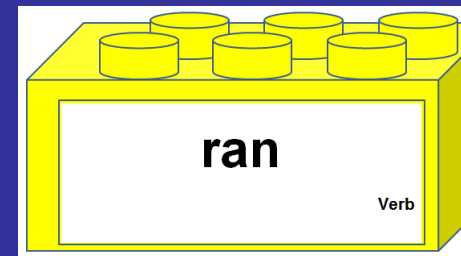
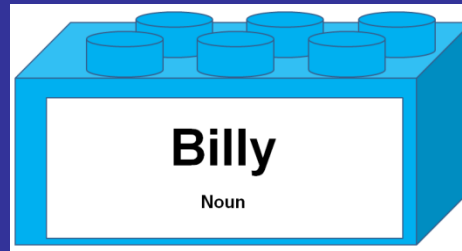
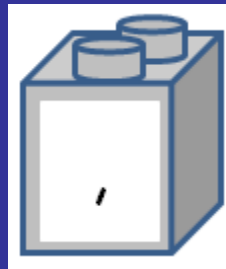


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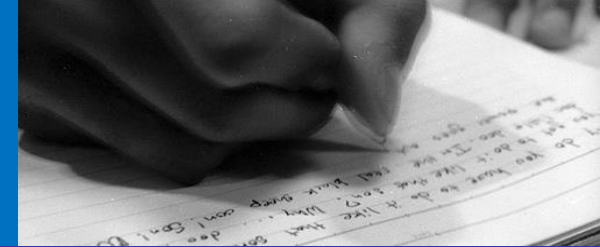
# Grammar



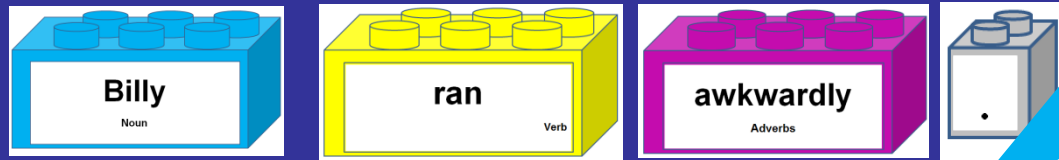


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## Grammar



Which one  
do you  
prefer?  
Why?

Grammar is: playing with words to achieve  
the greatest effect.

We believe in grammar in action!





# Writing Workshop

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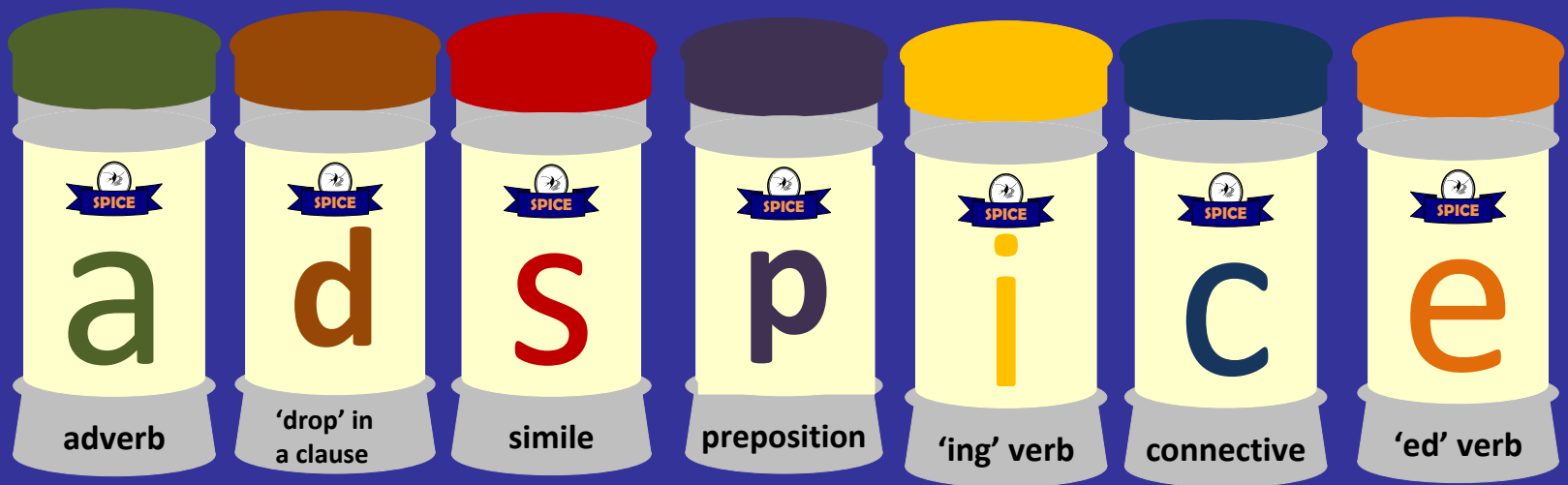


How many ways can we get these words moving into a sentence?

- robot
- tiny
- scared
- dog
- metal
- the
- a
- battered

Words make pictures and pictures tell stories.

Can you change the story, just by changing the order of the words?



But what is it?





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## adverb

Steadily approaching a ...  
Curiously looking towards ...  
Noisily breaking a ...  
Dangerously hanging ...  
Adventurously climbing ...  
Gracefully swinging...  
Clumsily, ...  
Nervously waiting ...  
Rapidly moving ...  
Briskly exiting the ...  
Calmly awaiting her ...  
Gradually leaning over ...  
Fortunately for them, ...

## 'ing'

Hesitating before ...  
Breathing rapidly, ...  
Tiptoeing through the ...  
Lunging beyond ...  
Clambering over ...  
Shrieking loudly, ...  
Demolishing everything ...  
Retrieving the vital ...  
Questioning her instincts, ...  
Concentrating hard, ...  
Searching frantically for ...  
Racing past ...

## simile

Like a torpedo, ...  
As cold as ice, ...  
As bright as one hundred candles, ...  
As high as Mount Everest, ...  
As soft as a peach, ...  
As warming as a deep red poppy, ...  
As empty as a dying rose, ...  
Like a sky scraper, ...  
Like an olympic athlete, ...  
As vast as the world itself, ...  
Like a mirror reflecting ...  
Like a volcano erupting ...

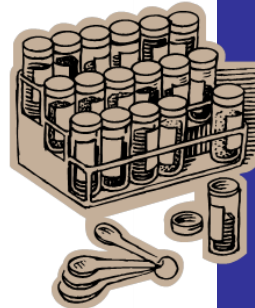
## Conjunction

Time – 'then'  
Explain – 'because'  
Opposition - 'but'  
Reinforcing ideas - 'and'  
Cause and effect



## preposition

Between the cracks ...  
In the distance ...  
Over by the ...  
Upstairs ...  
Within ...  
In the middle of no where ...  
Underneath ...  
On top of ...  
Below ...  
In front of ...  
Around the corner ...  
Hidden within...



## 'ed'

Shocked by the ...  
Frustrated with his ...  
Irritated at ...  
Intrigued by their ...  
Scared, frightened and confused, ...  
Exhausted from ...  
Excited after ...  
Disgusted that it ...  
Deceived by ...  
Wrapped in a ...  
Ashamed of their ...



## 'drop' in a clause

The old man, who was unsteady on his feet, used a walking stick to get around.  
The carved bench, which was made from oak, must have been beautiful once.  
The garage, where he got his car repaired, appeared deserted.



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## 'I Am A Wonderful Writer'

### IAAWW

**I** – If

If you finish your dinner, you can have pudding.

**A** – As

As I walk through the forest, the feeling of dread engulfed me.

**A** – Although

Although it is pouring with raining, I still walked to school.

**W** – When

When the glorious sun is shining, we eat our lunch outside.

**W** – While

While I was swimming, my sister waited patiently.







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## Alan Peat - 'Big Al'

### 3 ed sentences

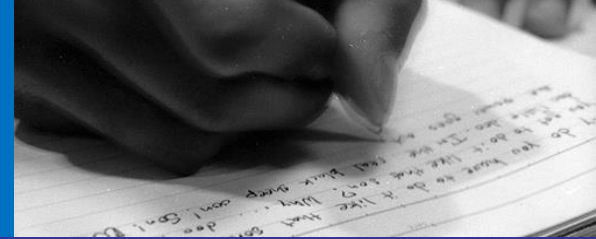
- Frightened, terrified, confused, they ran from the creature.
- Amused, amazed, excited, he left the circus reluctantly.
- Confused, troubled, worried, she didn't know what had happened.

*Note: It is important to identify 'ed words' in our reading, collect them and put them in our word logs*



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Now it's  
your turn!



Write a 3\_ed sentence describing what  
you see or how the person is feeling.

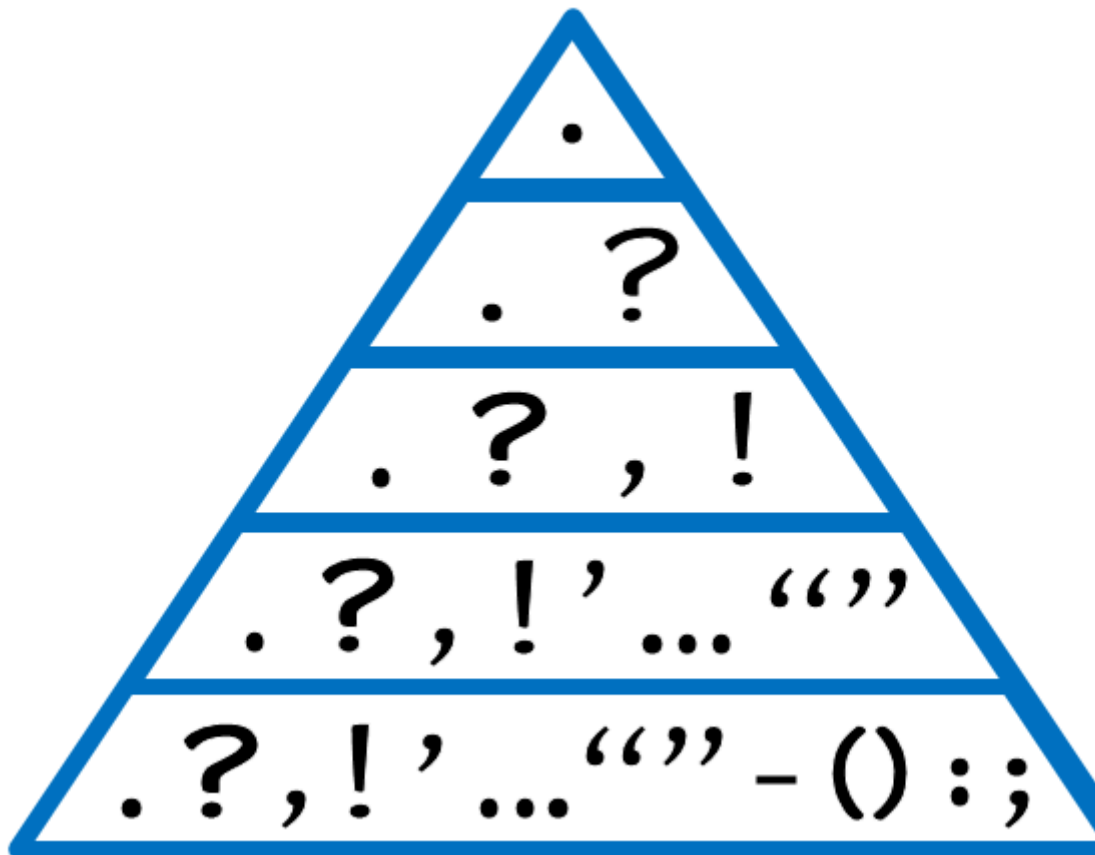


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## Punctuation



**WRITER'S TOOL KIT**



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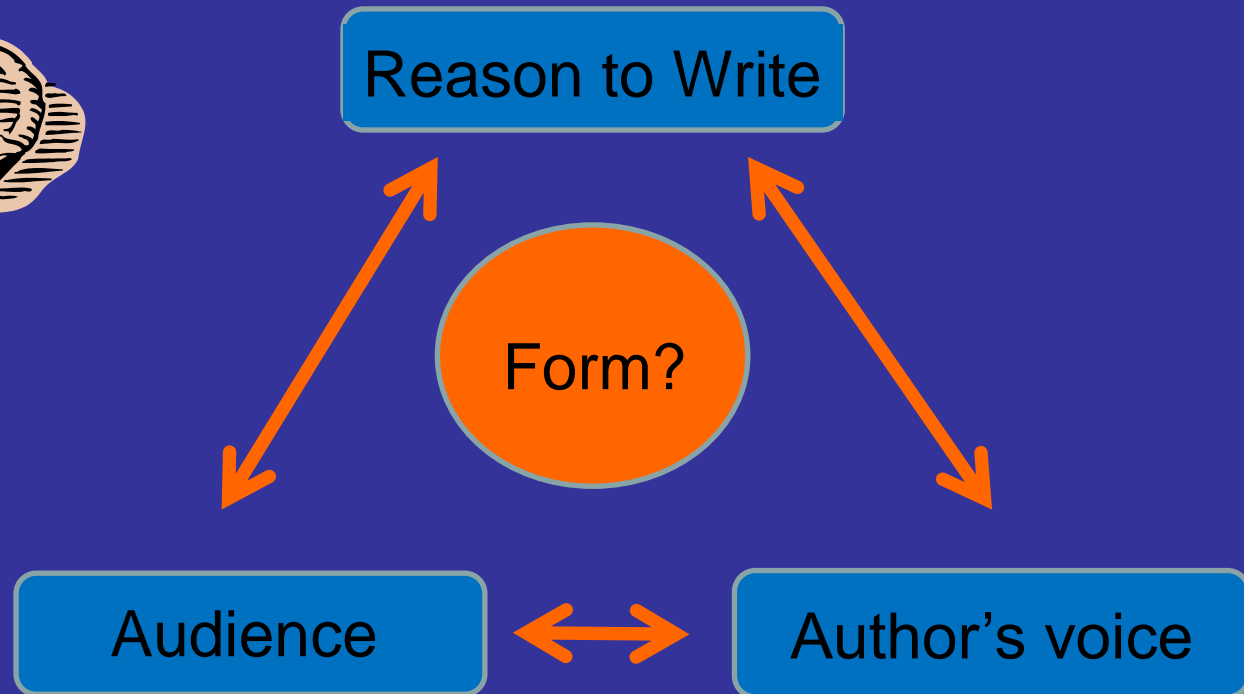
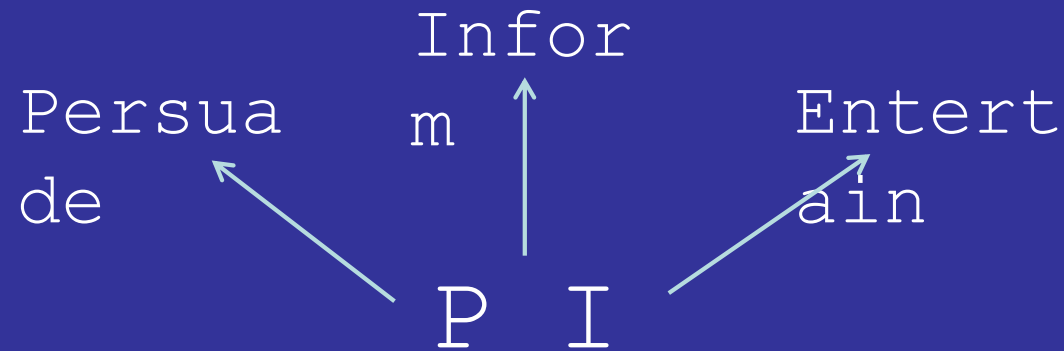


Children  
becoming  
authors



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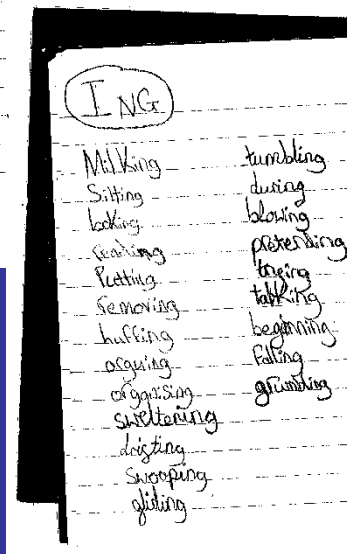
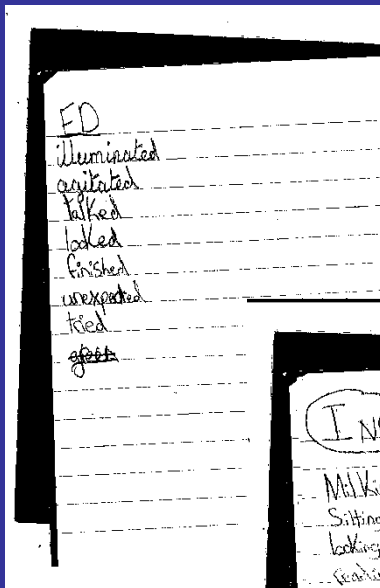


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## Word Logs



**Be a Magpie!**  
Look for excellent word choices that your author has used... then use them in your writing!



scribble  
inky plumes  
escape  
imminent  
ramshackle  
lopsided  
icy cries  
oblivious  
bulging cheeks  
glower  
radiance  
depicted  
turbulent  
hesecching

merely  
mournful  
flecked  
Sineu  
tranquil  
Smoky blue ocean  
veil of mist  
instinctively

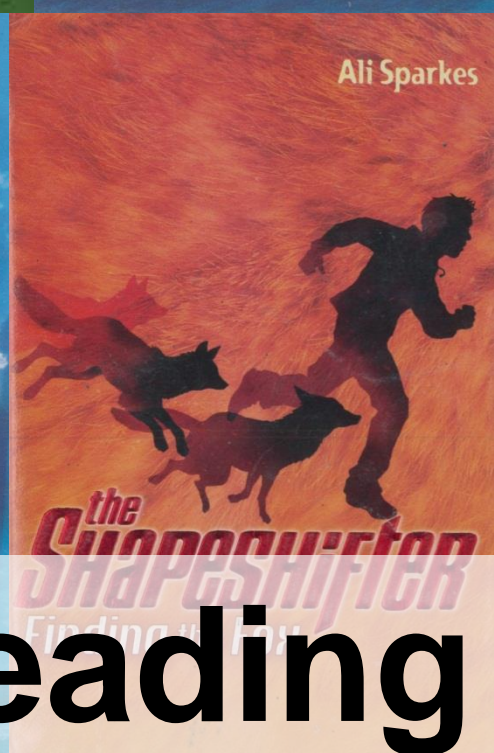
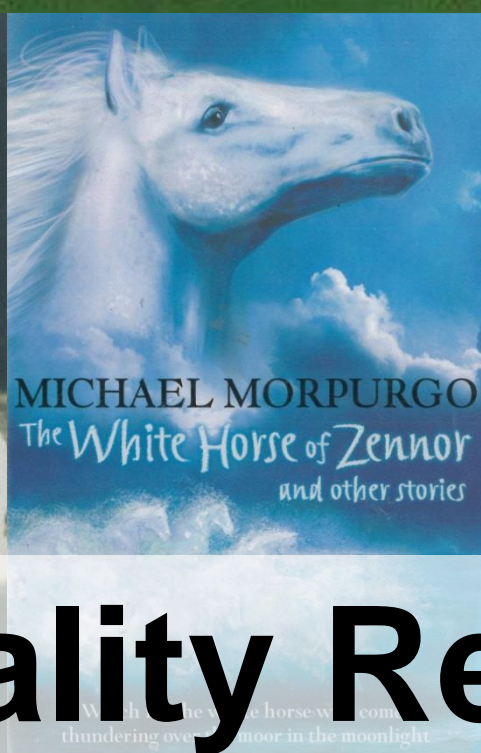
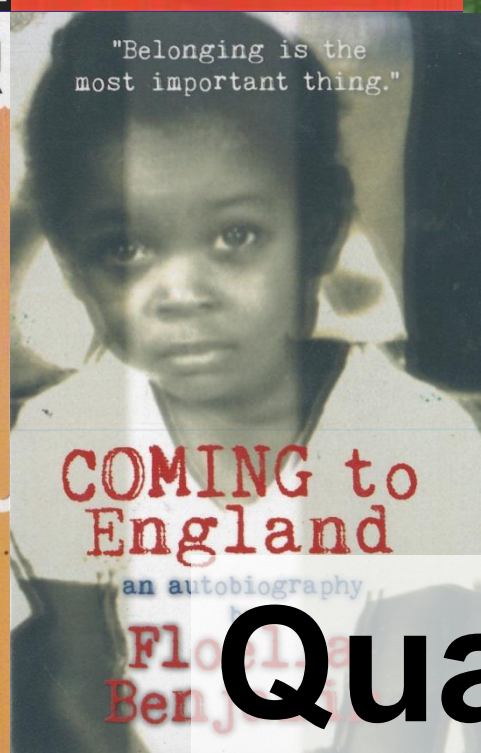
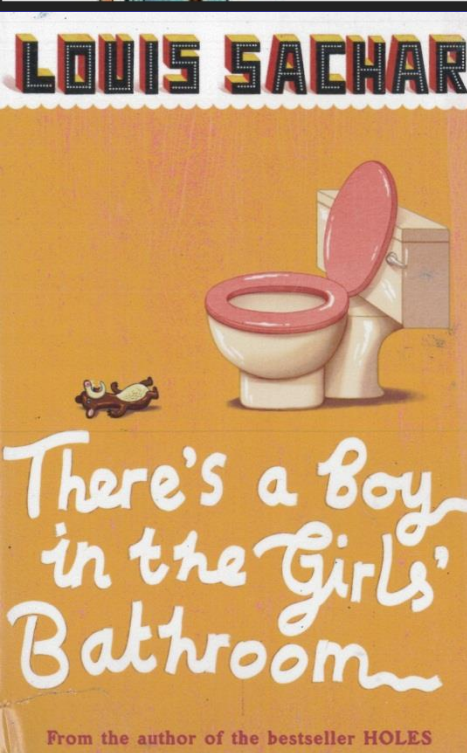
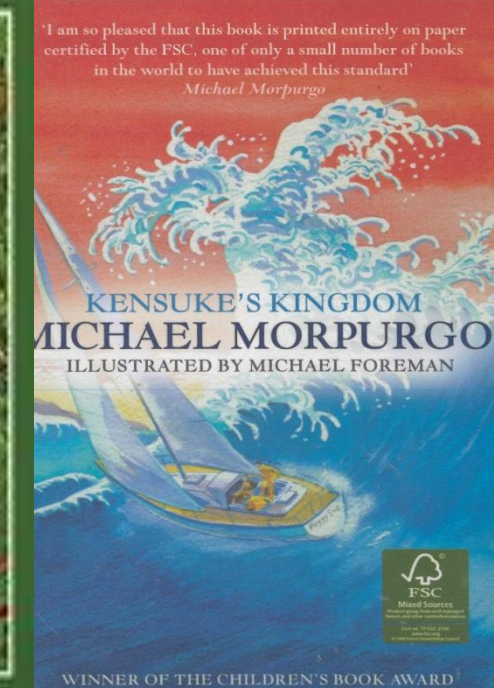
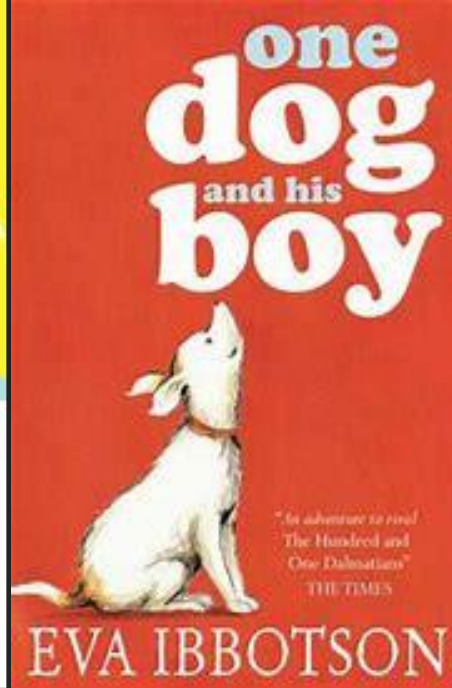
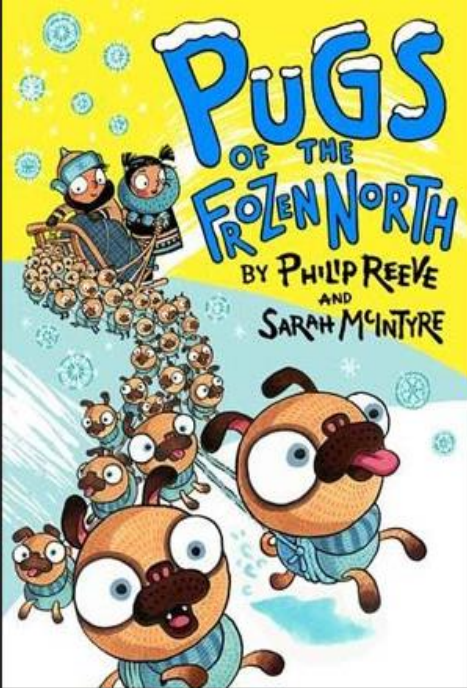
**Big AI** What Big AI sentences do you know? Can you spot any in the text that you are reading? Collect examples here.

Sentence example	Type? Eg De De, 2s BOYS, The more, the more...
Yet a feeling inside me egged me on.	Boys
The more I lay here, the more I knew I would regret it.	The more the more
• Excited, Overjoyed, delighted, Laura dimked out of the steggy car.	3ed

**I am a wonderful writer!**  
**I A A W W**

<b>If</b>	If you behaved like a weakened deer... If she knew the impact...
<b>Although</b>	Although the streets were winding... Although her brain begayed her...
<b>As</b>	As if a person had... As the fox poised for the kill...
<b>While</b>	While he scanned the distance... While Laura lay asleep...
<b>When</b>	When you spent your whole life waiting... When faced with an impossible puzzle





Quality Reading



# Writing Workshop

14<sup>th</sup> March 2018



# Readers become Writers

- Read often, read widely
- Variety of styles and genres
- Challenging texts that interest and inspire!
- It's good to 'borrow' ideas, images, words....
- Exposure to top quality text that engage, surprise, touch emotions, informs opinion - leads directly into higher quality writing





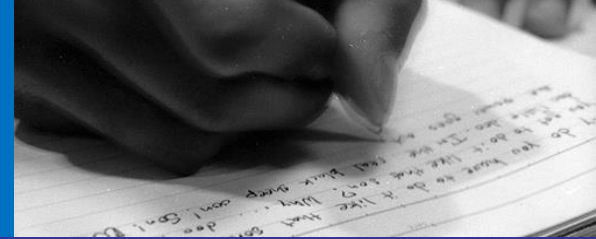
# Writing Workshop

14<sup>th</sup> March 2018



# Writing Workshop

11<sup>th</sup> January 2017



*Writing is communicating with someone who is not here with us*

**writer** **Writer's intentions**

The writer wants the reader to react or think in a certain way

**text** **Techniques the writer uses to get their message across**

Word choice  
Structure  
Sentence patterns  
Questions

**reader** **Effect on the reader**

The text could have different possible effects.  
How can we test out if it has the desired impact?

Who will my reader be?



# WAGOLL (What A Good One Looks Like!)





# Writing Workshop

14<sup>th</sup> March 2018



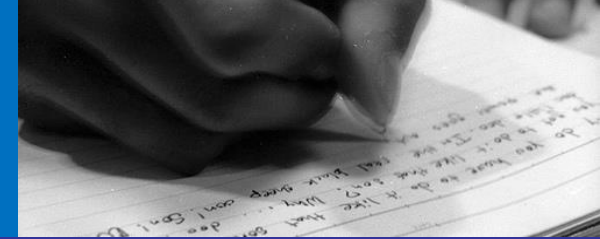
## Co-constructed success criteria –

Date: Wednesday 7 <sup>th</sup> March 2018		GREEN ISSUE.
We have been exploring a visual text, called 'Sssah, we have a plan!' by Chris Haughton, which chronicles the adventures of an unlikely group! This is a standardised whole-school write. Children have read and enjoyed the book, and carried out drama activities before today. No specific English writing skills have been taught before this write.		
Focus: Diary writing		
Learning Objective: We are learning to write a diary entry in the voice of a chosen character		
SC	Can I use <sup>my character's</sup> emotions & feelings?	✓
SC	Can I keep an informal tone through out?	✓
SC	Can I show cohesion in paragraphs?	✓
SC	Can I	
Personal target: Use apostrophies in the right place. ✓		
Feedback from teacher:		
Lovely + Hatty! Excellent cohesion from beginning to end, using word, sentence and paragraph links. Good range of punctuation and sentence structures. The character's emotions clearly came through and it felt like a diary! Well done.		
Ⓟ use colors + semi colors now.		

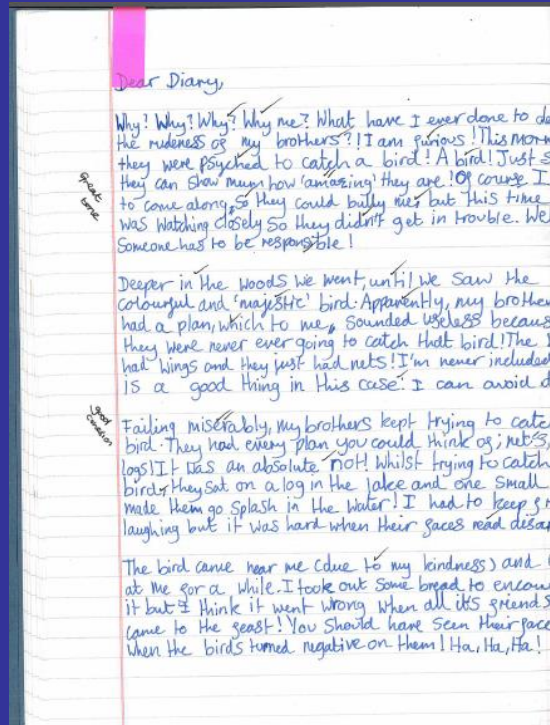


# Writing Workshop

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## Now the hard work begins...







# Writing Workshop

14<sup>th</sup> March 2018



## The Editing Process

*absolutely*  
*Rough draft!*  
*Enter note*  
*(Me, my mum and dad in our positions and my brother far away)*

Dear diary,  
I ~~am~~ <sup>little</sup> fuming. My brother is knut-wit. I hate him.

He is a complete and utter knut-wit, because he stopped me from getting in mum and dad's good books. It's so unfair. Now he's rubbing it in saying he's mum and dad's favourite when he isn't. Why do little pesky brothers exist? They shouldn't! I'm telling you if they didn't exist my life would be easier. Much easier!

Again, my life has got worst again. I had a plan - a good one. I was going to work. Well, it would have if we didn't bring my little brother. It was all going well until you guess who, shouted at the top of his lungs "HELLO BIRDY!" That alerted Mr. Birdy Red Head, so in the end when I was just one ~~centimetre~~ away from catching him, he flew away. That caused me, mum and dad to tumble over into a pile on the floor! ~~Even mum and dad tried. And failed.~~

*demolished*  
I ~~really do~~ hate birds now - especially Birdy Red Head. He ~~demolished~~ three - I mean three ~~perfectly~~ good attempts on getting him. At the top of his lungs, he ~~performs~~ nothing was ever happening. ~~I am FURIOUS!!!~~

*birdy*  
"A good one - I was going to capture the bird, name it, and keep it in my room as a pet."

*birdy*  
\* I don't only hate my brother, I also <sup>hate</sup> little birdy red head. He demolished three - I mean three perfectly good attempts on getting him. And to top all of that off, he came to my little brother when he was giving out bread. I mean ~~bread~~

Wednesday, 7th March 2018

Dear diary,

I'm fuming. My little brother is a numbskull I hate him!

He is a complete and utter numbskull, because he stopped me from getting in mum and dad's good books. It's so unfair. Now he is rubbing it in, saying he's mum and dad's favourite when he isn't. Why do little pesky brothers have to exist? They shouldn't! I'm telling you if they didn't exist my life would be easier. Much easier!

Again, my life has got worst again! I had a plan - a good one - I was going to capture the bird, name it, and keep it in my room as a pet. It was going to work. Well, it would have if we didn't bring my little brother. It was all going well (Me, mum and dad in our positions and my brother far away) until, you guess who, shouted at the top of his lungs "Hello Birdy!" That alerted Mr. Birdy Red Head, so in the end when I was just <sup>one</sup> centimetre away from catching him, he flew away. That caused me, mum and dad to tumble over into a pile on the floor! - Even mum and dad tried. And failed.

I don't only hate my idiotic brother, I also hate little birdy red head. He demolished three - I mean three perfectly good attempts on getting him. And to top all of that off, he came to my little brother when he was giving out bread, I mean BREAD. I am FURIOUS!!!

# Writing Workshop

11<sup>th</sup> January 2017



## High expectations across the curriculum

Wildlife

Yosemite supports vertebrates, including: amphibians, reptiles, birds and mammals. Yosemite's wildlife is both diverse and fascinating, which is one of the reasons Yosemite is so popular. Astonishingly, some very endangered species can be found in the Park.

**Yosemite NATIONAL PARK**

From the sheer walls of Yosemite Valley to the alpine beauty of Tirolmire Meadows, Yosemite National Park is a place for people of all ages to enjoy. It is located in east central California, and is known to have 3.7 million people visit a year. Overall Yosemite National Park is iconic, naturally beautiful place, holding three spots in the list of the world's 20 tallest waterfalls. The park was originally established on October 1st 1890; the first ever National Park in the USA! The deep valleys, grand meadows, giant sequoias and vast wilderness areas, will give you a magnificent trip to Remember.

Climate

Typical temperatures at Yosemite range -4°C to 12°C. dry summers are moderated by frequent summer rains. However, at park head-quarters, with an elevation of 56 feet, January averages 3.4°C while July averages 15°C. Summer nights are much cooler than hot days. In the weather, Yosemite National Park will still have great views and places to go.

Where to go?

There are so many places to explore and go at Yosemite including Yosemite Valley, Hetch Hetchy and many more. Yosemite Valley is home to many famous cliffs and waterfalls that make the Park famous and accessible by car and bus a year round. The valley is renowned for its natural beauty, and attracts visitors staying at the park. Also, the valley is also drained by the Merced River and a multitude of streams and waterfalls including Tenaya, Millerville, Yosemite and Bridal Veil Creeks.

Landscapes

Originally the valley was formed from interaction of the glaciers. One of the more extravagant landscapes of Yosemite is the tallest waterfall in North America which is an incredible 2425 feet! All domes, waterfalls and peaks, are all formed by glaciation. Waterfalls helped shape the Sierra Nevada landscape in the form of glaciers. An interesting fact is, that two glaciers still remain at Mount Marcellus Lyell - one of the great mountains in Yosemite National Park.

To Conclude...

Yosemite National Park is a beautiful place in the heart of California.

**Can I write a non-chronological report?**

**Learning overview:** Children have been studying precious places in topic. They are currently looking at Yosemite National Park. They have unpicked the features of information texts and reports. They have also discussed the persuasive techniques. All other writing devices, vocabulary and presentation are the child's own.

SUCCESS CRITERIA	Traffic light	My Evidence/comment	Teacher comments
Can I write a non-chronological report?	🟢	I think my non-chronological report is got lots of interesting facts.	✓✓
Can I use persuasive techniques?	🟢	I have used very descriptive words like iconic, incredible and other persuasive techniques.	Now develop phrases.
Can I link paragraphs to one another?	🟡	I have tried to make each paragraph flow and link into another. Still need some more work though.	I agree ✓
Use descriptive language?	🟢	My language has been very descriptive to persuade.	✓

Teacher comments:

It's so well presented and full of interesting facts. You also used description well.

Next steps:

Develop cohesion within and between paragraphs (You are working on this though :))



# Writing Workshop

14<sup>th</sup> March 2018



*Not forgetting....*

## The power of poetry!

**Spaghetti**

**Messy, spicy**

**Slurping, sliding, falling**

**Between my plate and mouth**

**Delicious**

*Carefully chosen, powerful words*





# Writing Workshop

14<sup>th</sup> March 2018



# How do we assess writing?

**Consistently over time**

**Consistently over a range – including cross curricular writing**

**Rich range of stimulus – opportunities to reflect and redraft their writing**

**Talk to your child about their English lessons.** What are they learning to do?  
What are their targets?

**Enjoy reading together.**  
Talk about the words:  
Why were they used?  
What could be replaced?

**Wow words** – Actively search for words for your child to use at school to WOW their teachers. Encourage your child to record these in their reading diary.

**Handwriting**  
Encourage your child to write in a fluent, joined style

**Thesaurus** - explore different word choices

*How can parents help?*

Before they start writing, **ask them to tell you what they are going to write**, then let them write it

**Talk to your children** - help them become good speakers to become good writers

**Look out for powerful sentences** e.g. ADSPICE

**Spelling** – ensuring your child knows and practises all of their spellings

And now...

A chance to go and work  
with your child writing in  
class.