

Writing is exciting!

Supporting your child's writing



Year 3 parent workshop
Friday 29th November 2019

Aims for the session



- Opportunity to find out more about how your child learns to write at school.
- Opportunity to find out more about how you can support your child's writing at home.
- Chance to work with your child's class teacher.
- To answer any questions you have during a brief Q&A.

Writing at Christ Church

Why writing is important and what we are trying to teach:



- Enjoyment of English—pride & positivity.
- To use a range of different text forms (genres of writing), based on models which have been looked at.
- To write for a range of audiences and purposes.
- To understand who they are writing for and why.
- Opportunity to write at length.
- To write, read, re-read and rewrite (edit) their work as they go along.
- To share, reflect on and discuss their work in supportive situations.
- Opportunities to present and publish work in different ways, including use of ICT.
- To use a range of stimuli for writing including visuals, video, pictures, music and real life experiences and events.
- To extend their own vocabulary.
- To develop their imaginative writing.
- To practise and develop a neat, cursive handwriting style.



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Different writing genres taught across KS2:

Traditional tales

Instruction
writing

Playscripts

Report writing

Fables

Character
description

Story opening

Newspaper
report

Diary entry

Persuasive
writing

Myths

Explanatory
text

Story ending

Narrative

Poetry

Adventure or
mystery story

Recount

Key areas of great writing



I can write imaginative, interesting and thoughtful texts

I can use a range of sentences which make sense

I can write a text which matches its purpose and interests the reader

I can construct paragraphs

I can use ambitious vocabulary in my writing

I can accurately use a wide range of punctuation

I can sequence my writing

I use correct spelling in my writing and use neat handwriting

Sentence types

- Expanded noun phrases e.g. Once, there lived a clever, wise king named George.
- Sentences beginning with an adverb e.g. Slowly, the boy opened the door.
- A sentence including a simile e.g. He smells as hideous as rotten eggs. His knife is sharp like a sword.
- Starting a sentence with a fronted adverbial e.g.
Before I go to bed, I brush my teeth.
While we were at the museum, we saw a statue.



Using **success criteria**



- Learning intention (*e.g. To write a report about Edinburgh*)
- Success criteria - a list of text features that must be included in the text in order to meet the learning objective.
- These will have been the building blocks learnt throughout the English unit.



Success criteria example

Report writing

L.I. To write a report about Edinburgh.

	<u>Self assessment</u> Yes	<u>Teacher assessment</u> Yes
Does it have a title to tell you what the writing is about?		
Is there an introduction?		
Does the report include topic words and phrases?		
Does the report give facts, not opinions?		
Does the report ask a question?		
Is it written in simple present tense?		
Does the report include an interesting fact?		
Is there a summary at the end?		
Sentence features: Have I included an expanded noun phrase sentence?		
Have I included a number sentence?		
Have I included a quote?		

Using success criteria have a go at rainbow marking a report in pairs.

Rainbow marking

- Activity: **Rainbow mark** a piece of report writing using the success criteria.
- ***A report on Edinburgh-*** Highlight against the success criteria.

Have a go!

- I can write a report about London.



	<u>Self assessment</u> Yes	<u>Teacher assessment</u> Yes
Does it have a title to tell you what the writing is about?		
Is there an introduction?		
Does the report include topic words and phrases?		
Does the report give facts, not opinions?		
Does the report ask a question?		
Is it written in simple present tense?		
Does the report include an interesting fact?		
Is there a summary at the end?		
Sentence features: Have I included an expanded noun phrase?		
Have I included a number sentence?		
Have I included a quote?		

Self, peer and teacher assessment:

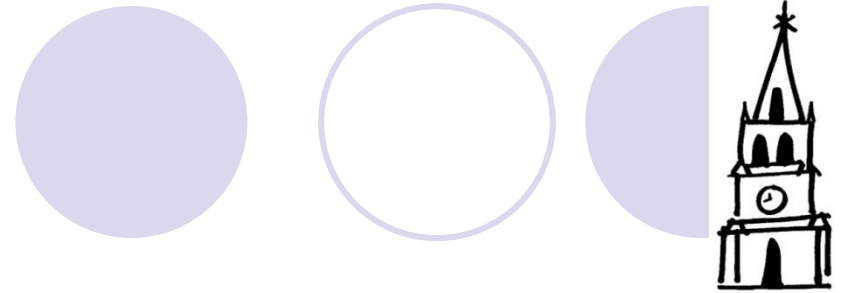
- Self assessment/teacher assessment check list completed at the end of a piece of writing.
- Checklist against the success criteria.
- Differentiated (This can include the success criteria itself).
- May also include peer assessment.
- Traffic light assessment(This may vary in other year groups).
- Comments from a child to teacher.

Assessment

- At Christ Church we track and monitor your child's progress carefully and systematically. Teachers share samples of writing from their class so the writing can be moderated across the school.
 - We use a variety of sources to assess how well your child is doing in writing.
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- A child's progression is assessed from their book and their ability to meet their individual targets/ next steps.
 - Years 3 and 4 have a combined curriculum, meaning that children in year 3 are expected to reach all of the year 3 and 4 English expectations by the end of year 4.
 - This is why the 108 words for the spelling challenge are expected to be learned by the end of year 4.



Handwriting



- A fluent and legible handwriting style is developed and encouraged.
- The aim is to develop a joined, cursive script as they progress through KS1 and into KS2.



Common errors in Year 3 writing

- Use of capital letters and full stops to create a sentence.
- Use of capital letters for proper nouns.
- Correct use of lower case and capitals – Jj, Ss, Pp
- Over use of adverbs or adjectives.
- Layout on the page e.g. paragraphs.
- Confusion of tenses.
- Homophones:
 - There, their and they're
 - Which, witch
 - Are and our

Supporting writing at home



- Knowledge of children's writing next steps from parents evening.
- Supporting the development of handwriting.
- Encouragement to have a go at different sentence types.
- Encouragement to write for a range of purposes, including opportunities to write at length and for a real purpose (e.g. postcards, emails, shopping list, letters, holiday diary, story writing).
- Opportunity to use a range of writing materials (e.g. pens, notebooks, crosswords etc).

Supporting writing at home

- Encourage high quality writing in all subjects for homework, not just English work.
- Lots of opportunities for wide reading e.g. books, newspapers, comics etc...
- Talk about what you write.
- Grammar activities (lots of activities available online or in published resource books).
- Support with spelling –both learning for tests and in independent writing, purple spelling book e.g. think of a mnemonic such as **Big Elephants Can Always Understand Small Elephants for because.**

Thank you for coming to the
session today



Any questions?