

Writing is exciting!

Supporting your child's writing



Year 3 parent workshop
8th March 2023

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

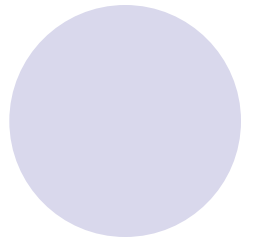
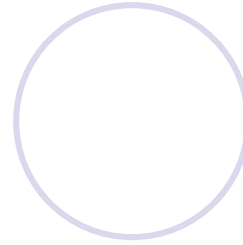
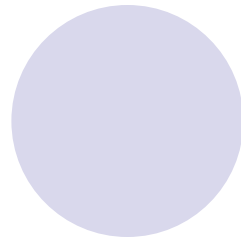
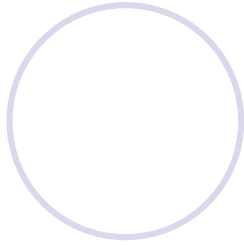
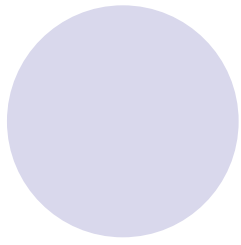
Writing at Christ Church

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

Aims of our writing curriculum:

- enjoyment of English – pride and 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 the use of technology
- to use a range of stimuli for writing including visuals, video, pictures, music and real life experiences and events
- to extend their vocabulary
- to develop their imaginative writing
- to develop and practise a neat, cursive handwriting style.





Links between
reading and writing

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 developing great writing through KS2



**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 use
ambitious
vocabulary in
my writing**

**I can
construct
paragraphs**

**I can
accurately use
a wide range of
punctuation**

**I can
sequence my
writing**

**I can use correct
spelling in my
writing and use
neat handwriting**

Sentence types



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

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 intention.
- 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 quotation?		

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 quotation?		

How do we assess writing?

- Self assessment, peer assessment
- Checklists, success criteria
- Teacher comments → children's responses and editing (green pen)
- Next steps targets
- Teacher judgements based on a range of children's writing
- Moderation of writing between year groups
- ---
- Year 3 and 4 have a combined two year curriculum for English (same for Y5 and 6)
- Spelling words over two year groups



Handwriting



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



Common next steps in Year 3 writing

- Sentence structure and punctuation: use of capital letters and full stops to create a sentence
- Use of capital letters for proper nouns
- Correct formation of lower case and capitals – Jj, Ss, Pp
- Over use of adverbs or adjectives
- Layout on the page e.g. paragraphs
- Confusion of tenses
- Keeping great writing going through a longer piece
- Writing using a plan
- Homophones and near homophones:
 - there, their, they're - where, were
 - which, witch
 - are, our

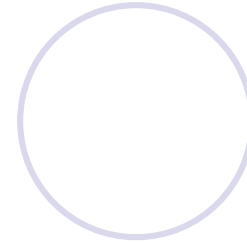
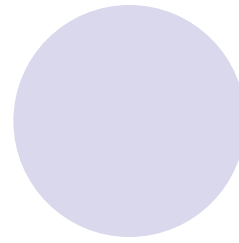
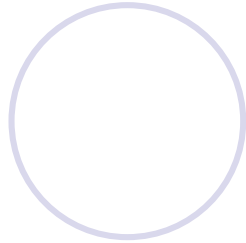
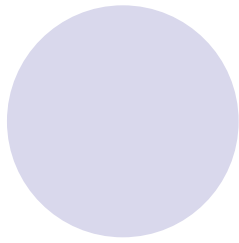
Supporting writing at home



- 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, supporting with spelling strategies e.g. mnemonics such as **Big Elephants Can Always Understand Small Elephants for because.**



Any questions?