

Writing is exciting!

Supporting your child's writing

Year 3 parent workshop



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

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

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
- opportunities to present and publish work in different ways, including the use of technology
- to use a range of stimuli for writing including texts, images, video, music and real life experiences and events
- to develop correct spelling, punctuation and grammar
- to extend vocabulary and develop imaginative writing
- to develop and practise a neat, cursive handwriting style.



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**

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

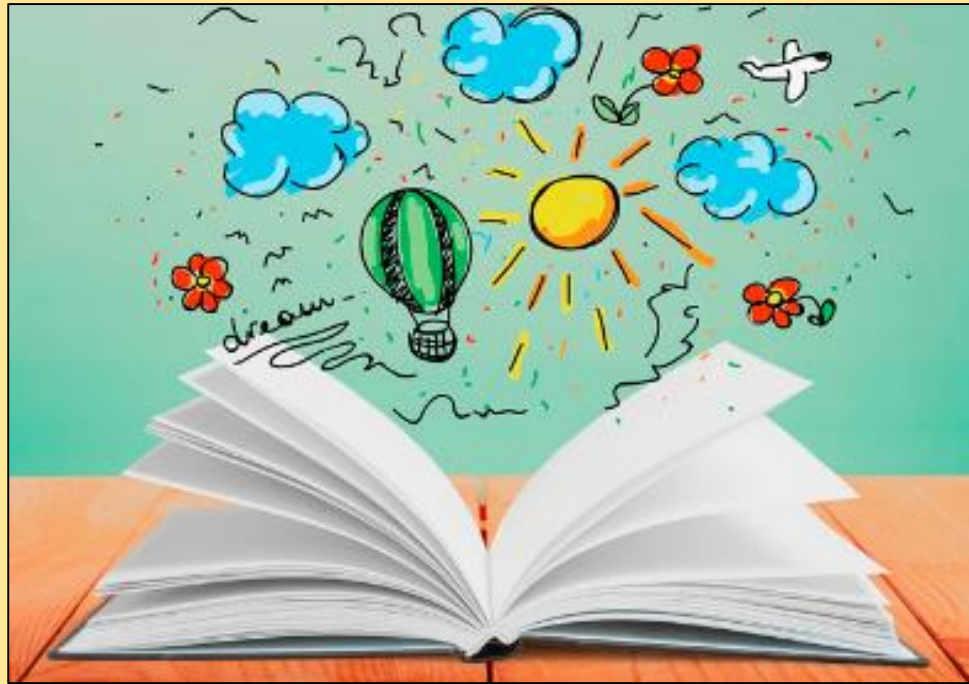
Narrative

Poetry

Adventure or mystery story

Recount

Links between reading and writing



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.

	Self assessment Yes	Teacher assessment 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
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- 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.**



Thank you for coming today

Any questions?