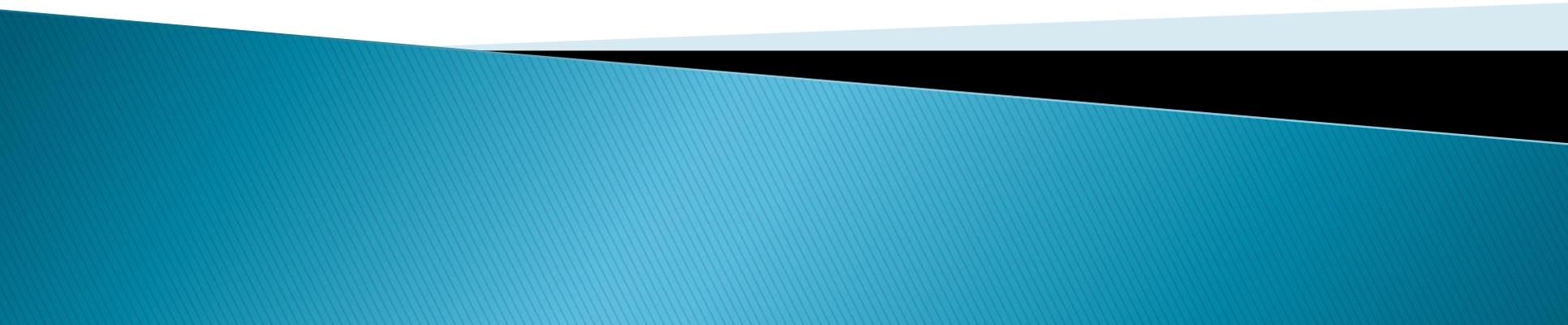


Writing Workshop for Years 3-4

Thursday 7th November 2019



Aims

- ▶ **How we teach writing here at OLOV**
 - ▶ **National Curriculum objectives for different year groups**
 - ▶ **How to support your child with writing at home with greater confidence – activities, examples**
 - ▶ **Any questions or queries**
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Some of the writing skills developed across year 3–4 are:

- ▶ **Planning writing through a range of activities**
 - ▶ **Composing fiction**
 - ▶ **Composing non-fiction**
 - ▶ **Evaluating, proofreading and editing**
 - ▶ **Show an understanding of grammar and punctuation**
 - ▶ **Show an understanding of Year 3–4 spelling rules**
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The writing genres studied in Year 3-4

Year 3

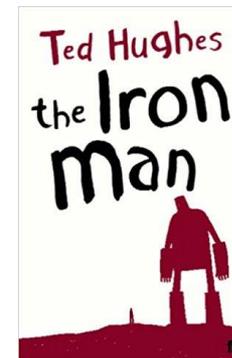
- ▶ Adventure stories
- ▶ Instructions
- ▶ Poetry
- ▶ Non-Fiction reports
- ▶ Mystery stories
- ▶ Myths and Legends
- ▶ Playscripts
- ▶ How to use dialogue

Year 4

- ▶ Information texts
- ▶ Stories from other cultures
- ▶ Instructions
- ▶ Recounts
- ▶ Stories from historical settings
- ▶ Poetry
- ▶ Persuasive writing
- ▶ Stories with a dilemma

We always start with a quality text

- ▶ We have chosen **high quality** books to **inspire and engage** children in their English lessons
- ▶ These help set the standard of writing as well as provide children with **many stimulating ideas**
- ▶ *Eg - The Iron Man by Ted Hughes or Stig of the Dump by Clive King*
- ▶ We would then do a range of activities to build up to children creating their own pieces of writing.



The Iron Man by Ted Hughes

- ▶ The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows. Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

What do we know about what the Iron Man looks like?

The Iron Man by Ted Hughes

- ▶ The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows. **Taller than a house**, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his **iron fingers**. His **great iron head, shaped like a dustbin but as big as a bedroom**, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His **eyes, like headlamps, glowed white, then red**, then infrared, searching the sea. Never before had the Iron Man seen the sea.



What are we doing in school to support your children with writing?



What different types of activities do we do to build up to writing?

The Teaching Sequence

We have a whole school approach where writing is taught in the same way in each year group.

Children know from the very beginning of the topic what the final independent writing piece should look like.



The types of activities we might do to build up to writing:

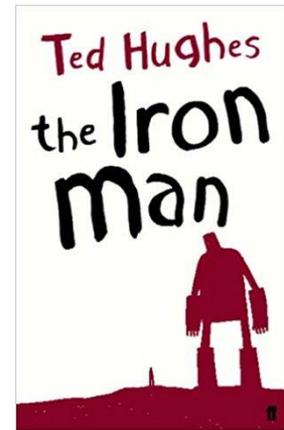


Vocabulary

Genre features



Grammar and punctuation



Role play and drama

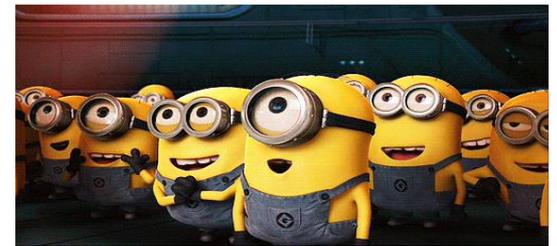
Talk for writing

Next, we move onto the Shared Writing Model

1. Shared writing



2. Teacher scribing and improving



3. Supported composition in pairs



4. Independent writing



Let's try ...



The large dragon waited on the edge of the rock looking into the distance.

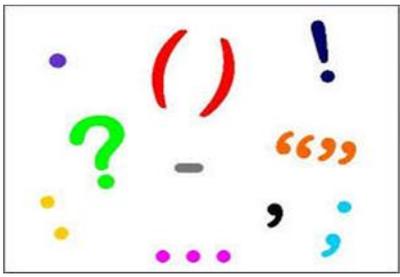


Editing



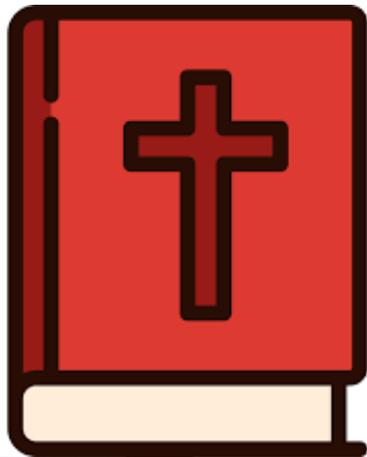
- ▶ **Checking and editing** is such an important skill that we practise regularly here in school.
- ▶ We give children chances to **read their work out loud or share their work with a partner** to evaluate together. Children can then improve or uplevel their work.
- ▶ This is something that children could practise at home too – reading their work out loud gives them a clearer chance to see if any improvements can be made.



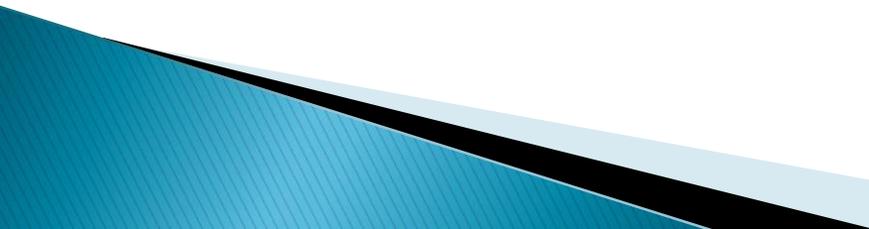


- ▶ There is a greater emphasis on children to have a good grasp of spelling, punctuation and grammar rules now.
- ▶ We teach children about these rules through the use of high quality books where they can see examples, as well as teaching the rules separately, when we need to.
- ▶ **Year group expectations provided on tables.**

- ▶ Children also are given many opportunities to practise their writing skills in other lessons, besides English.



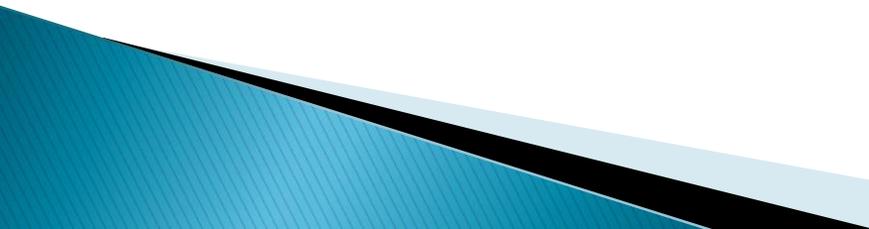
What can you do at home to support your child's writing?

- ▶ **The importance of talk** – encourage your child/ren to explain a game or activity, describe things, retell stories, talk about things they have done e.g. visits, day at school, predict what might happen next in a story
 - ▶ Be a **writing model** and encourage your child to write alongside you for **real purposes** e.g. shopping lists, birthday/Christmas lists, invitations, thank you letters, postcards, or poems
 - ▶ Have an exciting selection of **writing materials** available e.g. a range of pencils, pens, coloured crayons, writing icing
 - ▶ **Praise your child** for trying and don't dwell on mistakes. Focus on content and enjoyment of writing for fun and for purpose
- 

What can you do at home to support your child's writing?

- ▶ Encourage your child to **rehearse their sentence out loud** before they write it down.
 - ▶ Encourage children to **punctuate their sentences** with a full stop, capital letter and anything else that it may need
 - ▶ If a tricky word has been used in an **interesting way**, this should be praised even if it is spelt wrongly
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What can you do at home to support your child's writing?

- ▶ Encourage your child to **learn weekly spellings**. Write the spellings in different ways. Also ensure your child completes homework on time, take an interest in what they are doing and praise effort
 - ▶ Provide your child with a **comfortable place** to work
 - ▶ **Checking, making changes and editing** what you write are a natural part of writing
 - ▶ After your child has produced written homework, ask them to **proof read their work** for accuracy. After they have done this, have a look at the piece yourself.
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Handwriting.

- ▶ Presentation and quality of work is an important part of teaching writing. Children should feel proud of how their work looks. Writing is displayed and celebrated throughout the school

The screenshot shows the Letter-join handwriting practice interface. On the left, there is a vertical menu with various categories: Patterns (red), Easy letters (blue) with 'i' and 'lit', Easy words (blue), Harder letters (green) with 'k' and 'box', Harder words (green), More letters (orange) with 'B/s', Magic words (orange) with 'beac', Extra resources (blue), and Worksheet generator (purple). The main area is a large blue-bordered box with a 'Speed: Normal' dropdown in the top right. Inside, the word 'ice' is written in a cursive font on a set of three horizontal lines. A pencil icon is positioned at the end of the word. Below the main area, there is a navigation bar with arrows and the words 'ice', 'coil', and 'lad'. At the bottom right, there are three icons: 'Print' (blue printer), 'Try' (blue envelope with pencil), and 'Watch' (blue eye).

Thank you very much for coming!

Above all, encourage your child and show praise for what they try. If they have a particular interest in something, use that as a good way to learn!

Any questions?

