

Writing Workshop for Years 1 and 2

Monday 4th 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 key stage 1 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 1–2 spelling rules**
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The writing genres studied in Year 1 – 2

Year 1

- ▶ Stories in familiar settings
- ▶ Fairy stories and traditional tales
- ▶ Labels, lists, captions
- ▶ Instructions
- ▶ Information texts
- ▶ Recount
- ▶ Poems with pattern and rhyme
- ▶ Humorous poems/rhymes

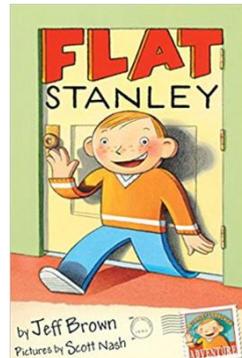
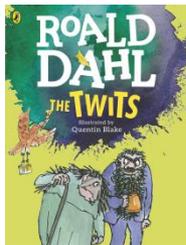
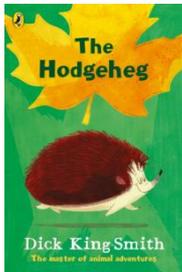
Postcards & Letters

Year 2

- ▶ Stories in familiar settings
- ▶ Traditional tales from a variety of cultures
- ▶ Stories by the same author
- ▶ Quest and Adventure stories
- ▶ Instructions
- ▶ Information texts
- ▶ Reports
- ▶ Explanation texts
- ▶ Songs and repetitive poems
- ▶ Traditional poems for young children

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**
- ▶ We would then do a range of activities to build up to children creating their own pieces of 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 skills we might focus on to build up to writing:

Vocabulary

Genre features

Grammar and
punctuation

Role play and drama

Talk for writing

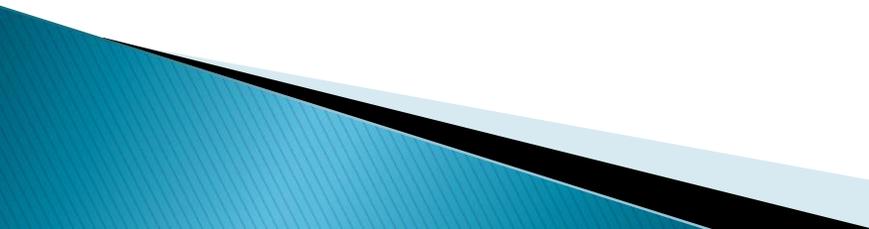


What we are doing in school to support your children with writing.



Different types of activities we do to build up to writing.

This is an activity we would do with the children to increase their vocabulary when describing a character from the text.

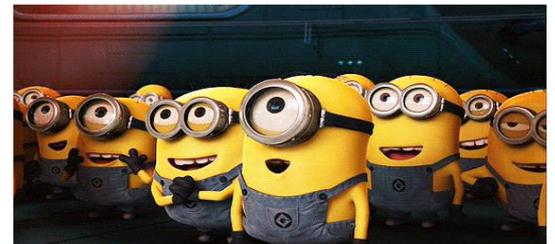
- ▶ We will read a short chapter on Mr Twit. Then on your table is a sheet with Mr Twit on it. We are going to map out words to describe Mr Twit.
 - ▶ Remember to refer back to the text.
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Next, we move onto the Shared Writing Model

1. Shared writing – teacher shares an example with the class



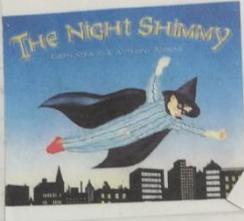
2. Teacher scribing and improving



► A description of the character.

Wednesday 21st November 2018

The night shimmy by Anthony Browne A character description of Eric



Decription

Eric has an imaginary friend called the Night Shimmy. Eric has no friends because he never ever speaks to them. Eric is a shy and not confident because he was scared. He had no friends and the some of kids call him dumb Eric. The night shimmy is a brave superhero because he has a invisible superpower. He is a confident and adventurous superhero boy.

Thursday 22nd Nov

The Night Shimmy

quiet Eric doesn't

The Night Shimmy's S

Eric meets up with

(S/W) Eric discovers that

after all. Then the he ex him and even he

25.11.18

(P/W)

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4. Independent writing



Choices

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22.11.18 Eric ran all the way home. He searched all of their
 secret hideouts, in his cupboards, under his bed even
 beneath his covers. He whispered "Night Skimpy, are
 you there?" Eric heard a knock at the door. It was
 Marcia and she wondered and asked "would Eric like
 to play with me?" He said "no way!" She had left
 and Eric looked out of his window and saw Marcia
 flying her kite and then her kite got stuck in a
 ancient x3 ancient ancient ancient
 ancient palm tree. He went outside and asked Marcia
 "could I help you get your kite back?" Then
 Eric took it down and they played together friendly.
 He did not dream about lizards anymore but they have
 gone away, he was dreaming about him and Marcia playing
 kindly and bravely.

Tuesday 4th Dec

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Editing



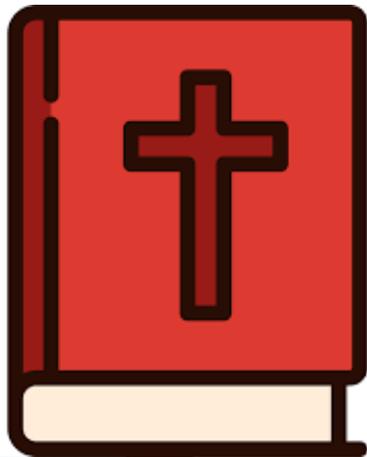
- ▶ **Checking and editing** is such an important skill that we practise regularly here in school.
- ▶ We give children chances to **read their work out loud or share their work with a partner** to evaluate together. Children can then improve or uplevel their work.
- ▶ This is something that children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



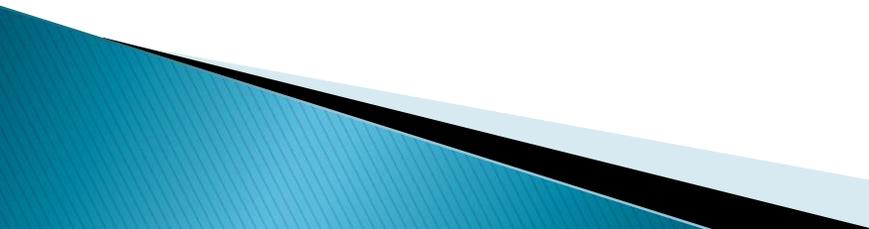


- ▶ There is a greater emphasis on children to have a good grasp of spelling, punctuation and grammar rules now.
- ▶ We teach children about these rules through the use of high quality books where they can see examples, as well as teaching the rules separately, when we need to.
- ▶ **Year group expectations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

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



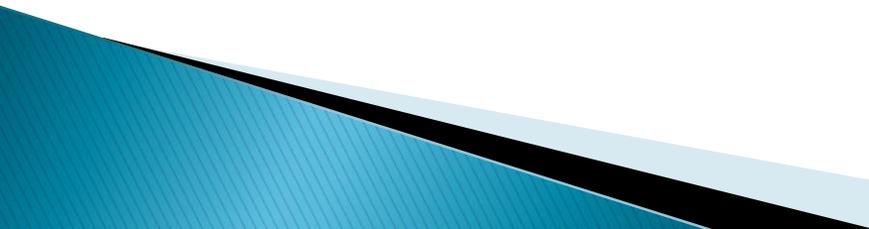
What can you do at home to support your child's writing?

- ▶ **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
 - ▶ **Praise your child** for trying and don't dwell on mistakes. Focus on content and enjoyment of writing for fun and for purpose
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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 for their year group expectations
 - ▶ 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), Easy words (blue), Harder letters (green), Harder words (green), More letters (orange), Magic words (orange), Extra resources (blue), and Worksheet generator (purple). The main area is a large blue-bordered box with a white background and horizontal lines. The word "ice" is written in a cursive font, with a pencil icon at the end of the word. A speed control dropdown menu is set to "Normal". 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?

