

Writing Workshop for Years 5–6

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 5–6 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 5–6 spelling rules**
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The writing genres studied in Year 5-6

Year 5

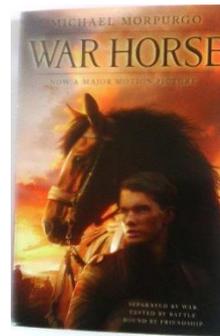
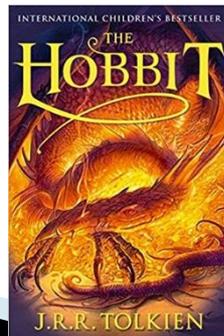
- ▶ Fantasy writing
- ▶ Non-chronological reports
- ▶ Science Fiction
- ▶ Modern Fiction
- ▶ Historical Fiction
- ▶ Newspaper writing
- ▶ Chronological reports
- ▶ Traditional tales
- ▶ Poetry

Year 6

- ▶ Narratives
- ▶ Diary writing
- ▶ Informal writing
- ▶ Character descriptions
- ▶ Poetry
- ▶ Letter writing
- ▶ Persuasive writing
- ▶ Playscripts
- ▶ Newspaper reports
- ▶ Balanced argument
- ▶ Quests

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 Hobbit by J.R.R Tolkien or War Horse by Michael Morpurgo*
- ▶ We would then do a range of activities to build up to children creating their own pieces of writing.



The Hobbit by J.R.R Tolkien

Then the great spider, who had been busy tying him up while he dozed, came from behind him and came at him. He could only see the things's eyes, but he could feel its hairy legs as it struggled to wind its abominable threads round and round him. As it was, he had a desperate fight before he got free. He beat the creature off with his hands-it was trying to poison him to keep him quiet, as small spiders do to flies-until he remembered his sword and drew it out. Then the spider jumped back, and he had time to cut his legs loose. The spider evidently was not used to things that carried such stings at their sides, or it would have hurried away quicker. Bilbo came at it before it could disappear and struck it with his sword right in the eyes. Then it went mad and leaped and danced and flung out its legs in horrible jerks, until he killed it with another stroke.

The spider lay dead beside him, and his sword-blade was stained black. Somehow the killing of the giant spider, all alone by himself in the dark without the help of the wizard or the dwarves or of anyone else, made a great difference to Mr. Baggins. He felt a different person, and much fiercer and bolder.

After that he set out to explore. The forest was grim and silent, but obviously he had first of all to look for his friends. He had picked his way stealthily 'for some distance, when he noticed a place of dense black shadow ahead of him black even for that forest, like a patch of midnight that had never been cleared away.

Which words
make the
spiders seem
scary?

Which words make
Bilbo seem brave?

The Hobbit by J.R.R Tolkien

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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.

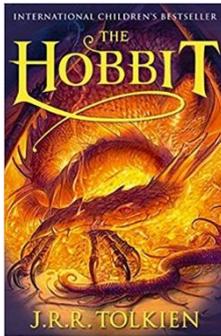


The types of activities we might do to build up to writing:

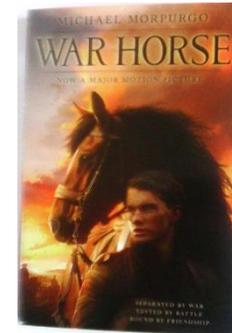


Vocabulary

Genre features



Grammar and punctuation



Role play and drama

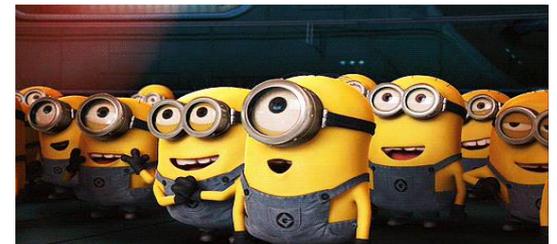
Talk for writing

Next, we move onto the Shared Writing Model

1. Shared writing



2. Teacher scribing and improving



3. Supported composition in pairs



4. Independent writing



An example from Year 6...



- 1) 1) We lived in fear as the bombs dropped through the sky. (basic teacher sentence)
- 2) 2) We lived our lives in trepidation as the bombardment of shells ripped through the sky..
- 3) 3)..which caused disastrous death sporadically across the life threatening plain of no man's land.
- 4) 4)It was the penultimate battle of this destructive day. With every flash of thunder, the guards continued to shuffle into their correct formation after hours of practice in Britain.

4)

Thursday 11th October 2018

Writing a descriptive narrative

Success Criteria and number	Self or peer evaluation
I can develop characters, settings and plots and choose vocabulary that will build tension throughout my story	✓
I can use dialogue correctly	✓
I can use a range of high level vocabulary	✓
I can use technical vocabulary	✓
I can describe all 5 senses	✗
I can include complex sentences	✗ ✓
GD - I can use a full range of KS2 punctuation in my writing	✓
Personal target: To include appropriate words in my work	✓

We lived our lives in trepidation as the bombardment of shells ripped through the sky and shrapnel caused disastrous death sporadically across the life-threatening no man's land.

"Positions!" ordered the further ferocious Captains.

It was the penultimate battle so far this disastrous

20/2018 five day. ✗ Within a flash, every single guard

was in the ~~perfect~~ perfect position due to our continuous practise. There was a choking stench of smoke.

"Attack!" screamed our captain at the top of his grey un-healthy lungs from smoking and abysmal hygiene that had consumed him over the painful years. We all charged as fast as cheetahs to ~~defeat~~ defeat the jerrys. As the ash settled to the floor, I gazed upon the grave yard of no man's land. I walked through the blood-stained fields with warm salty tears falling like a waterfall from my eyes as my companion was no longer with ~~him~~ ^{me}. I went to the odorous trenches, heartbroken.

"Give me two-no three ^{of your} finest soldiers for four Captains." spoke a modest Jerry.

"No" I shouted.

Let's try ...



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



Editing



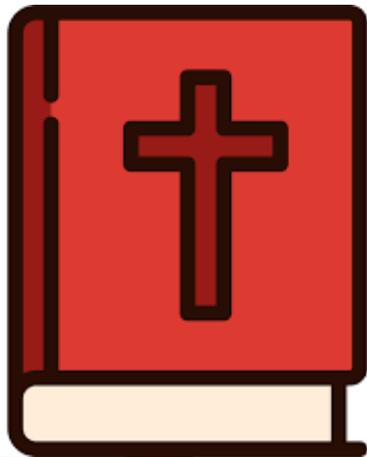
- ▶ **Checking and editing** is such an important skill that we practise regularly here in school.
- ▶ We give children chances to **read their work out loud or share their work with a partner** to evaluate together. Children can then improve or uplevel their work.
- ▶ This is something that children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



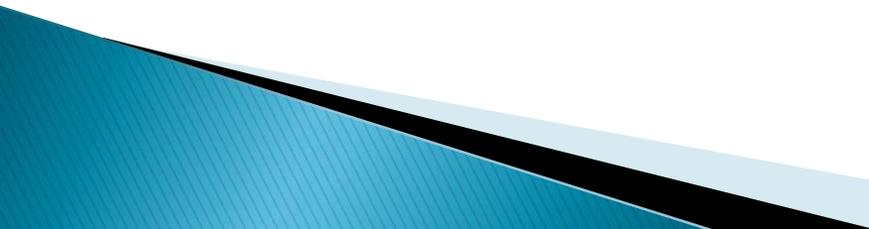


- ▶ There is a greater emphasis on children to have a good grasp of spelling, punctuation and grammar rules now.
- ▶ We teach children about these rules through the use of high quality books where they can see examples, as well as teaching the rules separately, when we need to.
- ▶ **Year group expectations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

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



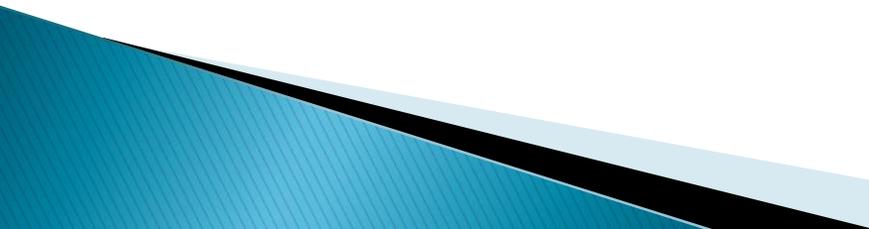
What can you do at home to support your child's writing?

- ▶ **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 four 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' (a printer), 'Try' (a document with a pencil), and 'Watch' (an 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?

