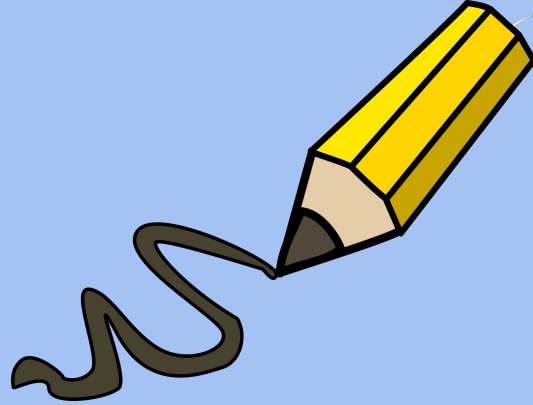


KS1 Writing Workshop

Miss Gilder and Mrs Holland



Writing at the end of Reception

I got A Sgab from the Wot slides
and went to the katvah with
my bruv and my mom and dad
and harte and glawdad.
my cugung kaym. and

A Year 2 piece of writing at the expected level for the end of KS1.

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were verry deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long

So, how do we get them there?

Composition

Get the children hooked and engaged!

To get the best out of the children they need to be excited about writing. This involves a good stimulus and a purpose. Follow their lead and their interests!

Video clips

A picture

A book

An event

A favourite character

The writing could take different forms:

A story

A diary

A newspaper article

A letter

A shopping list

A description

Vocabulary build up

Before we expect children to write we have to give them the words. We call this talk for writing:

"you can not write what you can not speak and you can not speak something you have not heard."

We give children a lot of this language through reading.
We also do this through generating vocabulary around a topic and introducing the children to new words, in context.

As adults, we are the model for our children's language.
Tier 2 language

Once we have chosen a stimulus and an outcome we unpick the stimulus before we attempt any writing.

Imagine you have been asked to write an essay. The first thing you would do would be to magpie from someone else's work.

We do this with children:

Unpick a model

Build up the language and the vocabulary needed to write our own

Work on a piece together

Story-board, act out, speak through our ideas

Write our own

Some nice websites which have picture and videos to be used as a writing stimulus

Pobble 365
Once upon a picture
The Literacy Shed



Phonics and spelling

As children move towards and throughout Year 2 spelling becomes much more about spelling rules. This means noticing patterns in words, adding suffixes such as ed, ing etc. You can help your child to learn this by:







patterns
Prefixes
Suffixes

words within words
mnemonics

They too have common words which are also important for the children to learn.

Grammar and punctuation

Red SAM

	
Full stops	Capital letters
	
Handwriting	Finger spaces
	
Phonics	SAM

Both children and teachers mark sentence writing. This gives them some ownership and responsibility over the content of their writing work. Once the children are achieving a full Red SAM they will move onto marking their work against Amber SAM.

Amber SAM



Punctuation.



Letter size - caps/lowers -
orientation correct.



Some joining using cursive script.



Tenses.



Spelling.



SAM

The children are also given a toolkit to help them think about the grammar features they should show in their writing. This might look something like this:

Toolkit

Expanded noun phrase
Conjunctions
Contracted words
Question mark

The children highlight their work to show where they have used the key features listed. This becomes a discussion point for their next piece of writing - what do you need to try and use next time? This might become a peer exercise.

These grammar features are taught early on in the year and then revisited throughout the year.

GLOSSARY OF TERMS

The children will be using these in class by the time they are in Year 2.

Noun - A person, place, animal or object. Example - a girl, school, table

Adjective - a descriptive word used to describe a noun - red, curly, huge etc

Expanded noun phrase: Used to specify a noun. 2 adjectives are placed before the noun - fluffy, brown bear.

Conjunction - used to extend a sentence and add detail by joining to phrases - and, but, so, because

Contracted words - 2 words joined to make one using an apostrophe - can't, wouldn't, hasn't

Verb - describes an action - running, swimming, floating

Adverb - describes the verb - how is the action being carried out? Quickly, gently, anxiously

How do we decide if a child has reached the expected standard by the end of key stage 1?

By the end of the year we have a large bank of writing from each child. In order to achieve the expected standard the child has to have shown everything they have been taught within their writing. As teachers, we highlight the features as we see them.

The writing is not assessed as a best fit - the children have to have demonstrated their understanding of each criteria within the expected standard in order to achieve it.

If they are lacking in something they will not achieve the expected standard for Year 2.

How can you help at home?

Ensure children are practising their high frequency word spellings.

Handwriting practise - by the end of Year 2 we encourage children to be joining their handwriting.

Modelling a high level of language and vocabulary

Encouraging children to write within the home - shopping lists, birthday cards, diaries etc.

Write at home when the opportunity arises - an outing with the family, a model they have made, a movie they have seen, review their favourite game etc.

Model being a writer

Make learning fun - let them dictate the topic or the space where the writing takes place.

Engaging with home learning.

Reading with and to your children - again a great model of language.

Discuss the meaning of new words with them.