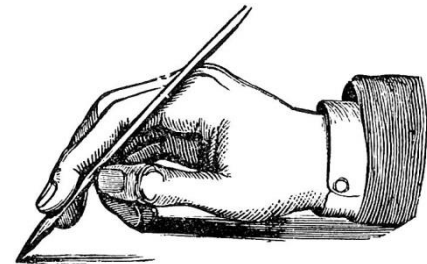


Hunters Hall Primary School.



Writing Workshop

18th October 2018



The purpose of this workshop

- To gain an understanding of how children's writing develops.
- To understand how we teach writing here at Hunters Hall.
- To know how we teach some of the technical aspects of writing.
- To give you some practical ideas about how you can support your children at home with their writing.

Time to reflect



- ‘The best writers in any class are always the readers’
- ‘We need to stimulate an interest in words and sentences because they lie at the root of all writing’
- ‘If you want to be a writer then read, read, read.’
- ‘Meagre reading produces thin writing’
- ‘Writers read deeply’
- We only write when it matters to us personally’
- ‘Writing is about who we are. It is particular and personal and individual.’

The writing journey



- As soon as your child starts to make marks, they are writers.
- Writing is a developmental process; a journey.
- the different stages of this journey are described briefly in the following slides

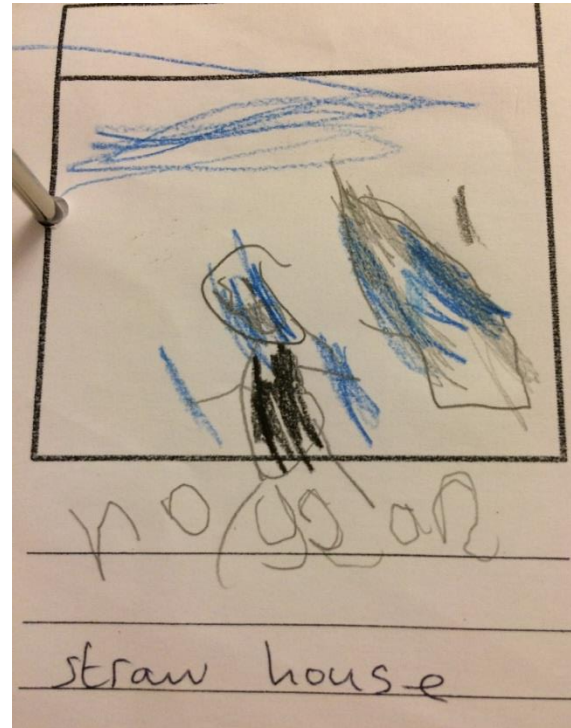
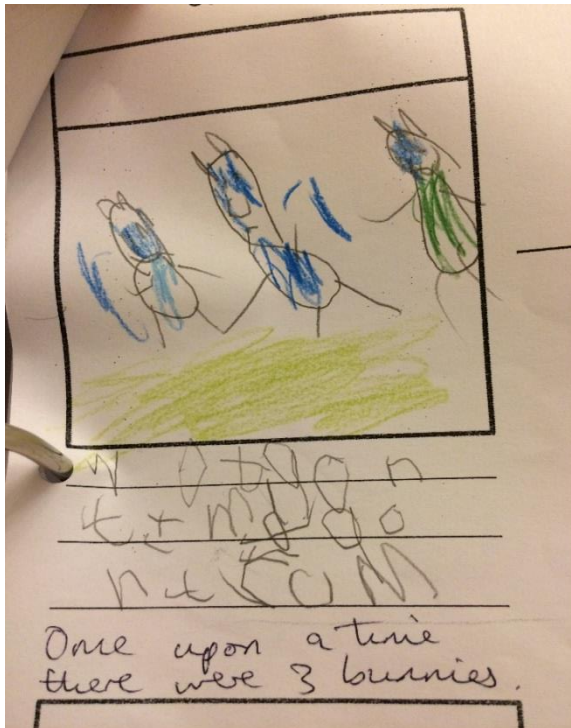
Scribbling

- Scribbling looks like random assortment of marks on a child's paper.
- Sometimes the marks are large, circular and random. Sometimes they resemble drawing.
- Although the marks do not resemble print, they are significant because the young writer uses them to show ideas and can talk about them



Letter-like symbols

- Letter-like forms emerge, sometimes randomly placed and often interspersed with numbers.
- The children can talk about their own 'writing'. In this stage, spacing is rarely present



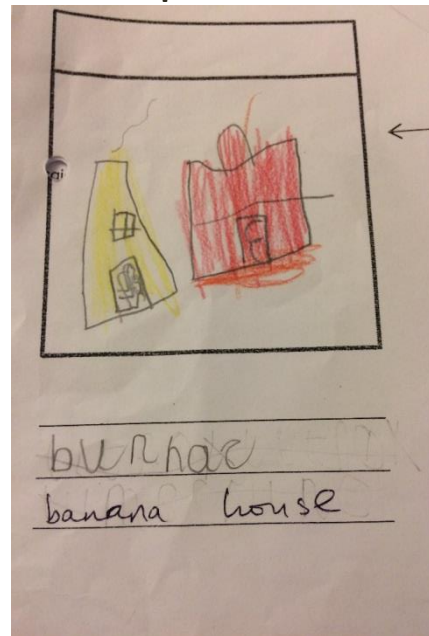
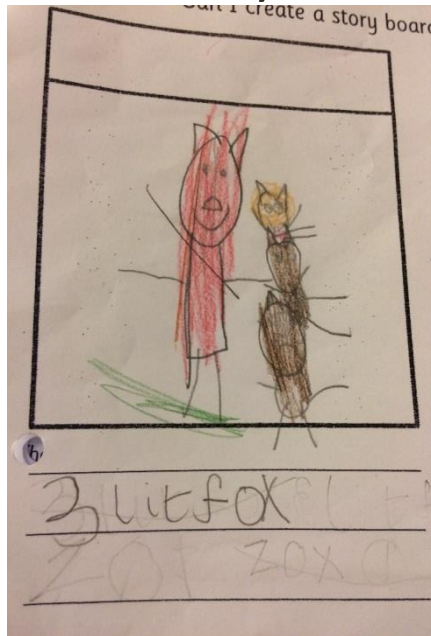
Strings of letters

- In the 'strings of letters' phase, children write some legible letters that tell us they know more about writing. They will often use letters from their names.
- Children are developing awareness of the sound-to-symbol relationship, although they are not matching most sounds.
- Children will often write in capital letters and have not yet begun spacing.



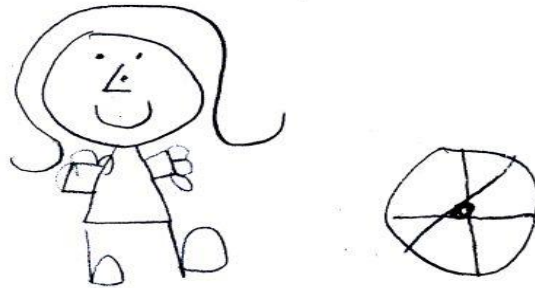
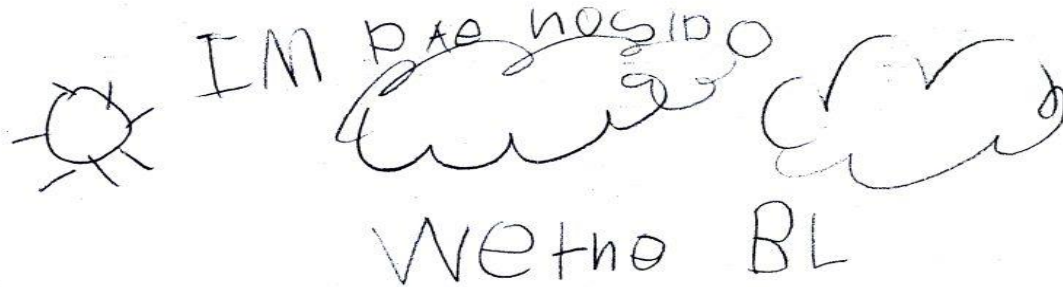
Beginning sounds emerge

- At this stage, children begin to see the differences between a letter and a word, but they may not use spacing between words.
- Children are beginning to match some sounds to symbols.
- Their message makes sense and matches the picture, especially when they choose the topic.



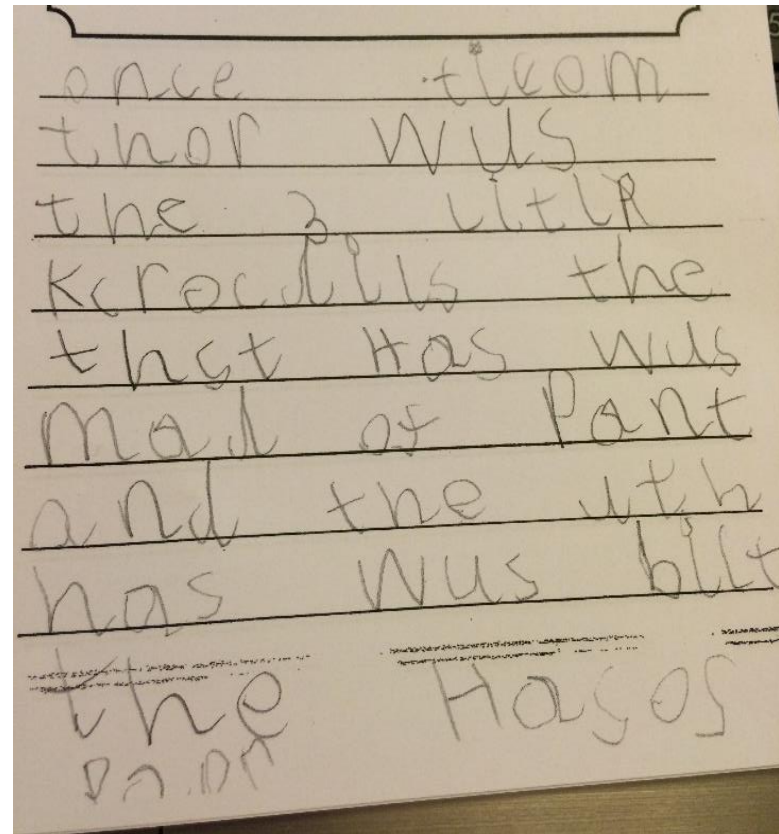
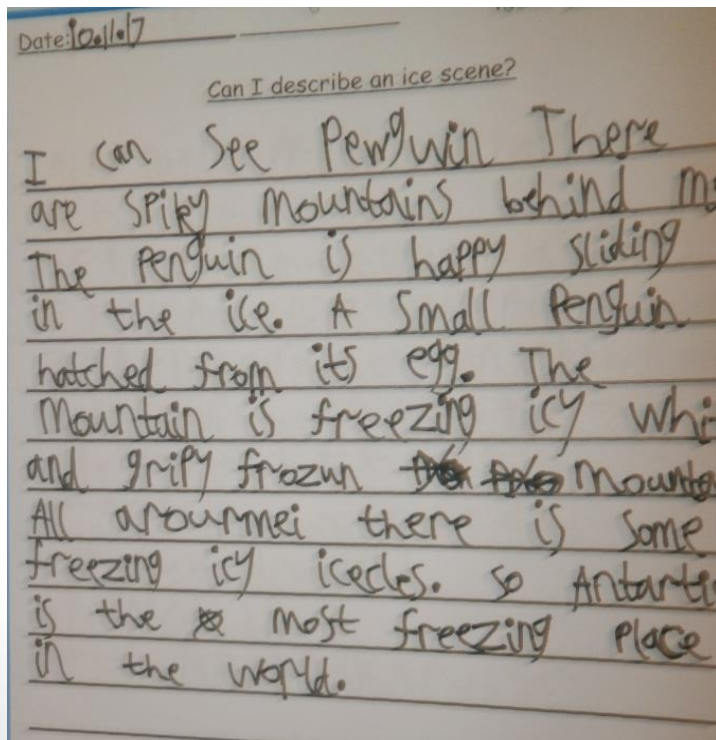
Consonants represent words

- The child begins to leave spaces between their words and may often mix upper and lowercase letters in their writing.
- Usually they write sentences that tell ideas



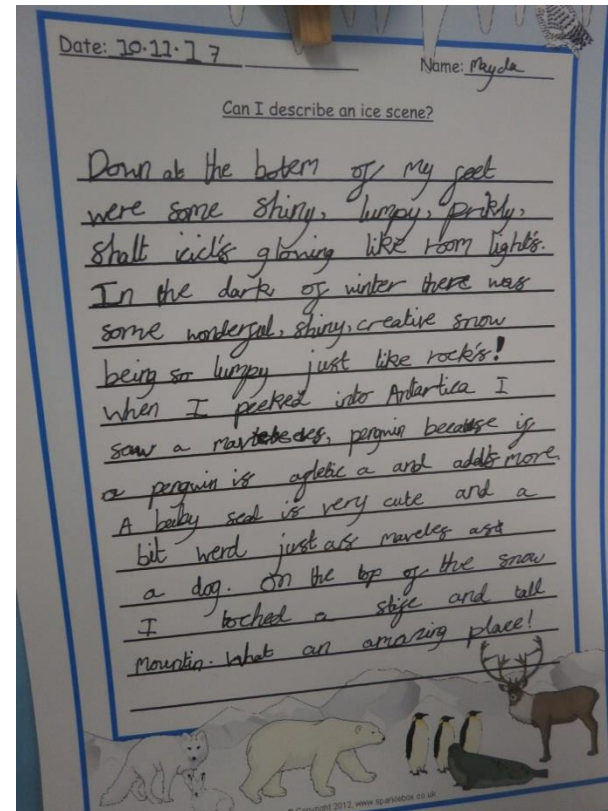
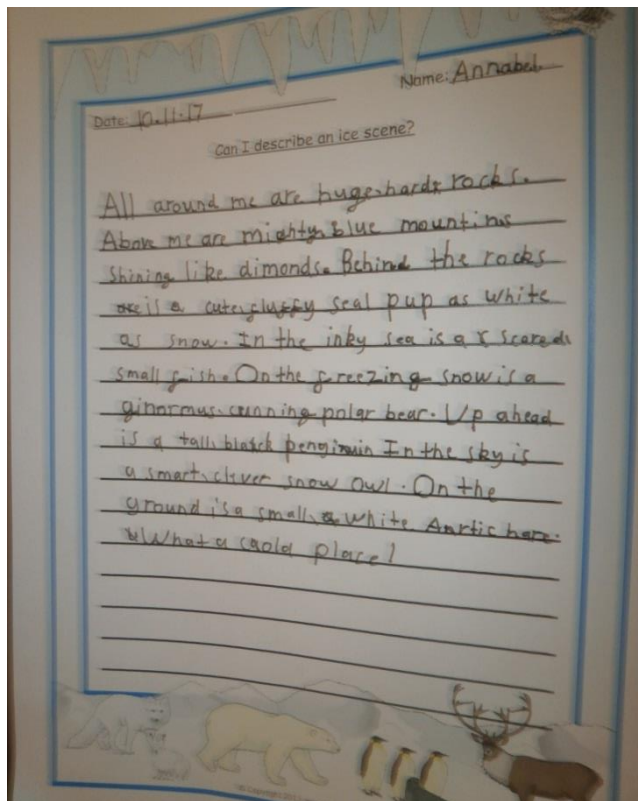
Initial, middle and final sounds

- Children in this phase may spell correctly some sight words, familiar words and names, and environmental print. Other words are spelled the way they sound.
- Their writing is readable



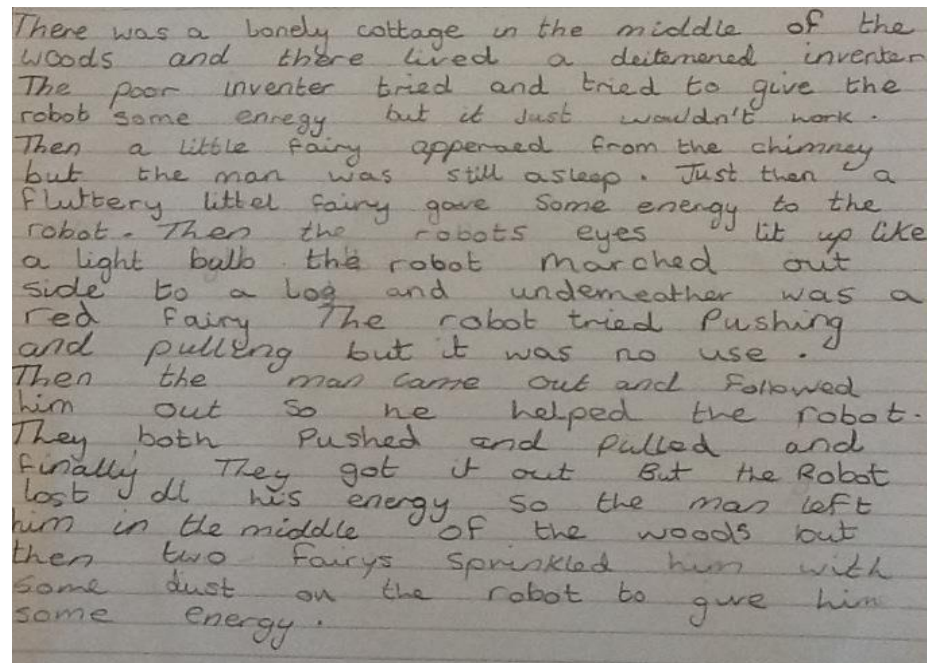
Transitional Phase

- This writing is readable and approaches conventional spelling.
- The writing is interspersed with words that are in standard form and have standard letter patterns



Standard spelling

- Children in this phase can spell most words correctly and are developing an understanding of root words, compound words, and contractions. This understanding helps them to spell similar words



There was a lonely cottage in the middle of the woods and there lived a deiterned inventor. The poor inventor tried and tried to give the robot some enegy but it just wouldn't work. Then a little fairy appered from the chimney but the man was still asleep. Just then a flutbery littel fairy gave some energy to the robot. Then the robots eyes lit up like a light bulb. the robot marched out side to a log and undemeather was a red fairy. The robot tried pushing and pulling but it was no use. Then the man came out and followed him out so he helped the robot. They both pushed and pulled and finally they got it out. But the robot lost all his energy so the man left him in the middle of the woods but then two fairys sprinkled him with some dust on the robot to give him some energy.

What the Department for Education says about the purpose of writing

- To communicate to others



- To create imaginary worlds



- To organise and explain information



- To explore experience



There are 5 aspects that
we focus on in writing

1. The child as a writer

- show a preference
- wanting to write on their own
- coming up with their own ideas
- fluency and stamina
- read aloud their work

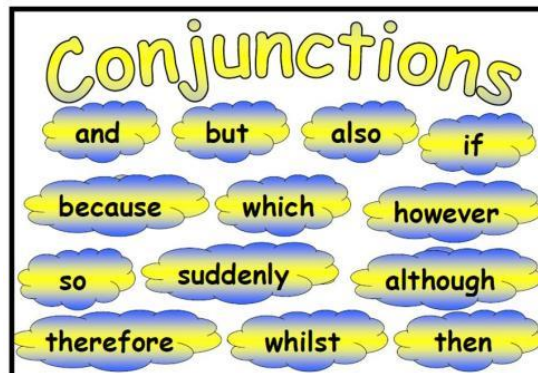
Preferences means saying or writing what you like about something. You might also say which one is better and give reasons why.

Fluency means being able to keep writing with a good 'flow', without stopping all the time.

Stamina means being able to keep doing something for a longer amount of time.

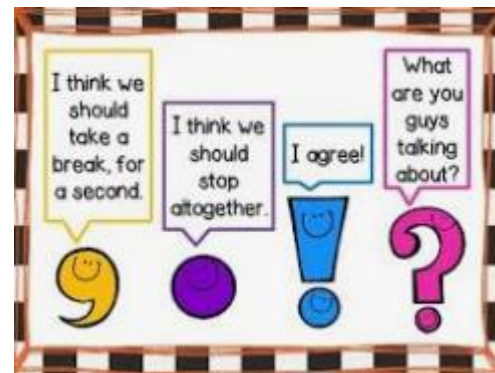
2. Composition

- Say and organise their ideas
- Write sentences
- Include detail to interest the reader
- Adverbs
- Conjunctions
- Clear beginning, middle, end
- Check my work makes sense



3. Grammar and Punctuation

- Use capital letters and full stops
- Use !?,
- Use capital letters for names
- Join words or clauses using or, and, but
- Join clauses using if, when, because
- Write statements, exclamation, questions or commands
- Use past and present tense consistently



English Verb Tenses	PAST	PRESENT	FUTURE
SIMPLE	I did my homework.	I do my homework.	I will do my homework.
CONTINUOUS	I was doing my homework.	I am doing my homework.	I will be doing my homework.
PERFECT SIMPLE	I had done my homework.	I have done my homework.	I will have done my homework.
PERFECT CONTINUOUS	I had been doing my homework.	I have been doing my homework.	I will have been doing my homework.

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Time for a task.....



4. Spelling

- Sound out words
- Spell contractions – can't, don't, isn't, I'm, couldn't
- Spell common exception words
- Adding ed, est, er, ing, ness, less
- Write a dictated sentence

Contractions

A contraction combines two words and uses an apostrophe to replace one or more letters. I + am = I'm

am	is
I'm	he's she's it's here's what's who's there's one's
us	would, had
let's	she'd you'd he'd I'd it'd we'd they'd
are	have
we're they're you're	I've you've we've they've could've would've should've who've might've there've
will	not
I'll you'll he'll she'll we'll it'll that'll they'll	can't didn't wasn't won't shouldn't don't wouldn't isn't doesn't hasn't haven't hadn't weren't mustn't couldn't aren't



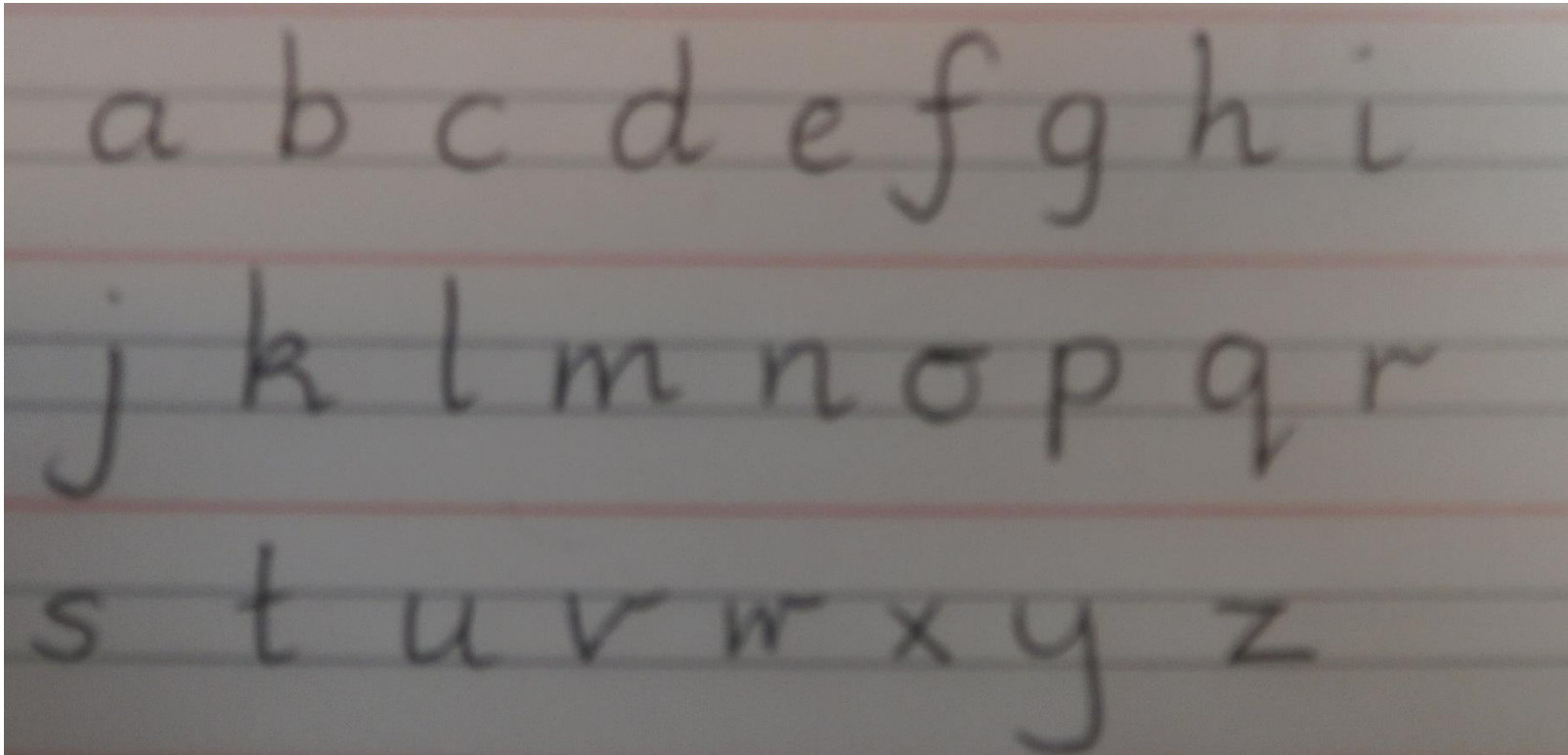
SUFFIXES IN ENGLISH

-ious/-ous (Characterised by)	-age (Action/ process)	-al (Pertaining to)	-wise (In relation to)
Pious Jealous Religious Ridiculous	Drainage Orphanage Marriage Salvage Outage	Fictional Regional Musical Accidental Logical	Otherwise Likewise Clockwise Weatherwise Crosswise
-ity/-ly (Quality of)	-ment (Condition)	-ness (State of being)	-ship (Position held)
Extremity Validity Enormity Veracity Security	Enchantment Argument Achievement Encouragement Excitement	Heaviness Illness Sickness Rudeness Happiness	Friendship Hardship Internship Citizenship Membership
-sion/-tion (State of being)	-ate (Become)	-ful (Notable for)	-ic/-ical (Having the form)
Position Promotion Cohesion Affection Ambition	Mediate Collaborate Create Eradicate Detonate	Handful Playful Hopeful Skilful Thankful	Psychological Hypocritical Methodical Nonsensical Musical
-re (Having the nature of)	-less (Without)	-ly (Related to/quality)	-ward, -wards (Direction)
Inquisitive Informative Attentive Abortive Active	Meaningless Hopeless Homeless Mindless Spotless	Softly Slowly Happily Crazily Madly	Towards Afterwards Backwards Inward Outwards

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5. Handwriting

- Ascender and Descenders



A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

The success of children's ability to write is based on

- A rich talking environment.
- Experience of many stories that have been read to them.
- Being able to join in with stories and adding their own ideas.
- Practising and developing their own story language - 'talking like a book'.
- A range of engaging speaking and listening activities related to drama.

What we do at Hunters Hall

- Daily reading and writing opportunities
- Extended writing opportunities in English and other subjects
- Discrete handwriting sessions
- Daily phonic sessions
- Daily writing opportunities
- Daily story time
- Oral rehearsal and oral revision (before and after writing)
- Time to assess and up-level previous writing and improve

What we teach

- Using adventurous and wide-ranging vocabulary
- Using a clear structure to organise writing
- Using texts read as models for writing
- Sequencing events and recount them in appropriate detail
- Varying writing to suit purpose and reader
- Putting ideas into sentences – grammar and punctuation
- Having a positive, confident attitude to writing

What we do...

- Demonstration – I'll show you how to do something
- Joint composition – now we'll have a go together
- Guided Writing – I'll support you in a small, focused group
- Independent writing – you have a go on your own

Remind your child:

- Practise reading out your writing aloud
- Writers concentrate fiercely on their work
- Keep self-image high and positive
- Creativity matters because it makes us all feel special
- Abandon your fear – fear is the enemy of creativity
- Children should enjoy writing!

Remember

- You can't write a story unless you can tell a story.
- You can't tell a story unless you have heard a story

Create a literature-rich, word loving home

- Visit the library.
- Read aloud and listen to audiobooks together.
- Encourage independent audiobook-listening if your child can't yet read, or doesn't enjoy reading.
- Have deep discussions about books and films—not based on someone else's "comprehension questions," but on your own wonderings.
- Tell stories. Read and recite poetry. Engage in word play: rhyming games, puns and riddles,
- verbal poetry composed on the spot, and so on
- Use letter sounds and not letter names
- Write in lower case letters
- Encourage your child to recognise letters in their environment; street names, signs, packets, brand labels
- Encourage your child to type stories and go back to them so that they can improve them

Talk about what interests your child

- Let them go on and on about dogs or science or history or Dr Who if that's what excites them. Ask questions. Let them explain in intricate detail.
- Have discussions. Ask for their opinion on important, real-world issues. This will develop their skills of explanation and argument, which will eventually factor into their writing

Let your child write about what interests them, and in genres that they enjoy

If your child is mad about Moshi Monsters or One Direction— respect their interest: this is what they know and this is what will excite them. This is what will make their writing vivid and detailed.

If they want to write fantasy stories because they love Harry Potter, they will understand how the genre works. We have to make the act of writing engaging –to draw children in and to make them want to continue.

Help your child find meaningful, authentic reasons to write

- Generally, we write to communicate with others. We write to connect.
- Find real writing opportunities that engage your child and invite responses e.g. letters and e-mails, invitations, shopping lists etc.

To become writers, children need something to say, the means to say it, and a reason to say it

Thank You!

- Many thanks for your time and patience.
Any questions?
- Please complete the feedback form to help us improve the writing workshop next time.