

# KS2 Writing Workshop

*Ways to support students*



# *Aims of this Parent Workshop:*

- To review our expectations for writing in KS2
- To explore what we currently do in school to support your child's progress in Writing
- To provide information on how you can best support your child



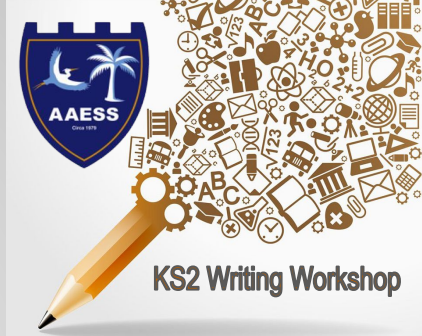
# *Our expectations for writing in KS2*



The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

# What does that actually mean?



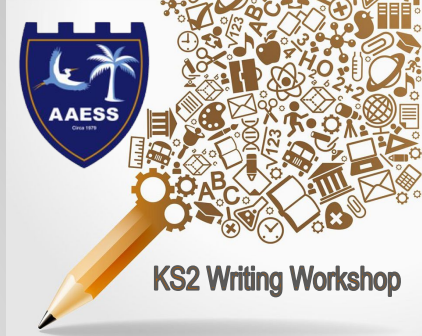
## Year 3

- **Secure use of Capital letters, Full Stops and commas in a list**
- Use conjunctions (when, so, before, after, while, because)
- Use adverbs (then, next, soon)
- Use prepositions (before, after, during, in, because of)
- Experiment with adjectives to create impact.
- **Group ideas into basic paragraphs.**
- Write with increasing legibility, consistency and fluency.

## Year 4

- **Secure use of Capital letters, Full Stops and commas in a list or to mark clauses**
- **Begin to use inverted commas to punctuate direct speech**
- Create own characters, settings and plots for story writing
- **Use organisational devices in non-fiction (headings, subheadings)**
- Begin to proof-read their writing and edit
- Use fronted adverbials with commas
- Use nouns or pronouns to avoid confusion

# What does that actually mean?



## Year 5

- Identify the audience and purpose of their writing.
- Link paragraphs together using cohesive devices.
- **Use organisational devices (bullet points, subheadings, numbered lists).**
- Begin to check their own and others' work for spelling and grammar mistakes.
- **Begin to use brackets, dashes and commas for parenthesis.**
- Use relative clauses starting with a range of relative pronouns (who, which, that, where, whose, when).
- **Punctuate speech correctly using inverted commas.**

## Year 6

- Use a sentence structure and layout matched to requirements of text type.
- **Use colon to introduce a list and semicolon within a list.**
- **Use a full range of punctuation matched to requirements of text type.**
- Use paragraphs to signal change in time, scene, action, mood or person.
- Write legibly, fluently and with increasing speed.



# Strategies used to develop writing skills



- Weekly spellings and dictation sentences
- Dictionary and thesaurus use
- Exposure to different genres of writing - poetry, fiction (traditional tales, familiar stories, suspense, play scripts etc) and non-fiction (reports, diaries etc)
- Teacher modelling writing

# Strategies used to develop writing skills



TalkforWriting™

“Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before reading, analysing it and then writing their own version.”

- Pie Corbett

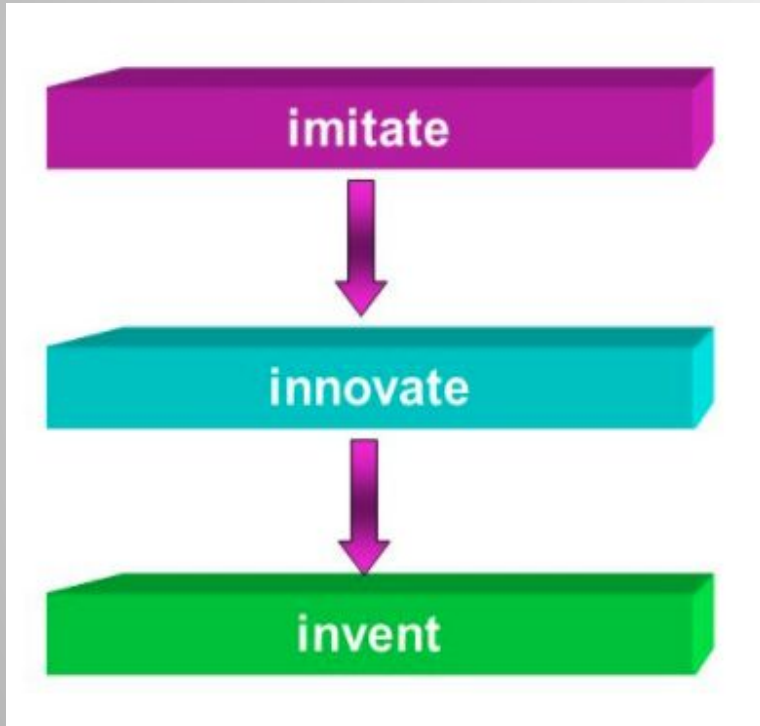
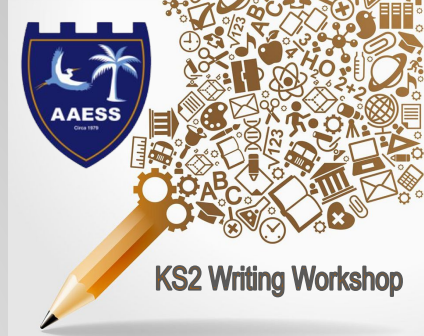
*“You cannot write it, if you cannot say it;*



*you cannot say it if you haven't heard it.”*



# Strategies used to develop writing skills



The teaching begins with some sort of creative ‘hook’ which engages the pupils, often with a sense of enjoyment, audience and purpose. Students begin to ‘Talk the Text’

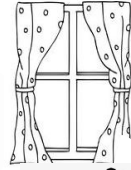
Once students are familiar with the model text, then the teacher leads them into creating their own versions. A new subject is presented and the teacher leads students through planning. Shared and guided writing is then used to support students with their writing

Eventually, students move on to the third phase, which is when they apply independently what has been taught and practised. Students are guided through planning, drafting and revising their work independently.





R



R



KS2 Writing Workshop

That night, Rosie took Starlight to bed. The moon shone into the room and bathed the hobby-horse's head in a pool of light. "Good-night Starlight," sighed Rosie as she drifted off to sleep.



## Sentence writing

- Collecting ideas
- Word banks (Have a go)
- Rehearse the sentence (say it out loud)
- Thesaurus

*verb*

1.

sprint

race

dart

rush

dash

hasten

hurry

scurry

scuttle

scamper

hare

bolt

bound

fly

gallop

career

charge

pound

# How you can support your child

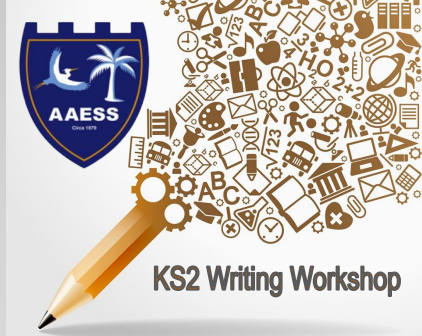


Pobble 365

## Language Building & Word Classes

Writers can use adjectives to create an instant picture in a reader's mind.

[Word classes explanations and examples](#)



## Word Classes



Nouns



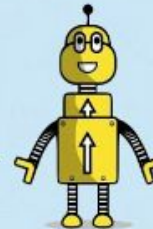
Adjectives



Verbs



Adverbs



Prepositions



Pronouns



Conjunctions



# How you can support your child



**What is your character's name?**

**What does your character look like?**

**Does your character speak or make any sounds?**

**What interests or pet hates does your character have?**

**Does your character have a hobby? What do they do?**

**Where does your character live?**

**Does your character have a family?**

# How you can support your child



## Using objects

What could it be used for?  
Who might be looking for it?  
What secrets could it hold?

## Fun Facts

- Snakes can predict earthquakes. ...
- Lego mini-figures have the largest population on Earth! ...
- Astronauts grow taller in space! ...



# *How you can support your child*

Devote time to it. Make it a quality experience.

Show your own interest and pleasure.

See yourself a fellow writer—take part in writing alongside and offer sensitive support when asked.

Share your own ideas, ask your own writing questions, and, importantly, talk as you create texts together.



# *How you can support your child*



Allow children to choose what they would like to write.

See talking and drawing as planning and encourage taking things from the reading, video games, play, film, or the television programmes that they like.

Encourage using 'temporary' spellings whilst drafting, as this is a strategy used by real-life writers.

# *How you can support your child*

Don't look over your child's shoulder all the time and criticise.

Don't rush the experience or try and get it all done in one go.

Don't ask children to write something they haven't chosen for themselves.

Don't control their writing.

Don't stop to correct errors immediately; insisting on 100% accuracy while they are trying to get their ideas down for the first time.

Don't ask a child to write without talking and writing together.

Don't leave out time for reading what you've written to each other and giving your responses.

