

WRITING STAY AND LEARN WORKSHOP

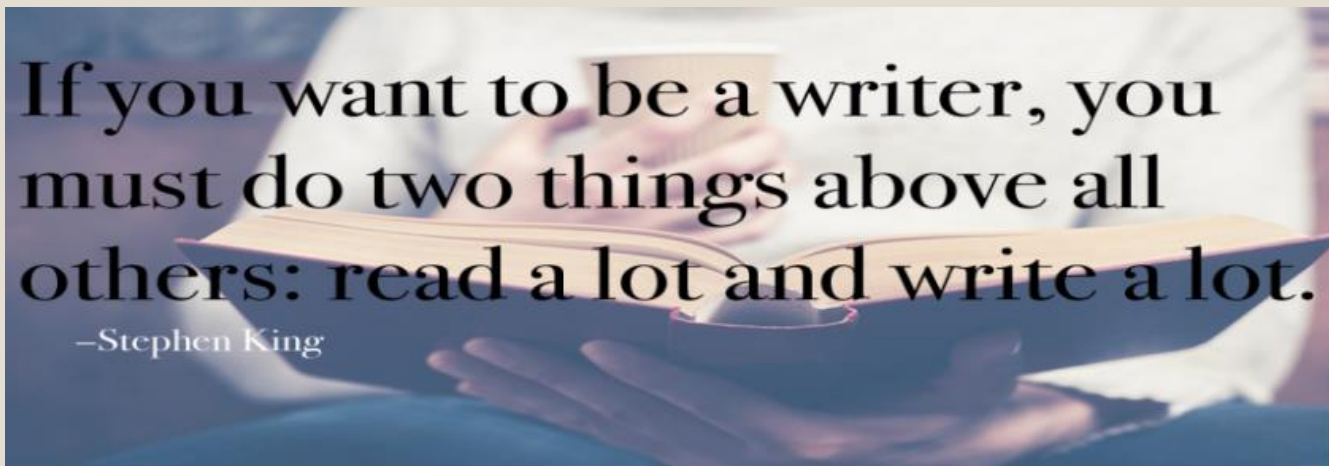
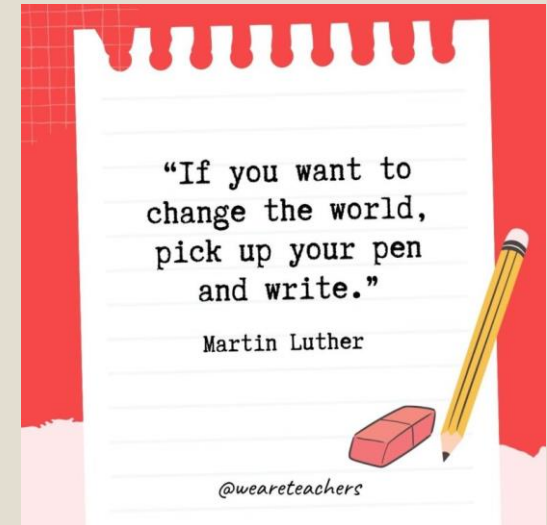
Miss Fairhurst

12.03.25



Why is Writing important?

- Provides children with a vehicle to express who they are as people and to actively engage in daily life
- It provides children with opportunities to explain and refine their ideas to others and themselves.
- It is a skill needed to succeed now and in later life.
- It is an important form of communication in all walks of life.



Writing at The Gates

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	David Wiesner Focus 	How to Train your Dragon by Cressida Cowell 	Varjak Paw by S.F. Said 	The Night Bus Hero by Onjali Q. Rauf 	Rumblestar by Abi Elphinstone 	The Miraculous Journey of Edward Tulane by Kate DiCamillo 
Other reading texts	Flotsam by David Wiesner Tuesday by David Wiesner The Three Pigs by David Wiesner	The British by Benjamin Zephaniah If I Were Prime Minister by Tovey Skaug (Picture Book – UK Parliament) Coming to England by Baroness Elzella Benjamin & Diane Ewen (Black History).	Hurt No Living Thing by Christina Georgina Rossetti (Poetry) Eye of the Wolf by Daniel Pennac Ruby's Worry by Tom Percival (Picture Book – Mental Health)	Frankie's World by Aoife Dooley (Autism Awareness). Happy Here by Black British authors and illustrators (International Day of Happiness). My Heart is a Poem by various poets	The Legend of Tutankhamun by Morgan Sally Hidden Figures by Margot Lee Shetterly (Non-Fiction – Big Question). My Shadow is Pink by Scott Stuart (Picture Book – Tolerance).	Egyptian Diary: The Journal of Nakt, Young Scribe by Richard Platt The Brilliant Deep: Rebuilding the World's Coral Reefs by Kate Messner & Matthew Forsythe (World Ocean's Day). The Midnight Fair by Gideon Sterer
Poetry	School Tomorrow, Excuses For Mum – Joseph Coelho		Keepy-Uppy Kid – Rachel Rooney		Free – Kate Wakeling	
Writing	<u>Handwriting, Grammar & Sentence Focus</u> Handwriting Practise (Daily) Slow Write (Weekly) Sentence Structures	(NF) Recount: School Trip (P) Poetry: Haikus, Tankas and Cinquains (Literacy Shed Plus) (NF) Non-Chronological Report: Dragons	(F) Narrative: An action scene: Varjak's helicopter encounter. (NF) Non-Chronological Report: Mesopotamian Blue Cats (NF) Formal Letter: A letter from Hector to Mrs Vergara.	(NF) Wanted Poster: Create a 'Wanted' poster for a bully character (NF) Formal Letter: Write the letter Hector gives to Mrs Vergara (P) Poetry: Similes & Metaphors (Literacy Shed +)	(NF) Persuasion: Pupil Leadership (F) Narrative: Write a rescue story (NF) Biography: Environmental Activist	(P) Poetry: Free Verse - a poem which conveys Edward's transformation (Literacy Shed Plus) (F) Narrative: Dialogue between two characters
Events	13 th September – Roald Dahl Story Day 3 rd October – National Poetry Day 17 th October – Harry Potter Book Day	11 th – 15 th November – World Nursery Rhyme Week	9 th January – 13 th January – Walker Books Week 27 th January – 4 th February – National Storytelling Week 7 th February – World Read Aloud Day	7 th March – World Book Day 21 st March – World Poetry Day		June – National Writing Day

Wealth of resources to access for teachers and children.

Regular Writing Lessons

Genres – purposeful and relatable

Range of genres are covered.

Opportunities to recap

previously taught learning.

Writing Starters:

- Previously taught grammar objectives e.g. fronted adverbials
- Previously taught punctuation e.g. question marks
- Word classes (verbs, adverbs, nouns)

Starter:
<p align="center">Combine</p> <p align="center">The bullets flew overhead. Soldiers fell to the ground.</p>
<p align="center">Correct</p> <p align="center">Alex seen a lot of soldiers running to safety.</p>
<p align="center">Expand</p> <p align="center">The British army fought.</p>

Daily sentence-based quizzes have had a really positive impact on Y4 - lots of effective discussions that have surfaced some interesting misconceptions!

Which one of these sentences is correct?
Which one?

I wish I was a Wren”

ance.

og dance was cancelled

got sick.

and round.

ons slithered on my fa

Only one of these sentences is correct.
Which one?

A) Ran all the way home back again.
B) “Wow I love being a Wren she said.
C) Wrinkled hands.
D) Fagin’s eyes flit around the room.
E) Fagins eyes flit around the room.

Only one of these sentences is correct.
Which one?

A) Amazing school.
B) Gorgeous, pretty frog.
C) She threw up.
D) Ran all the way home.
E) They clapped cheered until it was time to go home.

The tree danced joyfully in the wind. = Noun phrase + verb + adverb + adverbial





1. The tree joyfully danced in the wind.	1. Move the adverb before the verb.
2. The tree danced in the wind joyfully.	2. Move the adverb to the end.
3. Joyfully, the tree danced in the wind.	3. Move the adverb to the start.
4. In the wind, the tree danced joyfully.	4. Move the adverbial to the start.
5. In the wind, the tree joyfully danced.	5. Move the adverbial to the start and swap round the verb and adverb.
6. In the wind, joyfully, the tree danced.	6. Move the adverbial to the start and put the adverb next.
7. Joyfully, in the wind, the tree danced.	7. Move the adverbial to the middle and put the adverb at the start.

Bingo! WORD CLASSES

An adverb beginning with D <input type="text"/>	An adjective beginning with F <input type="text"/>	A word that could describe a party <input type="text"/>
An adjective beginning with S <input type="text"/>	A verb beginning with R <input type="text"/>	An adverb beginning with B <input type="text"/>
A noun that contains an H <input type="text"/>	A word that could describe a school <input type="text"/>	A noun that contains an L <input type="text"/>

Writing Process/ Toolkit

Genre, Audience & Purpose (GAP)

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

3 days ago

Writing unit to follow the structure of:

- 1) Analysing a WAGOLL (What a good one looks like)
- 2) Discussion/gathering of ideas
- 3) Grammar skill development (links to the Core Learning and what the WAGOLL included).
- 4) Write
- 5) Edit
- 6) Redraft

*All final pieces are added to writing books so the full writing process is evident.

Tuesday 8 November
 Handwriting Intervention ✓
 accident accident accident accident accident
 actual actual actual actual actual actual actual
 address address address address address address
 after after after after after after after
 again again again again again again again
 10.10 to understand the features of a
 setting description
 Simile ✓
 Expanded noun
 phrases
 Redundant Question
 worked
 Adverbials for
 place, to help
 the reader
 to visualize
 where it is
 Repetition for
 effect

Wednesday 9th November

10 To use granted adverbs for place.

Under the dappled sunlight, there was a
extremely pale sloth that was swinging from
vine to vine. swung.

Upon the deep dark tree, the sloth was
preparing to slip from branch to branch
that glided upon the leaves.

Within the overgrown trees, protruding branches
threatened to pose a threat to the
inhabitants.

The humidity was almost unbearable,
the chaos that was running so fast.

Beneath the dappled sunlight, the rainforest
was pulsing with life.


Deep in the gloominess of the jungle, where
humans had the ~~opport~~ opportunity to venture,
barely explore

Thursday 10th November


Handwriting Intervention

bath bath bath bath bath bath bath bath bath bath
beautiful beautiful beautiful beautiful beautiful beautiful
because because because because because because because
behind behind behind behind behind behind behind behind

10. Use senses to describe a setting

 hear


Birds Skwarking
Jaguars running
Dancing

 see


Disputed Sunlight
Crocodiles flipping
Sloths swinging

Describe a Setting


leaves
Tall trees
Humidity

 touch

Green Grass
Warmth Heat
Fresh ground
Hay

 feel

Swamp
Kines hanging
Eternal
Down from the sky above

 smell

Kines skittered down the cliff face like
a snake down the cliff.

✓

Tuesday 15th November

handwriting intervention

caught caught caught caught caught
climb climb climb climb climb climb climb
climb climb climb climb climb climb climb
climb climb climb climb climb climb climb
could could could could could could could

10:10 use repetition for aspect

The sounds of birds skimming in the
high trees the sounds of insects
scuttling on the forest floor the sound
of crickets at night these sounds real
through the night.

It was quite enough that you couldn't
hear any animals quiet enough to hear
rain drops on the leaves quite enough
to hear your own breath.

It was pulsing with life pulsing with
shadowy mist pulsing with the harmony of
forest sounds.

LO To use similes

Similes

1. Complete the similes below using the words from the word bank.

Adverb	Together	but
trance	bottom	ice

a) as cold as ice ✓

b) as cute as butler ✓

c) as blind as a bat ✓

d) as bold as butler ✓

e) as light as a feather ✓

f) as bright as a grass butler

2. Complete these sentences ensuring to add in an appropriate simile

Giant roots weaved across the ground, twisting _____.

The rushing water glistered in the sun _____.

3. Write 3 of your own sentences, describing the rainforest. Make sure to add a simile to your sentence.

2) Giant roots weaved across the ground, twisting like snakes in overgrown grass

The rushing water glistered in the sun like broken glass

3) The thin branches like witch's fingers of protruding trees.

On the damp forest floor a long blue stream snaked past the tall, towering trees.

Writing Journey WW

- Working Walls in classrooms reflect the writing process to support children.

Writing

SKILL DEVELOPMENT

Genre - SPEECH
Purpose - TO ENTERTAIN/INFORM
Audience - ENGLAND FOOTBALL TEAM

WAGOLL

Repetition
The manager wants the team to understand clearly the key points

Imperative verbs
Verbs which tell you what to do

Comparative + Superlative

LO: To understand the features of a motivational speech

Speech

Writing to entertain

Makes the Footballers consider their options

Simple - creates visual imagery

LO: To understand comparatives and superlatives

	Comparative (2)	Superlative (2+)
Hard	Harder	Hardest
Tough	Tougher	Toughest
Good	Better	Best
Famous	More famous	Most famous
Important	More important	Most important
Nervous	More nervous	Most nervous
Difficult	More difficult	Most difficult
Fast	Faster	Fastest

It will be the hardest, toughest, most gruelling game you will ever have together.

Thus is the toughest game we have ever played, but we are in it together. United strong.

If you win, this will be the greatest achievement for us Englishmen.

This will be one of the hardest challenges we have encountered as a team, but we will prove we are the greatest.

Imperative verbs

- Verbs are words which express actions
- An imperative verb tells someone to do something

Tidy Eat Go Pause Brush

open

Seize this moment. Take hold of it with all your might.

Hold your head up high and lead your team to glory. Men of England, it is time to show the world what we are made of.

Enough talk. Time for action. To

Fronted adverbial - Word/phrase before the verb

Contractions - Two words joined together

The memory of today will not be determined by the score. It will be determined by your performance on the pitch.

Weeks ago no one gave us a chance, now we are on the brink of greatness.

We are a fearless team, we need to fearlessly conquer this game.

We are on the brink of greatness. The question is: can we conquer and defeat?

Simile - Comparing one object to another using the words 'like' and 'as'

Metaphor - Referring to something as if it were something else.

WAGOLL

Like roaring lions, we need to command the play.

Believe in yourself and soar like eagles!

That moment is a crossroads.

Year 1 Core Learning

- know what a noun is
- develop a noun phrase
- expand it by adding a determiner
- make it a clause by adding a verb
- add and to the sentence:
initially to add a phrase or list
then as a co-ordinating
conjunction when adding a
separate clause

Year 2 Core Learning

- Noun phrases using a comma to separate adjectives
- Use and so but as a co-ordinating conjunction (two main clauses)
- Use because, if, when subordinating conjunctions (GDS commas used if conjunction used to front sentence).
- Use 4 forms of sentence: sentence, exclamation, question, exclamation (in English Primary curriculum exclamation sentences must begin with how or what)

Year 3 Core Learning

- Use **subordinating conjunctions/** prepositions *‘when, before, after, so, because’* (to show time, place, cause)

****Tip it is at this point we should begin introducing main and subordinate clauses***

- Use **prepositions** *‘before, after, during’* (to start a phrase)

Tip: if the word introduces a clause it is a subordinating conjunction. If it introduces a phrase it is a preposition.

- Use **adverbs** *‘next, soon, therefore’* (to indicate time)

Year 4 Core Learning

- Use **fronted adverbials** (where, when, how)
- Use **expanded noun phrases** (adjectives before now and then after the noun with use of a **preposition**)

Year 5 Core Learning

- Use **relative clauses** (with a relative pronoun: who, whom, which, whoever, whomever, whichever, that).

Relative clauses have two functions:

- 1) make it clear who we are talking about
- 2) give more information about a person or thing


- Use **adverbs** to indicate degrees of possibility (probably, definitely, doubtlessly, certain, perhaps etc)
- Use **modal verbs** to indicate degrees of possibility (might, must, could etc)


Year 6 Core Learning


- Use **active** and **passive form** (Writers decide emphasis of sentence. Passive predominately in non fiction texts)
- Use the **subjunctive form** (is formal language used to recommend, advise or suggest. I suggest/ recommend/ demand that or If I were...)


Spelling Lessons

- The Government provides each year group with statutory requirements for spelling rules and patterns for each year group.
- Ed Shed breaks these requirements down to weekly objectives and we focus on these during our weekly spelling lessons and through homework.
- Children have the opportunity to apply these words in a sentence and are encouraged to use a grammar feature previously taught in their sentences e.g. fronted adverbials for time.

 Overview 2022-2023

 Medium Term Plan

 Scheme Guidance

 2021 Scheme

Progression

Select Stage Stage 4 / Year 4

List	Step	
Words ending in '-ssion'	Step 21	Planning Word List + Assignment + Hive + Test
Words ending in '-cian'	Step 22	Planning Word List + Assignment + Hive + Test
Words that are adverbs of manner	Step 23	Planning Word List + Assignment + Hive + Test
Challenge words	Step 24	Planning Word List + Assignment + Hive + Test
Words that are homophones	Step 25	Planning Word List + Assignment + Hive + Test
Words with 'c' before 'i' and 'e'	Step 26	Planning Word List + Assignment + Hive + Test
Words containing 'sol' and 'real'	Step 27	Planning Word List + Assignment + Hive + Test
Words containing 'phon' and 'sign'	Step 28	Planning Word List + Assignment + Hive + Test
Words with the prefixes 'super-', 'anti-' and 'auto-'	Step 29	Planning Word List + Assignment + Hive + Test

Stage 4 Lesson 22- Words ending in '-cian'

RFTEDCY



Lesson Plan
(.pdf)

DOWNLOAD

Presentation
(.pptx)

DOWNLOAD

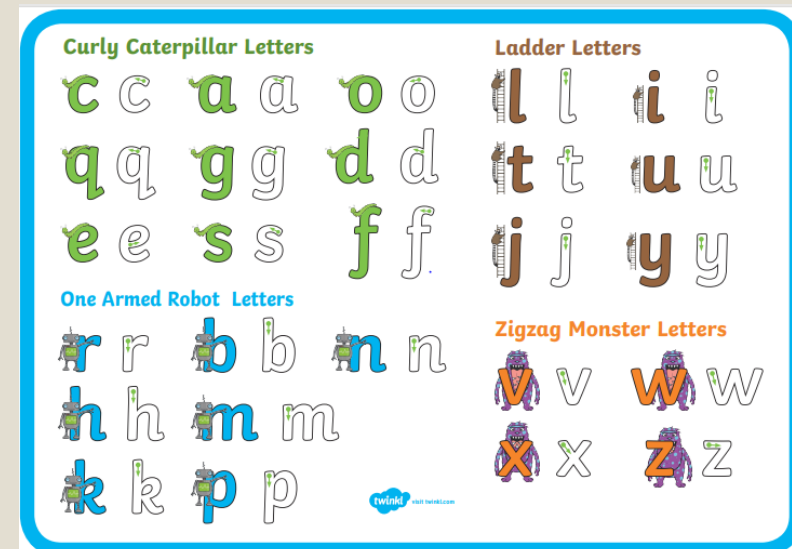
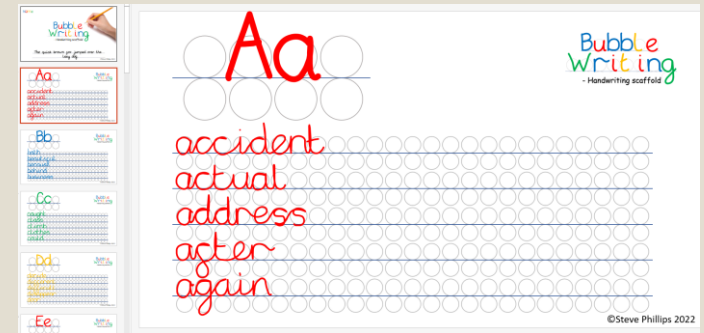
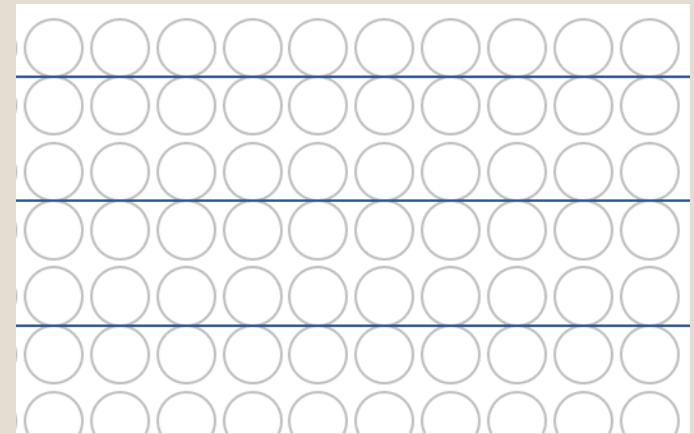
Worksheets
(.pdf)

DOWNLOAD

The national curriculum in England - English Appendix 1: Spelling

Handwriting

- **Year 1** – write with many letters accurate in shape and size, including capital letters and digits
- **Year 2** – form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- **Year 3** – use the diagonal and horizontal strokes needed to join some letters
- **Year 4** – produce legible joined handwriting
- **Year 5** – Consistently produce legible joined handwriting
- **Year 6** – Maintain legibility with joined handwriting when writing at speed.



Editing:



5 MINUTE PURPLE PEN TIME

- Get your purple pen
- Check yesterday's work for any red pen corrections or comments.
- Make sure **ALL** corrections are done in purple pen.

Marking codes	
Sp	– spelling error
~~~~~	- this word is spelt wrong
—	- incorrect word / check for sense
<b>O</b>	– incorrect/missing punctuation
✓	- meeting the LO
✓✓	- excellent
<b>VF</b>	– verbal feedback given
<b>T</b>	– teacher support
<b>AT</b>	– assistant teacher support
<b>CF</b>	– class feedback given
<b>Guided</b>	– supported throughout
//	- new line / new paragraph
^	- missing word
Use your 'Purple Pen' to edit your work.	

## Purple Pen Time

- We provide children with a '5 minute purple pen time'.
- Teachers' model to the children how to address any mistakes in their work.

## ■ Tiny Teacher Ticks


Do you have a capital letter? Do you have a full stop?  
Do you have an adjective?

Children use a purple pen to tick and check they have include basic punctuation within their writing.



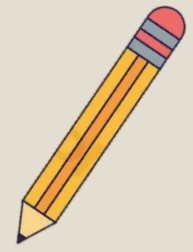


# Child Friendly Assessment:

 <b>Year 5 Writing Criteria</b>		<b>Examples</b>
1	I have used <b>expanded noun phrases</b> in different ways.	<i>The <b>smart, young</b> man</i> <i>The <b>box on the</b> table.</i>
2	I have used <b>adverbials</b> with the correct punctuation.	<i><b>Before long</b>, Luckily,</i>
3	I have used <b>coordinating conjunctions</b> (FANBOYS).	<i><b>but, so, and, yet</b></i>
4	I have used <b>subordinating conjunctions</b> (A WHITE BUS).	<i><b>as, while, when, even though</b></i>
5	I have used <b>adverbs</b> and <b>prepositions/prepositional phrases</b> .	<i><b>before, after, below, behind</b></i>
6	I have written in <b>Standard English</b> .	<i><b>was/were, a/an, are/our</b></i>
7	I have used verb tenses consistently.	
8	I have used <b>relative clauses</b> .	<i>The girl, <b>who was 11</b>, sang.</i>
9	I have used devices to build <b>cohesion</b> in my writing.	<i>(conjunctions, adverbials, pronouns)</i>
10	I have used punctuation for <b>parenthesis</b> .	<i>( ) , _ - _</i>
11	I have used <b>commas</b> for clarity.	<i>Let's eat Grandma</i> <i>Let's eat, Grandma.</i>
12	I have used <b>different clauses</b> .	<i><b>Subordinate, main, relative</b></i>
13	I have produced legible joined handwriting.	<i>She ran to the shop.</i>

- After final writes, children use their writing criteria to identify what they have used.
- Supports teachers' when locating the evidence for termly assessments.
- Provides children with the opportunity to identify grammar within sentences similar to a SPAG test.

# Key Assessment Points



There is no test for writing.

Instead, writing is assessed using evidence collected by the teacher over the year. Each year groups have objectives which we assess against.

## Years 1-6

Autumn 2, Spring 2, Summer 2

Internal moderation in school and within clusters (groups of local schools).

*working towards the expected standard*  
*working at the expected standard*  
*working at greater depth*

Statutory guidance

**Key stage 2 teacher assessment guidance  
2025**

Updated 2 December 2024

**Year 6 - SATS** – Local authorities are required to validate a sample (25%) of KS2 TA judgements in English writing.

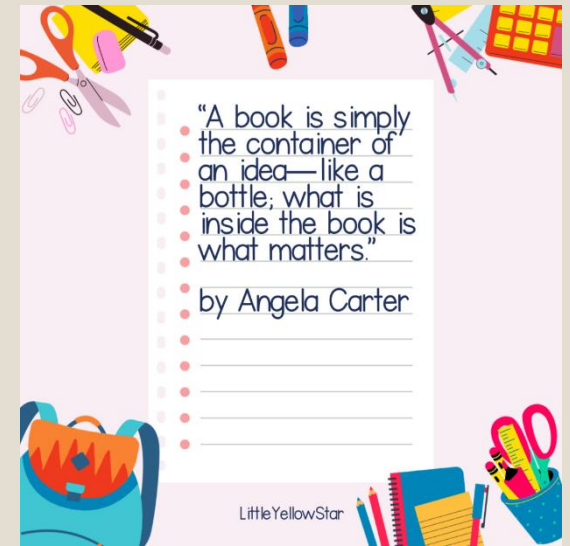
External moderation will confirm that KS2 English writing TA judgements are accurate and consistent with national standards. This ensures that schools are assessing accurately, and the system is fair to all pupils.

## Moderation:

During moderation, the teachers use professional discussion to explain a pupil's overall attainment.

# How can you support at home?

Findings show that children and young people's enjoyment of writing, and frequency of writing in their free time, is at an unprecedented low. Increasing evidence of a long-term downward trend calls for urgent action to reconnect children and young people with writing that promotes connection with creativity, self-expression and mental wellbeing (National Literacy Trust, 2024)



Encouraging them to verbalise their sentences before writing them down.

Reminding children to check for basics for example capital letters and full stops.

Reading! Reading opens the children up to a wealth of vocabulary which they can utilise in their own writing.

Providing them with opportunities to write.

Developing their handwriting by encouraging them to join and using correct letter joins. (Good posture).

Learning spelling patterns.

Giving writing a purpose and making it fun.

# Classroom Activity:

- The session will finish at 10:00 to give time for children to tidy up and move on to their next lesson. There should be a bell to indicate this.
- Exit through the school office.
- If you have children in different classes in school, you can move through school to move between classes. There will be staff and prefects in the corridors to direct you.



Thank you!

