



▶ Writing workshop

Aims of the session:

- ▶ Year group expectations
- ▶ Talk 4 writing
- ▶ Grammar and punctuation
- ▶ Spelling
- ▶ Handwriting

Year 1 Expectations

	Grammar and Punctuation	Composition	Transcription
Autumn 5-6	<ul style="list-style-type: none"> My writing starts at the top of the page and goes left to right. 	<ul style="list-style-type: none"> I can write letters, simple words and phrases I can say a sentence and try to write it. 	<ul style="list-style-type: none"> I can produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, for example, contributing to records of their own achievements or to books about themselves, their families and interests. I can trace, overwrite or copy shapes and straight line patterns.
Spring 7-8	<ul style="list-style-type: none"> I can write simple words and phrases. I can explain where a full stop is used I sometimes put a full stop at the end of each line I have written. I sometimes have to tell my teacher what I have written. My writing starts at the top of the page and goes left to right. I am starting to write different things, for example lists, captions, simple stories. 	<ul style="list-style-type: none"> I can write letters, simple words and phrases I can say a sentence and try to write it. I can write my own ideas. 	<ul style="list-style-type: none"> I can name all the letters of the alphabet in order. I can sit correctly at a table and hold a pencil comfortably and correctly. I can split words into Fred sounds to help me to spell them. My letters have a clear shape and are written the correct way around.
Summer 9-10	<ul style="list-style-type: none"> I sometimes use capital letters. I sometimes end a sentence with a full stop. Some of my ideas may be linked by 'and'. I can start some sentences with a capital letter and/or end them with a full stop. I can use a question mark and an exclamation mark. My teacher can usually read my writing. My stories are starting to have a beginning, middle and end. 	<ul style="list-style-type: none"> I am starting to use story language, for example, <i>Once upon a time; And they lived happily ever after.</i> I can use the pronoun 'I' in my writing I can sequence sentences in chronological order to recount an event. I sometimes include interesting words linked to what I am writing. I can re-read what I have written to check that it makes sense. 	<ul style="list-style-type: none"> I am beginning to use HF words and tricky words and sounds to spell words for example 'ai' and 'a-e'. Interesting vocab is chosen with HF words and tricky words mostly accurate. Most of my letters are correctly formed including capital letters and digits 0-9. My finger spaces may be different sizes.

CAT Year 2 Expectations

	Grammar and Punctuation	Composition	Transcription
11	<ul style="list-style-type: none"> Some of my sentences start with a capital letter and end with a full stop. I can use a capital letter for the pronoun 'I'. I understand where to use a question mark and an exclamation mark. I can write compound sentences using 'and' and 'because' to link my ideas. 	<ul style="list-style-type: none"> I can orally rehearse a sequence of sentences to ensure they make sense I use suitable words in my writing and can make choices from a word bank. My stories usually have a beginning, middle and an end Instructions are written in the correct order. I can add labels to information. 	<ul style="list-style-type: none"> My teacher can always read my writing I can recognise and use different ways of spelling sounds. Most of my words are phonetically plausible. All of my letters are correctly formed and written the correct way around. I always put a finger space between my words.
12 - 13	<ul style="list-style-type: none"> I can start sentences with a capital letter and/or end them with a full stop. I can use question marks and exclamation marks. I can usually use a capital letter for proper nouns. I can recognise different word classes (noun, verb, adjective, adverb). I can write simple expanded noun phrases Most of my writing is written in the correct tense I can use conjunctions to show time, for example <i>then</i>, <i>after</i>, <i>before</i>, <i>meanwhile</i>. 	<ul style="list-style-type: none"> I can choose suitable words linked to the subject I am writing about and apply these within my independent writing. My work is starting to show the key features of my chosen writing type. I can write chronological and non-chronological texts using a model for support. I can plan and discuss the content of my writing and record my ideas I am beginning to organise related ideas in paragraphs or sections I can write narratives about personal experiences and those of others both real and fictional 	<ul style="list-style-type: none"> I can recognise and use different ways of spelling sounds, spelling most correctly. I can spell some Year 2 common exception words correctly. I write with accurate finger spaces between my words.
14 - 15	<ul style="list-style-type: none"> I can start most of my sentences with a capital letter and end with a full stop, question mark or exclamation mark. I can use commas in lists. I can use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses I can use the present and past tense mostly correctly and consistently I am beginning to use apostrophes for contractions. I can use and identify the four different sentence types (exclamation, command, statement and question). 	<ul style="list-style-type: none"> I can independently use a range of appropriate and interesting words to engage the reader I can make my writing more interesting by adding detail (expanding sentences using adjectives, verbs and adverbs). I can use varied openings to make my sentences interesting I can use some of the key features of the text I am writing. I can proof read and check for errors in spelling, grammar and punctuation I can edit and improve my work. 	<ul style="list-style-type: none"> I can use different strategies including known words, word structures and patterns to help me spell more accurately. I can add suffixes to spell most words correctly (e.g. -ful, -less, -ly, -ed) HF words and common exception words are mostly accurate. Clear ascenders and descenders are used I am beginning to use diagonal strokes to join letters I can write clearly using upper and lower case letters in the correct places and with suitable spaces between my words.

Talk 4 Writing (Pie Corbett)

1. Immerse

2. Innovate

"...you cannot create out of nothing!
Children who know no stories will not be
able to create their own ...The bigger the
resource to draw upon, the more creative
children can be."



1. Immerse

Children learn a text or type of text in detail so that they can use it as a scaffold for their own writing.

The could be:

- an oral story - for example 'This is the Bear'
- a media unit - for example 'A slippery tale'
- a non-fiction text - for example a non-chronological report

1. Immerse

The immerse stage can include,

- learning a story by heart using actions for support
- drawing a story map
- drama activities
- writing in role (e.g. diary, letter)

2. Innovate

Using the structure of the text or story they have learnt, children then adapt it to write their own version.

To support this we use a 'box-it up' process.

2. Innovate

Using their plan, children write an extended text over a number of days. Everyday the teacher models writing a section of the text in order to demonstrate key vocabulary, appropriate sentence types and punctuation. Teachers also highlight any misconceptions and model the correct handwriting style.

English Working

Once upon a time

amusement

hungry

said

screamed

ran ran ran

AS fast legs

met

market

until

my

asked

replied

First

Next

called there me she like do asked what people

ENGLISH WORKING WALL

Our school font
The quick brown fox jumped over the lazy dog

Once upon a time

- there was
- who lived
- hungry
- to his
- amazement
- spoke
- fast
- why
- first
- next
- after that

finally

- things
- imagine
- impossible
- replied

The Papaya that Spoke

A farmer lives in a village. Picks a papaya.	Who is happy? What does he live? What does she pick?	old woman with a wooden cottage
Papaya speaks and "Eten dog speaks".	What happens?	strawberry spoke said, ginger cat
Runs to a market.	Where does he go?	Runs to Morrison's.
A fisherman selling fish.	How does she meet?	Boiler is boiling a delicious red velvet cake.
Farmer tells the fisherman. Don't believe my fish speaks.	What speaks?	Phosphate cake in the police station.
Runs to a field.	Where does he go?	Police station.
A shepherd and his goats.	Who does he meet?	Brave, muscular policeman wearing a silver police hat with a silver badge.
Farmer tells shepherd about papaya, dog and fish.	What speaks?	Black, tall, hot spoke.
Runs to the village.	Where does he go?	London Buckingham Palace.
Meets the King.	What does he meet?	glamorous queen.
Tells him about talking papaya, dog fish and goat.	What happens at the end?	Queen's strawberry, cat, cake and hat. Queen orders him to go away. The Spooky diamonds included brown spoke.

Today in English we are learning to: Write the beginning of a story

Stretching exercise

Who? My crazy cat.

What? My crazy cat is running around.

When? All day long, my crazy cat is running around.

Where? All day long, my crazy cat is running around my bedroom.

Why? All day long, my crazy cat is running around my bedroom because she wants me to let her outside.

This week in English we are learning about: the story 'The Papaya that Spoke'

Year 2 stories

The Prince and the Pea

ENGLISH WORKING WALL

abcdefghijklmnopqrstuvwxyz

KEEP CALM AND CHECK PUNCTUATION

LOUIS SACCHAR
There's a Boy in the Girls' Bathroom

Doesn't like school
Liar
Likes to be alone on island
Doesn't like his teacher

Complex sentences starting with because.

Complex sentences starting with if.

Dear Diary,
• About his day. Include meeting
• Feeling conflicted about how he reacts
• What he plans to do.
Sign off. Bradley

This week we are tracing
Punctuation / Reading
(There's a Boy in the Girls' Bathroom)

Today we are learning
To analyse a character referring to the text.

Details about his meeting
• How he feels. - Tricked
• Lie → tell the truth
• Come round to the idea that Carla isn't that bad

musical terms: melody, tempo, pulse, beat, harmony, timbre, structure, texture

adjectives: above, around, away, down, there, below, downstaircase, upstaircase, here

think
I'm really nervous.

Get me out of here!!

Oh No!!

This could bring anything I want.

This could be fun!

This is fantastic!
What is happening?!!

Wow! It's magical

say
Where is this taking me?

feel
overwhelmed
terrified
excited
happy
glad
frightened
amazed
unhappy
confused

sad
upset
funny
great
nervous
incredible
shocked
anxious
mad

surprise
startle
stun
amaze
shock
astonish

scare
alarm
frighten
shock
startle
terrify
upset

Grammar, Punctuation and Spelling

Grammar and punctuation are taught in starters, early morning work and through modelled writing.

It is assessed half termly, with areas of common misconception addressed the following half term.

Spelling - taught explicitly in spelling or phonics lessons and within modelled writes.

Handwriting

Across the school, we use a joined handwriting scheme, which has a lead in stroke.

Children practise joining their writing in specific handwriting sessions, as well as seeing it being used during modelled writing.

Handwriting Scheme

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

Supporting your child at home:

- Weekly homework tasks - these could be extended by asking your child to write a piece of text using the rule they have been learning
- Spelling and handwriting practice (ensuring letters are of the correct size, shape and orientation)
- Punctuation and grammar activities online
- Regular writing practise - for example keeping a diary, writing a report about a football match
- Writing for a purpose - for example a thank you letter