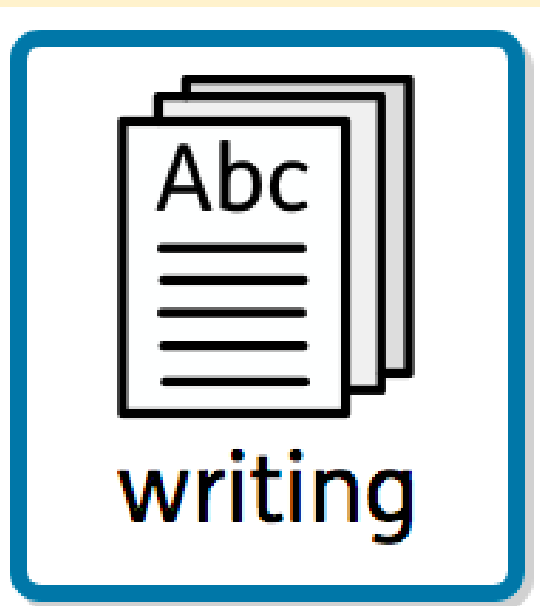


Writing workshop 2024

- How do we learn to write?
- How is writing taught at St Peter's?
 - Early writing
 - St Peter's Writing Cycle
 - What supports your child in school?
- How can you help your child with their writing at home?























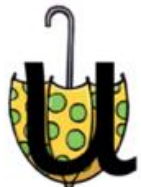





How do we learn to write?

Stage	Example
Preliterate: <i>Drawing</i> <ul style="list-style-type: none"> uses drawing to stand for writing believes that drawings / writing is communication of a purposeful message read their drawings as if there were writing on them 	
Preliterate: <i>Scribbling</i> <ul style="list-style-type: none"> scribbles but intends it as writing scribbling resembles writing holds and uses pencil like an adult 	
Early Emergent: <i>Letter-like forms</i> <ul style="list-style-type: none"> shapes in writing actually resemble letters shapes are not actually letters look like poorly formed letters, but are unique creations 	
Emergent: <i>Random-letters or letter strings</i> <ul style="list-style-type: none"> uses letter sequences perhaps learned from his/her name may write the same letters in many ways long strings of letters in random order 	
Transitional: <i>Writing via invented spelling</i> <ul style="list-style-type: none"> creates own spelling when conventional spelling is not known one letter may represent an entire syllable words may overlay may not use proper spacing as writing matures, more words are spelled conventionally as writing matures, perhaps only one or two letters invented or omitted 	
Fluency: <i>Conventional spelling</i> <ul style="list-style-type: none"> usually resembles adult writing 	

How is writing taught at St Peter's?

Early writing

Little Wandle

								
Around the astronaut's helmet and down into space.	Down the bear's back, up and round its tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and curl down its trunk.	Down the flamingo to its foot and across its wings.	Round the goat's face and curl under its chin.	Down, up and over the helicopter.	Down the iguana and dot the leaf.
								
Down the jellyfish and dot its head.	Down the kite, up and round and to the corner	Down the lollipop stick	Down, up and over the mouse's ears	Down, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end.	From the cloud to the ground and over the rainbow.
								
Down the snake from head to tail.	Down the tiger and across its neck.	Down and around the umbrella, and back to the ground.	Down to the bottom of the volcano and back up to the top.	Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl round the string.	Across the top of the zebra's head, zig-zag down its neck and along.	

Letterjoin



Fine motor skills



Gross motor skills



ST PETER'S WRITING ANNUAL PLANNER

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Oral retelling – Puppet plays – Story boards – Drawing club – Mini Books – Story maps					
Y1	WRITING TO ENTERTAIN Norwegian traditional tale	WRITING TO ENTERTAIN Journey story	WRITING TO ENTERTAIN Adventure story	WRITING TO ENTERTAIN Traditional tale	WRITING TO ENTERTAIN Emotive story	WRITING TO ENTERTAIN Science-fiction story
	WRITING TO INFORM Eastfife about hedgehogs	WRITING TO INFORM Letter written to a child in the past about what childhood is like now	WRITING TO INFORM Information text about the seasons	WRITING TO INFORM Information text about toys from the past	WRITING TO INFORM Information text about Shanghai	WRITING TO INFORM Non-chronological report - flight
		WRITING POETRY Firework night		WRITING POETRY When I'm by myself		WRITING POETRY Performance poetry
Y2	WRITING TO ENTERTAIN Warning tale	WRITING TO ENTERTAIN Magical story	WRITING TO PERSUADE Persuasive letter	WRITING TO ENTERTAIN Fable	WRITING TO ENTERTAIN Adventure story	WRITING TO ENTERTAIN Traditional tale
		WRITING TO INFORM Non-chronological report - meerkats	WRITING TO INFORM Biography of an activist		WRITING TO PERSUADE Interview	WRITING TO INFORM Information leaflet about Hastings
	WRITING TO INFORM Recount of a castle visit	WRITING POETRY Innovation of Rosen and Zephaniah's poetry	WRITING POETRY If I were in charge of the world	WRITING TO INFORM Instruction writing	WRITING POETRY Innovation of McGough and Bevan	
Y3	WRITING TO ENTERTAIN Story involving going back in time	WRITING TO ENTERTAIN Story based on character changing over time	WRITING TO ENTERTAIN Narrative based on Secret of Black Rock	WRITING TO ENTERTAIN Narrative – warning story	WRITING TO ENTERTAIN Narrative – Traditional tale set in a different culture	WRITING TO ENTERTAIN Narrative based on Flood
	WRITING TO INFORM Non-chronological report about the Stone Age	WRITING TO PERSUADE Skara Brae – persuasive text – holiday brochure	WRITING TO INFORM Report about coastal town	WRITING TO INFORM Recount of trip	WRITING TO INFORM Instructional writing about mummification	WRITING TO INFORM Explanation text based on Rivers
	WRITING POETRY Poem based on Autumn is here			WRITING POETRY Based on Kid in my Class		WRITING POETRY Based on river/water poetry
Y4	WRITING TO ENTERTAIN Story – write a Greek myth	WRITING TO ENTERTAIN Narrative – Farther	WRITING TO ENTERTAIN Narrative – adventure based on Journey	WRITING TO ENTERTAIN Letter and diary entry	WRITING TO ENTERTAIN Narrative based on Escape from Pompeii	WRITING TO ENTERTAIN Narrative – fantasy
		WRITING TO PERSUADE Persuasive writing – which god is the best one?		WRITING TO INFORM Report about mountain ogres		
	WRITING TO INFORM Instruction writing – Greek food	WRITING POETRY Poetry – Christmas	WRITING TO INFORM Recount of Edmund Hillary's trip to Everest	WRITING POETRY Based on Still I Rise by Maya Angelou	WRITING TO DISCUSS Discussion – should animals be used for entertainment?	WRITING TO INFORM Explanation text based on earthquakes/tsunamis
Y5	WRITING TO ENTERTAIN Narrative text linked with Beowulf	WRITING TO ENTERTAIN Adventure story	WRITING TO INFORM Report text about the rainforest	WRITING TO ENTERTAIN Narrative linked to Journey to the River Sea	WRITING TO ENTERTAIN Viking saga	WRITING TO INFORM Explanation text about biomes and climate zones Biography
	WRITING TO DISCUSS Discussion text about justice	WRITING TO INFORM Historical recount	WRITING POETRY Poetry based on the Malfeasance	WRITING TO PERSUADE Persuasive flyer – Save the Rainforest	WRITING POETRY Viking performance poetry	
Y6	WRITING TO ENTERTAIN Story ending Setting description Informal letter	WRITING TO ENTERTAIN Stories with a flashback	WRITING TO ENTERTAIN Formal letter	WRITING TO ENTERTAIN Detective story Character description	WRITING TO ENTERTAIN Fantasy writing	WRITING TO ENTERTAIN Play script
	WRITING TO PERSUADE Persuasive leaflet	WRITING TO INFORM Diary entries autobiography	WRITING TO INFORM Biased news report	WRITING TO DISCUSS Discussion – Is it fair...?		
	WRITING TO INFORM News report Instructional writing	POETRY Evolution	WRITING TO PERSUADE Persuasive letter	POETRY Sonnets	WRITING TO INFORM Explanation text	POETRY Poetry for performance

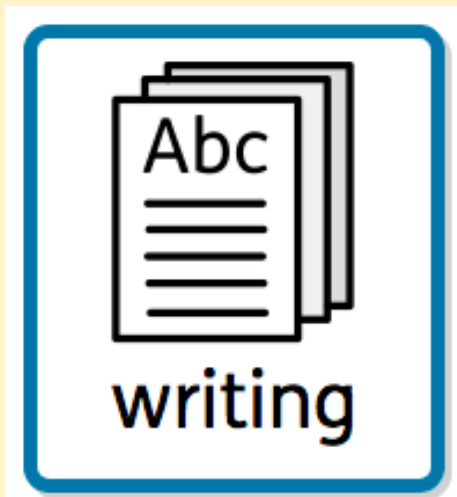
How is writing taught at St. Peter's?

St Peter's Writing Annual Planner

ST PETER'S WRITING PATHWAY – YEAR 2



MAIN FOCUS	MONARCHY	GHANA	ACTIVISTS AND EXPLORERS	WONDERFUL WORLD	SCHOOL	COAST
	<u>HISTORY</u> <i>The role of a monarch, compare monarchy today and in the past, investigate William the Conqueror, study types of castles.</i>	<u>GEOGRAPHY</u> <i>Climate zones, map out hot and cold places, features in North/South Poles and Ghana, compare weather, four compass points, names and location of continents.</i>	<u>HISTORY</u> <i>Events and people beyond living memory, the significance of explorers and activists, how they can be remembered.</i>	<u>GEOGRAPHY</u> <i>World's wonders, names and locations of oceans. What is unique about local area?</i>	<u>HISTORY</u> <i>Identify historical similarities and differences, use range of sources to recognise continuity between children's lives past and present</i>	<u>GEOGRAPHY</u> <i>Name and locate continents, oceans, revisit countries and cities of UK and surrounding seas, Jurassic coast, land use and tourism.</i>
ENQUIRY QUESTION	<i>Monarchs</i> <i>What is a monarch?</i>	<i>Hot and cold places</i> <i>Would you prefer to live in a hot or cold place?</i>	<i>Activists and explorers</i> <i>How have activists and explorers changed the world?</i>	<i>Our wonderful world</i> <i>Why is our world wonderful?</i>	<i>School</i> <i>How was school different in the past?</i>	<i>Coasts</i> <i>What is it like to live by the coast?</i>
CORE TEXTS	<i>Kassim and the Hungry Dragon</i>	<i>Morgan and his Magical Maths Underpants Meerkat Mail</i>	<i>The Day the Crayons Quit Malala's Magic Pencil</i>	<i>The Crow's Tale How to make a birdfeeder</i>	<i>The Owl who was Afraid of the Dark The Sound Collector by Roger McGough and Treasure by Clare Bevan</i>	<i>Little Red Riding Hood</i>
WRITING PURPOSES & OUTCOMES	WRITING TO ENTERTAIN Story – warning tale	WRITING TO ENTERTAIN Story – magical	WRITING TO PERSUADE Persuasive letter – first person	WRITING TO ENTERTAIN Write own fable	WRITING TO ENTERTAIN Write an adventure story	WRITING TO ENTERTAIN Write own traditional tale
	WRITING TO INFORM Recount of a castle visit	WRITING TO INFORM Non-chronological report – meerkats	WRITING TO INFORM Biography of an activist	WRITING TO INFORM Instruction writing - how to make a den/birdfeeder.	WRITING TO INFORM Interview with a person who went to school in the past	WRITING TO INFORM Information leaflet about Hastings
	WRITING POETRY Innovation of Rosen and Zephaniah's poetry		WRITING POETRY If I were in charge of the world		WRITING POETRY Innovation of McGough and Bevan's poetry	



How is writing taught at St. Peter's?

Writing cycle document

WRITING UNIT SEQUENCE

COLD TASK

With an interesting and rich starting point, children are asked to write in the style of the text for that unit. The aim of this is to see what the children can do independently at the start of a unit, drawing on their prior learning.

HOOK

- This is a way to engage the children into the writing unit, enthusing them about what they will be doing.
- At this point, you may wish to introduce the text for the unit.
- Teacher to explain that this text will be used throughout the unit to inspire us in our writing and, sometimes, to demonstrate examples of good writing.

PURPOSE

- Establish the purpose for the unit using the Writing Purpose Poster.
- Laminate the Writing Purpose Poster for children to access throughout the unit of work.
- Identify the audience.

ANALYSE

- Read and share examples of the text type.
- This may include becoming familiar with the text through mapping the story and using the map to learn the story with actions.
- Set activities which lead children to read, analyse, discuss and annotate key features, content and style.

LEAD-UP LESSONS

- Lessons to introduce, practise and develop key writing features of the writing purpose and elements of grammar in context.
- This may include Shortburst writing to generate ideas and powerful language or sentence stacking techniques to focus on high quality sentence-writing.
- Teacher to use Model Texts to demonstrate good practice. The Model Texts will be written specifically to include the key features that the children will be introduced to in that unit of work.

PLAN

- Children to use a planning format appropriate to the task and writing purpose. Teacher to model the planning process using shared ideas from the class.

DRAFT

- Teacher to use the collaborative planning format to model how to write their own model text.
- Children write their initial draft with access to year group Writing Features mats.

CHECK

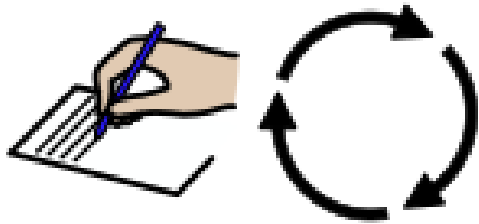
- Children should check their work during and after the drafting process using a range of strategies
- For example: dictionary, thesaurus, spelling lists, working walls, editing stations.

EDIT

- Editing should be evident in the child's book through a range of strategies.
- For example: use of red pen to edit own writing, use of purple pen for peer editing, re-writing, editing flaps.
- Adult input should be minimal at this stage and mainly of a 'guidance' nature.

RE-DRAFT / PUBLISH

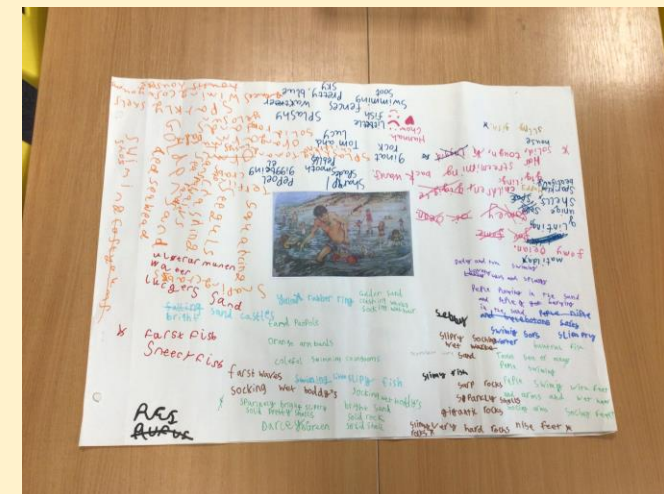
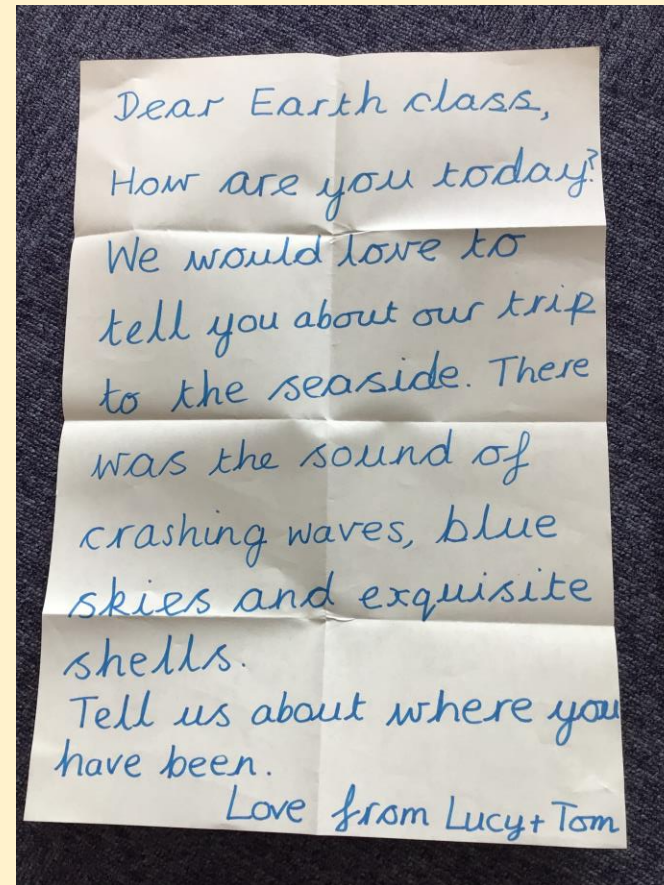
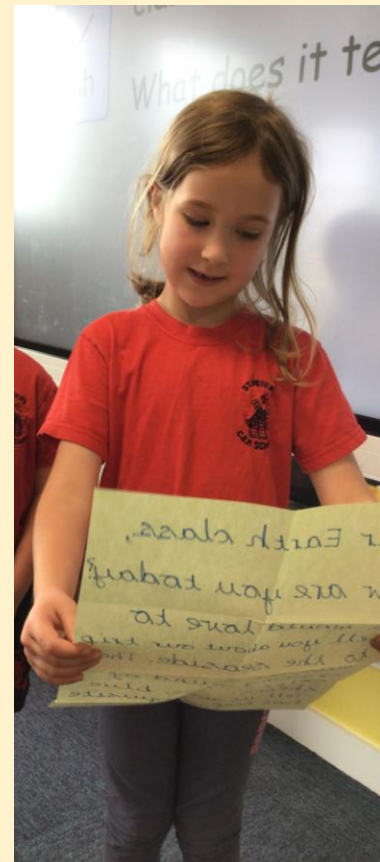
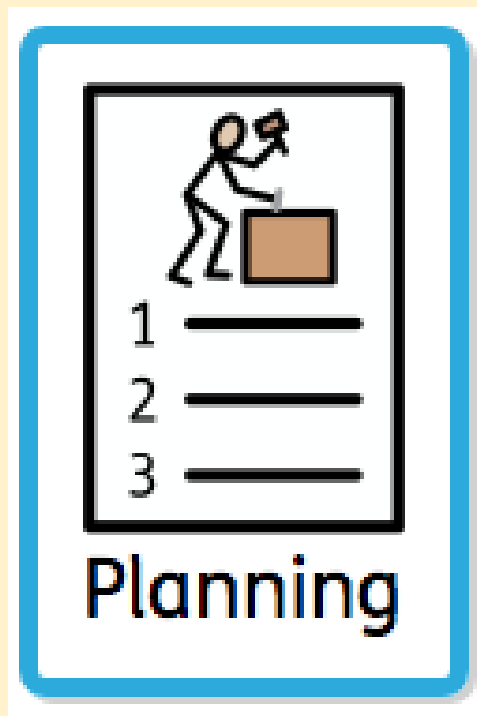
- If the work is going on display, children will re-write the final edited version.
- The teacher will place a great emphasis on the children having pride in their work and the child's best handwriting must be used.

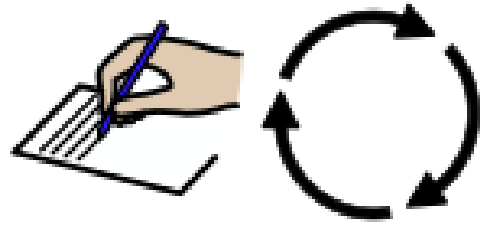


writing
cycle

The Writing Cycle

1. The hook.










writing
cycle

2. The cold task

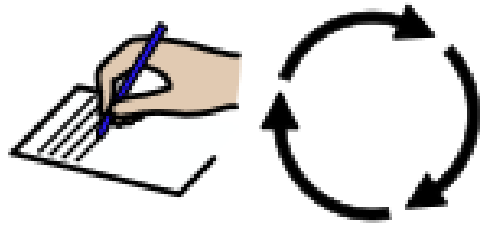
WRITING TO INFORM Recount of an event

2.10.23 COLD TASK

					Did I meet the LO?
---	---	---	---	---	--------------------



A trip to the seaside



writing
cycle

3. The model text

On Tuesday 3rd October, Earth class went to the seaside to see if we could spot any sea creatures.

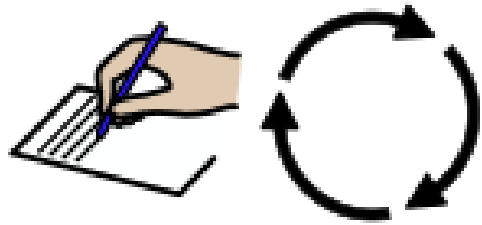
First, we had to climb onto the coach. I wanted to go first so that I could be by the window. We were all very excited.

When we got to the seaside, we got off the coach, checked we had our pack lunches and went for a long walk on the beach. The sun was as bright as firefly around a flame!

After our lunch, we made huge sandcastles before paddling in the beautiful sea. I dipped my toe in the water and it was cold.

Then, we went exploring to find different sea creatures at the seaside. I found an exquisite shell, a tired crab and an old bucket.

Finally, it was time to go home. I would love to go again. Wouldn't you?









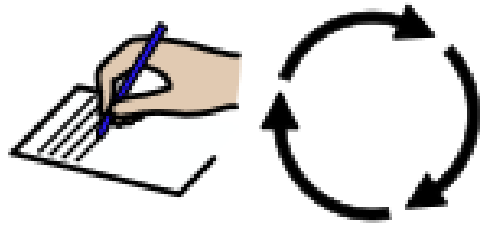
writing
cycle

5. Analyse the text

What will this involve?
Read, analyse, discuss.



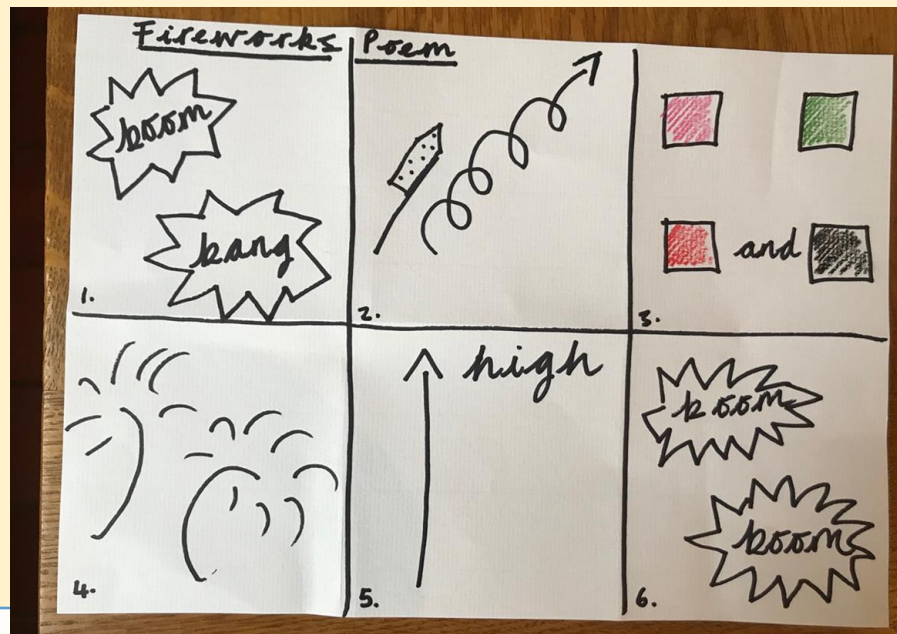
Feature	Underline in this colour
Time adverbial 	
Rule of 3 	
Question 	
Conjunctions: so  before  after 	



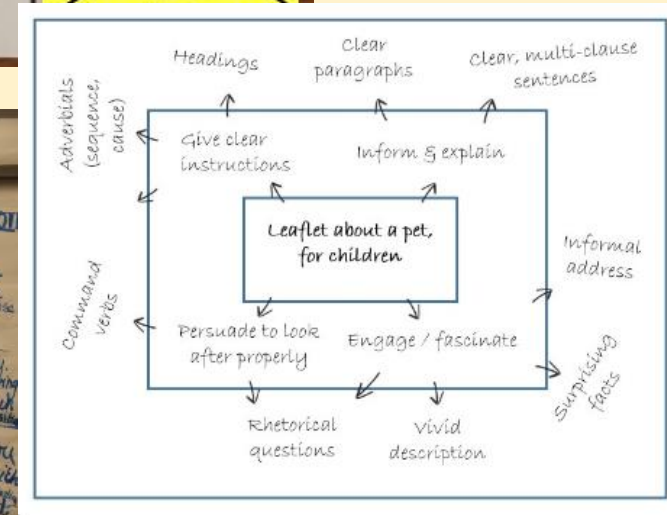
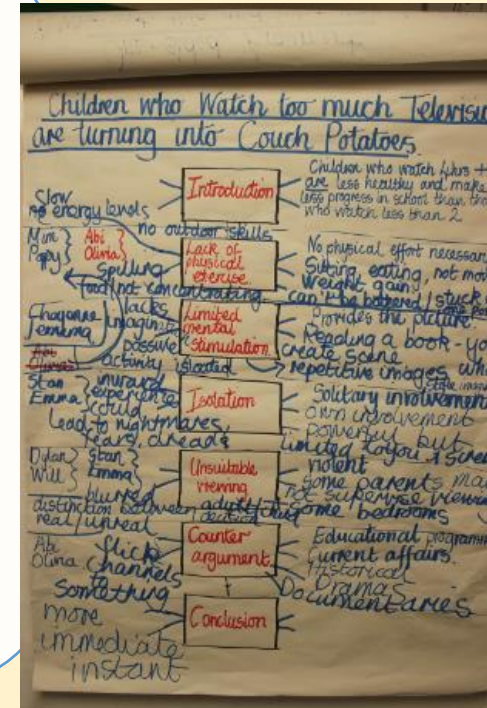
writing
cycle

6. Lead-up lessons - generating ideas and powerful language.

- **Short burst writing**
- Sentence stacking
- **Lingering moments**



Children to use a planning format appropriate to the task and writing purpose. Teacher to model the planning process using shared ideas from the class.

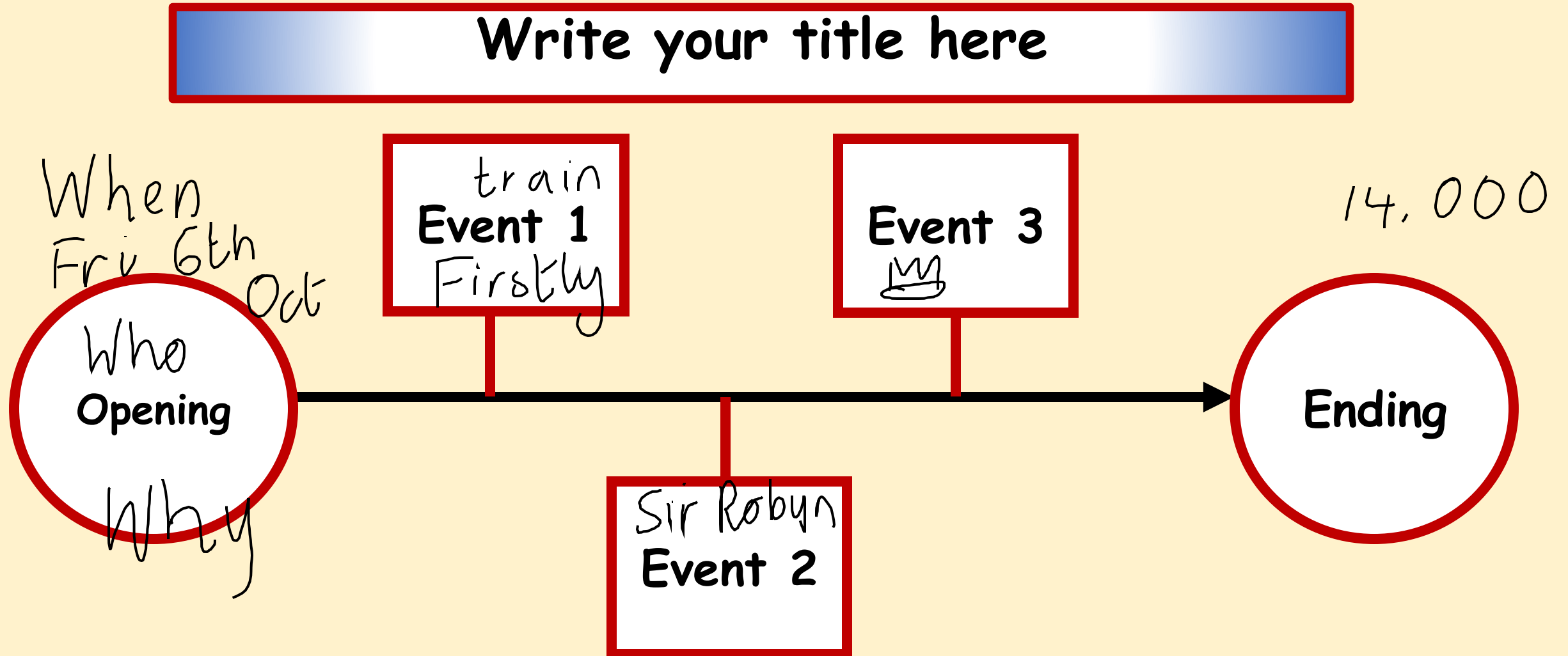


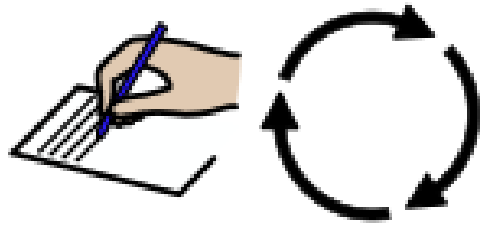
7. Plan

7. Plan

Recount of an event

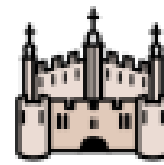
Use the recount template to plan your writing





writing
cycle

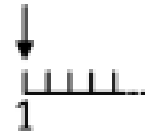
7. Plan



Recount - Tower of London



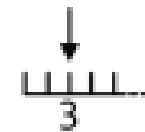
Opening



First
Event



Second
Event



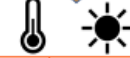



Third
Event

8. Draft

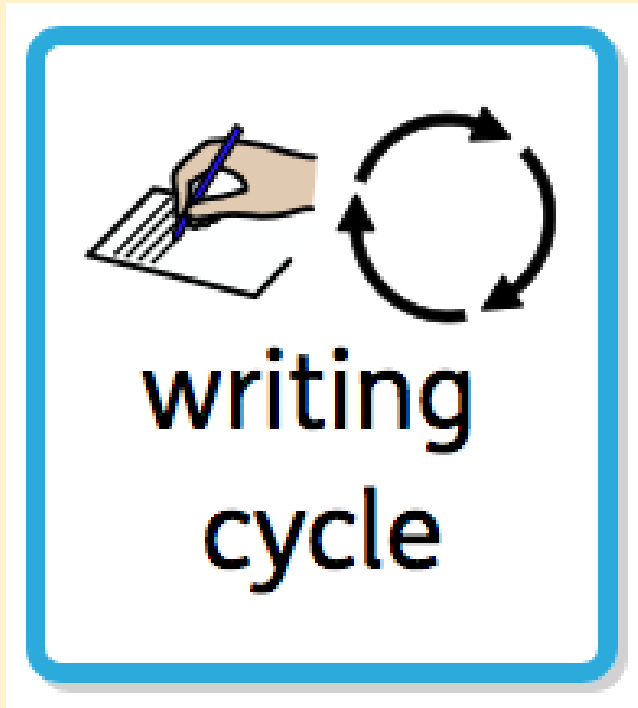
Using the plan, write own piece.

Y5 WRITING FEATURES

NOUNS		VERBS		ADJECTIVES		ADVERBS	
 <p>Name of a person, place or 'thing'</p>		 <p>Words that show an 'action'</p>		 <p>Words that add detail to a noun</p>		 <p>Words that add detail to a verb</p>	
Common: <ul style="list-style-type: none"> community soldier equipment 	Pronouns Relative: <ul style="list-style-type: none"> who which where when whose that 	<ul style="list-style-type: none"> to achieve to appreciate to bargain to bruise to develop to equip to interrupt to occupy to occur to persuade to recognise 	Modal: <ul style="list-style-type: none"> must ~ mustn't have to ~ will ~ won't would ~ wouldn't shall ~ shall not 	Appearance <ul style="list-style-type: none"> embellished jaunty neglected 	Personality <ul style="list-style-type: none"> adolescent loathsome trustworthy 	How? <ul style="list-style-type: none"> anxiously naturally solemnly ultimately 	When? <ul style="list-style-type: none"> at that point in the blink of an eye in the meantime never before several hours later up to that time within moments
Proper: <ul style="list-style-type: none"> Zeus Dr. Barnardo Downing Street 	Reflexive: <ul style="list-style-type: none"> myself yourself himself herself itself ourselves yourselves themselves 			Condition <ul style="list-style-type: none"> gruesome luxurious pristine 	Good Feelings <ul style="list-style-type: none"> courteous frivolous honourable 	How Often? <ul style="list-style-type: none"> constantly frequently increasingly infrequently nearly always occasionally repeatedly 	Where? <ul style="list-style-type: none"> against amongst past North of in a dark and dusty somewhere near
Compound: <ul style="list-style-type: none"> leadership spaceship understand 	Indefinite: <ul style="list-style-type: none"> anything everything nobody nothing somebody something someone 	Simple Future Shows something which hasn't happened yet The spaceship <u>will re-enter</u> the Earth's atmosphere.		Bad Feelings <ul style="list-style-type: none"> defensive irritating noxious 	Shape <ul style="list-style-type: none"> cumbersome filmy lumbering 	How Much? <ul style="list-style-type: none"> enough intensely purely enormously positively totally 	
Abstract: <ul style="list-style-type: none"> beliefs chaos deceit 		Past Perfect Shows something happened at an unspecified time He <u>had lived</u> on the streets.		Size <ul style="list-style-type: none"> absolute definite meagre 	Sound <ul style="list-style-type: none"> alarming cacophony raucous 		
Collective: <ul style="list-style-type: none"> board of directors range of mountains 		Present Perfect Shows something happens at an unspecified time He <u>has fought</u> the monster this morning.		Time <ul style="list-style-type: none"> ancient considerable 			

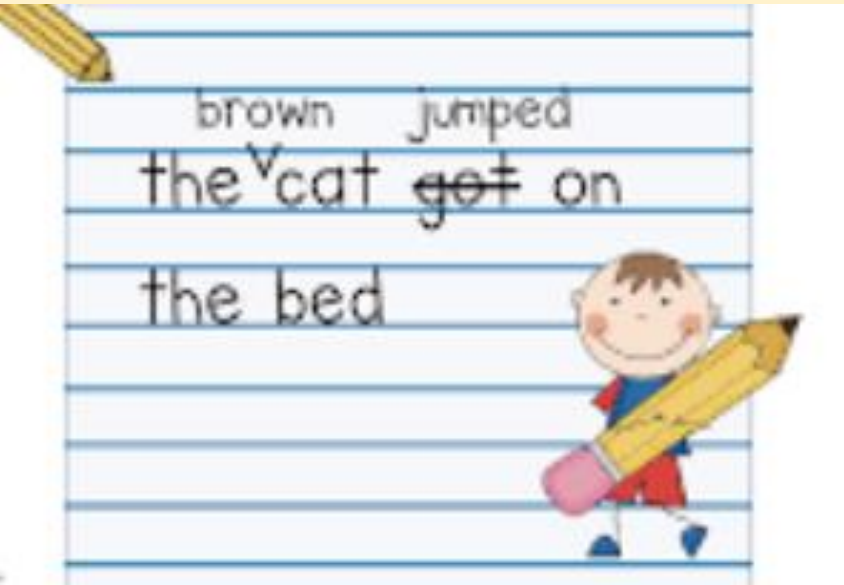
Y4 WRITING FEATURES

POWERFUL PUNCTUATION		SPLENDID SPELLINGS						SUPER SUFFIXES			
A	Start of sentences Proper nouns	accident	actual	address	answer	believe	bicycle	-ly	-ation		
.	End of sentence	build	calendar	caught	centre	consider	continue	awkwardly	adoration		
!	Watch out! How hideous!	eight	eight	enough	exercise	experience	experiment	curiously	information		
?	Who? What? When? Where? Why? How? Do?	favourite	guard	guide	height	imagine	increase	deliberately	preparation		
,	Separate items in a list Dogs, cats, pigs and cows	island	knowledge	library	material	medicine	mention	-ous	-ion		
,	they've weren't isn't cliffs' sheep's boys'	naughty	occasion	ordinary	particular	peculiar	position	dangerous	confusion		
///	"I'm going to Egypt," declared Lil.	possession	probably	quarter	regular	reign	remember	mountainous	discussion		
		separate	strength	suppose	though	although	thought	various	invasion		
		through	various	weight							
AWESOME ARTICLES		HANDY HOMOPHONES						PERFECT PREFIXES			
a	an	weather	whether					in-	im-	ir-	il-
word starting with consonant	word starting with vowel	threw	through					incorrect	impolite	irregular	illegal
a pyramid	an enemy	who's	whose					anti-	inter-	un-	ex-
a volcano	an ocean	side	sighed					antivirus	intersect	unable	expel
		board	bored					dis-	mis-	non-	
								discover	mistake	non-stop	
EXCITING SENTENCES		SUPER SENTENCES						CLEVER CONJUNCTIONS			
Verb, person	Waiting patiently, Oliver thought they would never arrive.	simple sentence	Lil had found the tomb.					Coordinating			
2 pairs	Scared and upset, tired and hungry, they hid themselves from the thieves	With expanded noun phrase	Lil had found the <u>colossal, neglected tomb within the valley.</u>					for	and	nor	
Ad, same Ad	It was a busy city, busy with traffic all day long.	with a fronted adverbial	<u>All of a sudden</u> , Lil had found the colossal, neglected tomb within the valley.					but	or	yet	so
The more, the more	The more relaxed she was, the more she laughed.	With drop-in -ing clause	All of a sudden, Lil, <u>following her instincts</u> , had found the colossal, neglected tomb within the valley.					Subordinating			
		with conjunction	<u>Either</u> , all of a sudden, Lil, following her instincts, had actually found the colossal, neglected tomb within the valley <u>or</u> this was going to be an incredibly strange dream.					after	although	as	
								while	when	until	
								because	before		
								if	since		
								Correlative			
								either ... or	neither ... nor		
								both ... and			



9. Check

- Children should check their work during and after the drafting process using a range of strategies
- For example: dictionary, thesaurus, spelling lists, working walls, checklists.





Editing



Read it



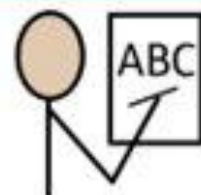
Capital letters



Spaces



Handwriting



Spelling



Adjectives



Full stops



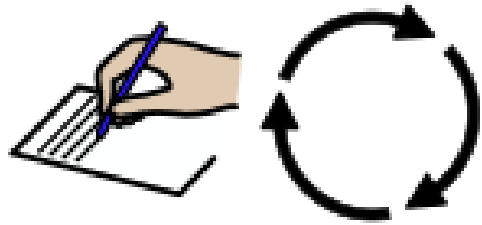
Question
marks



Commas



Exclamation
marks

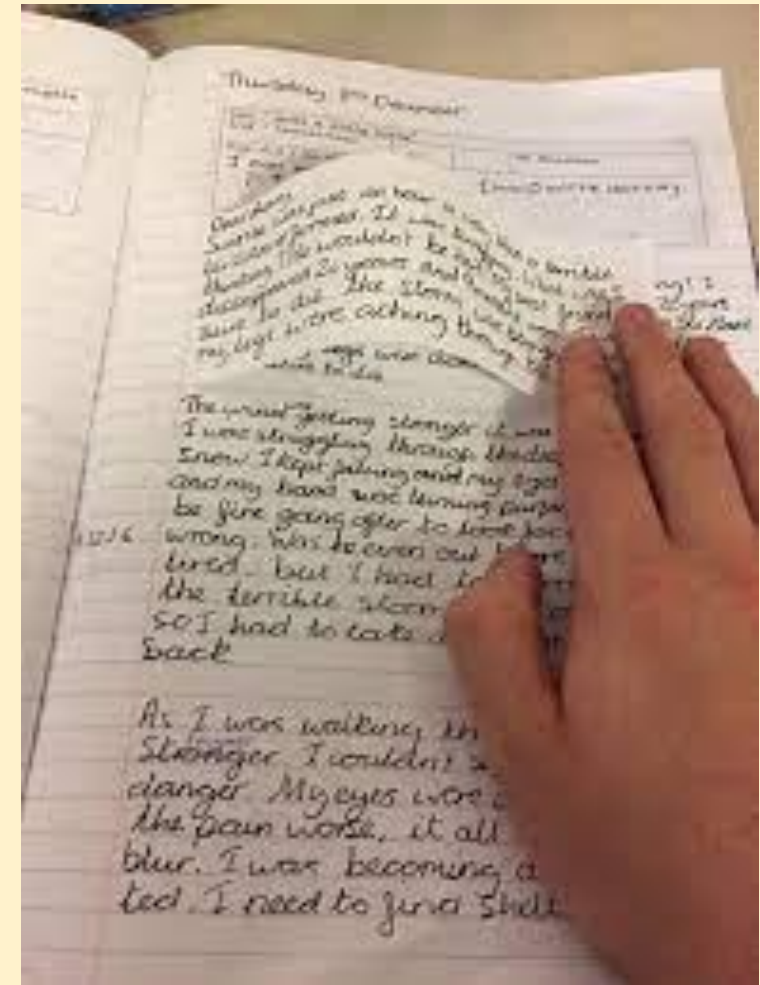
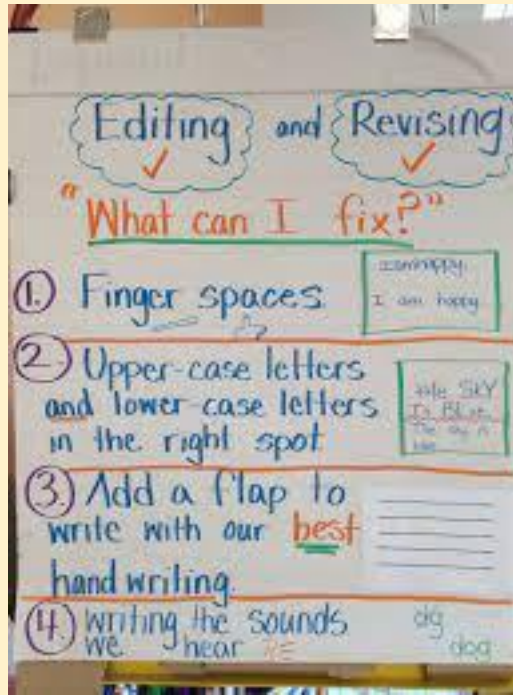
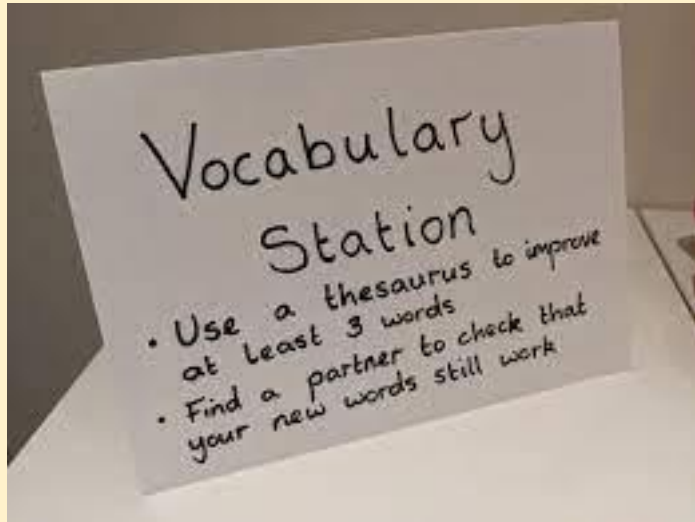


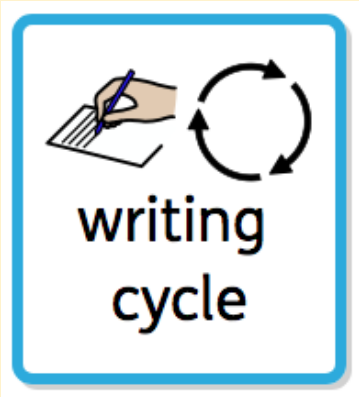
writing
cycle

10. Edit

Use a range of strategies

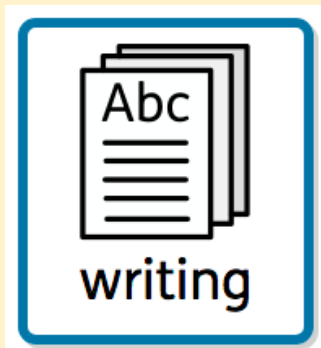
- For example: use of different coloured pen/pencil, re-writing, editing flaps, editing stations.





11. Redraft, publish
Publish for a purpose
Where is the work going?
Display for parents, class book,
individual books, letter to a real
person etc.





**What helps your child
in school?**

Grow the Code

**Common Exception
Word Mats**



What helps your child in school?



English working wall

- Book being read that inspires the writing
- Handwriting patterns being taught
- Powerful language that children can refer to linked with text being written
- Spelling focus
- Writer of the week
- Flipchart work that children can refer back to
- Type of writing being written
- The features of that writing

What helps your child in school?

Perfect presentation

English Book Expectations Key Stage 1

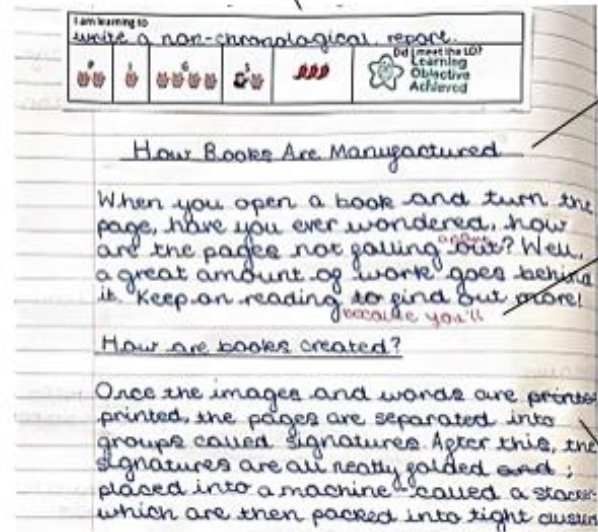
I stick in my LO sheet below, using the lines to help me.

Titles are underlined with a sharp pencil, using a ruler.

I respond to marking and feedback neatly using red pen.

My handwriting is neat, clear and written on the line.

I rule off after each piece of work.



English Book Expectations Key Stage 2

I stick in my LO sheet below, using the lines to help

I write the long date on the left-hand side and underline it with a sharp pencil, using a ruler.

Titles and subtitles are underlined with a sharp pencil, using a ruler.

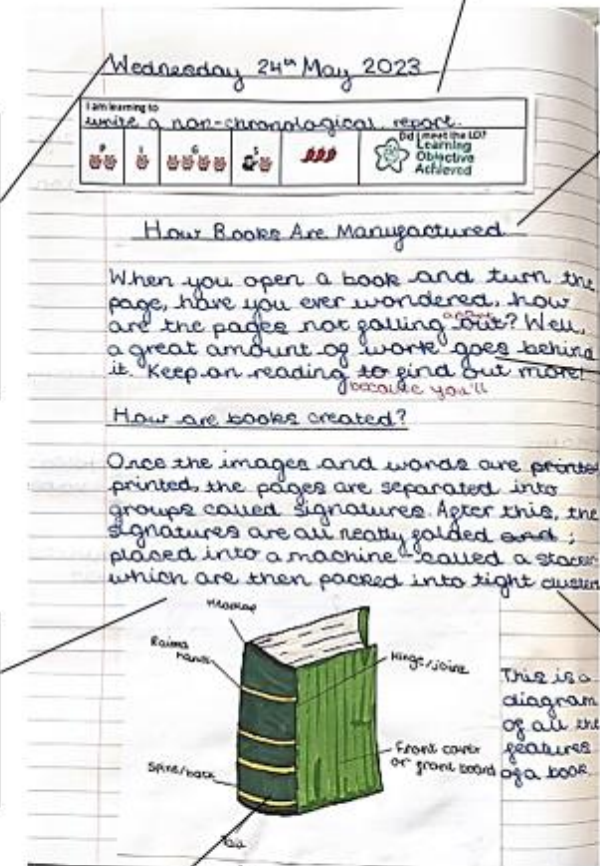
I respond to marking and feedback neatly using red pen.

My handwriting is neat, clear and written on the line.

My handwriting for labels is written in a straight line.

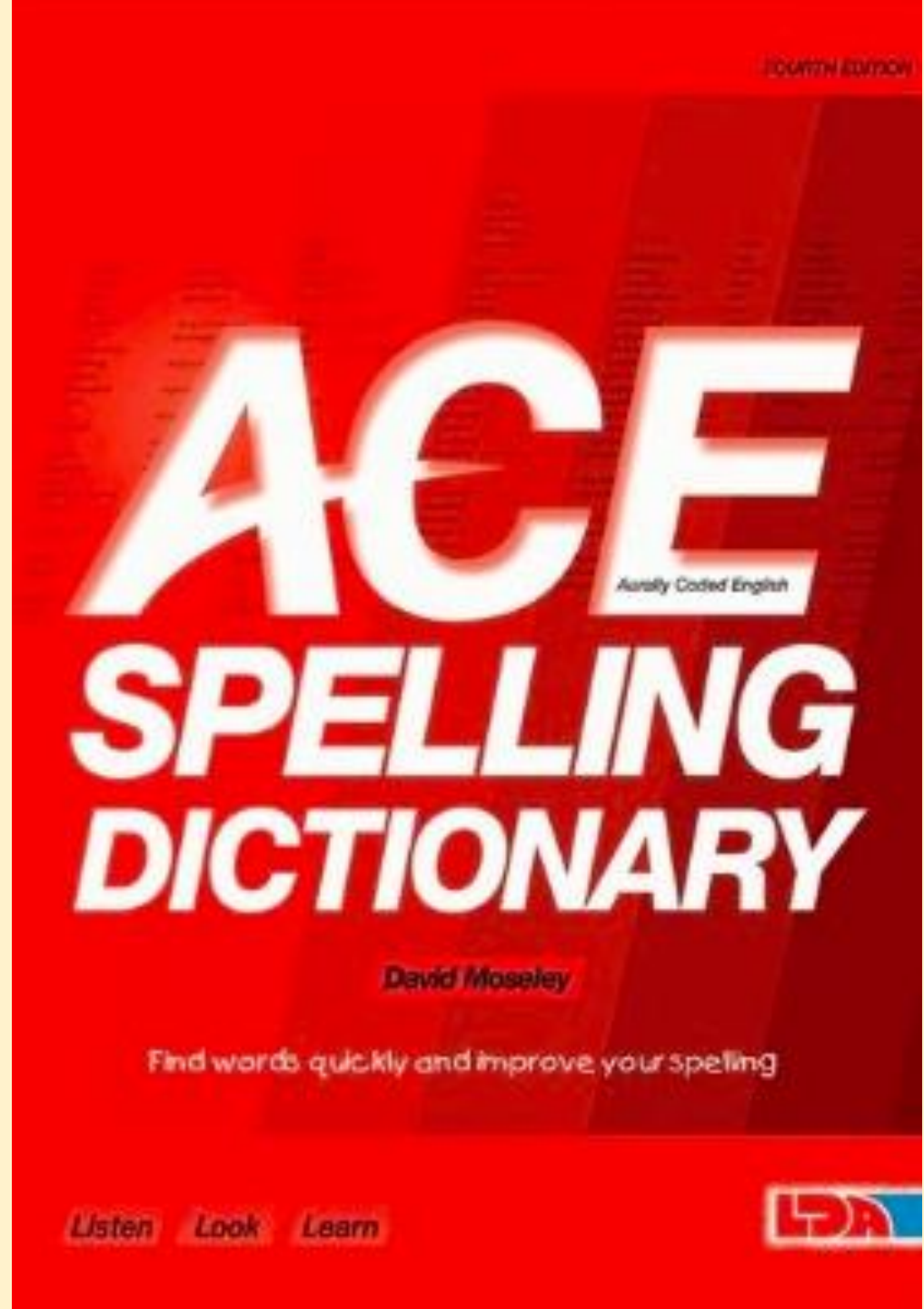
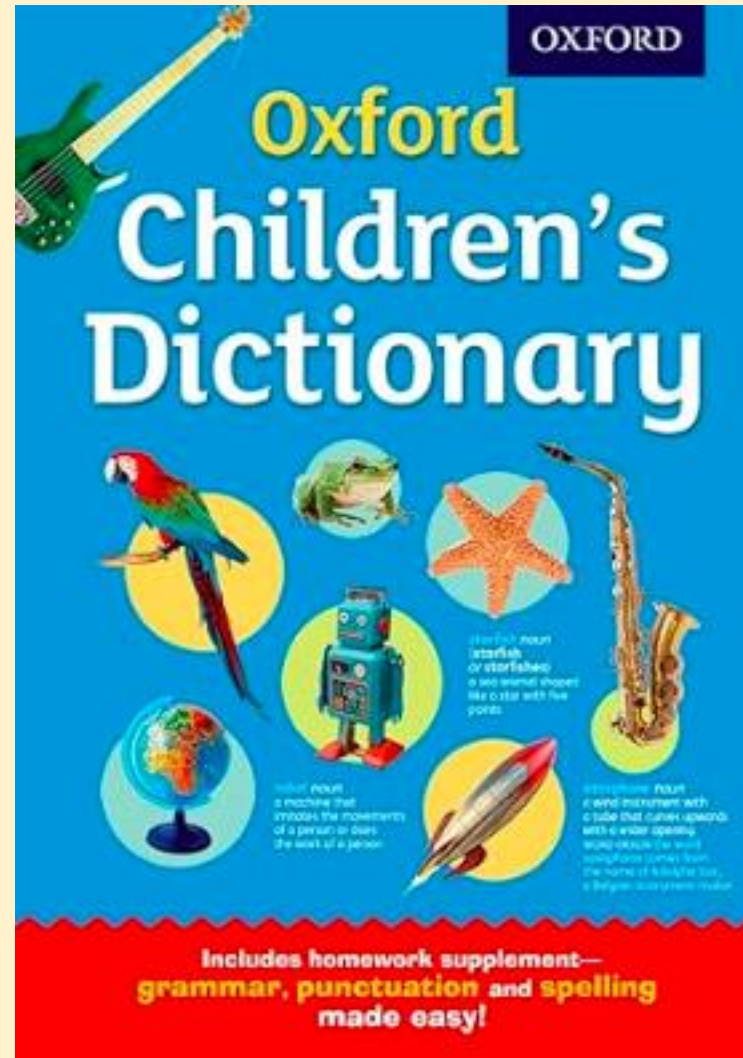
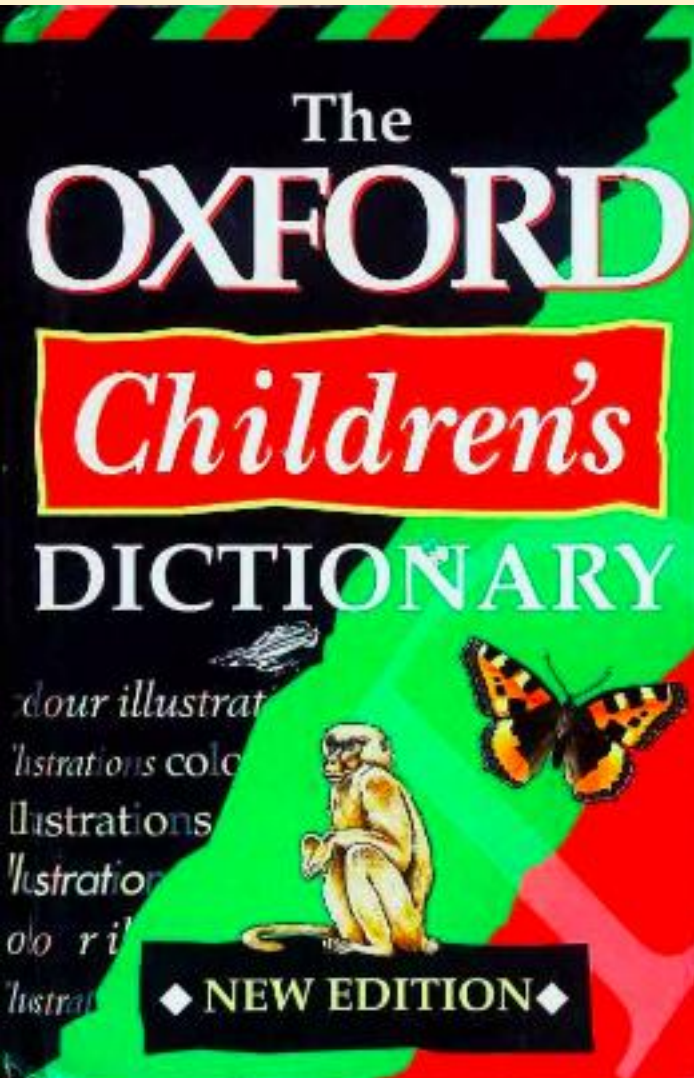
Lines for labels are drawn with a sharp pencil, using a ruler.

I rule off after each piece of work.













What helps your child in school?

Dictionaries





















What helps your child in school? Marking guide

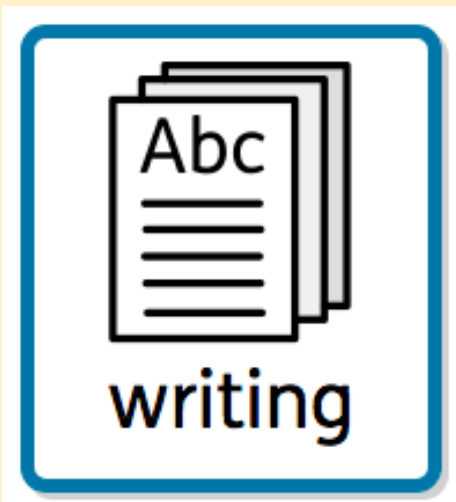
Marking Codes and Stamps - Year 1			
	Add the full stop		Add the capital letter
	Copy this spelling x3		Copy out with finger spaces
	Copy these letters correctly		Copy with your writing on the line
	Feedback received during Visualiser Stop		Verbal Feedback given
	Supported Work		Supply Teacher

What helps your child in school? Marking guide

Marking Codes Year 2-6			
.	Find and add the missing full stop	CL	Add in the missing capital letter
^	Add in the missing word or letter(s)	P	Find and add the missing punctuation
T	Check your tense and edit it so it's the same throughout	S	Something does not make sense – please edit your sentence
//	Show me where the new paragraph should start	sp	Spelling mistake – please copy it out 3 times
VS	Feedback received during Visualiser Stop	VF	Verbal Feedback given
Ⓢ	Supported Work	ⓈⓉ	Supply Teacher

What helps your child in school? Targets

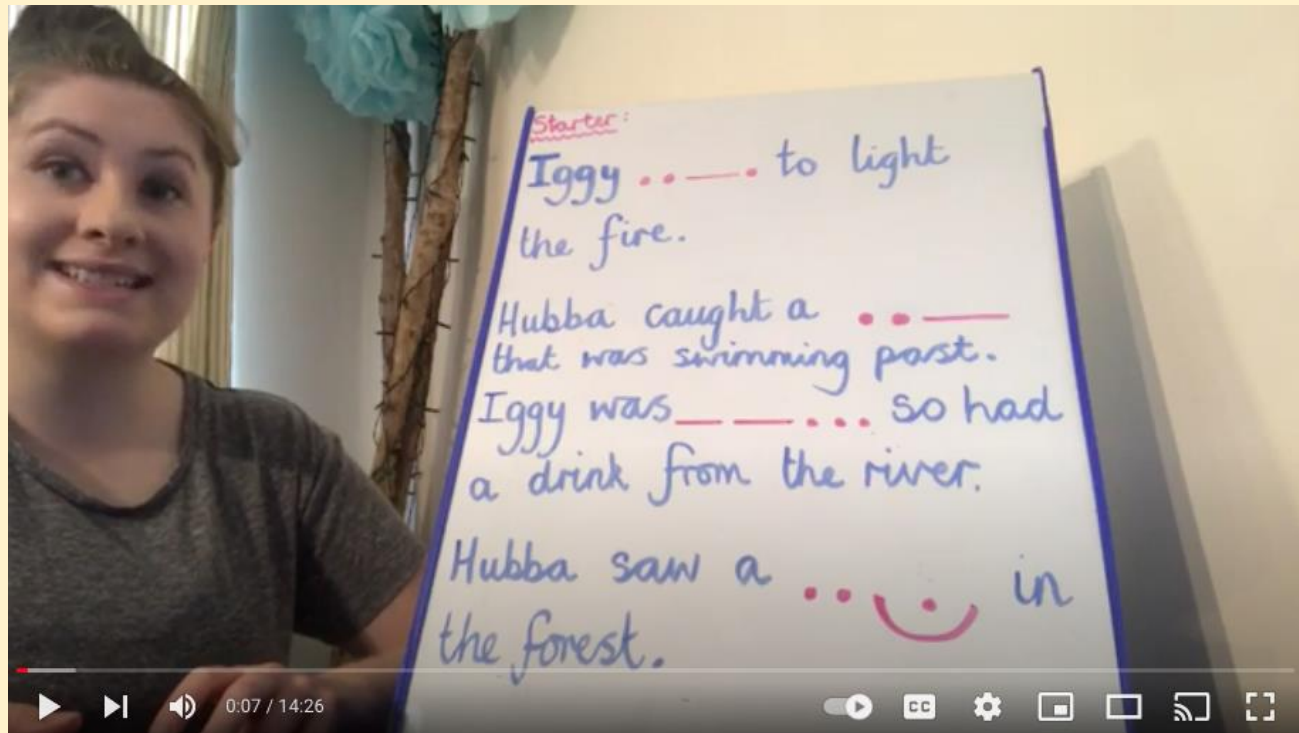
Summer Term 2023						
Check that full stops are used in the correct place.	 Target Achieved!	 Target Achieved!	 Target Achieved!	 Target Achieved!	 Target Achieved!	 Target Achieved!
Check common exception words are spelt correctly.	 Target Achieved!	 Target Achieved!	 Target Achieved!	 Target Achieved!	 Target Achieved!	 Target Achieved!
<u>Use ?</u> in your own writing.	 Target Achieved!	 Target Achieved!	 Target Achieved!	 Target Achieved!	 Target Achieved!	 Target Achieved!



What helps your child in school?







Modelling great writing

<https://www.youtube.com/watch?v=OveziBcdhlg>










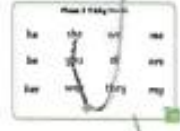


What helps your child in school?

Scaffolding

WRITING TO ENTERTAIN Adventure Story					Did I meet the LO?	
LO: To write my own adventure story based on The Bear and the Piano by David Litchfield					Child	Teacher
P 	I 	G   	S 			
<u>Success criteria</u>						
I can structure my story to include a beginning, the build-up, the problem, the resolution and the ending						✓
I can use an exclamation mark in my story						✓
I can use the conjunction 'but' in my story						
I can use alliteration in my story.						

The Zookeeper and the Boy and the Mummy

One dark day, the zoo was closed. Suddenly lightening appeared out of nowhere! The zoo was crashed down by the lightning. Suddenly the fence was broken and the animals have escaped because they were scared and the zookeeper couldn't catch the animals indeed. But the zookeeper can catch them

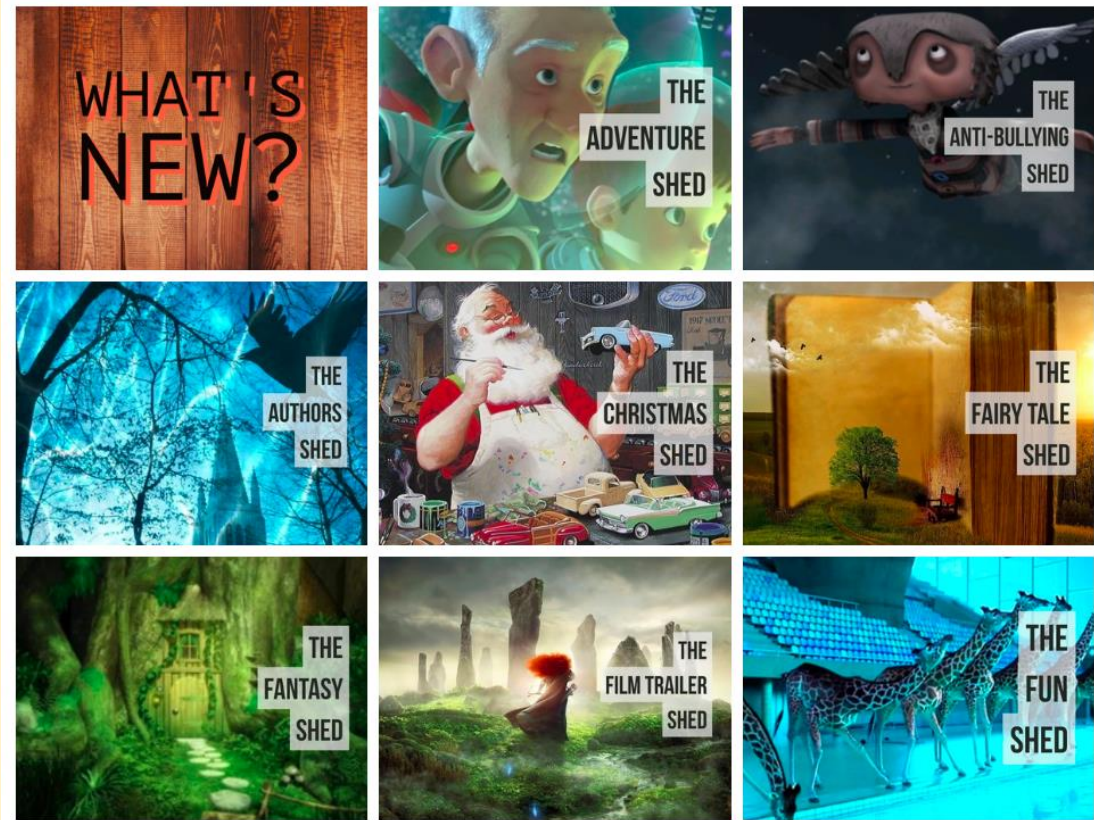
WRITING TO ENTERTAIN Adventure Story					Did I meet the LO? ✓		Scaffolding and support
LO: To write my own adventure story based on The Bear and the Piano by David Litchfield					Child	Teacher	
P 	I 	G   	S 				   
<u>Success criteria</u>							
I can structure my story to include a beginning, , the problem and the ending					✓	✓	
I can use an exclamation mark in my story					✓	✓	
I can use the conjunction 'but' in my story							
I can use alliteration in my story.							

One day the zoo was closed. Suddenly lightening appeared out of nowhere! The zoo was crashed down by the lightning. Suddenly the fence was broken and the animals have escaped because they were scared and the zookeeper couldn't catch the animals indeed. But the zookeeper can catch them

How to support your child's writing at home

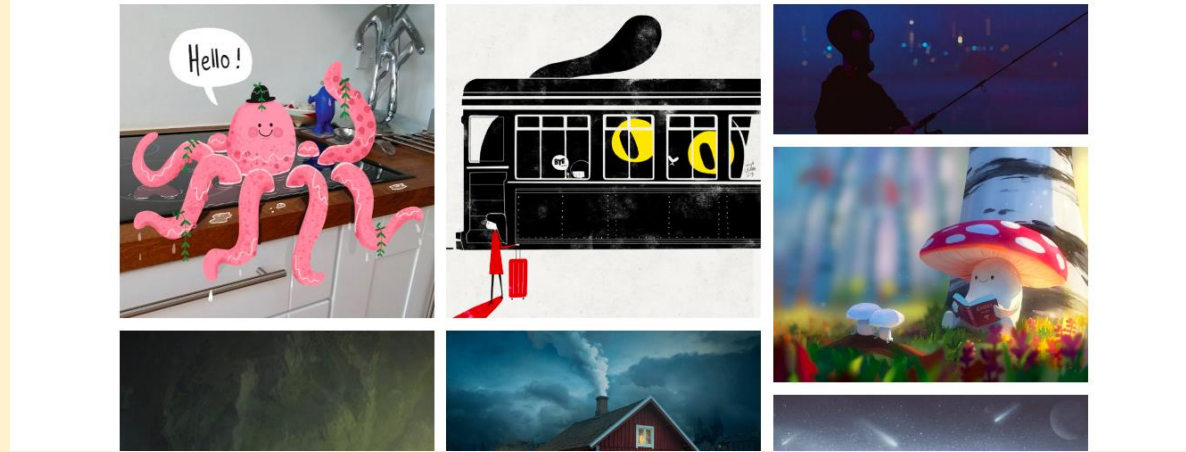
Top 10 tips

1. Inspire your child



<https://www.literacyshed.com/>

IMAGES TO INSPIRE



https://www.onceuponapicture.co.uk/portfolio_page/just-visiting/

2. Explore story structure

Creative writing



How to plan your story

Find out some useful tips to help you plan your story.



How is a story structured?

Find out why most stories consist of a beginning, a middle and an end.



What is a setting?

Find out what a setting is and how you can use them in your stories.



How to invent a new character

Find out about some of the different questions authors think about when they are inventing new characters.



How to think about your purpose for writing

Find out how your writing can have different purposes depending on the subject you're writing about or what you want to communicate.



How to write for different audiences

Find out how you should think about the language you use when writing for different audiences.



Proofreading and identifying errors

Find out why it's important to check your work for errors.



Context for writing

Find out how changing the context can affect your stories.

3. Practise skills

Grammar, punctuation and spelling



Spelling

📖 17 Guides



Prefixes and suffixes

📖 7 Guides



Punctuation

📖 15 Guides



Grammar

📖 17 Guides



Sentences

📖 2 Guides



Dictionaries

📖 3 Guides

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

4. Practise handwriting

Letter-join 

5. Write for a purpose



Hi there,
I'm Maud and I'm excited to write you! You're actually my first pen pal, so I'll go ahead and start with a few fun facts about me. You can decide how fun they are!
My name means 'powerful battler' - I've yet to try this out. Ich bin ein Berliner (I'm a Berliner) but I'm English at heart - and on my passport. I support pineapple on pizza.
Looking forward to hearing a bit about you!
Yours truly,
Maud



Recipient:



Jane · 25
DE, Berlin · 0 Miles
[View Profile](#)

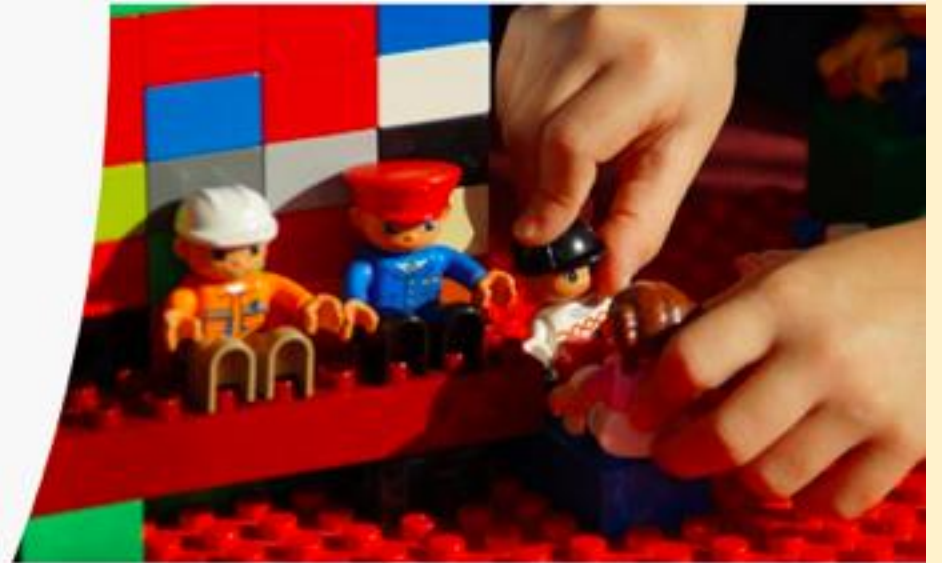
Note: We send the card to the address stored in recipient's account.

6. Get lost in your imagination!

Talking Stories

Developing characters or events:

- small world play
- shadow play
- freeze-frames
- role-play and drama
- hot seating
- puppet play.



7. Open questions

Developing Vocabulary Through Pictures



<http://www.pobble365.com/>

What do you notice?

How is the girl feeling?

The girl is 'mesmerised'. What might it mean?

8. Talk for writing

Talk about your day
Record a video diary
Read aloud to your child
Facetime a friend
Go on a nature walk

<https://www.theschoolrun.com/35-questions-ask-your-child-instead-how-was-your-day>

Ask Questions Which Develop Oracy

Can you say a bit more about that?

Could you expand on that and give us a little more detail?

...and what do you think about that yourself?

Could you describe that, so that I can imagine it better in my mind?

9. Read for writing



10. Enjoy listening for writing

<https://clpe.org.uk/videos/video/michael-rosen-rhythm-life>

The Rhythm of Life by Michael Rosen



*Hand on the bridge
feel the rhythm of the train.*

*Hand on the window
feel the rhythm of the rain.*

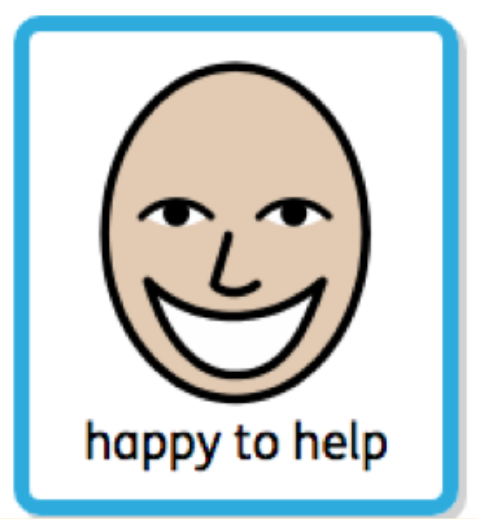
*Hand on your throat
feel the rhythm of your talk.*

*Hand in the sea
feel the rhythm of the tide.*

*Hand on your heart
feel the rhythm inside.*

*Hand on the rhythm
feel the rhythm of the rhyme.*

*Hand on your life
feel the rhythm of time
Hand on your life
feel the rhythm of time
Hand on your life
feel the rhythm of time.*



If in doubt..

Please ask your child's class teacher.

They will be more than happy to help.