

Writing at KS2



The Write Stuff!

ECAD5008

Professional & Pedagogic
Studies:

Leading the Learning: what,
how and why am I teaching?

ECAD5008

Language, Literacy &
Communication

Session 2 (2hours)

October 2023

Aims of this lecture



Develop your understanding of the writing process.



Think about the range of contexts you can use to make writing purposeful.



Look at AfL strategies for writing - using success criteria



Think about how you will develop children's grammar and punctuation skills.



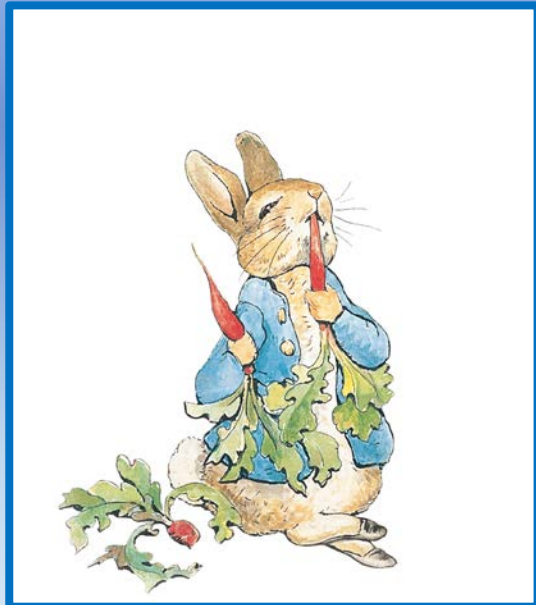
Learn about the different forms of writing you will need to develop with children.



Think of the different elements for a lesson plan for writing.



Languages, Literacy & Communication Progression Steps



The meaning of progression

Progression in learning is how a learner develops and improves their skills and knowledge over time. This means increasing their breadth and depth of knowledge, deepening their understanding, and refining their skills, all while becoming more independent and applying their learning to new situations.

[LLC Progression
Steps.pptx](https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/LLC%20Progression%20Steps.pptx)

<https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/>



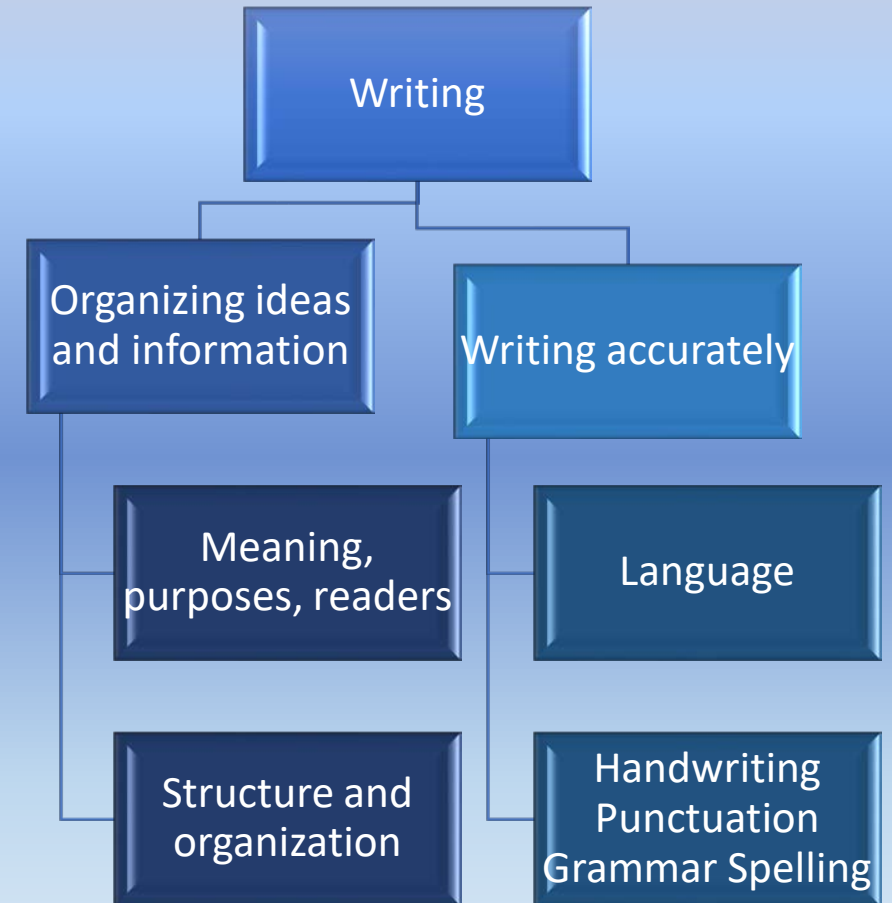
What are we teaching children to do?

An useful model

Frank Smith in *Writing and the Writer* (2013) formulated this distinction. He broke the writing process down into the different jobs which come under these two headings:

1. **composition** (the actual creation of a text);
and
2. **transcription** (the writing down of the text)

Smith, F. (2013). *Writing and the writer*. Routledge.



The writing process

1

- Plan

2

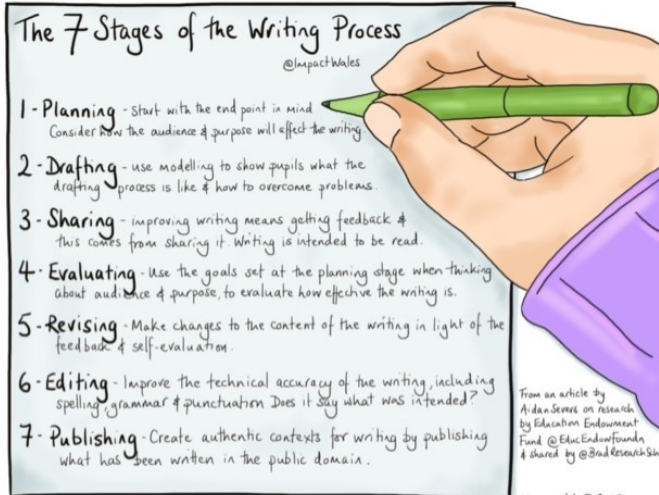
- Draft

3

- Revise

4

- Edit



Key message about writing

- Writing has to be taught - it does not arise spontaneously;
- Written language is different from spoken language;
- The writer is separated from the reader by time and space;
- Writing is more concise and explicit than speech;
- A wide range of reading is important for building up a knowledge of written language.

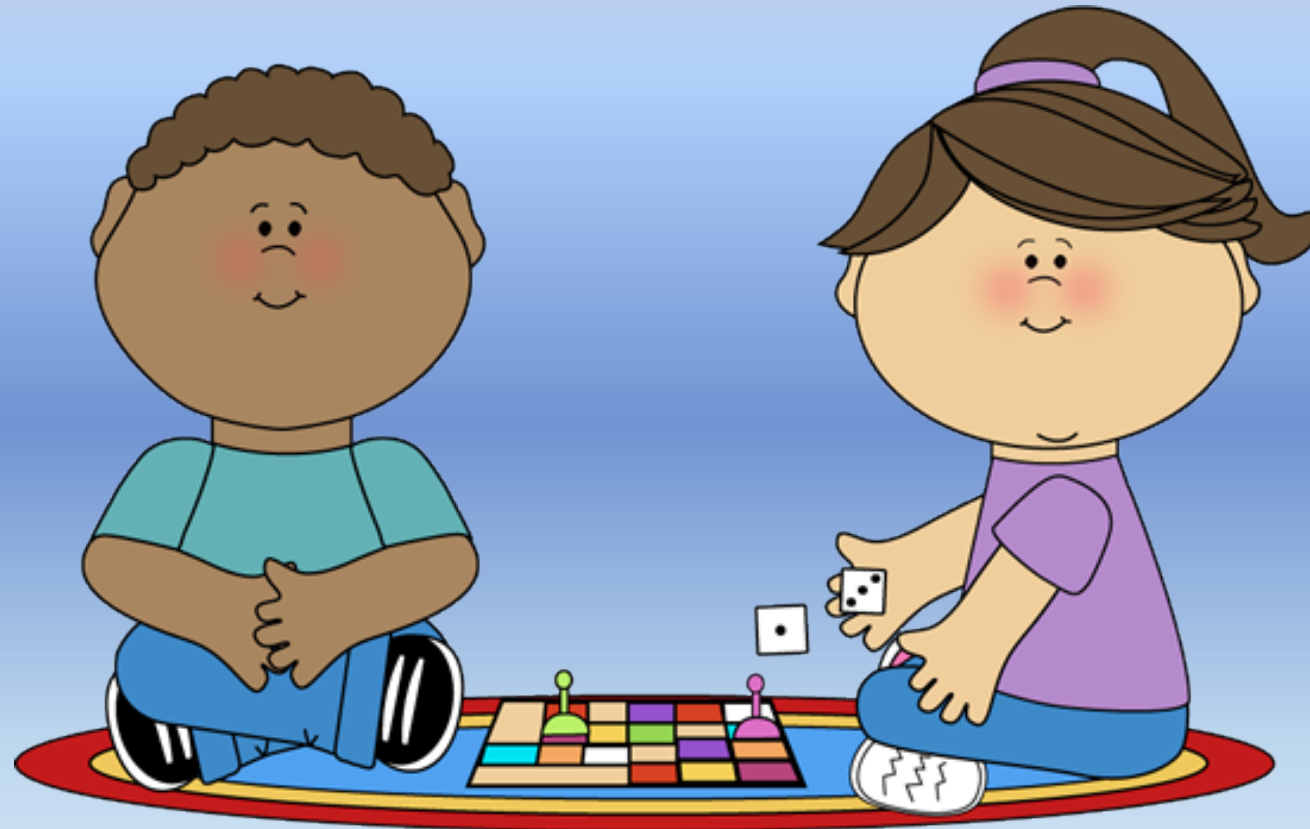


Languages
are best
taught
embedded
in a context



Warm-up games

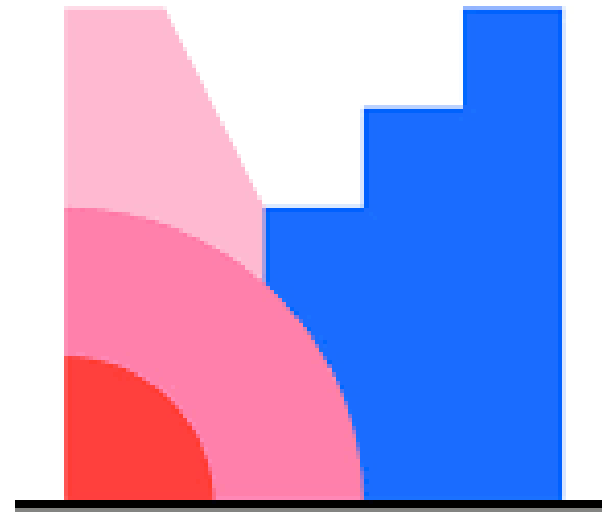
Although these are called "warm-up games", I would use them when I have a few spare minutes. They are good for getting children to think and articulate ideas.



The link is here:

[Warmup Word Games.doc](#)

What do
we write?

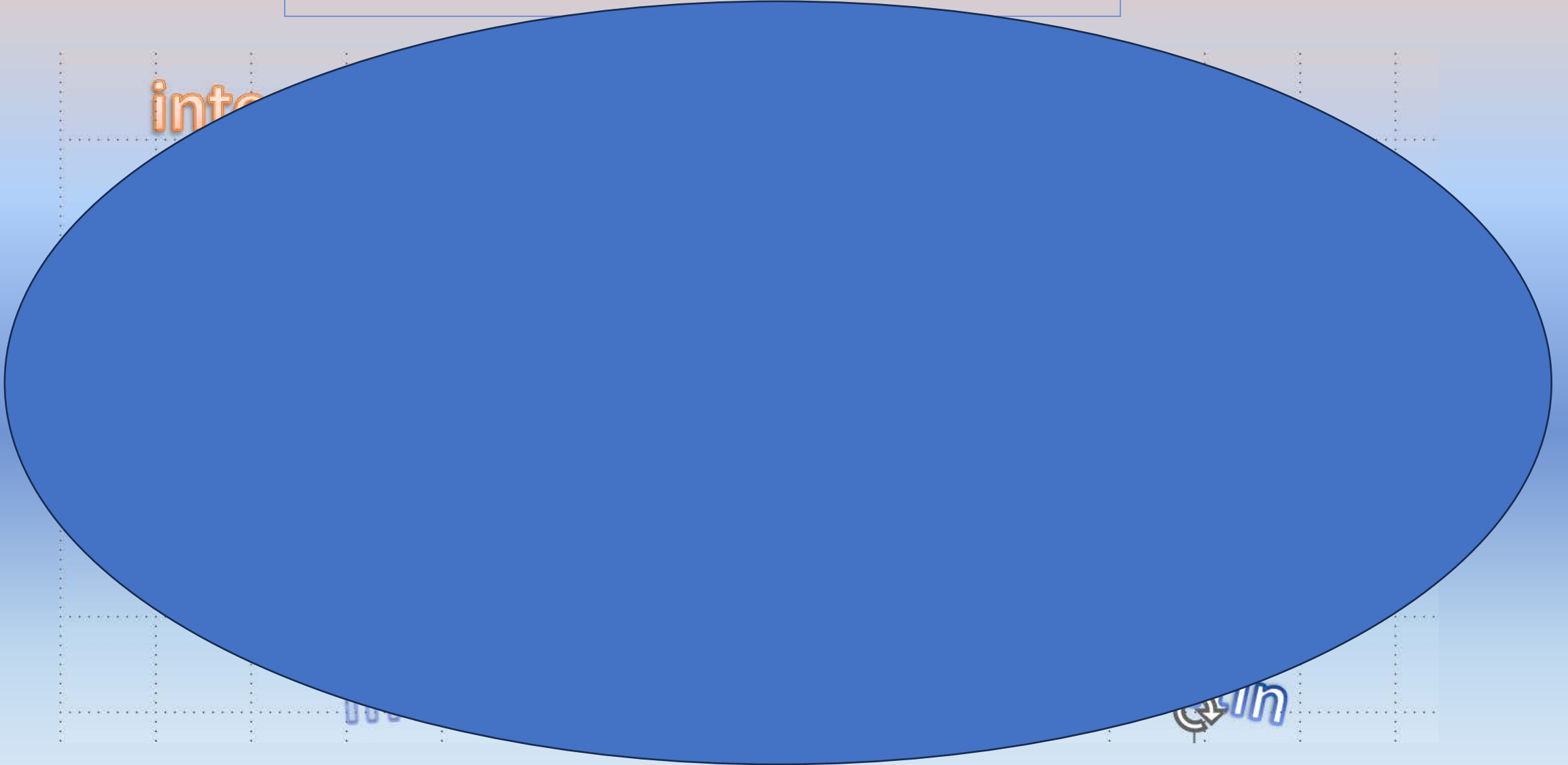


Mentimeter

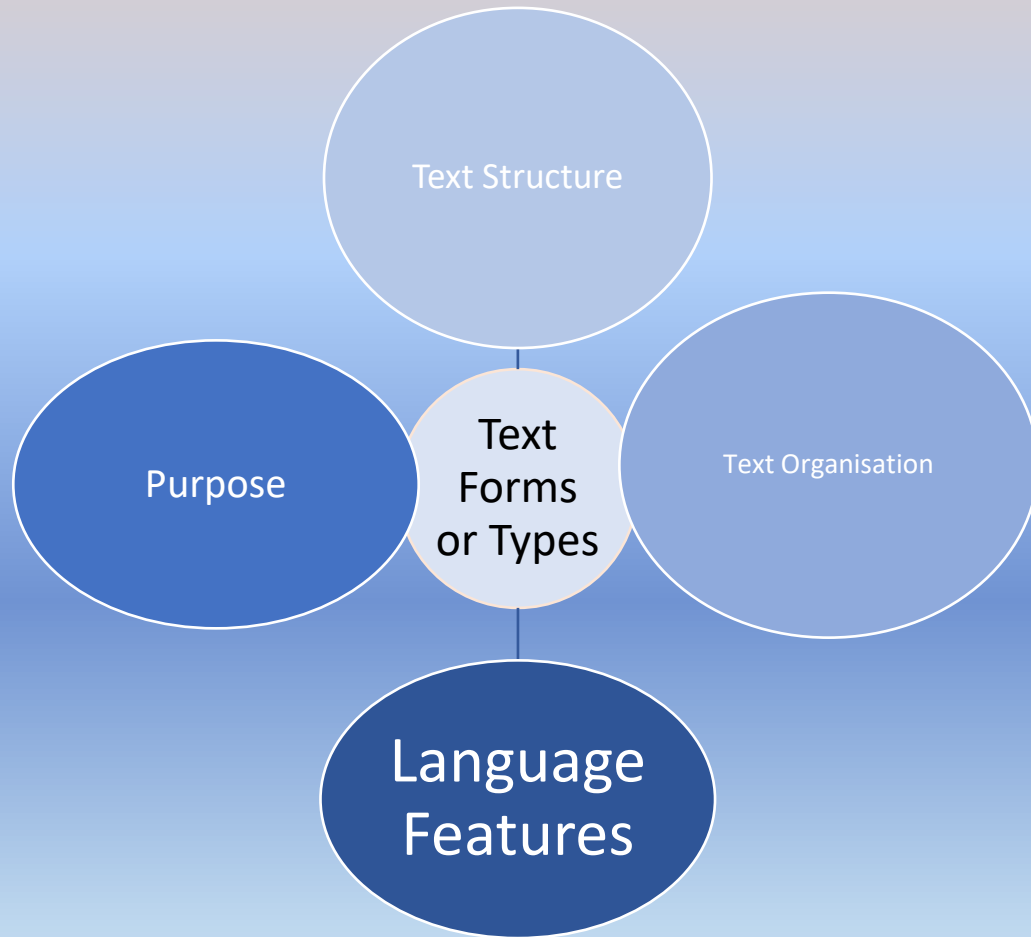
www.mentimeter.com

<https://www.mentimeter.com/app/presentation/alkp2wicg4h4sr3sfwu2e8zrft7i65zq/nwyt11yky54n/edit>

What do we write?



You need a knowledge of text types or forms



Text organization refers to the way a text is laid out and the order in which the information is presented. Most texts start with an introduction of some kind. However this will vary according to the text type.

The structure refers to the way ideas, feelings and information are linked within a text. Types of patterns that are used to link and organize information include:

- Compare and contrast
- Problem and solution
- Listing things logically or chronologically

Language features refers to the type of vocabulary and grammatical structures used in a text. Each text type or form has specific language features that are appropriate to that form

Children need to understand the purpose of what they are doing.:
They need to have something worth saying;
Decide that writing is the most important medium for saying it,
and
Have an audience in mind for what is written.

Modelled writing

The teacher will write 'thinking aloud' and the learners can observe and support the process of writing as thoughts are recorded.

It is important in modelled writing to ensure the learners

- Observe the intention of why you need to write (purpose)
- Directionality of writing
- Choice of words / grammar etc.

Guided writing

This is an additional step towards independent writing.

Differentiation is supported and a group will be targeted to focus on a specific skill that needs to be reinforced and developed further.

The teacher is able to provide immediate feedback and this strategy builds confidence.





What should we teach and share?

- Discuss **words** and their **meanings** and **origins**.
- Talk about **morphemes** and how words are put together.
- **Make collections of words**, for example, homonyms, antonyms, synonyms, loan words, homographs and homophones.
- **Read to children regularly** from a range of genres and be prepared to discuss authors' use of language.
- Discuss **phrasing**, **words** and **punctuation** in the whole texts.
- Make use of **children's writing as a resource** for discussing grammar and punctuation.
- Develop a **vocabulary** for discussing writing and do not be afraid to use **correct terminology** – if children can differentiate between a diplodocus and a brontosaurus, they can distinguish between an adjective and an adverb!
- Use **shared** and **guided** writing to **model** and to discuss ways in which language can be presented.
- Make use of **investigations** into spelling **patterns** etc. to help develop and reinforce learning.
- **Talk with children** about why it is useful to develop a good knowledge about language.
- Develop your own knowledge and understanding of language and **show that your enthusiasm**
- **Read about language**. (e.g. Bryson, Crystal and websites which offer simple guidance on such issues as using apostrophes and the etymology [the study of the origin of words and the way in which their meanings have changed throughout history] of our words.)

AfL for writing - success criteria

Writing Accurately	
Grammar, Punctuation & Sentence Construction SKILLS LADDER	
Year 2	- Take notice of commas and exclamation marks when reading aloud. - Begin to use capital letters for names, headings and emphasis in their own writing. - Recognise what speech marks are. - Use commas to separate items in a list. - Write in simple sentences. - Write in clear sentences with capital letters and full stops. - Turn statements into questions.
Year 3	- Use full stops, question marks, exclamation marks in their own writing and take appropriate note of these when reading. - Use commas for lists. - Begin to use speech marks in writing. - Use capital letters to mark the start of direct speech. - Put speech in speech bubbles. - Use captions and headings. - Start sentences in a variety of ways. - Note where commas occur in reading and discuss their functions to help the reader. - Note other uses of capitalisation when reading (e.g. new lines in poetry). - Understand differences between verbs in the 1st, 2nd and 3rd person. Grammatical agreement is in place (I am...We are...). - Begin to use speech marks and other dialogue punctuation appropriately in writing. - Use a wider range of conjunctions (if, so while, though, since, when). - Understand 'time' signal words (first, then, after, meanwhile, from, where). - Use connectives for causation and consequence (e.g. because, after). - Use adjectives and adverbs to expand simple sentences and phrases. - Show awareness of other uses of the comma (i.e. marking grammatical boundaries). - Use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing.
Year 4	- Begin to use speech marks. - Begin to use commas themselves to mark grammatical boundaries

	- within sentences. - Vary the order of words, phrases and clauses in sentences. - Use connectives to show links within sentences. - Use the apostrophe to show contractions/omissions (it's) - Recognise how commas, connectives and full stops are used to demarcate clauses (e.g. Although the man opened the door, no one entered). - Identify common punctuation marks, including: commas, colons, dashes, hyphens and speech marks. Respond to them when reading. - Use connectives to structure an argument (e.g. Firstly... Furthermore... Another reason is...) - Begin to craft their writing using the standard forms of English (e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses).
Year 5	- Understand the need for punctuation as an aid to the reader. - Understand how dialogue is set out (separate lines for alternate speakers; positioning of the comma before the speech marks). - Understand 'imperative' verbs (particularly in context of instructional writing). - Use punctuation such as ellipsis to show pauses etc. - Become secure in use of comma in embedding clauses within sentences. - Use pronouns clearly and correctly within sentences. - Use conditionals to show hypotheses or possibilities (e.g. If, might, could). - Use different sentence structures, including complex sentences showing relationships of time, or cause, (e.g. Before you start... If you do this, then...) - Use the full range of punctuation marks to guide the reader in complex sentences (e.g. commas, bullet points, speech marks, apostrophe for possession). - Identify the main clause in a long sentence. - Understand how clauses are combined. - Use connectives to link clauses within sentences and to link sentences in longer texts. - Craft their writing by using the standard forms of English (e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses).
Year 6	- Use varied sentences for emphasis and effect. - Form complex sentences through using different connectives. - Develop understanding of the colon, semi-colon, dash and brackets.

Skills Ladder - Termly & Yearly Progression.doc

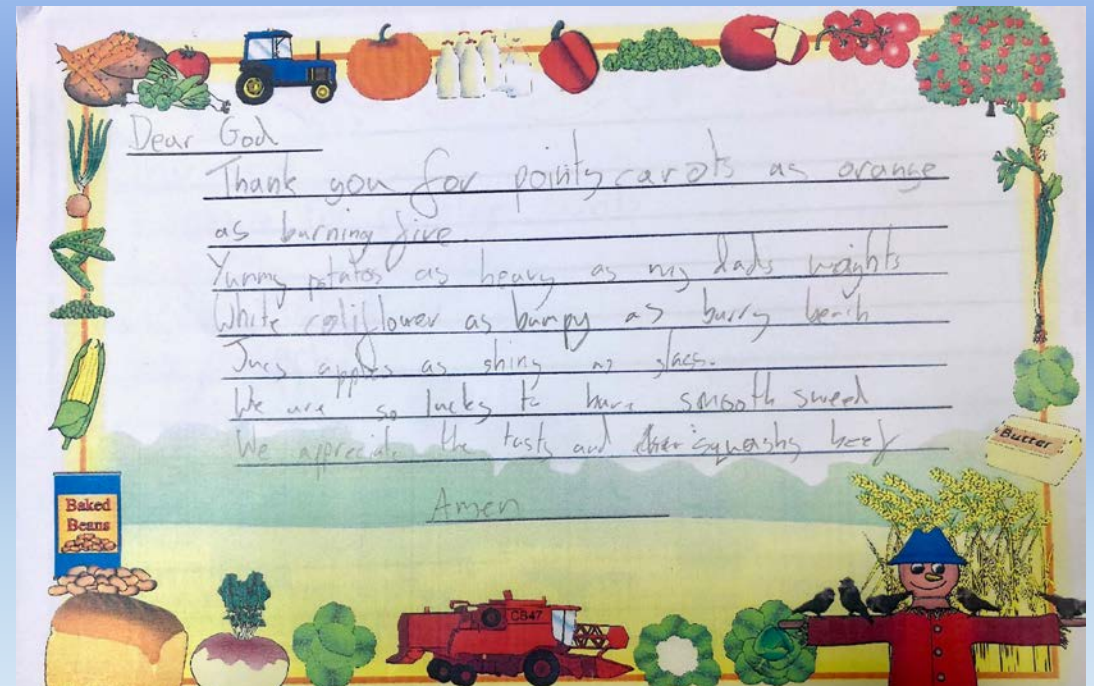
Checklist
 Capital letters ☐
 Full stops ☐
 Commas ☐
 Connectives ☐
 Wow words ☐
 Makes sense ☐

Success Criteria	P	T
I have set the scene		
I have written the names of the characters down the left hand side of the page (with a colon)		
I have included stage directions in brackets		
I have written character dialogue		
I have started a new line for the next speaker		
I have correctly used full-stops and capital letters		
I have used commas in lists and to separate phrases.		
I have used adverbs in my stage directions to help the character know how to say things or what facial expression to show e.g. angrily, loudly, nicely		
The scene is exciting and the reader wants to read on!		
My self assessment target		
Teacher targets highlighted		

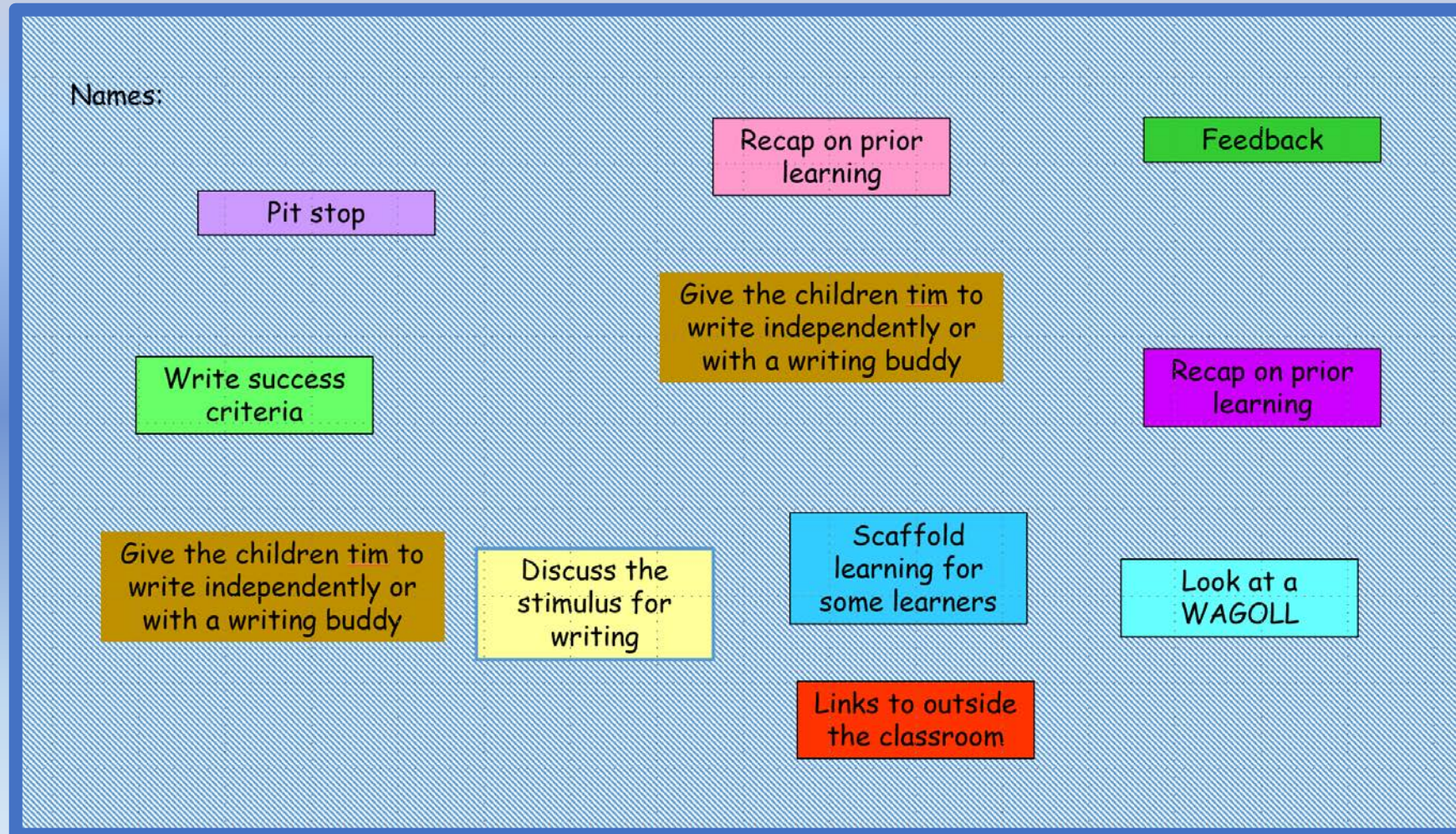
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Writing success criteria and using success criteria

Brilliant 	I can use similes and adjectives.	
	I can use alliteration.	
	I can think of interesting sentence starters	
Fabulous 	I can use adjectives.	
	I can use a capital letter to start each new line.	
Amazing 	I can thank God for at least 5 things	
	I can read back my work.	



Planning a writing lesson



Compare you plan to this WAGOLL

[Writing Lesson
Plan.docx](#)

Names:

Pit stop

Recap on prior
learning

Feedback

Write success
criteria

Give the children time to
write independently or
with a writing buddy

Recap on prior
learning

Give the children time to
write independently or
with a writing buddy

Discuss the
stimulus for
writing

Scaffold
learning for
some learners

Look at a
WAGOLL

Links to outside
the classroom

Grammar

Knowledge about grammar can make a significance difference to children's literacy development, but it is important to bear in mind seven key points:

- ~ Build up your own subject knowledge.
- ~ Give talk a high priority in your classroom.
- ~ Remember the purpose of teaching grammar.
- ~ Teach grammar in context.
- ~ Read aloud and discuss how authors use grammar.
- ~ Be systematic.
- ~ Make learning grammar fun.



[Grammar for Writing.pdf](#)

Non-fiction across the curriculum

- Children should be encouraged to use the writing skills that they learn in Literacy lessons across the curriculum.
- Any curriculum subject can offer opportunities to practise writing one of the text types
- Thematic work provides great opportunities for children to develop their understanding of the topic.
- Children are also able to practise writing different text types in contexts that engage them.
- They will also have lots of content fresh in their minds and reinforced by resources and displays.



Encouraging writers



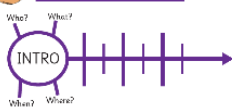
Writer's Toolkit



Useful resource

Recount

- Retells an event in time (chronological) order.



Language Features

- Past tense, e.g. I went...
- Names of people, places, things.
- Written in first or third person.
- Has time connectives, e.g. *then, next after that, finally*.
- 'Action' verbs e.g. *planted, sorted*.
- Quotations - direct or reported speech.
- Must be lively and interesting, interesting detail.

Structure

- An introduction that helps the reader to understand the recount (who, what where, when).
- A recount of events as they occurred. Start from the beginning, think of it as a timeline.
- Some reflection or personal comments about the event can be added.
- A closing statement that sums up the main points.

Examples of recounts: diaries, witness statements, experiments, insurance claim.

Discussion

- to present arguments and information from differing viewpoints.



Language Features

- The simple present tense, written in the third person (impersonal voice).
- Abstract nouns, e.g. *truth, justice, belief, hope, concern*.
- Logical connectives, e.g. *therefore, however*.
- Complex sentences containing a formal tone and technical vocabulary.
- Identify groups who support/oppose, e.g. *supporters of...believe...*

Structure

- Often starts with a question.
- Statement of the issue plus an overview of the main arguments.
- Arguments 'for' plus supporting evidence to back this up, in one or several paragraphs.
- Arguments 'against' plus supporting evidence to back this up, in one or several paragraphs.
- Alternatively, argument/counter argument, one point at a time within the same paragraph.
- Recommendation - summary and conclusion based on a 'weighing up' of the evidence.

Example of a discussion: Should dogs be banned from parks?

Explanation

- to explain how something works or why something occurs.



Language Features

- Written in the simple, present tense.
- Cause and effect language, e.g. *because, if, therefore*.
- Use time connectives, e.g. *then, next*.
- Formal voice written in the third person (impersonal).
- Technical vocabulary.
- Labeled diagrams might also be included.

Structure

- General statement to introduce the topic, e.g. *in the autumn, some birds migrate*.
- Organised around a series of events.
- A series of logical (ordered) steps explaining how or why something occurs, e.g. *because the hours of daylight shorten*.
- These steps continue until the explanation is complete.

Examples of explanations: Why do coasts erode? What causes the seasons?

Instructions

- Tell somebody how something should be done through a series of steps.



Language Features

- Simple, clear language.
- Imperative, 'bossy' verbs (mix, press, cut, use, shake).
- Second person, e.g. *You will need...* (Usually, but can be third person).
- Necessary detail only in a formal tone.
- Numbered or uses time connectives, e.g. *first, next, after that*.
- Can have labelled diagrams/pictures.

Structure

- Goal - a statement of what is to be achieved, e.g. *how to make a sponge cake*.
- Materials/equipment/items needed, e.g. *2 eggs, flour*.
- Sequenced steps to achieve the goal, e.g. *cream the butter and sugar*.
- Often there is a diagram or illustration.

Examples of instructions: recipes, games in PE, how to..., science investigations.

Persuasion

- to argue the case for a particular point of view, to persuade others.



Language Features

- Use simple, present tense.
- Logical connectives, e.g. *this shows, however, because*.
- Paragraph connectives - use time, e.g. *firstly, secondly, finally, etc*.
- Emotive language and exaggeration.
- Convincing words/flattery (surely, clearly, obviously).
- Catchy names and slogans (adverts).

Structure

- Often begin with a question or state a point of position.
- Start with a clear presentation of the point to be argued, e.g. *vegetables are good for you*.
- Introduction may sometimes include a summary of points to be raised.
- Arguments - often in the form of a point, plus details to provide strong evidence for the point being made e.g. *They contain vitamins. Vitamin C is vital for*.
- Reiteration - a summary of the arguments followed by a restatement of the opening argument, e.g. *We have seen that... so...*

Examples of persuasive writing: posters, adverts, leaflets, publicity campaigns.

Non-chronological report



Language Features

- Present tense (unless historical).
- Use words which generalise, e.g. *sparrows not sam the sparrow*.
- Factual descriptions.
- Technical vocabulary that is relevant to the subject.
- Formal, impersonal language written in the third person.
- Gives clear information.

Structure

- An opening, general classification, e.g. *Sparrows are birds*.
- A number of paragraphs about different aspects of the subject - these could be arranged in any order.
- A detailed description of the chosen topic, using relevant technical vocabulary.
- Conclusion - this may refer back to some of the main points.

Examples of non-chronological reports: school reports, factfiles on animals.



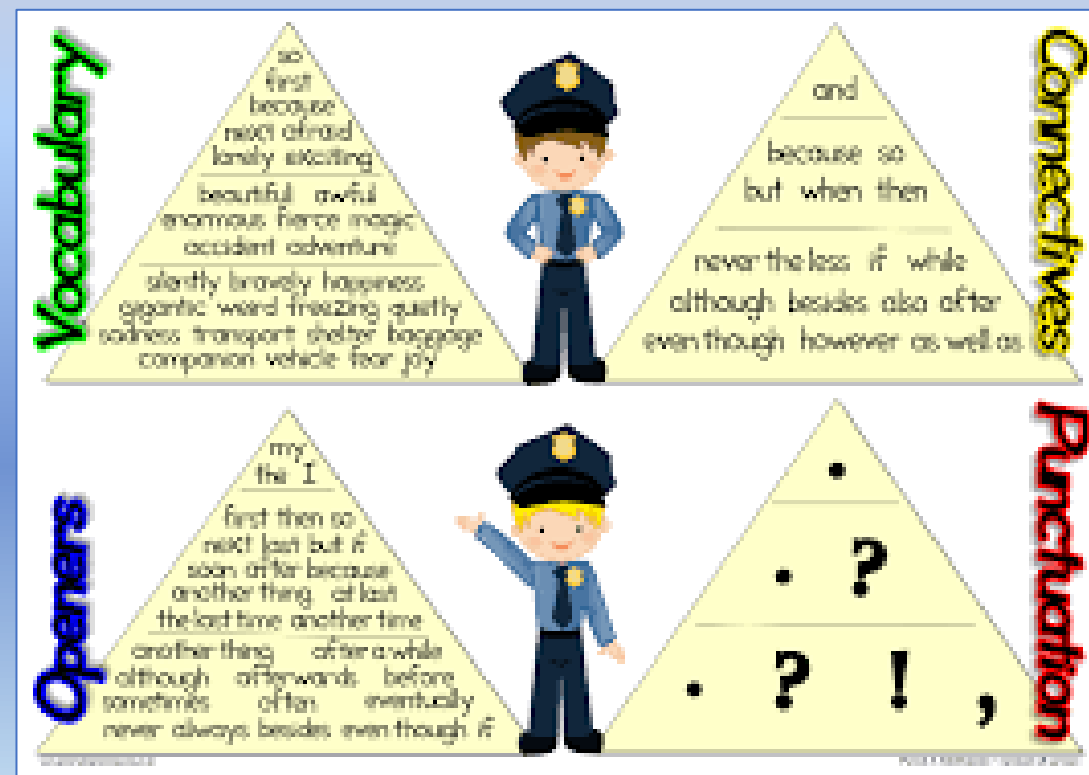
Other useful resources for you to look at

Alan Peat's

Sentence Structures

25 ways to improve
your sentence writing!

Reproduced with the kind permission of
Alan Peat. www.alanpeat.com





Review

- Two things you learnt today and one thing you wish you had learnt

References

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