Prifysgol Cymru
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BAEd (QTS)

English Language support (for your exit audit and PTE)

What is English?

English is an important subject in the National Curriculum, and its key aspects of reading, writing and oracy help equip all children to become powerful learners and effective members of society. It is vital that you, as aspiring Primary Teachers, are ready and able to teach these skills well and successfully for all the ages and abilities of children you will encounter in schools.

The materials in this booklet will support you in gaining a good grasp of these key elements of English.

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An introduction to grammar:

What is Grammar?
Grammar is a set of rules and principles for a language. Grammar is important because it gives us a vocabulary that makes it possible for us to discuss language. Grammar names the types of words and word groups that make up sentences.

Knowing about grammar helps us to understand both for ourselves and other learners what makes sentences and paragraphs clear and interesting.

~https://www.teachwire.net/news/5-of-the-best-online-grammar-games-for-ks2-english?utm_content=bufferc1f98&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer
~https://learnenglishkids.britishcouncil.org/en/grammar-practice
~https://www.english-online.org.uk/games/verbnounbothnew.htm

Making sentences

- A sentence is a group of words that makes sense on its own. A sentence needs a verb and a subject. A sentence must begin with a capital letter.
- A sentence must end with a full-stop (.), a question mark (?), or an exclamation mark (!).
- Sometimes people confuse the punctuation to use at the end of a sentence. You can use commas (,), colons (:) or semicolons (;) in your writing, but they should never be used instead of a full-stop.
- There is no set number of words in a sentence, however long sentences can be confusing. Short sentences are often simple sentences. Sentences can be joined together using the words and or but. These are compound sentences.

  https://www.topmarks.co.uk/Flash.aspx?b=english/compound_complex

Activities.

1. Find a piece of text that you are interested in reading. Highlight any simple sentences that you find. Identify both the subject and the verb.
2. Write four simple sentences. Can you use and or but to create just two sentences. These will be compound sentences.
3. Short sentences can be used to create 'impact'. Can you find a piece of writing where the author has used this technique? Now try writing a series of short sentences of your own that create impact – perhaps you can describe an event or place.

Online Activities.

If you have online access, you will find the BBC Skillswise site really useful.

http://www.bbc.co.uk/skillswise/words/grammar/sentencebasics/whatisasentence/

http://www.bbc.co.uk/skillswise/game/en30stru-game-spot-the-sentence

The Woodlands Junior Website is a fantastic resource both for you and potentially for your pupils.

http://www.woodlands-junior.kent.sch.uk/interactive/literacy2.htm#grammar

Nouns - a word that is used to name a person, place, thing, quality, or action.

There are different types of noun:

- Concrete noun – an object that you can see or touch
- abstract noun – thoughts, ideas, qualities or emotions
- collective noun – one word that describes a collection of people or objects
- proper noun – an individual name, a place, a person or an object and therefore always has a capital letter – even in the middle of a sentence, such as 'Wolverhampton'
- common noun – a generic thing that does not need capitalisation, such as 'town'
- pronoun – replaces proper nouns, e.g. he, his, I, their, we, it

Adjectives – an adjective tells the reader / listener what a noun is like. The use of adjectives makes writing and speech more interesting, such as '*great, blue, hairy* dragon'

Verbs – A verb makes a noun or a pronoun work! They are 'doing words' – sit, stand, jump, run…

Adverbs – words that tell us how a verb is done e.g. 'quietly'

Tenses - verbs can be expressed in different tenses. These indicate the time at, during, or over which an action represented by a verb happened. Present, past, and future are commonly used tenses.

Activities.

4. Find a piece of magazine or newspaper text. Choose 5 sentences. Can you identity the nouns and name the different types of nouns that have been used? Have any pronouns been used?
5. Now use a different piece of text from the newspaper or magazine. Choose 5 sentences. Can you identify the verbs that have been used? Have any adverbs been used?
6. Select a different set of 5 sentences. Can you identify the tense? Now can you re-write the sentences in a different tense?

Online Activities.

If you have online access, you will find the BBC Skillswise site really useful.

http://www.bbc.co.uk/skillswise/words/grammar/

The BBC Key Stage 2 Bitesize is a fantastic resource both for you and your pupils.

http://www.bbc.co.uk/schools/ks2bitesize/english/spelling_grammar/word_types/read1.shtml

Consolidation

Now that you have reminded yourself about some of the basics of grammar, here's a chance to consolidate and build upon these skills. Have a go at challenging yourself to think a little more deeply about how you can develop your understanding of grammar to become a more informed teacher.

Sentence types - there are a number of different types of sentence

- statements
- questions
- instructions or commands

- exclamations

Complex sentences - A complex sentence has more than one clause: a main clause and at least one subordinate clause. A main clause is a complete idea and has a verb and a subject and makes sense on its own. A subordinate clause does not necessarily make sense on its own: it relies on (is subordinated by) the main clause. A complex sentence links ideas: 'Although I was scared, I swam across the bay'.

Although I was scared = subordinate clause. I swam across the bay = main clause.

Noun phrases – A noun phrase is a group of words which contains a noun and gives more information about that noun, e.g. ***The recently completed research*** was interesting. A noun phrase is made up of the following:

- head – the noun e.g. research
- determiner – this comes before the noun and decides what kind of noun is in the phrase e.g. the
- premodification – the other words that come before the noun e.g. recently
- postmodification – the words that come after the noun e.g. completed

Finite and infinite verbs

The finite form of a verb changes according to number, person or tense

- tense - I write at work ….I wrote at work
- number – He helps…. They help
- person - I go…. She goes

The non-finite form does not show these variations. There are three non-finite forms –ed, -ing and the base form of a verb, the infinitive.

An **adverbial phrase** is a group of words that functions in the same way as a single adverb. For example: by car, to school, last week, three times a day, first of all, of course:

Activities.

7. Think about your favourite product. Write a statement, question, command and exclamation that you could use in an advertisement for this product.
8. Think of an animal. It could be real or imaginary. Write 3 complex and 3 compound sentences to describe your chosen creature.
9. Have a look at your animal description. Can you find an adverbial phrase in your writing? If not can you edit your work to include one? Does this improve your text?

Online Activities

To help you develop a confidence with simple, complex and compound sentences visit

http://www.northwood.org.uk/complex%20sentences%20home.htm

Extension Challenge

One of the real challenges of teaching is about being able to give clear and specific feedback to your pupils. In order to be able to do this, you must have strong subject knowledge. Once you have been able to identify what the pupil knows, understand and can do you then need to be able to plan what the learner needs to do next, so that you can move their understanding beyond what they already know.

Activity 10.

a. Have a look at the example piece of pupil writing. Which aspects of grammar do you think that the pupil knows understands and can do? Highlight and annotate the pupil's work to state whish types of sentences they have used, which types of nouns, verbs, adverbs have they been able to include?
b. What would you, as their teacher, plan to teach them about, in terms of grammar next? Would they benefit from knowing about complex sentences, adverbial phrases, noun phrases or other language features?
c. Other than grammar, which other aspects of literacy teaching might this pupil benefit from learning about?

Monday 4th July 2005

Run fast it ends soon

Do you have much fun at home?
If you don't then come to the olympic games.
It is the most important game of all its very entertainin
Would you rather stay at home, than come and Watch
the Olympic games. If you stay at home you Will be
by your self, because every body will be at the games
you dont have to pay so bring as many people
as you can, please come on down.
This olympic game could be the most importent game
ever, in the hole memery of the olimpic games.

You dont have to pay to watch the games, you can
buy food so you dont have to carry it you could
buy drink such as lemonade, Water and milk so
come on down to the olympic games come
fast it nearly ends. If you come find some
seats and Watch the Olympic gams and Where it is
finished you can go home and wait until the next
day and When 5 days has gone you can go home and
wait anouther 4 years for the next one and
when it is on run even faster because it ends
Soon.

An introduction to spelling and vocabulary:

English is a wonderfully rich language, but it is also complex. There are 21 consonants but 24 consonant sounds and 5 vowel letters but 20 spoken vowel sounds. As a language English has also absorbed words from all over the world. On the face of it, therefore, English appears a hard language to learn but in fact 85% of the English spelling system is predictable so the key to developing your spelling is to become more aware of the rules, strategies and conventions that you can use. Familiarity with and an understanding of these will help you to become a more confident speller and support you in accessing a wider range of vocabulary.

Why does spelling matter?
Your spelling ability matters for a variety of reasons

- You may be asked to spell in tests and exams
- Work which contains spelling errors can be difficult to understand
- Less confident spellers tend to have a less adventurous vocabulary even though they may use a wide range of words in their speech
- Some people feel inadequate because they find spelling difficult, so learning how to spell can help to raise self esteem
- Being a confident speller shows your sense of responsibility towards your reader

What vocabulary helps us to understand how we learn to spell?

You may find the following terms and definitions helpful. You will come across many of these words in your reading and research. Knowing them will help you understand the rules strategies and conventions that will enable you to become a more confident speller.

Etymology is the study of the history of words and how their form and meaning have changed over time.

Grapheme is the written representation of a sound

Homographs are words that look the same but have different meanings e.g. bank

Homophones. These are words that sound the same but are spelt differently e.g. to, too, two

Morpheme - the smallest meaningful unit in the grammar of a language

Morphology is the study of word structures

Onset - the onset is the part of the syllable that comes before the vowel; it consists of one or more consonants

Orthography – the study of the conventional spelling system of a language

A Phoneme is the smallest unit of sound of a spoken language

Phonics involves teaching how to connect the sounds of spoken English with letters or groups of letters (e.g., that the sound /k/ can be represented by *c*, *k*, *ck*, *ch*, or *q* spellings) and teaching them to blend the sounds of letters together to produce approximate pronunciations of unknown words.

Rime A rime is the part of a syllable which consists of its vowel and any consonant sounds that come after it.

Syllables- A unit of spoken language consisting of a single uninterrupted sound

What understandings help us to spell?

- Knowing about **phonics.** This includes understanding grapheme-phoneme correspondences, as well as being able to blend phonemes in the order that they appear in a word.

- Knowing about **syllables**. It can be helpful to break longer words into syllables. This helps you to think about each part of the word separately. Sometimes you will find smaller words within these longer words. You will also find 'hidden' letters, these are letters that are difficult to hear when the word is said normally.

- Knowing about **morphology.**
  - There are root words that contain one morpheme and cannot be broken down e.g. boy
  - There are compound words, made up of a combination of root words
  - Suffixes added after a root word e.g. boys
  - Prefixes are added before the root word e.g. schoolboys

Activities

1. Many of us find the strategy of Look, Cover, Write and Check helpful. Look at words carefully, perhaps begin to recognise their pattern (morphology). Is there a part of the word that you find difficult? If so concentrate on this. Now cover the word and try to spell it from memory. Whilst the word is still covered up, can you write it out for yourself? Does it look right? Now its time to check – did you spell it correctly? If yes great. If no, have another go, thinking carefully about the part of the word that you spelt incorrectly.

2. Others find **mnemonics** helpful. Many schools use the following mnemonic useful for *because*,

Big Elephants Can Always Understand Small Elephants

Can you find any other mnemonics that might help you to spell words that you find tricky?

3. Have a careful read through the **spelling vocabulary definitions**. Try to learn those spellings and their meanings. See if someone can test you. This will help you to develop a confidence about some more adventurous vocabulary. You will be able to use these during your English sessions.

4. When you were learning the vocabulary words which of these methods did you find most useful? Try to think of an advantage and disadvantage of each method

■ Break it into syllables (re-mem-ber)
■ Break it into affixes (dis + satisfy)
■ Use a mnemonic (necessary – one collar, two sleeves)
■ Refer to word in the same family (muscle – muscular)
■ Say it as it sounds (Wed-nes-day)
■ Words within words (Parliament – I AM parliament)
■ Refer to etymology (bi + cycle = two + wheels)
■ Use analogy (bright, light, night, etc)
■ Use a key word (horrible/drinkable for -able & -ible)

■ Apply spelling rules (writing, written)
■ Learn by sight (look-cover-write-check)
■ Visual memory (look-cover-write-check)

Online Activities

If you have online access you will find the following to be very useful

The BBC Skillswise site will provide you with excellent support
http://www.bbc.co.uk/skillswise/words/spelling/

This site also offers a range of advice

http://www.spelling.hemscott.net/

Here you will find a range of excellent classroom materials that you can also complete the activities from.

http://www.teachingideas.co.uk/english/contents08writingspelling.htm

Consolidation

Once you have become more familiar with the spelling rules, conventions and strategies, it is then time to think about some of the more tricky words in the English language. This can be fun! It is important to recognise the problem solving aspects of spelling. Be prepared to take risks.

Remember:

- Letters can make different sounds in different words e.g. the letters 'c' and 'g' both have a hard and a soft sound.
- Some letters can be silent e.g. 'k' as in knife and 'w' as in wrong
- Some words don't change in their plural form e.g. sheep
- To learn the different rules for plurals
- Learn rules such as i before e except after c…and the **weird** exceptions to this rule!

Activities

5. Keep a spelling log of words that are new to you. Use your preferred spelling learning strategy to help you to develop a confidence as to how to spell these.

6. Try to read some challenging materials, perhaps a specialist magazine or a book that you would usually find difficult. Add any new words to your spelling log.

7. Keep a list of words that you often misspell and spend some time learning how to spell these correctly

8. Use a dictionary! Try to proof read your work, have a go at spellings but always use a dictionary to check your work if you are ever uncertain and use this as a teaching tool during a lesson. This is a strength.

Extension Challenge

If you develop an interest in words, word formation and etymology then your pupils more likely to as well. Aim to share with them the variety of spelling strategies that you have used. Be ambitious to be a lead learner in the classroom. Share your use of a dictionary – both a physical one and online.

Both for yourself, in your classroom and for the children that you teach, become eager to:

- Create an atmosphere of confidence – have a go at a spelling and then check it rather than being fearful of making a mistake
- Develop for yourself and others an interest in words, be playful
- Encourage the children to be independent in making their first attempts and proof reading by making them aware of spelling rules and tricky words.

It is therefore important to teach spelling as a part of both reading and writing.

9. Which of these strategies would you most like to use in your classroom and why?

Think about:

- displaying key words in the classroom or on the tables (in lower case), with a focus on topic words ('word of the week', etc)
- providing plenty of practice: frequent but not too lengthy writing tasks
- playing 'spot the mistake' by deliberately misspelling the word on the board and asking pupils to correct it
- allowing pupils to try out spellings on the left-hand page of their books, while writing the correct spellings on the right-hand page
- correcting spellings of a few selected words rather than every error (which can be very disheartening). Target particular words for students to learn, rather than making comments like 'Improve your spelling'. Point out the 'tricky bit' in a misspelt word and suggest ways of remembering this in future
- providing a selection of dictionaries and thesauruses (easy to use and phonetic)
- always write down a spelling when a pupil asks – a verbal response is harder to remember (lacking a visual prop); whenever possible, ask the pupil to try first
- use 'look, say, cover, write, check' prompts
- play spelling games occasionally.

10. If you have internet access, have a look at this report
http://news.bbc.co.uk/1/hi/education/3409379.stm

Write a response comment suggesting which strategies you would use to support children in becoming more confident spellers. Try to use adventurous vocabulary and check your spelling. Try to show your comment to someone else who can give you some feedback on both your vocabulary and spelling.

An introduction to punctuation:

What is Punctuation?
The effective use of punctuation encourages you to be both a careful reader and a thoughtful writer. Punctuation consists of written marks that are used to make clear to the reader how sentences are constructed. Without punctuation, a piece of writing can be very confusing; punctuation guides the reader about the meaning of a sentence. It also helps the reader to know when to pause if they are reading a piece out loud.

Punctuating sentences.
Just putting in full stops at the end of sentences and capital letters at the beginning makes it much easier to read. Some sentences are questions so instead of a full stop; you need to put a question mark (?). Occasionally sentences express (or exclaim) strong feelings, so an exclamation mark (!) is needed instead of a full stop.

Remember that it is you as a writer who chooses whether or not you want your sentences to express strong feelings. So to some extent the punctuation is your choice, it is part of the meaning that you wish to convey to your reader.

Commas. These can be used in several different ways.

Commas can be used to:
- mark off words in a list
- separate the names of people from the rest of a sentence
- separate extra bits of description from the rest of a sentence
- Sentences can have lots of different parts to them, so sometimes it is helpful to indicate where the parts begin and end. To do this, we use commas (,).

Activities
1. Ask someone to read you a short piece of prose with 4-5 sentences in it. See if you can write it out each sentence using the correct punctuation.
2. Write a short piece of 5-6 sentences using the punctuation tips that you have just read about. Read it to someone else. Ask them did it make sense? Was it easy to understand?

Online activities

If you have online access, you will find these sites really useful and good fun.

http://www.woodlands-junior.kent.sch.uk/interactive/literacy2.htm#punctuation

http://www.bbc.co.uk/schools/ks2bitesize/english/spelling_grammar/punctuation/read1.shtml

http://www.bbc.co.uk/skillswise/words/grammar/punctuation/apostrophes/

Consolidation

Semi-colons.
Sometimes you need a stronger break in a sentence than a comma, but you don't want a full stop. This is where the semi-colon (;) comes in useful. It is used specifically in place of a connective and where two parts of a sentence are related.

Colons (:) are used to introduce lists or explanations.

Brackets.
Some kinds of writing like reports, notes and manuals have to contain a lot of information. This is where brackets ( ) can be very useful. They can help the eye of the reader to separate out the information that is additional to the main part of the sentence.

Dashes.
If brackets seem too strong, but a comma not strong enough then you could use a dash - . Dashes can also be used to tag on information at the end of a sentence (but try not to use then where commas or other punctuation marks would normally be used.)

Apostrophe – don't panic! It's not that bad! Apostrophes can be used as possessive or omissive:

- POSSESSIVE: At the end of words that gave something belonging to them, e.g. Emma's hamster
- If the word already ends in an 's', you still ad the apostrophe, but not the second s, e.g. Thomas's hamster
- OMISSIVE: You also use the apostrophe when you miss out letters, e.g. they are = they're; It is = it's.

Some tricks for using apostrophes correctly:
- "The underlining rule" – work out who it belongs to and underline them, then put the apostrophe.
  - The girls bike = one girl, so underline 'girl' → girl's → "The girl's bike"
  - The girls bikes = more than one girl, so underline 'girls' → girls' → "The girls' bikes"
- "Its and it's" – it's can only mean "it is". It never means "belonging to it". Pronouns do not take the possessive: his, hers, theirs , its – none of them need an apostrophe.
- Plural nouns – without belonging, nouns do not need apostrophes. This is called the 'grocer's apostrophe' due to the commonly-seen errors in shops, such as "potato's £1" – this literally means "the pound that belongs to the potato"!!

Speech Marks.
These show when someone is speaking. You use them when you are writing out the exact words that are spoken. You need to:
- Put speech marks around the actual words that are spoken.
- Use a capital letter when someone starts to speak.
- If the whole sentence ends when the speech end, put the full stop before the closing speech mark.
- If the sentence continues after the speech, put a comma before the closing speech mark.
- When a new person speaks, start a new line.

Paragraphs.
A paragraph is a group of sentences linked to the same topic. Paragraphs help to organise a piece of writing. You can indicate the start of a new paragraph by starting a new line and indenting approximately 1cm from the margin.

Activities

4. Can you correct this piece by putting in the punctuation?

my favorite book is Skellig because it really like the main character michael i really enjoyed the way that michael found the man in the garage and the description if the cobwebs and dead bluebottles. i felt sorry for the family because there baby was very ill and it sometimes had to go into hospital in the story michael meets a girl called mina when she is sitting on the wall she likes to draw pictures of birds. i am really looking foreword to reading the rest of the book so that i can find out who the man in the garage is and why he is their

5. Rewrite the following as a piece of direct speech rather than reported speech. Remember to use the rules for writing direct speech.

Goldilocks told her Mother that she was going for a walk in the woods.
Baby Bear told Mummy Bear that his porridge was too hot to eat.
Daddy Bear asked Mummy Bear and Baby Bear if they would like to go for a walk until their porridge cooled. Baby Bear cried that he could never use his chair again because it was broken.

6. Where would you put the paragraphs in this piece?

We were lulled by the blue skies perhaps, or by sheer boredom. Fritz seemed to have gone to sleep on us and as far as we were concerned that suited us fine. We thought we could go to sleep too. The awakening came suddenly. "Gas! Gas!" The cry goes up and is echoed all along the trench. For a moment we are frozen with panic. We have trained for this time and again, but nonetheless we fumble clumsily, feverishly with our gas masks. "Fix bayonets!" Hanley's yelling while we're still trying frantically to pull on our gas masks. We grab our rifles and fix bayonets. We're on the firestep looking out into no-man's-land, and we see it rolling towards us, this dreaded killer cloud we have heard so much about but have never seen for ourselves until now. Its deadly tendrils are searching ahead, feeling their way forward in long yellow wisps, scenting me, searching for me. Then finding me out, the gas turns and drifts straight for me. I'm shouting inside my gas mask. "Christ! Christ!" Still the gas comes on, through our wire, swallowing everything in its path. I hear again in my head the instructor's voice, see him shouting at me through his mask when we went out on our last exercise. "You're panicking in there, Peaceful. A gas mask is like God, son. It'll work bloody miracles for you, but you've got to believe in it." But I don't believe in it! I don't believe in miracles.

You can check your answer at http://www.telegraph.co.uk/education/4793512/Extract-fromPrivate-Peaceful.html

Online activities

This website provides you with a range of worksheet activities and presentations. You will be able to complete many of them yourself. You may also wish to think about how you might use some of these with the children that you will be teaching.

http://www.teachingideas.co.uk/english/contents09writingpunctuationgrammar.htm

Here you will find some ideas about direct speech related to resources on the really useful CBBC Newsround site.

http://news.bbc.co.uk/cbbcnews/hi/teachers/literacy_7_11/sentence/newsid_1781000/1781861.stm

Extension Challenge

a. Have a look at the example piece of pupil writing. Which aspects of punctuation do you think that the pupil knows understands and can do?

b. Highlight and annotate the pupil's work to state which types of punctuation they have used.

c. What would you, as their teacher, plan to teach them about, in terms of punctuation next?

d. Other than punctuation, which other aspects of literacy teaching might this pupil benefit from learning about?

An introduction to reading:

As a person ambitious to teach, you will benefit enormously from reading for yourself. You may also begin to wish to familiarise yourself with the wonderful world of children's literature.

A quick search on the internet will provide you with lists of books appropriate to different age ranges. Aim to read 2-3 books appropriate for children in the Foundation Stage, Key Stage 1 and Key Stage 2. Look for example at

http://www.literacytrust.org.uk/projects_networks

Activity
Write a short book review for each text that you read. What did you like / dislike about it? When was it written? What was the main storyline? Who were the main characters?

Online Activity
Many of the main publishers and authors have reviews of their children's books. You will be well advised to spend some time reading these to build up your familiarity with different genres and authors. You may wish to start with these sites.

http://www.lovereading4kids.co.uk/author/1227/Nick-Butterworth.html

http://www.amazon.co.uk/books-every-teacher-should-have/lm/13Y3LZVBXDSFB

http://www.anthonyhorowitz.com/

http://www.michaelmorpurgo.com/

http://www.malorieblackman.co.uk/

Your Own Reading
Your own reading history will influence your teaching. You may well remember books that you have read yourself that had a significant influence on you. Be prepared to share these experiences with the children that you teach. You will have the opportunity to make a real positive difference to individuals or groups of children as they develop their reading skills.

Things to become familiar with

Reading schemes. These have both pros and cons. You may wish to start to keep a list of reading schemes that you come across and make a note about what you think of these.

Non-fiction books. Many schools are moving towards topic centred learning and non-fiction books can be a key resource to support this type of learning. The Primary National Strategy expects that 50% of class time in Key Stage 2 should be spent on non-fiction genres.

Web sites As children increasingly use on line resources think about the reading demands that these make on the children

Activity
Have a go at reading some information or non-fiction texts aimed at Key Stage 2 readers. How are these differently challenging from a piece of narrative writing? How do audience and purpose change the structure, layout and language?

Activity
Choose a piece of text from a fiction book. Think about how you could engage with this text through

- Predicting
- Assessing
- Comparing
- Picturing
- Empathising
- Evaluating
- Questioning
- Identifying themes / ideas

Activity

There are a wide range of reading strategies used in schools. Use the following headings to write about what you already know about these different reading activities. What do you think are the main purposes of each activity? What learning gains would the teachers be planning for the pupils to achieve through using the following pedagogical strategies?

- Reading with individuals
- Teacher reading aloud
- Quiet reading
- Shared reading
- Guided reading
- Book clubs

An introduction to writing:

For many of us, the construction of our writing has become automatic. However, every so often it can be particularly helpful to remind ourselves about our own practice. We can do this by making explicit some of these previously assumed skills. These include both the technical aspects of writing, such as spelling, punctuation, handwriting and paragraphing, as well as the different types of text genres. It is important that we are clear about the difference between the technical aspects of writing and the compositional and content elements. It is the latter two elements that this booklet concentrates on.

Planning your writing is key! Your writing will benefit from:

- Mind mapping – there are a variety of techniques that you can use to facilitate this, you might want to create a spider diagram or story line. You may wish to write down as many ideas, key words and / or feelings that you can connected with the subject that you are writing about.
- Use your 5 senses to think about the content of your writing, particularly in relation to your fiction writing
- You may wish to use a flow chart, table or diagram to represent your thoughts

Before beginning a longer piece of writing you will find it helpful to make a paragraph plan.
Be prepared to draft and redraft your work
Remember to proof read your finished piece. Check for spelling, punctuation and paragraphing.
Remember also to proof read your work

Activities

1. Write 'your story', how did you get to this stage of wanting to be a teacher? Remember to use the tips that you have just read about.

2. Can you recall a book that you have read recently? Can you write a summary of the book that lasts no more than 5 paragraphs? Then see if you can find someone else who has read the same book. Share your summary with them. Do they recognise the story? Can they give you feedback on your writing? Did you remember to plan, punctuate, paragraph and proofread?

3. Can you recall a piece of writing that you have done that made you particularly proud. Can you think of perhaps 3-5 reasons why you were proud of that piece. Make a note of these and keep the note safe!

More about writing

What genres can you write in?

- Recount
- Report
- Persuasive
- A balanced discussion
- A set of instructions
- A poem
- A play-script
- A piece of dialogue

Make certain that you are familiar with the features of these particular genres. Are there any others that you could add to this list?

Be clear about whether the piece that you are writing is **fiction or non-fiction**

Writing that is made up by the author, or that is based on people or events or places that are not true are fiction texts. Writing that is about real people, events, places or things is non-fiction.

When you are asked to write a piece of **non-fiction** text think about:

- the purpose, is it to explain, instruct, discuss, describe or inform?
- the audience
- the form.

What will you be writing?

- A letter
- A diary or journal entry
- Leaflet
- Report
- Interview
- Newsletters

Fiction Texts

When planning a story remember to think about:

- Who, what, where, when, why
- The beginning, middle and end
- What action takes place
- Place descriptions
- Character descriptions
- Who is telling the story
- Should it contain speech?
- Quality descriptions
- Varying sentence lengths
- Adventurous vocabulary

Activities

4. Choose one of these titles. Then decide on a genre and have a go at creating a story.
"But it wasn't me"
"The most mystical place"
"The night sky"

5. Can you write a report about a sporting event e.g. a football match, tennis match?

6. Find a magazine or a newspaper supplement. Make a note of how many of the articles are fiction and how many are non-fiction. Can you also analyse each piece to decide which genre has been used. If it is a non-fiction article, what format has it been produced in?

7. Which of these 3 pieces of writing are you most proud? Look back at your initial thoughts about what made you proud of your work. Have you anything to add? You may wish to keep these in mind as you progress with your writing.

Online Activities

The BBC Skillswise site has some excellent ideas and materials to help you to develop your own writing

http://www.bbc.co.uk/skillswise/words/writing/

Consolidation

Writing contributes to your learning by giving you the focus to generate capture and gather ideas. During your course you will be asked to construct a number of essays. Before you start your course you might want to think about practicing your essay writing skills. This guide might be helpful.

Essays need a structure

- jot down a simple plan
- make sure you know where the essay is going before you start writing, i.e. your conclusion

Essays must be a response to a specific title avoid writing everything you know on a given topic, irrelevant material gains no marks

- respond to the command words in the question
- always consider what your argument depends upon, i.e. the factors or assumptions inherent in your argument

Demonstrate your depth of knowledge

- analyse the question with care to show your understanding of the subject content
- make references to other writers if appropriate

Remember the higher order skills of analysis and evaluation

- break down the material in a way that helps reveal the issues involved

- examine arguments critically
- state which arguments you believe to be the most important and why

Activity

Use a photograph, picture from a magazine or newspaper that captured a controversial event, as inspiration for an essay. Write a description of the setting and event. Why the photo was taken?

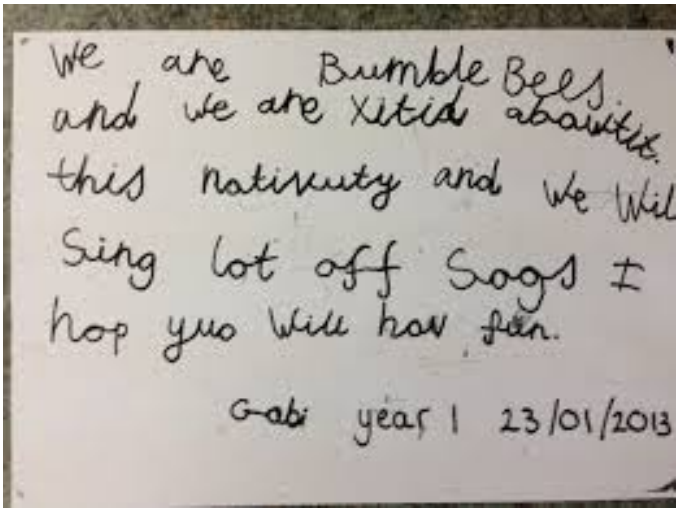
Online Activities

The Open University has an excellent module that will support you to develop your essay writing style http://openlearn.open.ac.uk/course/view.php?id=2903

Extension

A great resource to begin to familiarise yourself with how you can support children to develop their writing skills can be found at

http://www.teachingideas.co.uk/english/contents05writingfiction.htm



An introduction to phonics:

"Synthetic phonics refers to an approach to the teaching of reading in which the phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn/*k, ae, t*/, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example / *d* / *o* / *g* /, and write a grapheme for each phoneme in turn to produce the written word, *dog*."

Definition adopted by The Rose Review

Phonology – the study of the sound system of a language

- Phoneme – smallest unit of meaningful sound in a word. " ..the smallest unit of sound in the spoken language". There are 44 phonemes in the English Language

- Phonemic Awareness – the ability to recognise the different phonemes in a word.

- Phonic knowledge – a reader's ability to segment a word and then to blend the sounds back together.

See here for the alphabetic code:
http://www.phonicsinternational.com/Training_illustrated_The%20English%20Alphabetic%20Code.pdf

Read aspect 1 of Rose (2006) *The Independent Review of the Teaching of Early Reading* accessed through the link below. This will provide you with essential background knowledge which we will pick up on early in your English lectures.
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFES-0201-2006

Can you define 'encoding'?

_____
_____
_____
_____

Can you define 'decoding'?

_____
_____
_____
_____

How many phonemes are there in the following words?

Stick	4	s t i ck
Jump	_____	_____
Bottle	_____	_____
Free	_____	_____
Make	_____	_____
Bluebottle	_____	_____

Teaching Phonics

When you are in a school it is vital that you familiarise yourself with both the school's procedures for Systematic Synthetic Phonics and the scheme they use. Each school has its own preferred system and it is really important that you support the pupils by being consistent.

See here for a useful breakdown of the key teaching skills and related points to note:

http://www.phonicsinternational.com/FR_PI_Guidance_for_phonics_routines.pdf

Choose a scheme that you have seen in a school (Big Cat, Letters & Sounds, Jolly Phonics, Ruth Miskin, Read Write Inc., etc.) and describe a phonics session

Extension Tasks

1: Define a digraph

2: What is the difference between a digraph and a split diagraph?

3: Define Onset and Rime.

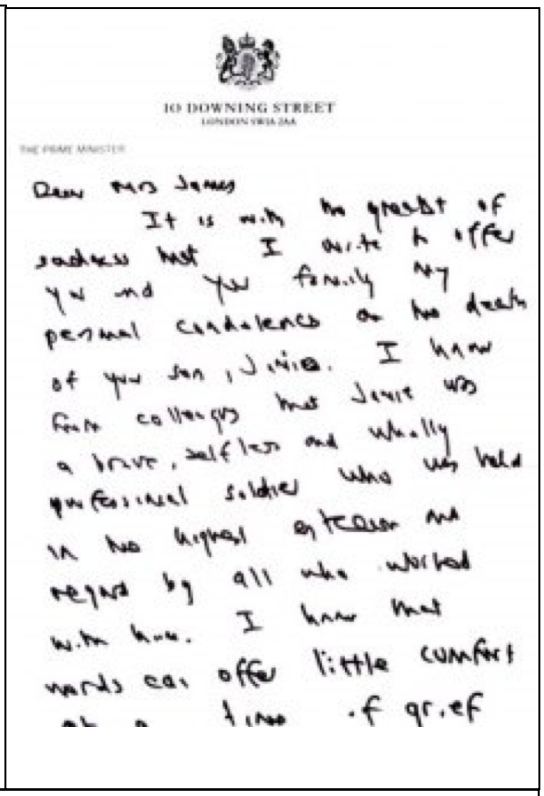
_____

_____

_____

Does handwriting still matter in a computer age?

Bill Boyd, a literacy advisor recently posted the following comment on his blog, “Not long ago, the Prime Minister, Gordon Brown, received praise and criticism in almost equal measure, when he wrote to the mother of a soldier who had been killed in Afghanistan. The handwriting was barely legible, and the letter contained several errors, including the spelling of the soldier’s surname. It’s the thought that mattered above all, said many, and the fact that he took the time from a busy schedule to write a personal letter to a grieving mother. Did it matter that the handwriting was poor, and there were one or two minor errors? Yes, I think, is the answer, because he decided to write it rather than have it word-processed. Yes, because he was either unaware that it contained errors or he didn’t bother to have it checked, both of which are inexcusable as soon as he had decided that it mattered. Finally, a key question. Did it achieve its purpose? Apparently not, as the recipient was deeply upset, which was not exactly the purpose of the letter. So, in the final analysis, when the next person asks me the question, ‘Does handwriting matter any more?’ my answer will be, ‘If it matters, it matters.’ ”


10 DOWNING STREET

http://literacyadviser.wordpress.com/2010/01/04/if-it-matters-it-matters/ Accessed on 14.06.14

Your Handwriting

It is really important that your handwriting is clear, both for your own purposes and for when you write comments on children’s work. Your handwriting should be joined up. There are 4 main things that you need to be mindful of:

- **Shape**

Your letters need to be properly shaped and joined correctly.

- **Size**

You need to check that all your small letters are the same height. Also check that the tail or descenders such as ‘g’, ‘y’, and ‘p’ are clearly below the line. Also watch that capital letters and the ‘tall’ letters like ‘h’, ‘k’, ‘l’, and ‘d’ are clearly taller than the small letters

- **Spacing**

The spaces between words should be the same size. Also try not to squash up your letters or leave large spaces between them.

- **Slant**

Make certain that the slant of your writing stays the same throughout a piece of writing.

Activities

1. Find a paragraph or two written on a subject that you are really interested in. Copy out the paragraph paying attention to the points above. Look for any problems that you might have, then work on ways to put these right.
2. Write a paragraph or two about yourself. Use the 4 S's of handwriting to analyse your writing. What targets could you set yourself to help you to improve the presentation of your work?

Teaching handwriting

When you are in a school it is vital that you familiarise yourself with both the school's handwriting policy and their presentation policy. Each school tends to have their own preferred style and it is really important that you support the pupils by being consistent.

There are a range of support documents available online that teachers have developed;

You might find something worthwhile at http://www.primaryresources.co.uk/english/englishA5.htm

Similarly the Times Educational Supplement's website houses a huge resources section. You will need to register to be able to access these materials. Registration is free and only takes a few moments and we are certain that you will find the benefits of the site to be very worthwhile.

http://www.tes.co.uk/TaxonomySearchFunnel.aspx?area=resources&keywords=handwriting

The following website also provides some excellent advice

http://www.hamelinpaperbrands.co.uk/education/tipsforhandwriting.asp

Extension Task

a. Have a look at the example piece of pupil writing (next page). Which features of handwriting do you think that the pupil knows understands and can do?

b. Highlight and annotate the pupil's work to state which handwriting features they have used.

c. What would you, as their teacher, plan to teach them about, in terms of handwriting next?

d. Other than handwriting, which other aspects of literacy teaching might this pupil benefit from learning about?

Handwriting examples

Example awarded 1 mark

The handwriting is legible and shows some features of regularity in size and spacing. However, overall the script is disjointed and uneven.

~~you should recyel~~

(recycling) you should recyel insted of chucking liler arond and it macks the werll clener

(Wildlife) pepol Should lookafter wildlife Becous Some ~~[illegible]~~ indang. ~~[illegible]~~ liveinthe wildlife.

(transport) we Should not yous cars or vans ~~[illegible]~~ Becos it pluts ~~the~~ earth and if we warck it mackes us Helfeyer.

(liter) we Should not liter Becouse it pulots the earth and mackes a Heredel Hedertat

(Warter use) we Should not use lot of warter every day Becous ~~we~~ every one it ~~[illegible]~~ using te much.

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Further reading; further thinking:

Cremin, T. (2009). *Teaching English Creatively (Learning to Teach in the Primary School Series)*. London: Routledge

Johnston, R. & Watson, J. (2007). *Teaching synthetic phonics.* Exeter: Learning Matters
Martin, T., Lovat, C. & Purnell, G. (2012). *The Really Useful Literacy Book* (3rd ed.). London: Routledge

Medwell, J., Wray, D., Moore, G. and Griffiths, V. (2012). *Primary English Teaching Theory and Practice*. Exeter: Learning Matters

Medwell, J., Wray, D., Minns, H. and Griffiths, V. (2012). *Primary English Teaching Knowledge and Understanding.* Exeter: Learning Matters

Waugh, D. (2013)**.** *English 5–11: A guide for teachers*. London: Routledge

It would also be useful for you to develop your knowledge of children's literature. You need to read a range of texts (narrative, poetry and non-fiction) and consider how you could use these in the classroom. Begin a search for quality texts, and remember to note any books you have read, listing the author, title and think about ways you could use these books in class: what learning could come from them.

The sites listed below are very useful but are by no means exhaustive. Have a look at some of these and then browse for and list other useful pages/sites that you could use with primary age children. You may well know or have used many others from your time in schools, but a knowledge of where to find useful tips and national documentation is vital.

National documentation for English (England):
https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

National documentation for English (Wales) Foundation Phase & KS2:
http://dera.ioe.ac.uk/19800/

Some other excellent sites and resources:

Your first stop for Primary English resources:
http://www.primaryresources.co.uk/english/english.htm

Another excellent site:
http://www.literacytrust.org.uk/

"Quality children's literature at the heart of all learning":
www.clpe.co.uk/

A complete guide to English grammar:
http://www.edufind.com/english/grammar/index.php

ICT Games linked to Literacy:

http://www.ictgames.com/literacy.html

More lists of further great resources. Some crossovers, but all worth a look:

http://community.tes.co.uk/tes_primary/f/36/t/94031.aspx
http://www.thechildrensbookreview.com/weblog/2010/07/20-sites-to-improve-your-childs-literacy.html
http://www.creativeeducation.co.uk/blog/index.php/2011/10/10-great-literacy-games-sites/
http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml
http://www.bestofdl.com/2012/12/literacy-based-websites-for-teachers-and-students-arranged-by-literacy-component/

Go "into the book" to play games that practise reading strategies:

http://reading.ecb.org/

Read, play games and 'hang out' with Dr Seuss and his friends:

www.seussville.com

Practise reading (and maths!) through playing games:

www.abcya.com
www.funbrain.com

Key phonics resources:

http://www.phonicsplay.co.uk/

Practise phonic skills with read-along stories:

www.starfall.com

Have some great children's stories read to you by movie 'stars':

www.storylineonline.net