

Thursday 4th February 2021 KS2 English Parent Workshop

"Writing is like breathing, it's possible to learn to do it well, but the point is to do it no matter what." Julia Cameron

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

> ---ALBERT EINSTEIN Noted Theoretical PhysicistFather of Modern Physics

If you want to be a writer, you must do two things above all others: read a lot and write a lot. -Stephen King

Aims of this session:

Introduce the school's approach to writing in KS2

Strategies to support your child (VCOP)

Reading – developing comprehension skills

Questions

Big Writing

Big Writing is an approach to teaching writing and raising writing standards that focuses on:

- The importance of TALK and oral rehearsal
- Accurate basic skills spelling, punctuation, grammar and handwriting
- Regular and meaningful assessment and target setting
- High expectations of all pupils
- Giving writing a purpose and making it fun

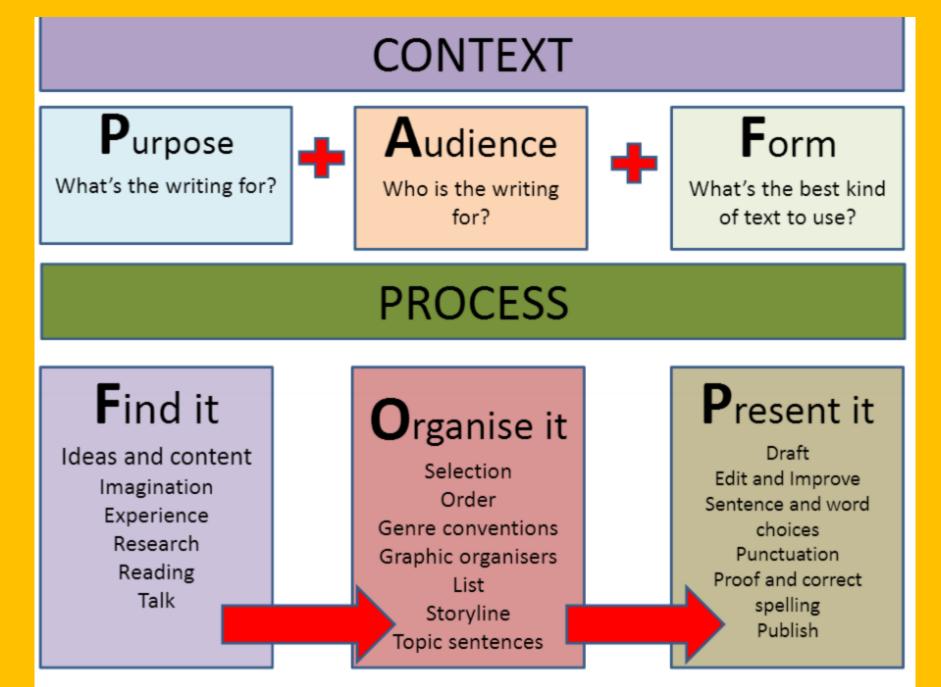
The Big Writing Philosophy

- Big Writing is the development of the 'writing voice' through fast, fun, lively and predominantly oral activities
- Pupils talk the 'writing voice' in a dedicated 'Big Writing' session & at other points in a week
- Based on the premise,

IF A CHILD CAN SAY IT, A CHILD CAN WRITE IT







'Talk Homework' the night before



For children to discuss and prepare the night (mentally) what they are going to write about



The process of writing







Edíted &



(1st draft)

Proofreeding



final

Publish Today

<u>Create the right atmosphere</u> <u>for your child</u>

- Concentration and creativity
- Low volume Mozart

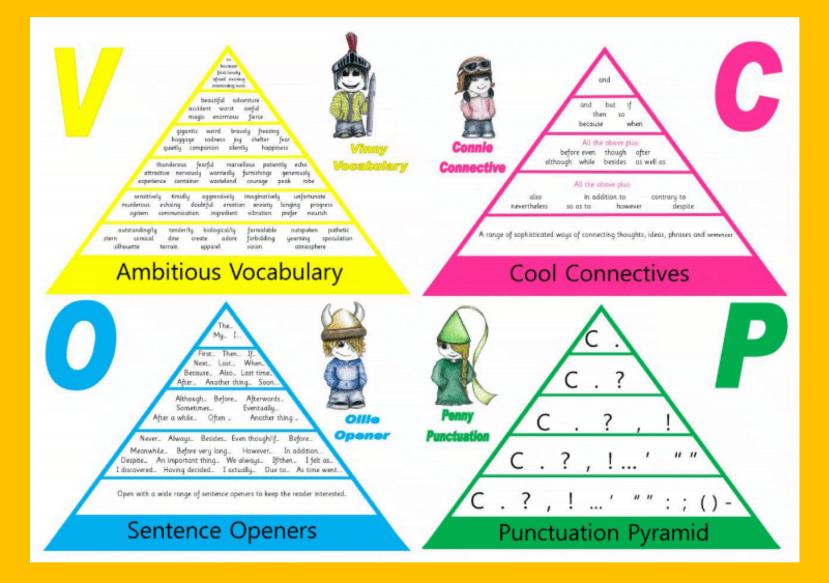


- Music related to the key text (jungle, forest sounds, piano, etc.)
- Brain breaks/water breaks
- Dimmed lights
- Independence
- A tidy environment so that they can focus

The Four Generic Targets

| VCOP | Summary |
|----------------------|---|
| Vocabulary | The range of ambitious vocabulary a pupil knows; WOW words. |
| C onjunctions | The range of ways pupils have of joining ideas, phrases & sentences |
| Openers | The strategies pupils have for opening sentences; especially the 3 key openers: connectives, 'ly' words & 'ing' words |
| Punctuation | The range of punctuation a pupil can use & the accuracy with which they use it. |

VCOP



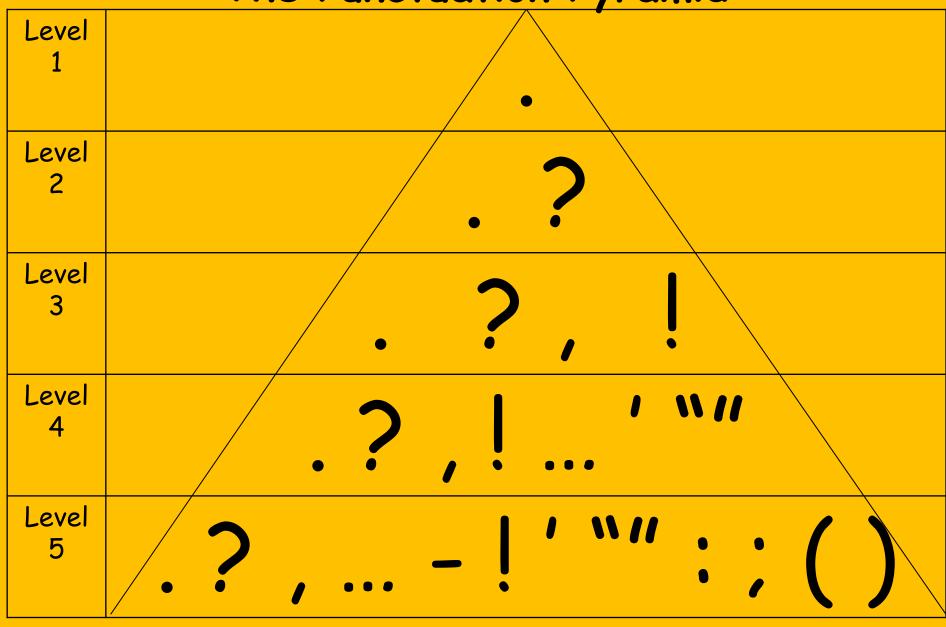
Outstanding Openers!



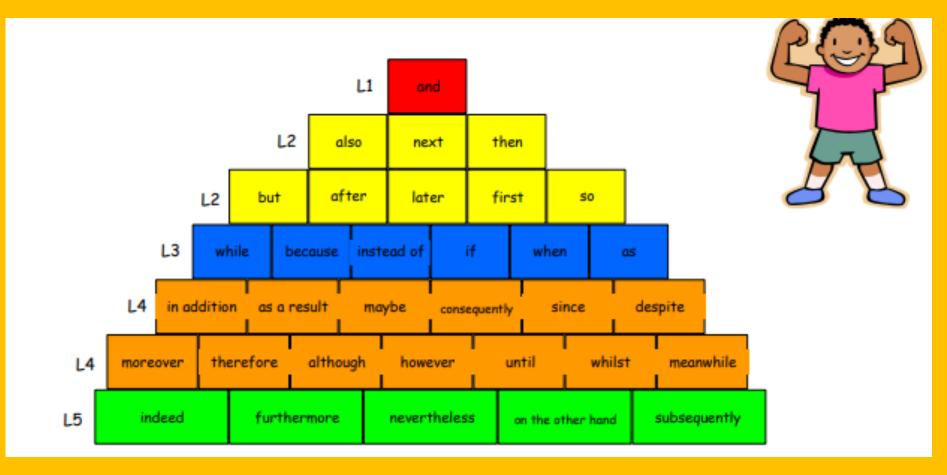
Here are my helpful hints to make great sentences!

Use a connective After we ate lunch, we went for a walk. Use an adverb (ed or ly) Quickly, she raced through the forest. Use a verb Giggling and laughing, they skipped home. Use a noun or adjective Leaves fell from the trees... Use a simile or metaphor Like a lion, he faced battle Use a feeling Lonely, she walked the corridors.

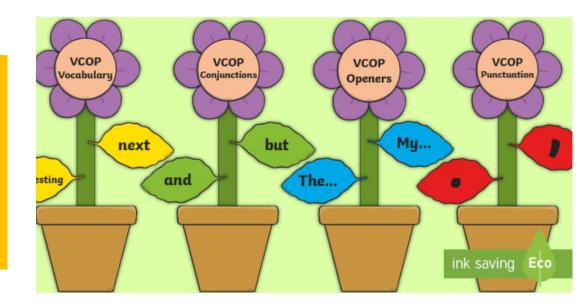
The Punctuation Pyramid



The Conjunction Pyramid



How can I help my child to develop VCOP?



- Dictionary/ Thesaurus/ access to definitions encourage/ remind to improve vocabulary
- Create a word bank of conjunctions and openers
- Proof-reading for punctuation errors/ looking at models of writing
- Drama activities



What vocabulary could you use to describe nature?



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https://app.sli.do/event/ocormhor





Adverbials for Cohesion

time, place, number, exception, cause and effect, contrast or comparison, clarification and emphasis or addition

number/frequency time place exception in the beginning near this location despite this firstly around here only yesterday secondly aside from until then in the city lastly despite hehind the clouds excluding to begin with once beyond the wall even though at first twice meanwhile inside the cave occasionally other than simultaneously out in the countryside rarely with the exception of every so often after that along the lane apart from straight away here in this room often however sometimes presently over the street besides emphasis/addition cause and effect contrast/comparison clarification on the other hand to clarify as a result in fact most importantly for this reason alternativelu in other words subsequently similarly to clarify especially nevertheless above all primarily hence as a consequence in contrast the main reason for this furthermore above all else due to rather than for instance therefore compared with in essence as well as in addition to this so as to on the contrary to summarise because of this in comparison to illustrate this also moreover (twinkl www.twinkl.co.uk consequently however in conclusion

Adverbials are words or phrases that are used to modify a verb

or clause. Adverbials may be adverbs, preposition phrases or

within and across paragraphs.

subordinate clauses. Adverbials can be used to create cohesion

Drama activities

- Hot-seating
- Freeze frames / still images
- Conscience alley
- Interviews
- Mimes
- Gossip
- Phone a friend
- Wondering
- Pause a story
- Change direction
- Mantle of the expert
- Slow motion
- Thought-tracking



Modelled Writing:

'A Day in the Life of ... Mrs Trunchbull.'

At the crack of dawn, I was startled awake by those pesky birds chirping their annoying songs which immediately put me in a bad mood! Sluggishly, I put on my army style green dress and my huge brown belt, tightly scraped my hair back into a top bun and made sure my glasses were perched on the edge of my nose. (I had to make sure I didn't miss a trick when it came to those little terrors otherwise known as children!)

My breakfast consisted of chocolate cake which I gulped down like my life depended on it – this was possibly the only thing that brightened up my day! I proceeded to switch on my computer to start my zoom lesson but as usual, the internet was not working properly which made me scowl even more! Could this day get any worse?

<u>How will we ensure your</u> <u>child(ren) become successful</u> <u>young writers?</u>

- Look at the teacher's example/model of writing and identify key features
- Take part in drama activities with your child(ren) to develop their speaking skills
- Encourage your child(ren) to share, reflect and discuss their work
- Encourage your child to 'magpie' ideas from other texts
- Remind your child who they are writing for and why.

Guided reading approach

- Explore it: Reading of text and/or illustrations and questions to develop children's awareness of language and vocabulary, including how this can be used for effect.
- Illustrate it: Drawing tasks to develop children's visualisation skills a key aspect of comprehension.
- Talk about it: Question's or talking points to support children's understanding of key parts of the text, encouraging them to refer to the text to support their ideas.
- **Imagine it:** Talking points and questions that encourage deeper responses to texts, thinking beyond the text and linking to real life knowledge and understanding.
- Create it: A range of different ideas for writing in response to a text, developing children's imagination and creative ideas.

KS2 Reading Objectives

1. Word Reading

2. Spoken Language

3. Comprehension

Reading - National Curriculum Objectives

| Vord ading | I can | Date | Date | Date |
|---------------|---|------|------|------|
| W.1 | I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list. | | | |

| Spoken Language | I can | Date | Date | Date |
|--------------------|---|------|------|------|
| 5.1 | I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously. | | | |

| (| Comprehension | I can | Date | Date | Date |
|---|---------------|--|------|------|------|
| | C.1 | I can read, enjoy, understand and discuss an | | | |
| | | increasingly wide range of fiction, poetry, plays, non- | | | |
| | | fiction and reference books or | | | |
| | | textbooks. | | | |
| | C.2 | I can read, enjoy and understand a wide range of | | | |
| | | books, including myths, legends and traditional stories, | | | |
| | | modern fiction, fiction from the past and books from | | | |
| | | other cultures or traditions. | | | |
| | C.3 | I can write or give a detailed book review including | | | |
| | | reasons why I would recommend the book. | | | |
| | C.4 | I can discuss and compare events, structures, issues, | | | |
| | | characters and plots of stories, poems and information | | | |
| | | texts. | | | |
| | С.5 | I can discuss and compare events, issues and | | | |
| | | <mark>characters within a book.</mark> | | | |
| | С.6 | I can prepare poems and plays to read aloud and | | | |
| | | perform. I can change my voice to make them sound | | | |
| | | more interesting to listen to and make the meaning | | | |
| | | clear. | | | |
| | C.7 | I can understand what I am reading by checking that | | | |
| | | the book makes sense and finding the <mark>meaning of new</mark> | | | |
| | | words from the context. | | | |
| | C.8 | I can ask sensible and interesting questions about the | | | |
| | | texts to help me understand them more. | | | |
| | С.9 | I can <mark>explain characters' feelings, thoughts or reasons</mark> | | | |
| | | for their actions. I can explain my thoughts with | | | |
| | | evidence from the text. | | | |
| | C.10 | I can predict what might happen in increasingly | | | |
| | | complex texts by using evidence from the text. | | | |
| | C.11 | I can <mark>talk about why authors use language</mark> , including | | | |
| | | figurative language, and the <mark>impact it has on the</mark> | | | |
| | | reader. | | | |
| | C.12 | I can tell the difference between statements of fact | | | |
| | | and opinion. | | | |
| | C.13 | I can find and write down facts and information from | | | 7 |
| | | non-fiction texts. | | | |
| | C.14 | I can participate in discussions about books that are | | | |
| | | read to me and those that I can read, building on my | | | |
| | | own and others' ideas and challenging views | | | |
| | | courteously. | | | |

Useful links on the website Reading Comprehension Questions

Admissions

Curriculum

the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. See our phonics page for more

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pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to

Good comprehension draws from linguistic knowledge (in particular of vocabulary

and grammar) and on knowledge of the world. Comprehension skills develop through

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develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Below are some documents containing questions you should aim to use whilst reading with your child to the properties of the properties of the second second

Reading Comprehension Year 1 Reading Comprehension Year 2 Reading Comprehension Years 3 & 4 Reading Comprehension Years 5 & 6

COVID-19 Updates

information.

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ADING

About



Vocabulary Victor might ask...

What does this word tell us about the character/setting/atmosphere? Look at that sentence/passage and circle a word/phrase that means the same as _____. Which words/phrase in this text give us the impression that the main character is ____? Which words/phrase in this text give us the impression that the setting is ? Which words/phrase in this text give us the impression that the atmosphere is _____? The author uses words like ______ to describe _____. What impression does this give us of the character/setting/atmosphere? The author describes the main character as _____. Think of another word that could have been used instead. Why did the author use the word ______ to describe _____? How does the author make the reader feel _____ in this part of the text? How has the author's choice of words created the feeling _____? What do phrases such as ______ tell you about _____? What might that mean? What do you think the writer is saying when they _____? What does that imply/suggest/indicate about _____? twinkl visit twinkl.com



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Thank you for your participation!

Any Questions?

