



Supporting And Learning Together

Year 3/4 Writing

Wednesday 8th February 2023



Aims:

How do we teach your children to write?

What is the importance of writing?

How can you support your child with writing at home?



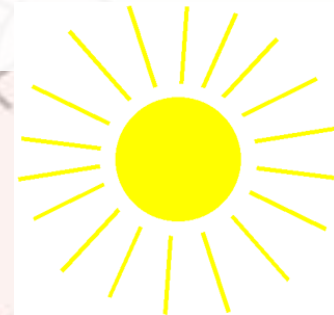


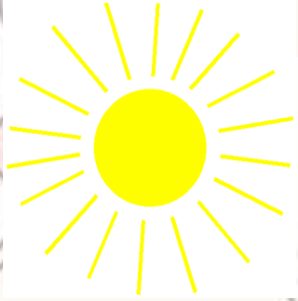
Physical Development

It is vital to develop children's gross and fine motor skills in order to support them with their writing.

For example this can be done through:-

- ★ Cutting activities
- ★ Tweezers to pick up beans in rice
- ★ Threading pasta
- ★ Writing





More ways

- ★ Ball games
- ★ Writing
- ★ Climbing equipment at the park
- ★ Sweeping
- ★ Tracing
- ★ Colouring
- ★ Drawing
- ★ Dot to dot
- ★ Play dough





Writing

Year 3 & 4 aims in the National Curriculum

- Plan their writing by how different genres have different structures, vocabulary and grammar
- Draft and write using paragraphs
- Create settings, characters and plot
- Evaluate and edit using observations.
- Read aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Writing - vocabulary

Year 3 & 4 aims in the National Curriculum

- Use a wide range of conjunctions
- Choose nouns or pronouns to avoid repetition
- Use a wide range of fronted adverbials
- Recognize and use the main 4 word types (noun, adjective, verb and adverb)
- Using and punctuating direct speech
- Use and understand grammatical terminology

Pencil grip:

Palmer supinate



Digital pronate



Four fingers grasp



Dynamic tripod





Phonetic/ Conventional writing

BUS STASHUN

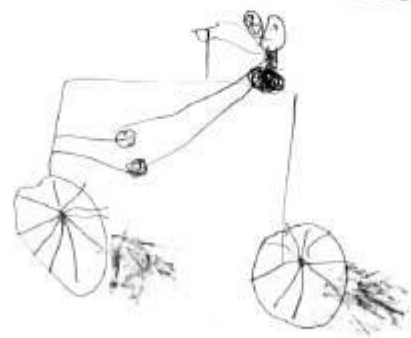


we got to the BUS STASHUN
and I went to the BathROM.
I fet BETH.

my bit.

I identify in
my bigo fast.

I LOVE.



How do we support your child in school?

- Phonics
- Scaffold lessons
- Encourage children to write in full sentences
- Modelling writing for different purposes
- Read and listen to books to broaden their vocabulary and imagination

How to support your child at home

- Model writing for different purposes (shopping lists, cards, letters, notes, invitations)
- **Story or diary writing** particularly over holidays.
- **Reading**
- Practise letter formation
- Praise their efforts!
- Encourage your child to talk to you in full sentences

"IF A CHILD CAN'T SAY IT, THEY CAN'T WRITE IT!"

The Cow

The friendly cow, all red and white,
I love with all my heart.
She gives me cream with all her might
To eat with apple tart.
She wanders lowing here and there
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day,
And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass





How is writing taught in KS2?



Phonics
(20 mins daily in year 3)

English lesson
(40-60 mins daily)

Handwriting -
cursive

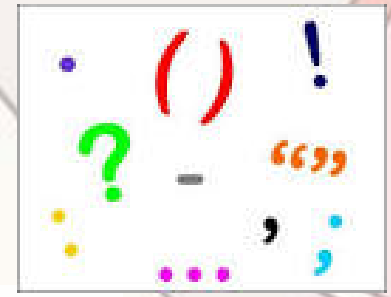


Grammar
starters and
grammar lessons

Bright Ideas at
least one every 2
weeks

Cross-Curricular -
through topic

Word classes



- **Noun**- name of person, place, thing,
- **Adjective**- describing word
- **Verb**- an action
- **Adverb** - describes verb

Find the nouns, adjectives in the sentences:

- Jack tiptoed nervously through the narrow hallway.
- The cute baby giggled loudly as the dog wagged its fluffy tail.



Word classes



- **Noun** - name of person, place, thing,
- **Adjective** - describing word
- **Verb** - an action
- **Adverb** - describes verb

Find the nouns, verbs and adjectives in the sentences:

- **Jack** **tiptoed** **nervously** through the **narrow** **hallway**.
- The **cute** **baby** **giggled** **loudly** as the **dog** **wagged** its **fluffy** **tail**.



Punctuation



Full stops- to show the end of a sentence.

Capital Letter - beginning of sentences, names, places

- Tim is best friends with Sam.
- Kate lives in London.



Punctuation



Sentence types are:-

Question marks- when a question is asked.

- Can you help please?
- Do you have a spare pen?

Exclamation marks

- How beautiful the sky is!
- What an exciting journey that was!



Punctuation



Statement.

- The weather is nice today.
- The sky is beautiful.

Command

- Paint the shed.
- Eat your lunch please.



Prefixes



| root word | Un- |
|-----------|---------|
| Happy | unhappy |
| lock | unlock |
| fair | unfair |

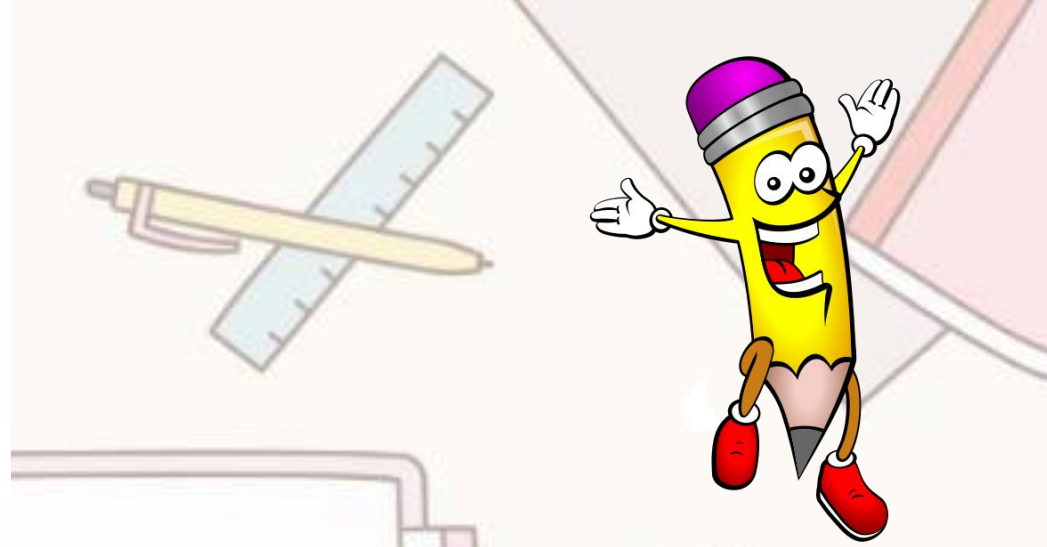
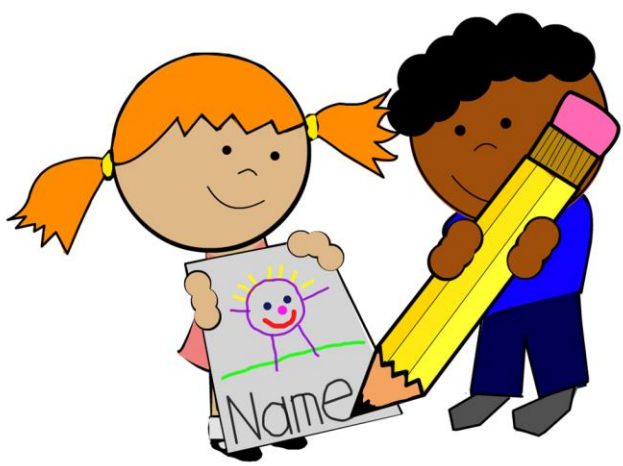
Year 3 Writing Curriculum

| Year 3 | | | | | |
|--------------------------------|--------------|--------------------|--------------|--------------------|--------------|
| Autumn | weeks | Spring | weeks | Summer | weeks |
| Stories with familiar settings | 3 | Author study | 3 | Adventure stories | 3 |
| Fairy tales and folk tales | 3 | Recounts | 3 | Plays into drama | 1 |
| Instructions | 2 | Non-chronological | 2 | Instructions | 3 |
| Non-chronological | 2 | Structured poetry | 1 | Persuasion | 3 |
| Free verse | 1 | Performance poetry | 2 | Performance poetry | 2 |
| Shape poetry | 1 | | | | |
| Performance poetry | 2 | | | | |

Year 4 Writing Curriculum

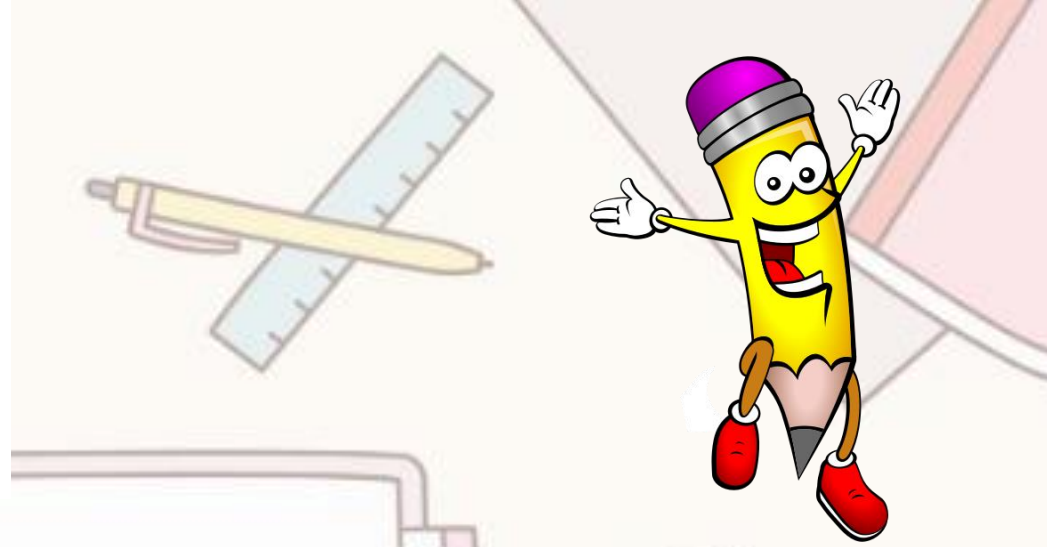
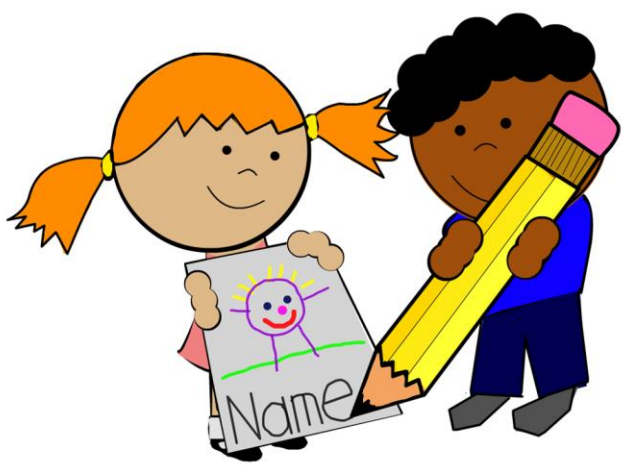
| Year 4 | | | | | |
|--------------------------------|--------------|------------------------------|--------------|--------------------------------|--------------|
| Autumn | weeks | Spring | weeks | Summer | weeks |
| Stories in unfamiliar settings | 3 | Author Study | 2 | Recount (inc NPR) | 2 |
| Recount | 2 | Fantasy or science fiction | 3 | Stories in unfamiliar settings | 2 |
| Discussion | 2 | Instructions (explanation) | 1 | Persuasion | 2 |
| Non-chronological | 2 | Shakespeare | 3 | Non-chorological | 1 |
| Instructions | 2 | Structured poetry - Limerick | 1 | Myths & Legends | 3 |
| Poetry - Free verse | 1 | Performance poetry | 1 | Narrative poetry | 1 |
| Performance poetry | 2 | | | Performance poetry | 1 |

| | | | |
|---|---|---|--|
| | 2 weeks | | |
| Genre | Author Study | | |
| Learning objectives | <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> • Generate ideas for their writing, by combining observations, reading and imagination. • Plan and write texts for a specific audience and a clear purpose. • Proof-read work for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact • Edit work effectively and make improvements based on this • Evaluate the work of others and suggest improvements • Use some of the exciting, interesting and engaging vocabulary and the grammatical techniques from the list below. <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing? </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or recorder) </td> </tr> </table> <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing. <p>Term specific</p> <p>Planning, Composing and Evaluating</p> <p>Create writing which is organised, imaginative and clear</p> <p>Grammar and Punctuation</p> <p>Fully understand the difference between plural and possessive s</p> <p>Use apostrophes to show plural possession e.g. The boys' house</p> <p>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</p> <p>Use adverbs to express frequency e.g. often and manner e.g. loudly</p> <p>Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, before</p> | <ul style="list-style-type: none"> • Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing? | <ul style="list-style-type: none"> • Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or recorder) |
| <ul style="list-style-type: none"> • Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing? | <ul style="list-style-type: none"> • Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or recorder) | | |
| Intended End Point | <p><i>By the end of the unit, all children will...</i></p> <p><i>Write a piece of written work about an author based on a book by the author that explores the authors themes, characters and writing style</i></p> <p>Some children will progress further and will be able to</p> <p><i>Write a piece of written work about an author based on at least two books by the author that explores and compares the authors themes, characters and writing style in the 2 books</i></p> | | |



Lesson

Any questions?



Thank you for coming!

Any questions?