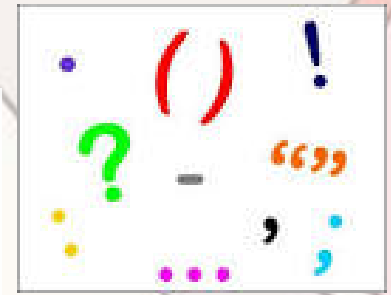




Supporting And Learning Together

Year 5/6 Writing

Wednesday 22nd 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?



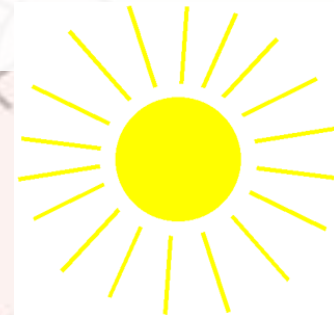


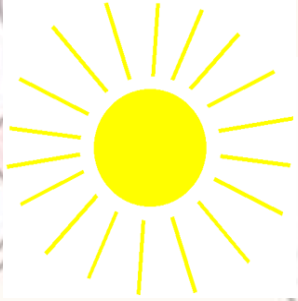
Physical Development

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

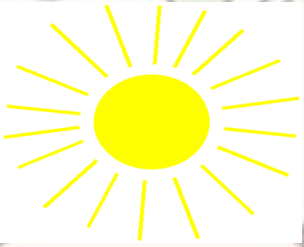




More ways

- ★ Writing
- ★ Tracing
- ★ Colouring
- ★ Drawing
- ★ Dot to dot
- ★ Play dough





Writing - spelling

Year 5 & 6 aims in the National Curriculum

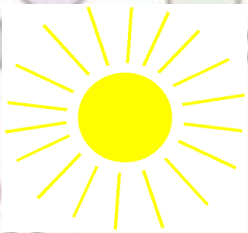
- Use more prefixes and suffixes and how word meaning can change.
- Spell words with 'silent' letters, for example:- knight, psalm.
- Understand homophones (whole v hole).
- Understand some words can only be learnt by learning them.
- Use dictionaries to check the spelling and meaning of words.
- Use a thesaurus



Writing

Year 5 & 6 aims in the National Curriculum

- Plan their writing by thinking about their audience.
- Plan their writing making initial ideas then reading and research.
- Write by selecting **appropriate** vocabulary and understand how choices can change and enhance meaning and atmosphere
- Use dialogue.
- Use headings, sub headings and bullet points.
- Evaluate and edit own writing and others and suggest improvements.
- Consistent and correct use of tense.



Writing - vocabulary

Year 5 & 6 aims in the National Curriculum

- Write in formal/standard English.
- Use passive voice.
- Expanded noun phrases.
- Modal verbs or adverbs to indicate degrees of possibility.
- Relative clauses beginning with who, which, where, when.
- Parenthesis.
- Hyphens to avoid ambiguity.
- Semicolons, colons or dashes.
- Understand year 5 & 6 grammatical terms.

Pencil grip:

Palmer supinate



Digital pronate



Four fingers grasp



Dynamic tripod



How do we support your child in school?

- 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.

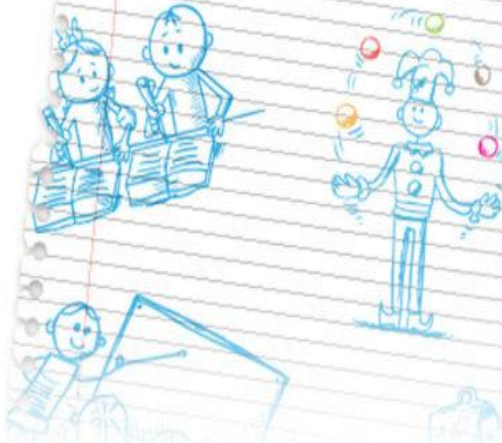
How to support your child at home

- 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?

Handwriting -
cursive

English lesson
(50-60 mins daily)



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.



Grammatical tools



Simile

- Bob was fast **as** a cheetah.
- Carol was **like** an angel.

Metaphor

- Bob was a cheetah.
- Carol is an angel.



Grammatical tools



Personification

- The flowers danced in the wind.
- The wind whistled in my ears.

Alliteration

- Bob had a **m**arvellous **m**achine.
- Carol had crucial cricket competition.



Prefixes



root word	Un-
happy	unhappy
lock	unlock
fair	unfair



Suffix

root word

less-

hope

hopeless

meaning

meaningless

fear

fearless

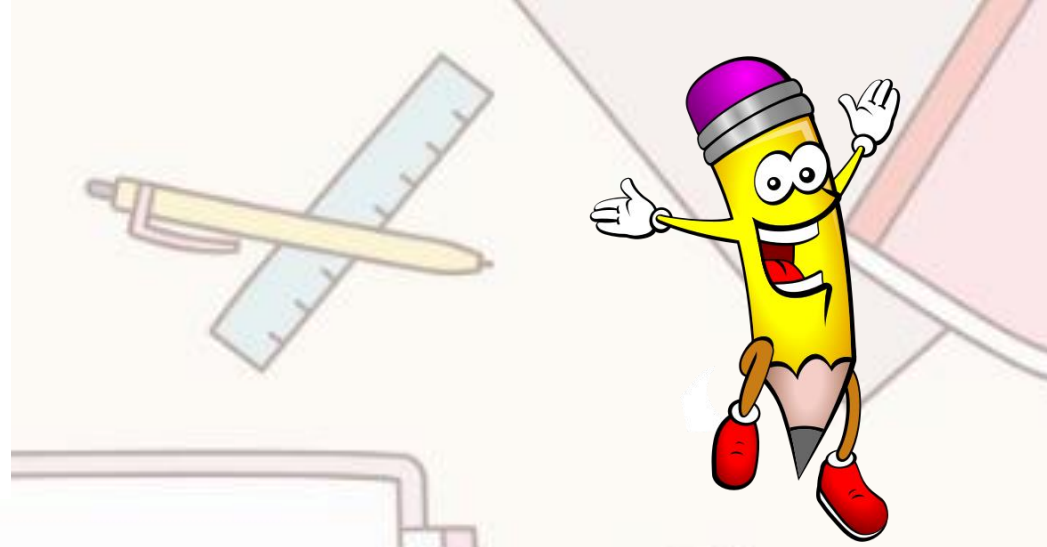
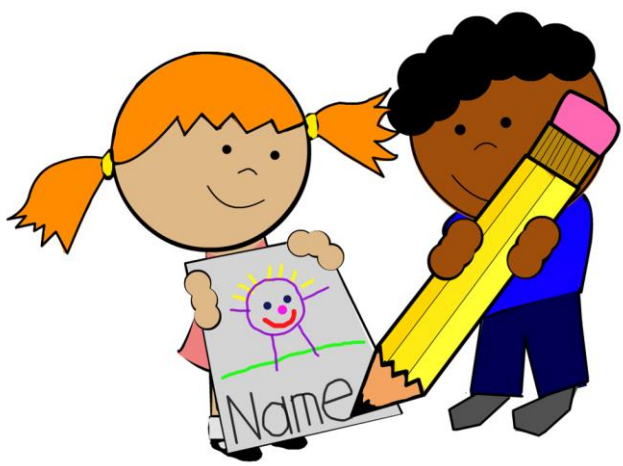
Year 5 Writing Curriculum

Year 5					
Autumn	weeks	Spring	weeks	Summer	weeks
Persuasion	2	Film narrative	2	Non-chronological	2
Extended traditional stories	3	Modern fiction	3	Film narrative	2
Instructions	2	Stories that raise dilemmas	2	Instructions	2
Non-chronological	2	Recount (autobiography)	2	Stories from other cultures	2
Discussion	2	Plays into drama	1	Recounts (biography)	2
Structured poetry - Haiku	1	Performance poetry	1	Narrative poetry	1
Free verse poetry	1			Performance poetry	1
Performance poetry	1				

Year 6 Writing Curriculum

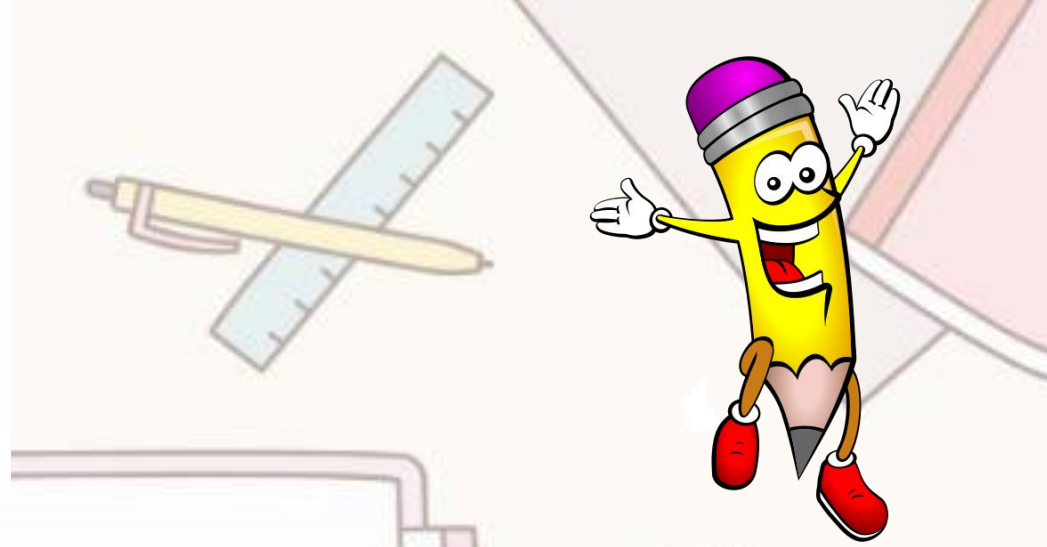
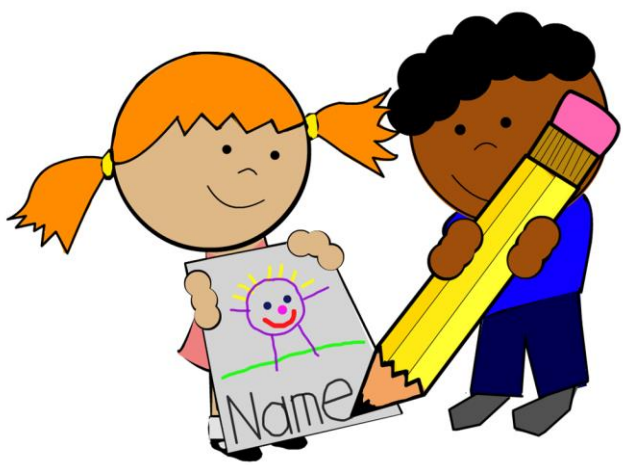
Year 6					
Autumn	weeks	Spring	weeks	Summer	weeks
Myths & legends	3	Flashbacks and multiple narrators	2	Author study	3
Extended stories	3	Classic fiction	3	Non-chorological	2
Non-chorological	2	Shakespeare	3	Recounts	3
Instructions	2	Persuasion	2	Instructions	2
Discussion	2	Performance poetry	1	Structured poetry - Cinquain	1
Classic poetry	1			Performance poetry	1
Performance poetry	1				

	3 weeks		
<i>Genre</i>	Modern fiction		
<i>Learning objectives</i>	<p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> Develop and explore ideas for writing through discussion, further reading and research Plan for a clear purpose and audience Revise their work to ensure that the content and style of writing accurately reflects the purpose Proof-read their work for spelling, grammar and punctuation errors Edit their 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"> <tbody> <tr> <td> <ul style="list-style-type: none"> Use personification for mood e.g. <i>The sea whispered against the sand</i> Add ed-ing-ly starters Create '3 If' sentences e.g. <i>If you can offer some time, if you are sociable, if you would like to help others, then call today.</i> Build tension </td> <td> <ul style="list-style-type: none"> Use adjectives of taste e.g. <i>bitter</i> Use repetition to engage the reader Use contrast within and beyond sentences e.g. <i>Out of the dirty, ramshackle house walked the gleaming silver robot.</i> Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc. </td> </tr> </tbody> </table> <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Ensure correct subject verb agreement Use verb tenses consistently and correctly throughout their writing Use correct grammatical terminology when discussing their writing <p>Term specific</p> <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> Write to engage the reader Maintain a viewpoint throughout a text Ensure cohesion within and between all paragraphs in a text Carefully select words to sustain and develop ideas <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text Use a range of sentence structures 	<ul style="list-style-type: none"> Use personification for mood e.g. <i>The sea whispered against the sand</i> Add ed-ing-ly starters Create '3 If' sentences e.g. <i>If you can offer some time, if you are sociable, if you would like to help others, then call today.</i> Build tension 	<ul style="list-style-type: none"> Use adjectives of taste e.g. <i>bitter</i> Use repetition to engage the reader Use contrast within and beyond sentences e.g. <i>Out of the dirty, ramshackle house walked the gleaming silver robot.</i> Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.
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<i>Intended End Point</i>	<p><i>By the end of the unit, all children will...</i></p> <p><i>Use a modern fiction as inspiration for a written piece of work of any genre.</i></p> <p>.</p> <p>Some children will progress further and will be able to</p> <p><i>Use modern fiction as inspiration for a written piece of work of any genre that <u>clearly</u> reflects the style, content and context of the fiction text</i></p>		



Lesson

Any questions?



Thank you for coming!

Any questions?