

English writing workshop

2017

Summary of English Expectations: Yr 1

Reading

- Apply phonic knowledge and skills as the route to decode words
- Learn to appreciate rhymes and poems, and to recite some by heart
- Make inferences on the basis of what is being said and done

Spelling & Handwriting

- Name letters of the alphabet in order
- Spell days of the week
- Add prefixes and suffixes to words
- Form capital letters and the digits 0-9

Writing Composition

- Compose a sentence orally before writing it (Plan)
- Sequence sentences to form short narratives (Write)
- Re-read what they have written to check that it makes sense (Check)

Vocabulary, Grammar and Punctuation

- Join words and clauses using 'and'
- Use capital letters, full stops, question marks and exclamation marks
- Use capital letters for names of people, places, days of the week and the personal pronoun 'I'

Summary of English Expectations: Yr 2

Reading

- Read accurately by blending sounds in words, including words of two or more syllables
- Read words containing common suffixes
- Re-read books to build up fluency and confidence in word reading

Spelling & Handwriting

- Learn to spell more words with contracted forms
- Learn the possessive apostrophe (singular)
- Distinguish between homophones and near-homophones
- Form lower-case letters of the correct size relative to one another

Writing Composition

- Write narratives about personal experience, real events and poetry
- Plan and write down ideas and/or key words
- Evaluate their own writing and proof-read to check for errors in spelling, grammar and punctuation
- Read aloud what they have written

Vocabulary, Grammar and Punctuation

- Use different sentence forms: statement, question, exclamation and command
- Use expanded noun phrases (e.g. the blue butterfly)
- Use present and past tenses correctly and consistently

Summary of English Expectations: Yr 3 & 4

Reading

- Apply growing knowledge of root words, prefixes and suffixes
- Use dictionaries to check the meaning of words they have read
- Draw inferences; predicting what might happen; identify how language, structure and presentation contribute to meaning

Spelling & Handwriting

- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher
- Use the diagonal and horizontal strokes needed to join letters

Writing Composition

- Plan by discussing writing similar to that which they are planning to write
- Draft and write by organising paragraphs around a theme
- Evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements

Vocabulary, Grammar and Punctuation

- Use the present perfect form of verbs in contrast to the past tense
- Use conjunctions, adverbs and prepositions to express time and cause
- Use commas after fronted adverbials

Summary of English Expectations: Yr 5 & 6

Reading

- Apply growing knowledge of root words, prefixes and suffixes
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Provide reasoned justification for their views

Spelling & Handwriting

- Spell some words with 'silent' letters (e.g. knight, psalm, solemn)
- Use a thesaurus
- Write legibly, fluently and with increasing speed

Writing Composition

- Plan by identifying the audience, purpose and selecting appropriate form
- Draft and write by extended passages
- Evaluate and edit by ensuring consistent and correct use of tense and ensuring correct subject and verb agreement

Vocabulary, Grammar and Punctuation

- Use modal verbs or adverbs to indicate degrees of possibility (e.g. always, usually)
- Use brackets, dashes, semi-colons and colons
- Recognise subjunctive forms; use passive verbs; use relative clauses

Working towards the standard at KS1

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the standard at KS1

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth at KS1

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Working towards the expected standard at KS2

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.

Working at the expected standard at KS2

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
 - integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
 - use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
 - use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
 - maintain legibility in joined handwriting when writing at speed.

Working at greater depth at KS2

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

Results KS1

	Newnham Croft	LA	National
Reading	74%	73%	74%
Writing	71%	64%	66%

Greater Depth	Newnham Croft	National
Reading	43%	24%
Writing	29%	13%

Phonics Year 1	Newnham Croft	National
Met the standard	94%	81%

Results KS2

	Newnham Croft	LA	National
Reading	83%	72.4%	71.5%
Writing	76%	73%	76%
SPaG	90%	74.5%	76.9%

Greater Depth	Newnham Croft	National
Reading	45%	24.4%
Writing	31%	17.7%
SPaG	31%	30%

Newnham Croft

- We have lots of engaged writers who really enjoy writing
- Children have opportunities to write across the curriculum and for a purpose.
- We celebrate writing, sharing it in class, newsletters, on our website, school displays and headteacher's awards
- Reading is a strength of the school and is vital as it feeds into writing and spelling. We are focusing on spelling this year as a whole school.
- Spelling KS1: follow on from foundation phonics and spellings are based on high frequency words. Word lists are sent home for children to practise.
- Spelling KS2: weekly spelling lessons focus on rules and patterns. Children are encouraged to check their own spellings when writing.

Went to church eve

son was staring at her

she rush home goodness

me she said she

looked in the mirror

I got a nyoo heart she

said said what she

was ~~no~~ show she like

it.

10.1.17

LO: To describe a setting



I have used adjectives to describe a setting

(TW)

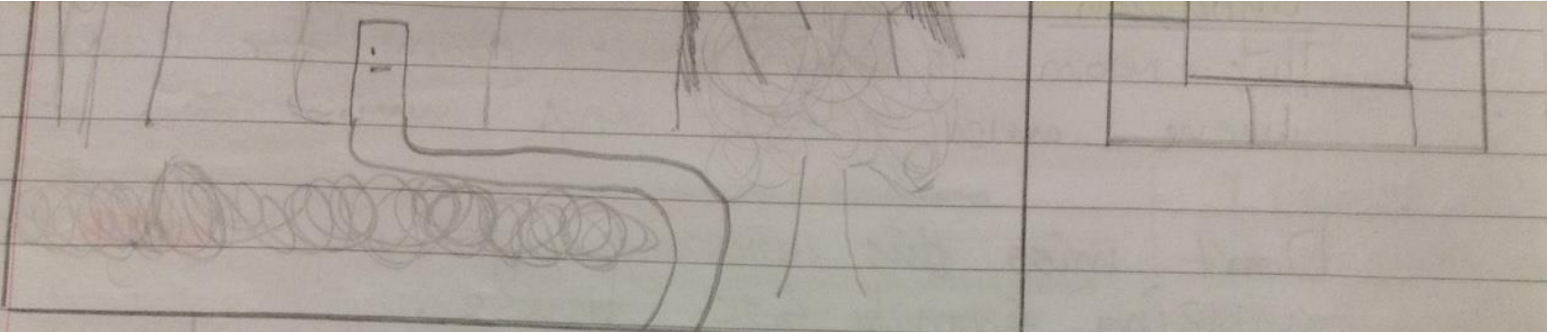


My teacher agrees that I have used adjectives

In the enchanted ^{wood} I can see
^{waving} waving, ^{whispering} whispering trees chatting
to each other.

In the enchanted ^{wood} I see
lovely deer prancing and dancing
about.

In the enchanted ^{wood} I can hear
some chirping scared birds ^{above} above
the trees.



951,326,999 drachma

Introduction

This brand new ~~beautiful~~ 2 floor house with white wall to keep it shady. This outstanding house has 12 rooms all for good use so you would not be wasting your money. It has an ~~set~~ amazing bathroom with a clean bath. There are 2 Slave rooms one downstairs and one up.

beautiful beautiful beautiful

Location

This beautiful house is near the well and a beautiful market nearby so you can send

I myself was chosen to do the tag
rugby tournament, but there weren't
enough tags for all the children so
we had to play touch rugby except for
the people in the finals. I also had to
represent a different school! Due to delays
which wasn't the most enjoyable
experience. ~~would you like that?~~

How would you feel? Think the competition
* But my conclusion is I would like
^{you may have the potential to get much better} you to improve your competition
so that the next years that can
come will enjoy it.

Yours sincerely

But my conclusion is that I think
the competition has the potential to get
much more enjoyable.

Thursday 19th January 2017

Can I write a formal speech?

Let's see. Firstly, having a uniform would bring everyone to the same level. This would mean that students would be encouraged to express themselves in other ways; drawing and hobbies. There wouldn't be teasing about ^{what} ~~how~~ you work ~~look~~ wear ~~at~~ because ^{they} ~~somebody~~ can't say negative things about what ^{someone else is} ~~they~~ wearing if they are wearing the same thing. School uniforms are cheaper than normal clothes and you would wear your other clothes at the weekend. Basically, school uniforms are a wonderful thing to have and don't ~~deserve~~ deserve a bad reputation; they are amazing.

Edited on Friday 20th January 2017

I ~~at~~ always liked semi-colons; they are very useful.

At home:

Listening to your child read can take many forms.

First and foremost, focus developing an enjoyment and love of reading.

- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

Spelling Games: Pass the Bomb! Scrabble, Boggle, Bananagrams, ghost, wordsearches, crosswords and many others.

Practise spellings if they are sent home.