

Writing in Middle Team

If you can think it, you can say it.

If you can say it, you can write it!

Elements of writing in Middle team

- o Topic writing in 'Integrated studies' books.
- o Punctuation and grammar in 'English skills' books.
- o Handwriting.
- o Spelling.

Writing in Integrated Studies book

- o May include elements of geography, history, science, RE etc.
- o Writing with an English objective is taught through the above, eg setting description within our Twyford topic.
- o This writing taught in mixed groups - promotes language development / collaboration of ideas.
- o Is meaningful and based on an experience. Eg Ufton Court recount, battle of Bosworth drama, science observations, film clips, texts, hot seating, conscience alley, speeches etc.
- o Writing targets.

Writing in English skills book

- o Focus on punctuation and grammar.
- o Is linked with topic writing.
- o **Skills and knowledge from this learning is expected to be transferred to topic work writing.**
- o Is mostly taught in differentiated groups.
- o Includes using and understanding the grammatical terminology in English.
- o Often morning challenge has focus on punctuation and grammar.

Handwriting

- o Taught in reg groups.
- o Some children have handwriting books to support letter size and formation.
- o Focus on letter formation, size in relation to others and correct joins. All children in Middle team are expected to join letters.
- o We have high expectations but consider handwriting for purpose.

Spelling

- o Taught in differentiated groups.
- o Focus on identifying patterns and similar sounds in words and using further prefixes / suffixes.
- o Children will learn the 100 words from the National Curriculum Years 3 and 4 word list.
- o Some spelling corrections are identified within the children's books, especially those high frequency words that they should know and words featured in previous spelling lists.

National Curriculum

Writing - composition

- o Plan their writing by discussing and recording ideas.
- o Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- o Organising paragraphs around a theme.
- o In narratives, creating settings, characters and plot.
- o In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- o Assessing the effectiveness of their own and others' writing and suggesting improvements.
- o Proof-read for spelling and punctuation errors.
- o Read aloud their own writing, to a group or the whole class.

National Curriculum

Writing – vocabulary, grammar and punctuation

- o write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- o extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- o choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- o using conjunctions, adverbs and prepositions to express time and cause
- o using fronted adverbials
- o using and punctuating direct speech

Terminology!

- o preposition, conjunction
- o prefix
- o clause, subordinate clause
- o direct speech
- o inverted commas (or 'speech marks')
- o determiner
- o pronoun, possessive pronoun
- o Adverbial
- o https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Remember . . .

- o It is important that the children see themselves as authors. We have started 'author of the week'.
- o The link between reading and writing is very important. The children need to write as readers. Picture books are great!
- o If you can think it, you can say it.
If you can say it, you can write it!
- o Give your children enriching experiences and then talk together about them. They might want to write about them!

Your task . . .

- o Write a description of a cat chasing some birds.
- o Your title is . . .
'Cat amongst the pigeons'.

How do we teach writing?

- o We need a stimulus, a hook!

<http://www.bbc.co.uk/programmes/p038mqbr>

- o Now let's generate some vocabulary and discussion – 'talk for writing'.
- o Focus – verbs and adverbs.

Talk for writing

- o **Verbs** – Can you sort the verbs? Does the verb best describe the caracal stalking (part 1) or pouncing (part 2)
- o **Adverb game**
- o **Matching** – Can you find an adverb that modifies a verb appropriately?

Using new vocabulary

1. The caracal was lurking silently in the long grass.
2. Silently, the caracal was lurking in the long grass.
3. Silently, the caracal was lurking in the long grass whilst waiting for the perfect moment to strike.

How do we include vocabulary, grammar and punctuation ?

- o We might have taught the use of prepositions in English skills during the week. This would now be expected to be part of the child's writing 'Cat amongst the pigeons'.
- o **Preposition game.**
- o under / against / between / around / by / in / through / inside / beneath / across / opposite / behind / underneath / towards / within / below / above / beside

Modelled writing

- o The children look at an example of writing.
- o The teacher would discuss the vocabulary used, the structure of the sentences and shades of meaning.
- o Children and adults would read the text, drawing attention to aspects of punctuation and grammar.
- o Modelling expression and intonation when reading helps children when they are writing.

Modelled writing

Cat amongst the pigeons

Hidden in the shadows a predator is lurking. Suddenly, her ears prick up listening to the sweet bird song. This caracal is on high-alert as she slinks silently through the long grass. She lifts one paw and stealthily places it down in silence.

Purposefully, the caracal sprints towards the pigeon while hiding low in the grass. As quick as a flash she lunges with her paw and bats the startled bird. The pigeon flaps his wings determinedly as the caracal gives chase. The big cat leaps gracefully into the air while effortlessly twisting her body towards the frantic bird.

Shared writing

- o The children now use the vocabulary / discussion to form clear, imaginative sentences to contribute to a whole reg group piece of writing led by the teacher.
- o Teacher would include discussion on shades of meaning within the vocabulary and correct use of punctuation.

Shared writing

Peer editing

An important part of the process.

National Curriculum.

Evaluate and edit by:

- o assessing the effectiveness of their own and others' writing and suggesting improvements
- o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- o proof-read for spelling and punctuation errors
- o read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Peer editing

Cat amongst the pigeons

The caracal is hunting the pigeon. The caracal listens to the bird singing she walks silently in the grass paw down slowly

Dry long yellow grass swaying in the breeze. suddenly the caracal jumps on the bird and hits the pigeon with her paw and it flaps wings and it chased by the caracal. So the caracal jumps into the air but the bird is flying and the caracal missed.

How can you support your child?

- Talk to your child and provide a model for good grammar.
- This is the first step to developing your child's understanding of grammar.

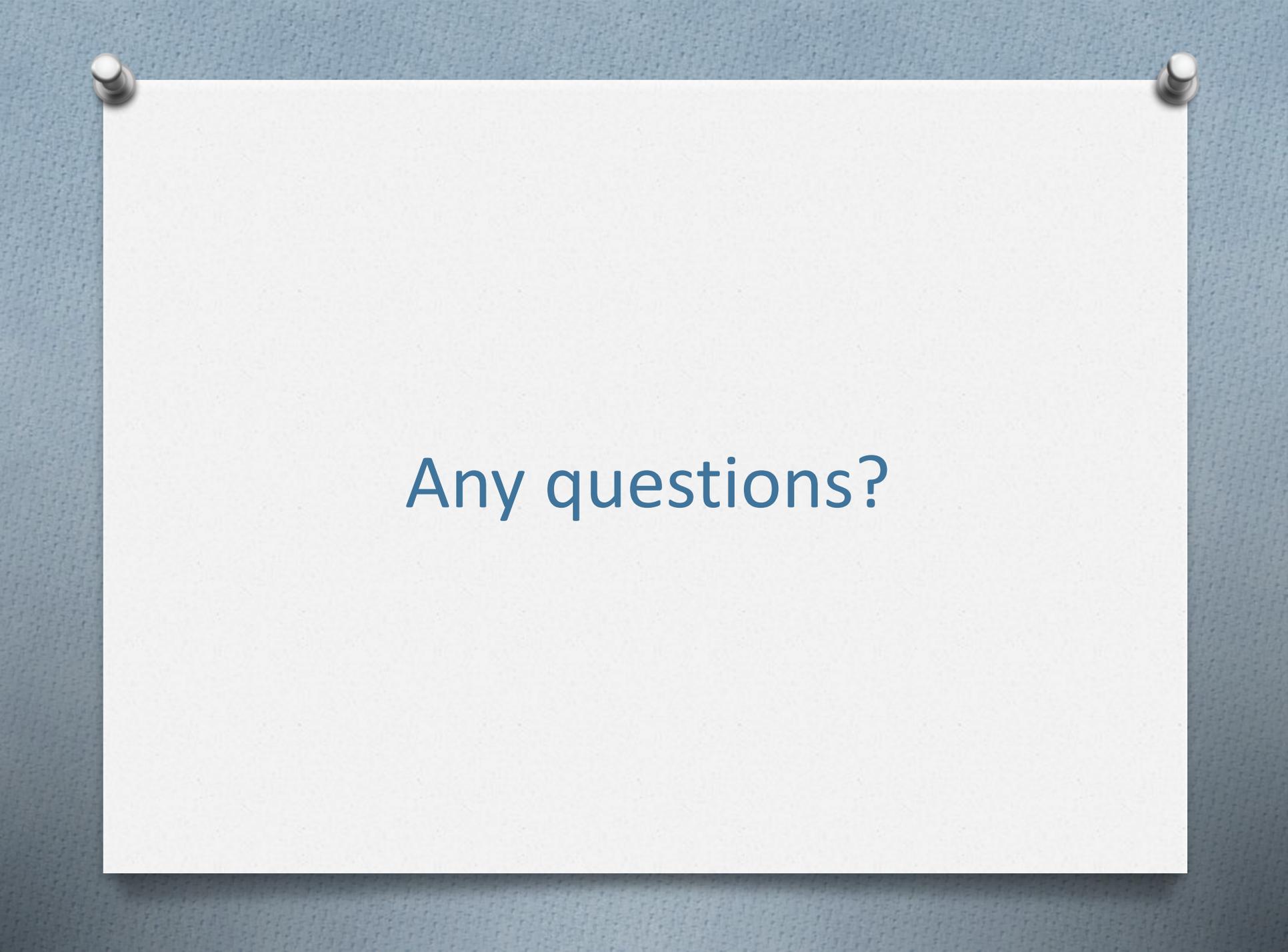
o Spellings

- Spellings are given out on Friday and tested the following Friday.
- They should be practised frequently at home. Little and often is the key; revisit them in short bursts of 5 – 10 minutes in the morning, after school, or on car journeys.
- Discuss the meaning of the word with your child
- Explore what they think the word means. What does it make them think of? Is it linked/similar to another word they know? This will help your child to fully understand its meaning and use the word in the correct context.

How can you support your child?

Punctuation and grammar

- **Reading**: It is really important to continue to read to your child, and to hear your child read, even when they are fluent, independent readers.
- Comment on punctuation used by authors and ask your child why they think they have used that particular type of punctuation.
- Look for interesting or powerful words which the author has used.
- Discuss why they have used that word and use the correct grammatical term when doing so. For example, “verb” not “doing word”.
- Play grammar games to reinforce your child’s understanding of grammar.



Any questions?