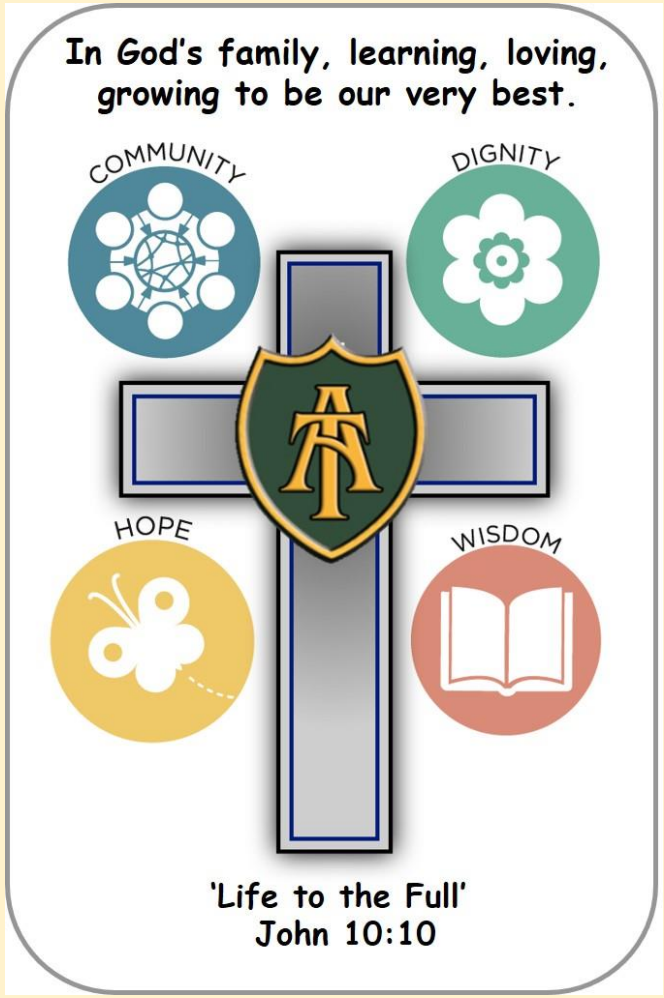
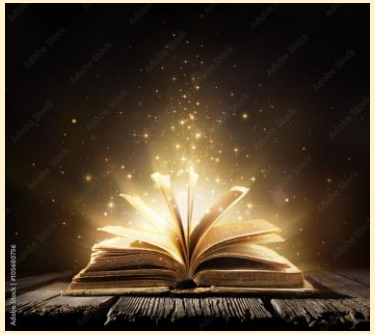


Year 5 & 6 Writing Workshop

The purpose of today is...

- To explore how we go from reading a text to writing a text
- To break down the process of writing
- To clarify standards and expectations
- To suggest strategies on how you can support from home

New Scheme



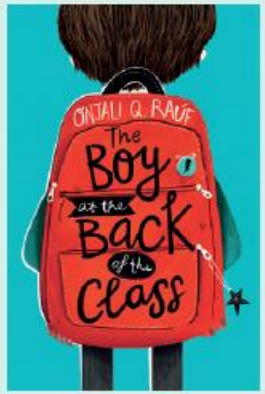
<u>Read into Writing</u>

The scheme aims to:

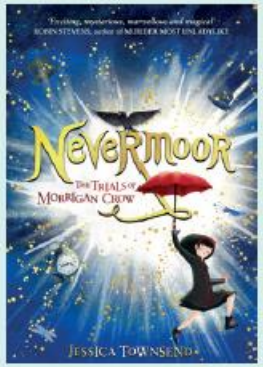
- Expose children to a range of high-quality texts of differing genres, which cover different themes.
- Build more opportunities for writing into lessons and the curriculum as a whole
- Prompt a deeper level of thinking – develop children's emotional maturity and awareness of the world
- Help children develop a bank of rich vocabulary

Year 5 Texts

The Wizards of Once
by Cressida Cowell

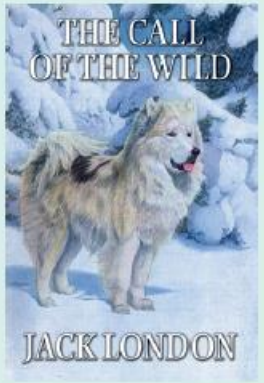


The Boy at the Back of the Class
by Onjali Q. Rauf



Nevermoor: The Trials of Morrigan Crow
by Jessica Townsend

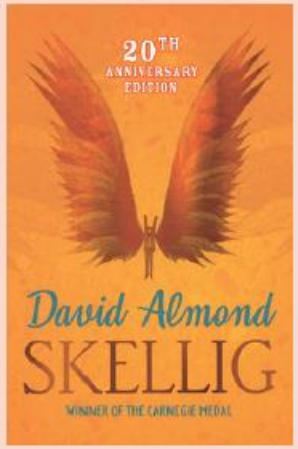
The Jungle Book
by Rudyard Kipling



The Call of the Wild
by Jack London

'The Rocket' and 'All Summer in a Day' by Ray Bradbury

Year 6 Texts

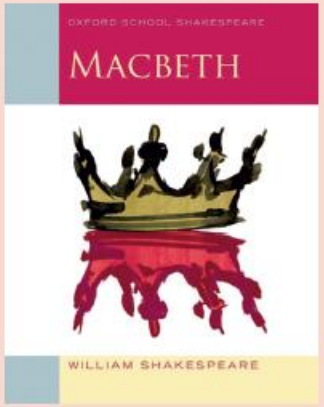


***Skellig* by David Almond**

***The Arrival* by Shaun Tan**

***The Lost Magician* by Piers Torday**

***Tom's Midnight Garden* by Philippa Pearce**



***Macbeth* by Shakespeare**

***Wonder* by R. J. Palacio**

Year 5 & 6 Build-Up Approach

Although the content within each year group differs, the approach to writing is remarkably similar as we work towards achieving the expected standard at the end of Key Stage 2.

A consistent approach is beneficial for the children as it means they embed learning and allows them to hit the ground running in year 6.

Our Approach

1. **Book Talk** – the first week of a new text is spent immersing the children in the characters, setting, plot and themes of the text.

We apply our reading skills (VIPERS) during these lessons.

This can be through a variety of tasks such as: vocabulary activities, story mapping, role on the wall/ character fact files, unpicking themes, making predictions, hot seating, freeze-framing, research (non-fiction) and analysing quotes/sections of the text for information on the characters

*** This book talk continues throughout the module as we read more and further our understanding

Our Approach

2. Features of a Text - give the children the big picture for the module and half term by outlining the types of writing outcome we're working towards. E.g. Narrative, diary entry, newspaper article, persuasive argument, a formal letter etc.

We look at several examples of this text type to identify the features. We do this in a variety of ways such as through annotation, colour coding and keys, labelling, grouping and collaborative discussions.

e.g.

- a newspaper article has a headline, byline, body, tail, direct and reported speech and uses the third person and factual language
- a diary includes a date, events in chronological order, thoughts and feelings and is written in first person in the past tense

Our Approach

3. Teach the features - This is where we identify the purpose and audience of the text and how the features link to this.

This could look like:

- Unpicking author's style/techniques to mimic their approach
- Learning language tools and devices e.g. persuasive techniques for a persuasive argument
- Analysing and creating word banks e.g. of formal vocabulary for non-fiction texts
- Studying effective ways of opening a text e.g. different ways to open a narrative to create suspense and hook the reader
- Writing in character to develop a character's voice

Our Approach

4. Grammar - There are occasions where grammar is taught explicitly. For example, if the teacher has picked up on a gap in the children's knowledge. However, we do try to teach most grammar in the context of an appropriate text type.

e.g:

- Narratives: Speech marks, using dialogue, extended noun-phrases, personification
- Newspapers: relative clauses, speech marks, modal verbs, direct and reported speech.

** grammar glossary handout

Our Approach

5. Planning - We encourage the children to plan because real authors plan! This takes away the pressure to 'think of what to write' in the moment.

Often, before they do this individually, the children collaborate and share ideas in small groups to spark enthusiasm and excitement. The format we tend to use is a box-plan.

The children take each paragraph and jot down notes and ideas about what they want to include.

On board the ship

- waving goodbye
- impressions of the ship
- being admired

Children arguing

- where were you?
- who was arguing?
- what happened?

Going overboard

- what happened?
- thoughts as you went overboard
- initially sinking into the water

The bottom of the ocean

- how long were you there?
- thoughts and things that you wondered
- how did you feel?
- the storm

Being rescued

- being caught in the net
- who found you?
- the boat journey

Writing, Editing & Publishing

6. **Writing** - The children are given 3 to 4 days to write their piece. Each lesson focuses on a particular section. The teacher will show the children a WAGOLL for this section to set expectations and inspire ideas.

7. **Editing** - Feedback is then given the following day on that particular section to allow children to edit what they have already written and move forward without making the same mistakes. This also allows for individual writing conversations where needed.

8. **Publishing** - The children are always writing for a purpose and sometimes there is the opportunity to combine the edited paragraphs into a final piece. This could then go on display, be shared with another class or even be sent to the Prime Minister!

Year 5 Standards

Working towards the expected standard The pupil can write for a range of purposes:	1	2	3	4	5	6
Use paragraphs appropriately						
Describe setting and character, using vocabulary effectively						
Use capitals, full stops, question marks, exclamation marks, apostrophes correctly						
Some use of commas for relative clauses						
Use commas for fronted adverbials, lists and subordination mostly correctly						
Begin to recognise and use conjunction, adverbs and pronouns to support cohesion						
Spell most Year 3/4 words correctly and some Year 5 words correctly						
Spell words with previously taught prefixes and suffixes						
Mostly legible, joined handwriting						

Working at the expected standard **The pupil can write for a range of audiences and purposes & can achieve the following mostly correctly:**						
Write for purpose selecting structures, grammar and vocabulary						
Describe setting, character and atmosphere with a range of vocabulary and well-structured plot						
Use paragraphs to structure writing, showing a change of time, place and theme						
Use of coordinating (eg: and, but, so) and subordinating conjunctions (e.g.: after, although, as because, until, when, while) with some variation of placement						
Punctuate direct speech and use dialogue to move action on						
In non-fiction, use organisational devices to engage the intended reader e.g. headings, subheadings, pictures, diagrams and text boxes						
Use previously taught punctuation (ABC , ! ? ' "")						
Use commas: lists, fronted adverbials, subordination and relative clauses						
Use parenthesis and associated punctuation (commas, brackets and dashes)						
Use conjunctions, adverbs, pronouns to support cohesion						
Use different verb forms correctly, modal, present perfect and progressive						
Spell a range of words with previously taught and current prefix and suffixes (see spelling appendix)						
Spell all Year 3/4 words and some Year 5/6 words						
Proof read and edit their work making changes to grammar and vocabulary showing awareness of cohesion and reader.						
Write with increased speed with legible, fluent writing						

Working at a greater depth within the expected standard **The pupil can write for a range of audiences and purposes:**						
To consistently demonstrate the above with accuracy and control, making choices that reflect their understanding of purpose and audience						

Year 6 Standards

Working Towards the Standard	1	2	3	4	5	6
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 (does not need to be joined)						

Expected Standard						
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 within the Standard						
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 writing 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.						

Ways To Help at Home

1. Regular reading at home 10-15 minutes each day
2. Vocabulary building in everyday conversations - if they can't speak about it, they can't write it!
3. Writing for real purposes (cards, notes, lists, letters, recipes, diaries)
4. Spelling support using the class page details and resources
5. Homework
6. Practising handwriting at home
7. Attendance

Your Task

Dialogue

In both 5 and 6, children have to use dialogue to be age-related writers.

Dialogue is a conversation between 2 or more characters. It needs to have a purpose - either to convey character or to advance the action.

Example:

"I can't believe you did that!"

Your Task

"I can't believe you did that!"

(In year 5 SEA and year 6 SEAT)

Grabbing her sister Isla's wrist and pulling her towards her, Suzie bellowed, "I can't believe you did that!" with eyes full of malice. She clenched her fists as Isla gulped nervously, immediately regretting reading her sister's diary.

Sarah put her hands to her cheeks and looked at her brother in disbelief. "I can't believe you did that!" She whispered in a soft tone as her eyes filled with grateful tears. No one had ever planned a surprise party for her before.

Your Turn

"Come with me... Quickly."