WRITING AND VOCABULARY WORKSHOP
YEAR 2
MARCH 2019
PURPOSE

• Curriculum Expectations.
• Ways to support children’s writing.
• To gain an understanding of the importance of how dialogue within the home can support children’s reading and writing abilities.
• To gain an understanding of how children’s writing develops.
• To give you some practical ideas about how you can support your children at home with their writing.
2014 NATIONAL CURRICULUM EXPECTATIONS

• Acquire a wide vocabulary.
• Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
• Use drama and role play in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
• Become competent in the arts of speaking and listening, asking relevant questions, articulating and justifying answers, arguments and opinions.
“Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.”

National Curriculum in England, 2014
HOW CAN WE SUPPORT CHILDREN’S WRITING?

• Regular dialogue as, without talk, children do not have the required vocabulary and grammatical skills to write well.

• Encourage children to read regularly and for pleasure: competent writers read deeply.
  – ‘The most proficient writers in any class are always those children who read regularly’. If you want to be a writer, then *read, read, read*.

• Stimulate an interest in words and sentences because they lie at the root of all writing.

• Give pupils regular opportunities to write for a purpose e.g. shopping lists, letters, diaries or journals and stories.

• Allow children to write in a range of different text styles so that they can discover how they like to express themselves.
HOW CAN YOU SUPPORT AT HOME?

• Speaking and listening activities
• Building sentences
• Creative writing
SPEAKING AND LISTENING ACTIVITIES

• **I-SPY**— one person decides upon an object and gives the other players the first letter of the word. Other players have to guess the object by thinking of other objects beginning with the same letter.

• **ANECDOTES**— retelling stories to one another about places, people or events.

• **TWENTY QUESTIONS**— a volunteer thinks of an object or person and others have twenty questions to guess what it is.

• **PASS THE WHISPER**— one player creates a sentence that is whispered to another person playing which is, in turn, passed on to all the other players one to another. However, is the sentence at the end of the round the same as the original sentence?

• **HOW MANY?** Ask a series of question on a topic that your child has an interest in and see how many responses they can give. E.g.

  How many animals can you name that hatch from an egg?
LET’S TRY THIS SPEAKING AND LISTENING ACTIVITY

ACTIVITY 1 - JUST A MINUTE

• The first player chooses a traditional tale story character and, using the word prompts given, talks for one minute about that character.
• The next player picks a different character giving as much information as possible on the character.
• Repeat until all characters have been used.

REMEMBER TO:

• Talk fluently without hesitating.
• Try to avoid repeating the same word.
• Make sure you keep describing the story character chosen for the whole minute.
ACTIVITIES FOR BUILDING SENTENCES

• ADD A WORD – Start with a basic sentence and add adjectives to nouns to improve it and add interest.

• ORDERING WORDS – Use magnetic words to create sentences. Try to create a further sentence that makes sense using the words given but rearranged into a different order.

• FINISHING SENTENCES – From the opening given, find possible endings to the sentence e.g. The cat in the _______.

• USING TIME CONJUNCTIONS – Use a time conjunction to open sentences: then, after, when, while, until, as, before, earlier.

• JOINING SENTENCES – Create two simple sentences and then join them together using the coordinating conjunctions and, but, so and or.
ACTIVITY 2 – JOINING SENTENCES

• Roll the dice to decide upon the setting.
• Create a simple sentence related to the setting.
• Roll the dice again to decide upon your character.
• Create a further sentence relating to the character you have been given.
• Join the two sentences together choosing the most appropriate conjunction from the choice of: and, but.

For example:
The little cottage was in the middle of the woods.
The children played happily outside.
The little cottage was in the middle of the woods and the children played happily outside.

• Try to alter some of the words so that you can use a different conjunction.
The little cottage was in the middle of the pretty woods but the children couldn’t play outside.
LET’S TRY BUILDING SENTENCES

ACTIVITY 3 – ADD A WORD
Create some sentences related to the character from the previous activity.

SIMPLE SENTENCE: The pirate was dressed in a t-shirt.

• STEP 1: Add adjectives to describe the first noun:
  The cheerful pirate was dressed in a t-shirt.

• STEP 2: Add an adjectives to describe the second noun
  The cheerful pirate was dressed in a stripy t-shirt.

See if you could use the skills from the last activity and join one sentence together with another using a conjunction.
ACTIVITIES FOR CREATIVE WRITING

• **SIMILE GAME** – Think of frequently used similes - i.e. as quiet as a mouse, as brave as a lion - then try to invent new similes for the same characteristic.

• **INK WASTER** – creating as many words as possible from a picture or word stimulus.

• **ALPHABET GAMES** – Very simple versions of the game can be played to list different items e.g. boys’ names, fruit and vegetables or the names of places.
LET’S TRY THINKING CREATIVELY

• ACTIVITY 4 - INK WASTER

Choose one of the words from the word mat and write as many words as you can associated with the word in one minute. Repeat with other words of your choosing.
THE SUCCESS OF CHILDREN’S ABILITY TO WRITE IS BASED ON:

• A rich talking environment.
• Experience of many stories that have been read and told to them.
• Being able to join in with stories and adding their own ideas.
• Practising and developing their own story language - ‘talking like a book’.
• A range of engaging speaking and listening activities related to drama.

Thank you for coming.
Please complete the feedback sheet provided.