WRITING AND VOCABULARY WORKSHOP

YEAR 3

MARCH 2019
• 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 discussion 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, making formal presentations, demonstrating to others and participating in debate.
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

• **JUST A MINUTE** – talking on a particular subject for one minute without repeating the same word, hesitating or going off the subject.

• **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.

• **THE ANSWER IS** – a volunteer picks a word and others make up what the question could possible be. E.g. the word is WHITE. Potential questions could be: What is the colour of snow?, The Union Jack flag is red, blue and what other colour? The President of the U.S.A. lives in the ______ House.

• **WOULD YOU RATHER?** Ask a series of questions on what children would rather be or do and they have to justify their reasons. For example: Would you rather be a tiger or a lion? Would you rather live in a cave or on the beach?
LET’S TRY THIS SPEAKING AND LISTENING ACTIVITY

ACTIVITY I – IN THE STREET I SAW

A good activity for training the memory and building up settings for story writing.

• Begin with the starting phrase based on a specific setting.
• The first player gives an example of something they may see in that setting.
• Each player adds further items onto the list.

   For example:
   In the street I saw a dog.
   In the street I saw a dog and a bicycle.
   In the street I saw a dog, a bicycle and a post box.
   In the street I saw a dog, a bicycle and a red bus.
ACTIVITIES FOR BUILDING SENTENCES

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

• DROP IN – a further verb, adverb, simile, relative or embedded clause for additional detail.

• BORING SENTENCES – improve sentences by adding adverbial phrases to the beginning or end of the sentence or change words to more ambitious ones.

• FINISHING SENTENCES – from the opening given, find possible endings to the sentence.

• FIGURATIVE LANGUAGE – include figurative language such as similes, metaphors, personification or alliteration for added interest.
ACTIVITY 2 – EXPANDING SENTENCES
Create some sentences related to a story entitled “The Ring of Mystery”. Here is an example of how to use the expanding sentences technique to improve the quality of vocabulary used within the sentences.

SIMPLE SENTENCE: The ring rested at the bottom of the cave.

• **STEP 1:** Add adjectives to describe the first noun:
  The sparkling ring rested at the bottom of the cave.

• **STEP 2:** Add a further adjective and an adverb:
  The sparkling, bejewelled ring rested gently at the bottom of the cave.

• **STEP 3:** Add two adjectives to describe the second noun
  The sparkling, bejewelled ring rested gently at the bottom of the dark, mountain cave.
Pass the story on

Write a sentence on the paper provided improving it using the expanding sentence technique.

Pass it on to your partner to write the next sentence.

Keep writing until you have six sentence that could begin a story.
LET'S TRY BUILDING SENTENCES

ACTIVITY 3 - SENTENCE OPENERS

• Create a simple sentence using the pictures given.
• Choose a suitable sentence opener from the ones listed below.
• Remember that sentence openers may need a comma after they are used.

For example:
The river flowed through the countryside.
In the distance, the river flowed through the countryside.

Try moving the opening phrase to a different part of the sentence: e.g.
The river flowed through the countryside in the distance.
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

• **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.