WRITING AND VOCABULARY WORKSHOP

YEAR 5

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 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.

• **DEBATING ISSUES** – e.g. is it better to go the beach or the park.

• **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 1 - DEBATE CARDS

• In pairs, choose one of the debating cards.
• Decide which viewpoint you wish to take and note down how you are going to support your argument. The other part of the pairing should argue the other point of view.
• Begin the debate using the sentence starters to help you.
• Make sure you listen to the points the other person has raised and try to respond to these as well as put your own points forward.
• Once you have finished, argue the point from the other point of view or pick a new debate card.
BUILDING SENTENCES ACTIVITIES

• **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, middle or end of the sentence or change words to more ambitious ones.

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

• **VARYING OPENERS** – use one of the following ways to open your sentences: conjunction, -ing, -ed, simile, adverb, one word, but, preposition.

• **FIGURATIVE LANGUAGE** – include figurative language such as metaphors, personification, idioms, alliteration or hyperbole for added interest.
ACTIVITY 2 - ADD A WORD OR DROP IN A PHRASE

One technique to immediately improve the quality of vocabulary used within the sentences is to add extra detail through similes, metaphors, adjectives and adverbs.

- Begin with a simple sentence: The door opened.
- Add adjectives: The oak door opened.
- Add similes: The oak door, as hard as stone, opened.
- Add adverbs: The oak door, as hard as stone, opened gradually.

ACTIVITY 3 - SENTENCE STARTERS

- Choose a topic to write about.
- Roll the dice to determine which sentence opener you will use.
- Write a sentence linked to your topic using the sentence opener given.

E.g. The sun rose. = Gloriously, the sun rose. Shining, the sun rose. In the distance, the sun rose.
CREATIVE WRITING ACTIVITIES

• **STRANGE WORD COMBINATIONS** – Choose a subject to focus on and, on either side of the word, create a list of nouns and verbs. Then, create as many sentences as using the anchor word and the nouns and verbs from either side.

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

• **THE BOX OF IMPOSSIBILITIES** – imaging what could be kept within a magical box making it as creative and fantastic as you like.

• **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.