

Parental Workshop  
Supporting Writing at home  
Monday 13th January  
Mr B Slack



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Resourceful

# Aims of the session

Considering why writing is important

Barriers to writing confidently

Progression in writing

Research and Guidance

Modelling

Questions



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# Why is Writing important?

Writing is an important lifelong skill. Children need to learn to write so they can communicate and express themselves.

Writing develops alongside all learning areas, especially communication and language, reading and mathematics.

As you model writing you support children to:

- understand language patterns
- develop their thinking skills
- solve problems
- make sense of their experiences

When you write, you explain what decisions you are making in your mind, so children understand how they share thoughts, ideas and feelings.

Writers are 'moved' to teach, persuade or influence, entertain, paint with words, reflect, to make a record or get something done. Writing, then, is our thoughts, feelings, imaginings, beliefs, values and actions – our lives.

In order to develop as writers, children need:

- teachers who are writers
- experience of a wide range of texts
- opportunities to talk about what they write before, during and after writing
- experience of writing for a range of purposes.

DFE: Help for Early Years providers

[UKLA Viewpoints](#)



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# Why is writing so difficult?

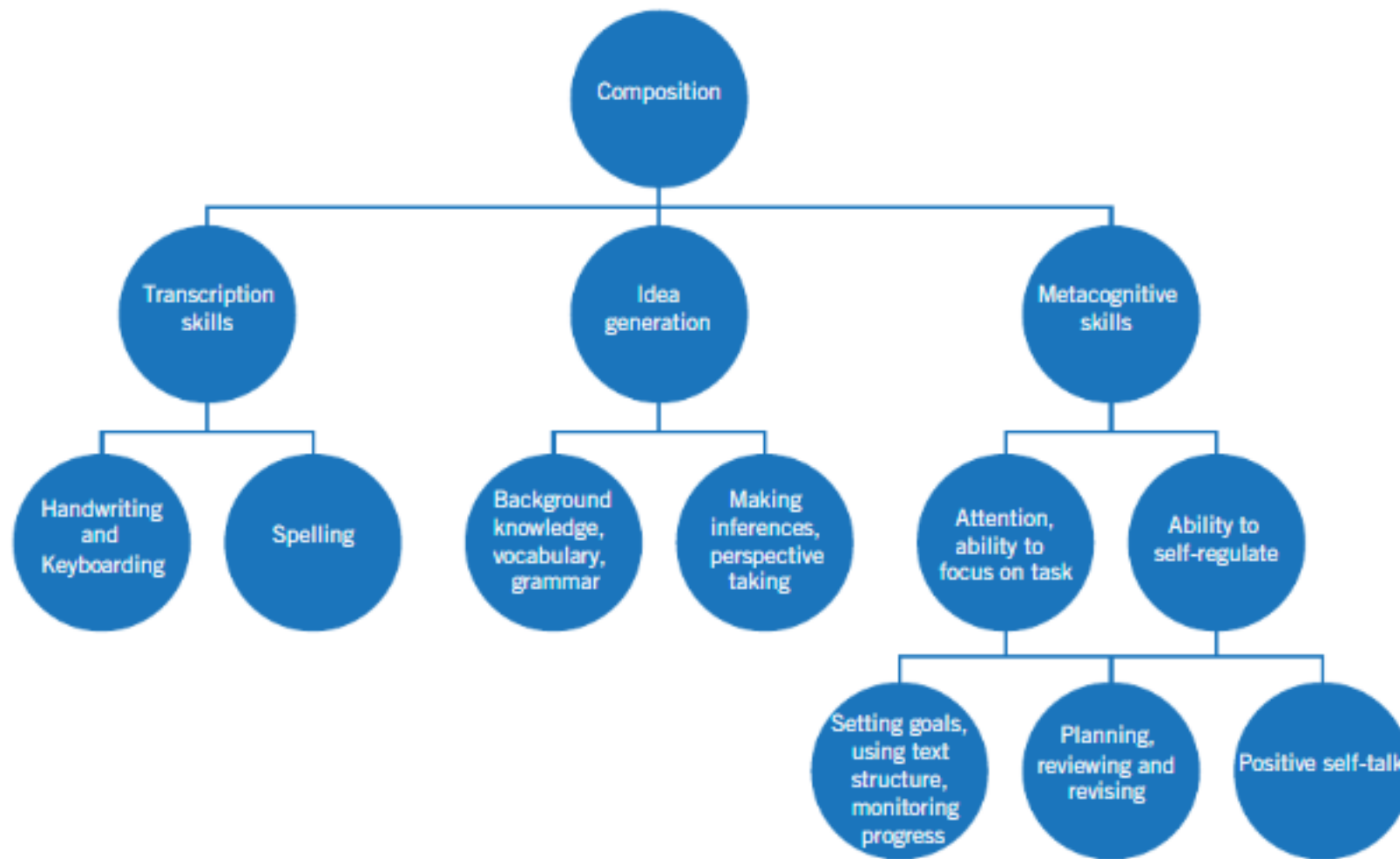


Figure 2. The not-so simple view of writing

8 | Volume 51, No 1, Autumn 2019

Nicholson's Not So Simple View On Writing



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# The National Curriculum

**Spelling**

**Handwriting  
& Presentation**

**Composition**

**Vocabulary,  
grammar &  
punctuation**

Primary Curriculum 2014



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# Writing Progression

Termly Key Assessment Criteria - Year 3 Writing		
Autumn	Spring	Summer
<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>To use diagonal and horizontal strokes that are needed to join letters.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>To recognise and spell additional homophones.</li> <li>To use the first letter of a word to check it's spelling in the dictionary.</li> <li>To correctly spell word families based on common words.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To evaluate writing and begin to suggest changes with peers and through self-assessment.</li> <li>To use a basic plot including a beginning, problem and a simple ending.</li> <li>To use a given plan with simple organisational devices e.g. headings, subheadings for non-narrative.</li> </ul>	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>To understand which letters, when adjacent to one another, are best left unjoined.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>To spell words with additional prefixes and suffixes and understand how to add them to root words.</li> <li>To use the first two or three letters of a word to check it's spelling in the dictionary.</li> <li>To make comparisons from a word already known to apply to an unfamiliar word</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To make changes to improve vocabulary for consistency.</li> <li>To use a basic plot including a beginning, problem and an effective ending.</li> <li>To create and use a plan with simple organisational devices e.g. headings, subheadings for non-narrative.</li> <li>To use a range of sentence structures.</li> </ul>	<p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>To increase the legibility, consistency and quality of handwriting.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>To make comparisons from a word already known to apply to an unfamiliar word.</li> <li>To identify the root word in longer words.</li> <li>To spell correctly word families based on common words, for example – solve, solution, solver</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>To make changes to improve vocabulary and grammar for consistency.</li> <li>To use a logical plot which engages the readers' interest through action and description.</li> <li>To create and use a plan with a range of</li> </ul>

## Wickam Common Writing Progression

Wickham Common term by term, year by year progression document for transcription, spelling, composition, grammar and punctuation.



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# EEF Guidance

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Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
  - planning;
  - drafting;
  - revising;
  - editing; and
  - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

EEF Guidance Report: Improving Literacy in KS2



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# EEF Guidance

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Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

EEF Guidance Report: Improving Literacy in KS2



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# Modelling

## Types of modelling

### Live Modelling

Modelling whilst metacognitively explaining what you're doing and why – talking through the writing process

Take suggestions, allow children to use magpie journals where appropriate, discuss vocabulary and grammar.

### Prepared Modelling

When conscious of time, live modelling only 2 or 3 sentences may be ample.

Sharing the rest of a prepared model following this can be just as impactful if relevant writing choices are explained.

### Non-examples

Sharing models that *don't work* can be a powerful way of emphasising what does. Share these in immersion activities and when exploring steps for success.

Probably prepared rather than live modelled.



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# Modelling using non examples

Expand noun phrases – a phrase that has a two adjectives, separated by a comma, describing a noun

The small, fluffy kitten

A shiny, red sports car

The tall, ancient oak tree

The panda

The cute fluffy panda

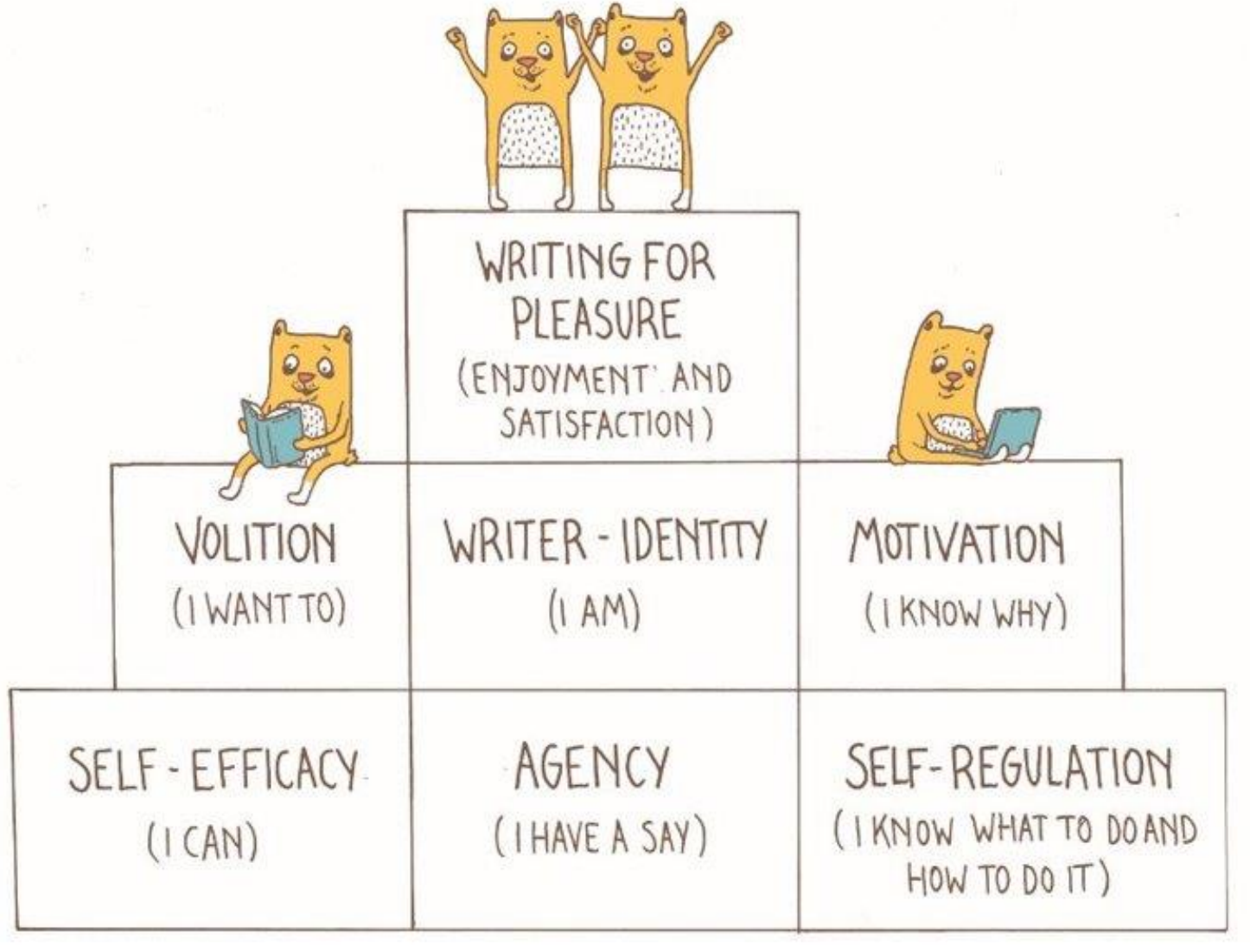
The panda was chewing noisily on a sprig of bamboo.



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