# Year 3 & 4 Writing & SPaG Workshop



# <u>Aims</u>

- To explain the types of writing covered in Lower Key Stage 2.
- To help with the concepts covered and introduced in the year groups.

- Reading is a focus at Thorpedene and the more you can read with your child at home, the better! This will support their understanding of language within different texts.
- Having a balance of both fiction and non-fiction helps
- They will then use this language in their writing, which in turn improves their writing ability.



## Poetry

We begin a unit of work with a week or two on poetry. This will link to the topic, or to the next genre of writing, or both.

Poetry helps the children to develop their language skills and helps to increase their vocabulary.

We have recently been exposing the children to higher-level poetry and prose to further increase their vocabulary and ability to infer meaning.

# Writing fiction

- We begin by reading a text together and unpicking what makes it good (creating a toolbox).
- We then use this to write our own version as a class.
  We often use an idea from Alan Peat called Boxing
  Clever. This focuses the children on key areas to
  develop their paragraphs: Who? Where? Where
  next? Why? What goes wrong? Who helps? Where
  last? Feelings.
- The children use this class version to write their own and are encouraged to 'magpie' the bits they particularly liked.
- They will plan and write their own story using the structure and ideas created during the week.

## Writing Non-fiction

Finally the children will balance their understanding of writing, by writing a non-fiction text.

These can include any of the following depending on the topic chosen:-

- Reports
- Non-chronological reports
- Newspaper reports
- Explanations
- Instructions/ Recipes
- Recounts



# SPaG and what it means

• S = spelling

P = punctuation

and

• G = grammar



#### SPaG

- In Year 3 and 4 SPaG is taught through English.
   We often have a focus area that we want to see in their writing that week.
- There are times when we focus weeks or days on SPaG if and when we feel there is the need.
- We practise spellings regularly within our lessons.
- We make great use of <u>Alan Peat's</u> Sentence types to give good examples of how to use certain punctuation or sentence structures.

#### Alan Peat

#### **2A** sentence



He was a <u>tall</u>, <u>thin</u> man with an <u>old</u>, <u>crumpled</u> jacket.

2 Adjectives for each noun

#### 3 \_ed sentence



Frightened, Horrified, Intrigued, Terrified, Maddened, Relieved, Shocked, Worried, Surprised, Disappointed, Interested, Exhausted,

Intrigu<u>ed, surprised, terrified</u> the boy went over to investigate the spacecraft.

#### Emotion word,



sentence

Desperate, she screamed
for help.
Terrified, Red froze
instantly on the spot.



<u>Anxious</u>, the girl began to realise that she was lost in the forest.

Afraid, brave, cantankerous, delighted, ecstatic, fearful, glad, happy, insolent, joyous, keen, lucky, maddened, nostalgic, outraged, perplexed, quietened, ruthless, sad, terrified, unhappy, vexed, wearily

#### Noun, which/ who/ where,

*Aentence* 



Subway sandwiches, which taste fantastic, are not so good for your health.

embedded or subordinate clause,

#### Assessment

- When the children complete writing tasks independently, we can use these for assessment purposes.
- Using the tick sheets help us to assess whether the student it working towards/at the expected standard or at greater depth.
- It also aids us with planning the areas that we still need to work on and set up interventions for.

### Grammar

 The children have lots of different vocabulary to learn and how to apply this to their writing.

 Supporting your child with the basics will really help them become more confident at school.

# Standard English

 They will need to use standard English in all writing, unless the writing calls for slang (informal language) to be used.

 For example - in diaries, speech and letters to friends.

# Noun phrases

- A noun phrase is a noun and any words that go with it. A noun phrase can go anywhere in a sentence where a noun or a pronoun might go.
- The simplest noun phrases are either a noun on it's own (e.g. I don't like dogs), or a noun with a determiner (e.g. I don't like the/that/your dog).
- A noun phrase can also be extended with a prepositional phrase: this is a prepositions (such as with, under, on) with a noun, that describes the main noun in the noun phrase (e.g. the dog in the garden).
- These can include an adjective to modify the description given by the noun, e.g. in the tidy garden

### Determiners

#### Words which introduce a noun.

- Articles
  - the/a/an
- Demonstratives
  - this/that/these/those
- Possessive determiners
  - my/your/his/her/its/our/their
- Quantifier determiners
  - Numbers/several/most/some



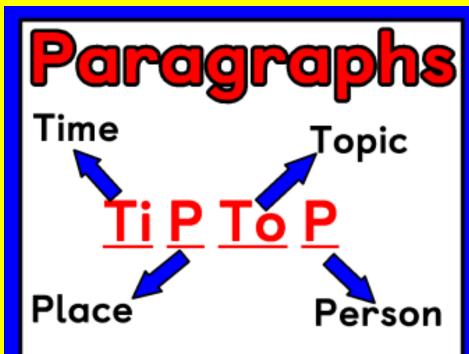
#### Pronouns

A word that replaces a noun in a sentence. They are used to avoid repeating the same nouns over and over again.

For example, "Jeremy ran so fast, you'd think his life was on the line."

Common pronouns include:

I, me, mine, she, he, it, we and us



Ti ...you move to a new period of time

P ... you move to a different place/location

To ... you move from one topic to another

P ... you bring a new person into your writing, or change from one person to another - including dialogue (speech)

# Conjunctions

#### Co-ordinating Conjunctions

Co-ordinating conjunctions are used to join to main clauses.

and

but

for



SO



Sophie is smart and she is friendly.

Matthew is tired so he won't play football tonight.

The dragon was hungry but it wouldn't eat humans.



# Conjunctions

#### Subordinating Conjunctions

These join a main clause (which makes sense on its own) with a subordinate clause.

The subordinate clause needs a 'piggy back' from the main clause as it doesn't make sense on its own!

While after as because until before when since unless if although

Harvey would stay inside the house until it was safe to come out.

Every night, before the sun went down, the dragon appeared in the sky.

### Fronted Adverbials

#### FRONTED ADVERBIALS

#### Time

Today,

Yesterday,

On Monday,

After a short while,

In the blink of an eye,

Later,

Eventually,

Recently,

Early in the morning,

Punctually,

In June,

After dusk,

#### Location

Over the mountain,

In the distance,

On the shore,

Outside the house,

Down the stairs,

Underneath the bridge,

Aboard the boat,

Around the corner,

Adjacent to the sl. ...

Far away,

Back in the room,

#### **Feelings**

Anxiously,

In a flash,

Suddenly,

Nervously,

Curiously,

Joyfully,

Unfortunately,

Frantically,

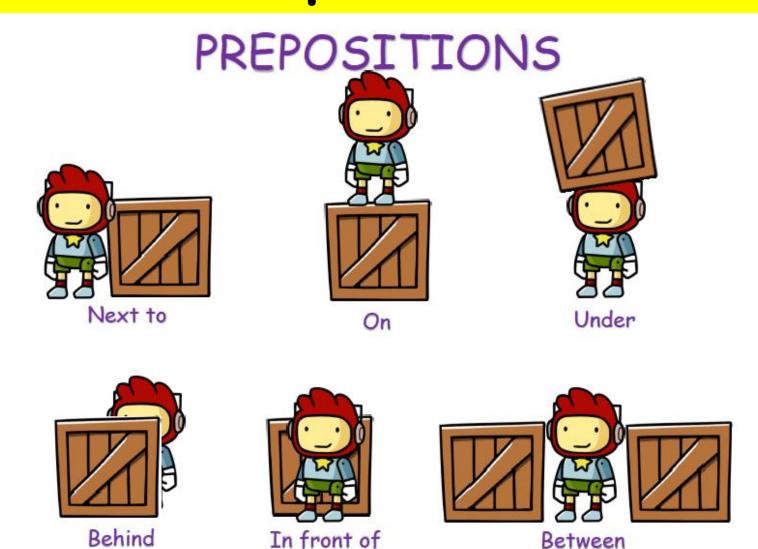
Enthusiastically,

Wildly,

Courageously,

As fast as he could,

# Prepositions



## Present Perfect vs Simple Past

- Simple past
  - I bought a new bike
    - Just reporting what I did in the past.
- Present Perfect
  - I have/I've bought a new bike.
    - Expressing that I have a new bike now

# Writing with your child

The times you help your child with writing generally are for their homework.

The children are asked to complete different types of writing from poetry to letters and nonfiction writing. We would ask that your child has a go at the writing independently and then you could support with improving it.

If the children are researching in order to complete a written task, the biggest help is to get your child to read the information they research and try to write it out in their own words.

# Handwriting

Practise Hand Writing!

This needs to be legible, fluent and joined.

Getting them to identify and understand the different punctuation types and where to put them into a sentence

- The main ones to know are:-
- Capital Letters
- Full Stops
- Question Marks
- Exclamation Marks
- Commas
- Apostrophes
- Inverted commas



# Helping with capital letters

Working consistently and not mixing them up at home helps.

- Not writing in capital letters when they are practising any spelling unless it needs it.
- Always putting capital letters at the beginning of sentences, names, months, days and names of places.
- Correcting them, when they have capital letters in the middle of words or sentences.

The next piece of punctuation to work on is commas

Using them as part of a list.

Or in a noun phrase.



- To show an embedded clause.
- Or separating a fronted adverbial or sentence opener at the beginning of sentences.

The next piece of punctuation to work on is apostrophes

- For contractions:
  - Can't, don't, I'm, etc.
- For possession:
  - Jacob's school bag
  - The dog's bone
- For possession with plurals
  - The children's work was superb.
  - The students' grades.



The next piece of punctuation to work on is inverted commas (speech marks)

- In Year 3, speech should be demarcated with inverted commas: "hello" said Fred.
- In Year 4, we would be expecting inverted commas and other punctuation to be used to indicate speech.
- "Hello," said Fred.

# Supporting your child with spelling

The children should have a set of spellings to learn every week.

They are taken from our Rising Stars spelling scheme which incorporates the national curriculum word lists and are the spellings/patterns they need to know.

# Supporting your child with spelling

- Word families showing how words are related in form and meaning - e.g. solve, solution, dissolve, insoluble
- Prefixes- formation of nouns using prefixes (super-, anti-, auto-)
- Using the forms of a or an according to whether the next word begins with a consonant or vowel.
- · Suffixes (-ing, -er, -ous, -tion, -ssion, -sion, -cian

# Supporting your child with spelling

Mnemonics - this is when you make up a phrase that will help your child to remember the letters in a word

SAID - strawberries and ice-cream, delicious

BECAUSE - big elephants can't always use small exits.





accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider

continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar

group quard quide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute

natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter

question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

# Things to help you and your child with writing

Getting a dictionary - helping them to find spellings and being confident with the alphabet.

Getting a thesaurus - to help them to find more interesting words to use in their writing.

#### Books to help

- Oxford Primary Grammar, Punctu Spelling Dictionary
- Barrington Stoke School Spelling Dictionary

### Website for help

- www.oxforddictionaries.com/schools
- www.theschoolrun.com/primary-literacyglossary-for-parents
- National Curriculum spelling
- National Curriculum Vocab, grammar and punctuation





Most importantly,
have fun writing
with your
child and please
support them with their
homework!



