

# Year 5 & 6 Writing & SPaG Workshop



# Year 6 SATs

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

Spag Paper, Spelling  
Paper & Teacher  
Assessed Writing



# Writing in Years 5 & 6

- Five English lessons per week plus one Writing for SPaG lesson.
- Writing relates to current topic as part of Thorpedene's Creative Curriculum
- Paired and group activities
- Independent activities
- A range of genres
- Fiction, non-fiction and poetry
- Teacher led class discussions
- Teacher assessment and testing

What can you do to help?  
Encourage your son/daughter to make  
up stories at home and write them down  
or even type them!

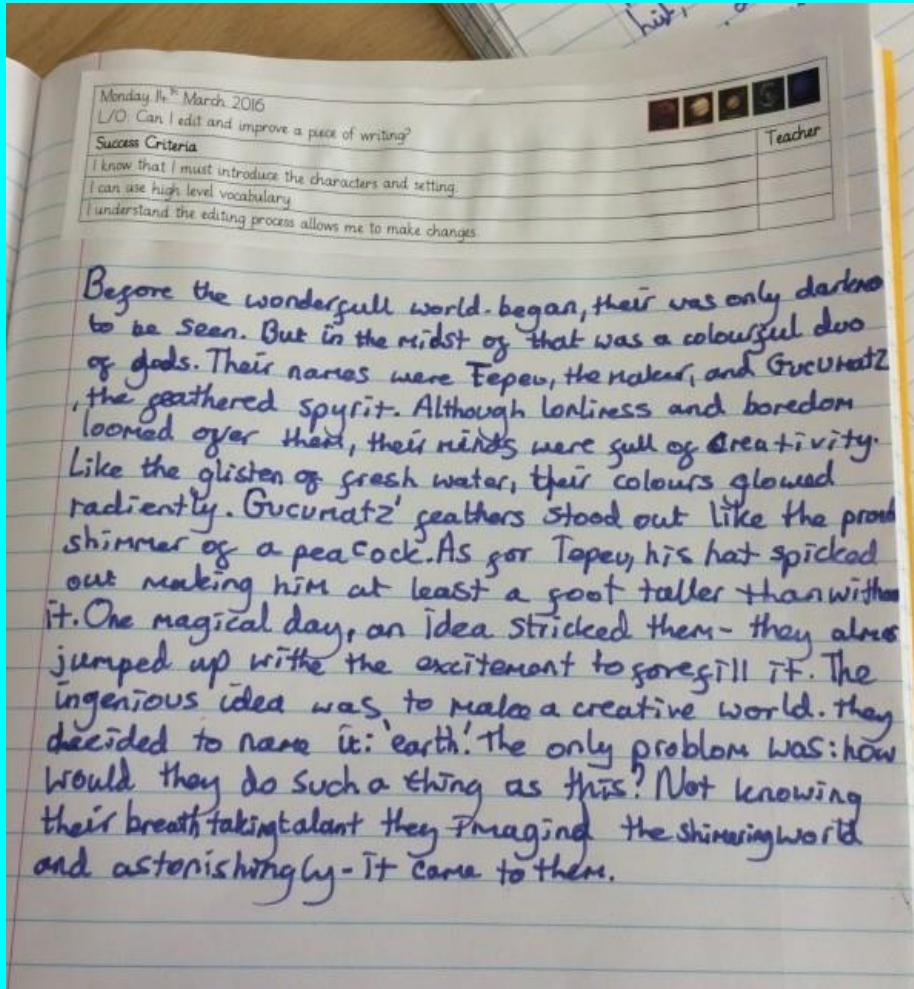
- Fiction Genres:
- Science Fiction
- Horror/Ghost Stories
- Adventure
- Traditional/Fairy Tale
- Detective/Mystery
- Fantasy
- Myths & Legends
- Fables
- Poetry

What can you do to help?  
Encourage your son/daughter to make up  
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type them!

- Non-fiction:
- Reports
- Non-chronological reports
- Newspaper reports
- Explanations
- Instructions/recipes
- Recounts

# Exemplary Writing Example

## Year 6



- 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.



# 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 5 and 6 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 Alan Peat's Sentence types to give good examples of how to use certain punctuation or sentence structures.

# Alan Peat

## 2A sentence



He was a tall, thin man  
with an old, crumpled  
jacket.

2 Adjectives for each noun



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

**Intrigued, surprised, terrified** the boy went over  
to investigate the spacecraft.



## Emotion word, sentence

Desperate, she screamed  
for help.

Terrified, Red froze  
instantly on the spot.

Anxious, the girl began to realise that  
she was lost in the forest.



## *Noun, which/ who/ where,* sentence



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

embedded or subordinate clause,

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

# 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 its 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 preposition (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



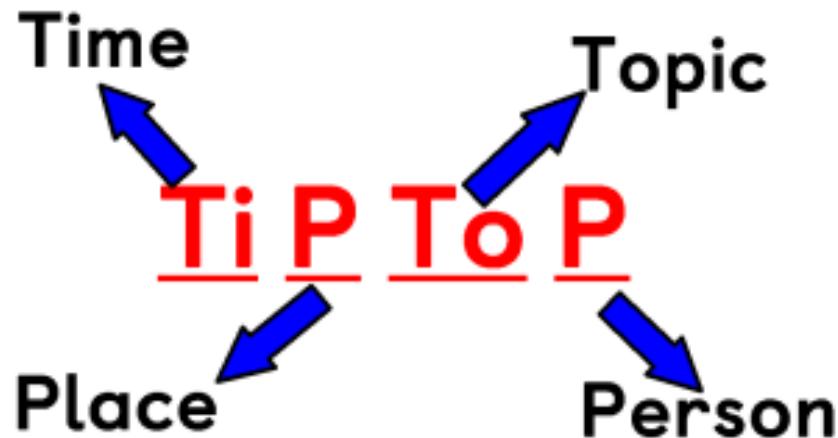
A word that replaces a noun in a sentence. They are used to avoid repeating the same nouns over and over again.

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

# Paragraphs



**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 two main clauses.

and

but

for

or

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

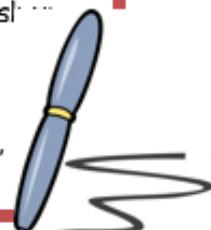
Today,  
Yesterday,  
On Monday,  
After a short while,  
In the blink of an eye,  
Later,  
Eventually,  
Recently,  
Early in the morning,  
Punctually,  
In June,  
After dusk,

### 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

## PREPOSITIONS



Next to



On



Under



Behind



In front of



Between

# 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 non-fiction 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.

