

How can I support
my child to become
a better writer?

A workshop for parents

We will be discussing:

- ❖ The cold, hot and warm writing cycle.
- ❖ The end of KS2 writing requirements for 'working at' expected standard and 'working at greater depth' within the expected standard.
- ❖ The use of Pobble to provide a purpose and audience for writing.

Cold, Hot and Warm tasks

- ❖ An assessment for learning tool

Cold task

- ❖ Completed before the start of a unit of work. (1st piece of writing).
- ❖ Gives children the opportunity to demonstrate what existing understanding they have for a specific text type.
- ❖ Drives the teaching and the learning because it establishes the features to focus on.
- ❖ Children are set individual next step targets.
- ❖ Targets are move forward and reviewed at each stage of the learning process (cycle).

Hot task

- ❖ Completed once children have an increased understanding of which features make it effective. (2nd piece of writing)
- ❖ May involve re-writing a model text using own ideas (talk4writing).
- ❖ May involve shared writing (writing a good example as class or group first).
- ❖ Opportunities for improving/ re-drafting following feedback from a peer or teacher.

Warm task

- ❖ Completed roughly two weeks after the hot task.
- ❖ An opportunity for children to show what they have learnt (3rd piece of writing)
- ❖ Pupils and teachers can make comparisons between cold and warm tasks.
- ❖ Children can see what progress they have made and what areas to focus on next.
- ❖ An increased understanding of a specific text type.
- ❖ A celebration of achievement!

What are the end of
KS2 expectations for
writing?



Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

Thursday 16th June 2016

110: To choose the appropriate form of writing using the main features identified in reading.

Coming to the Isle of Wight.

The Isle of Wight is a small island off the ^{South-}coast of ^{England} Portsmouth. It is home to many historic events, and filled with many landmarks. The Isle of Wight is one of the most visited islands in England, for both entertainment and sight-seeing.

Osbourne House.

This amazing ^{attraction} house, was a summer house to Queen Victoria. She bought Osbourne House in 1845, and ~~it~~ was in use for 50 years! Important people, from all around the world, have visited ~~the house~~, Prime Ministers and royalty are some of the many visitors at Osbourne House. ~~The~~ house was designed by Queen Victoria's husband - Prince Albert. After many years, you can see Queen Victoria's private rooms, along with other visitors!

~~Queen Victoria's husband~~ ^{Prince Albert} designed the house.

Shanklin Theatre.

The town of Shanklin was a Victorian town, and was built in 1879. During WW2, Shanklin Theatre was used for dances. It ~~has~~ hosts pantomimes and children's stage school. As well as that, they hosts workshops (for schools), and the Isle of Wight dance festival.

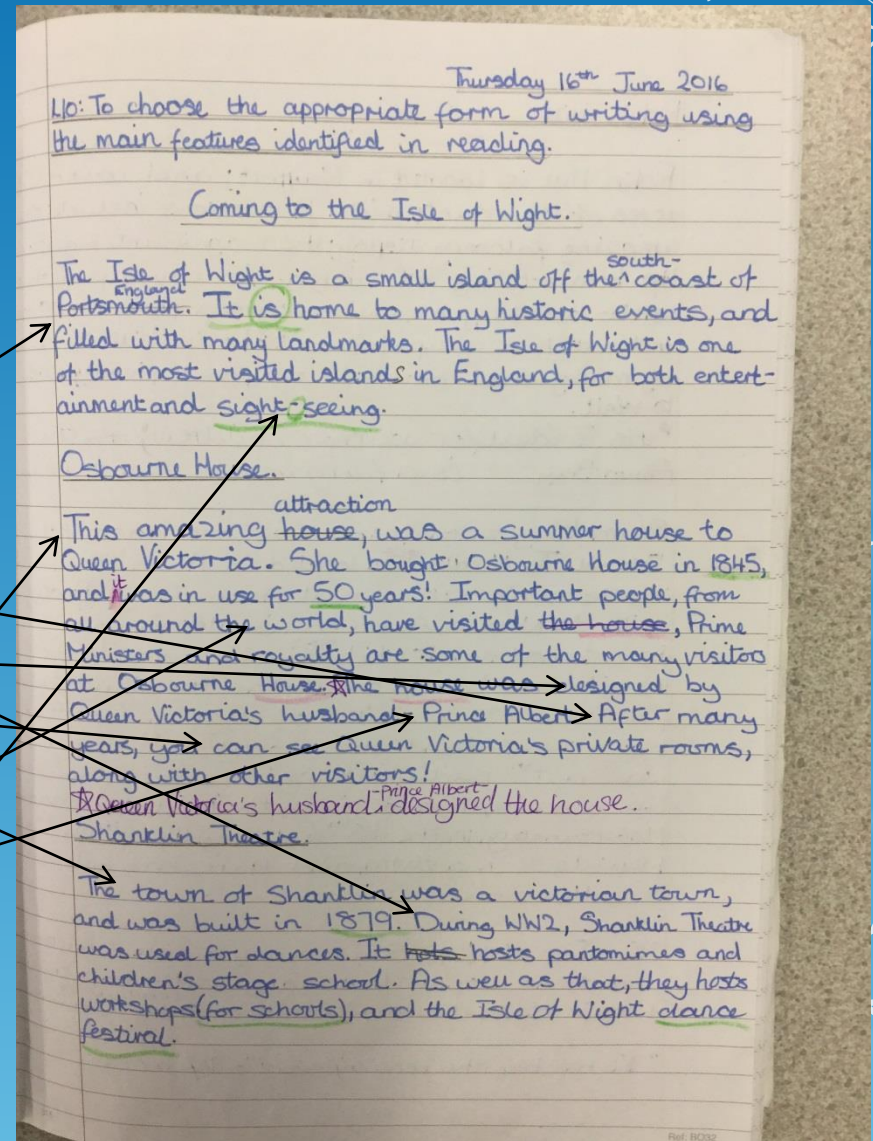
What does 'working at the expected standard' look like?



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As Theseus edged closer and closer to the monster, he could only hear his footsteps and the occasional hiss from the monster. He glanced around the ^{Labyrinth} labyrinth, hoping to see some light, and unwinding the string behind him, Theseus tried to stay alert in the pitch-black maze, knowing at any minute Viperess may strike.

Turning a corner, he smelt the monster before he saw her. She had 3 heads, all identical, Theseus looked down and saw a large snake tail, slowly changing into a red, the colour of fire. Suddenly, Viperess ~~x~~ lashed out, curling her tail around Theseus' neck, a poisonous tail almost piercing into his skin. However, Theseus was no ordinary man; he was the son of a king. Using the strength that he didn't know that he possessed, he prised the tail off his neck.

After he escaped the monster's clutches, he moved behind the monster, whilst the monster had Theseus in its grips, he noticed that none of the heads had eyes. Using this knowledge, he took the knife, that Ariadne gave him, and one-by-one cut off the monster's heads.

The reality set in. He did it. The monster was defeated. However in the struggle, Theseus dropped the ball of string. Perhaps he would be lost in the Labyrinth forever. In the darkness, ~~s~~ he searched the labyrinth floor, and when his hand brushed against the piece of string, he quickly ran back to the entrance of the Labyrinth. As he came closer and closer to the entrance, he gave a sigh of relief.

Now!
Keep going!

What does 'working at greater depth within the expected standard' look like?



Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

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- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

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Wow!
Keep going!

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How can I support my child to become a better writer?

- ❖ Discussions centred around reading and next step writing targets
- ❖ Spelling and grammar weekly flight checks
- ❖ In-flight menu (years 3-5)
- ❖ GPS SATS revision (year 6)
- ❖ Use Pobble to leave comments on your child's work



Useful links

<https://www.gov.uk/government/publications/2017-interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage2>

<https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks2-english-writing>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English Appendix 2 - Vocabulary grammar and punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English Glossary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf)

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