

ROE GREEN INFANT SCHOOL

YEAR 2 WRITING WORKSHOP

BECOMING READERS AND WRITERS

- **Before children can learn to read and write they need to develop their understanding of the English language. For all of us this happens through talk.**
- **Through talk we learn new vocabulary and the knowledge of how to structure sentences.**
- **In school we encourage the children to talk in a variety of situations.**

A YOUNG CHILD NEEDS TO ...

- Have ideas of what to write
- Hold these ideas in their head
- Control a pencil or pen
- Try to get letters round the right way and the right way up
- Try to match the right sound to the right letter/s
- Keep the handwriting even and legible
- Think about word order and grammar
- Get the punctuation right
- Try and use the best words in the best place

And that is just the start!!

NATIONAL CURRICULUM

Writing

The programme of study for writing at key stage 1 is constructed of:

- **transcription (spelling and handwriting)**
- **composition (articulating ideas and structuring them in speech and writing)**

Within these 2 dimensions children are taught how to plan, revise and evaluate their writing.



WRITING - TRANSCRIPTION

Spelling (see English Appendix 1)

Pupils should be taught to:

- **spell:**
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- **add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly**
- **apply spelling rules and guidance, as listed in English Appendix 1**
- **write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**

YEAR 2 COMMON EXCEPTION WORDS

Year 2

door
floor
poor
because
find
kind
mind
behind
child
children
wild
climb
most
only
both
old
cold

gold
hold
told
every
great
break
steak
pretty
beautiful
after
fast
last
past
father
class
grass
pass

plant
path
bath
hour
move
prove
improve
sure
sugar
eye
could
should
would
who
whole
any
many

clothes
busy
people
water
again
half
money
Mr
Mrs
parents
Christmas
everybody
even

YEAR 2 SPELLING

- Words ending in -ge
- Words ending in -dge
- Spelling: c before e, i and y
- Words beginning with kn- and gn-
- Words beginning with wr-
- Words ending in -el
- Words ending in -al
- Words ending in -il
- Words ending in -y
- Adding -es to words ending in -y
- Adding -ed to words ending in -y
- Adding -er or -est to root words ending in -y
- Adding -ing to root words ending in -y
- Spelling words with al or all
- Adding the suffixes -ment, -ness, -ful, -less and -ly
- Words ending in -tion
- Homophones

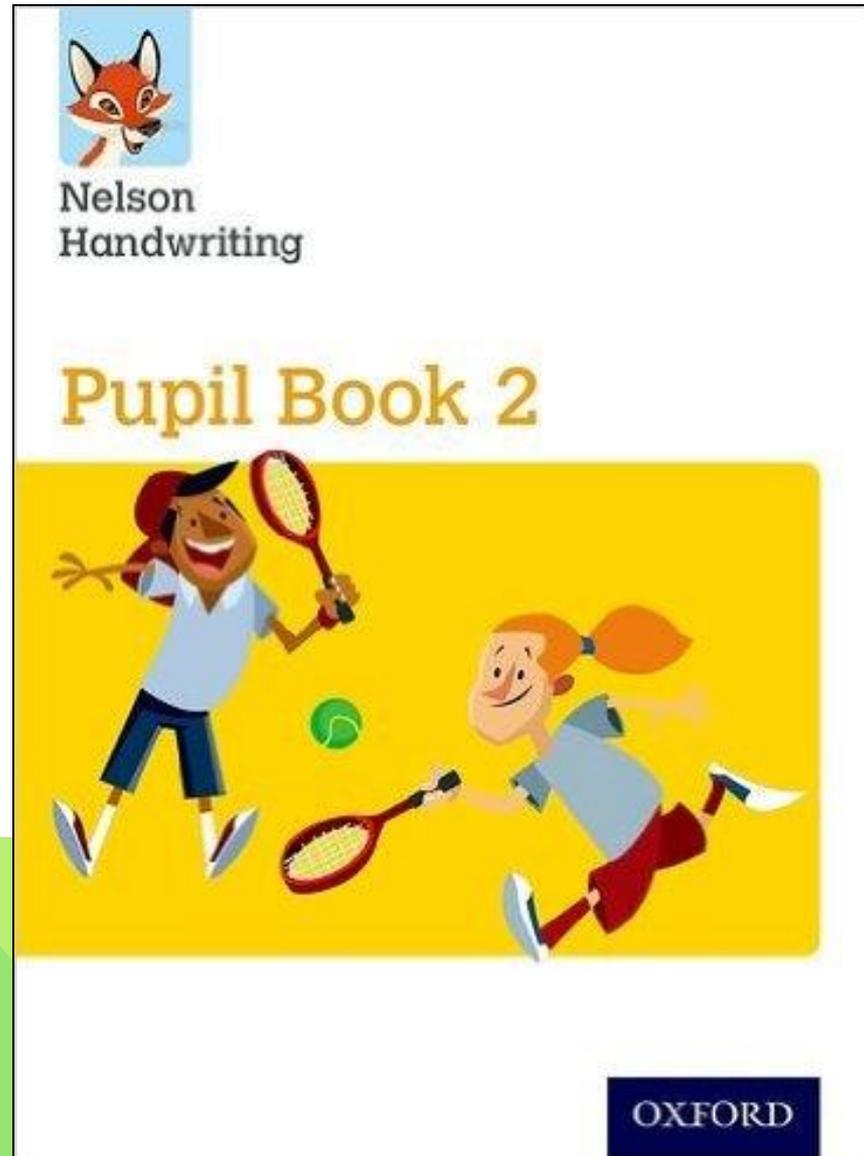
WRITING - TRANSCRIPTION

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

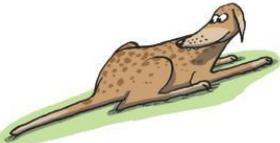
THE NELSON HANDWRITING SCHEME – YEAR 2



THE NELSON HANDWRITING SCHEME – YEAR 2

Copyrighted Material

UNIT 1

ai 

A tail as thin as a rail.

Focus

A Copy this pattern into your book.

ai ai ai ai ai

B Copy these letters into your book.

ai ai ai ai ai
ay ay ay ay ay
ey ey ey ey ey

Remember, join to the top of the next letter. 



4 Practising joining to the top
Copyrighted Material

Copyrighted Material

Extra

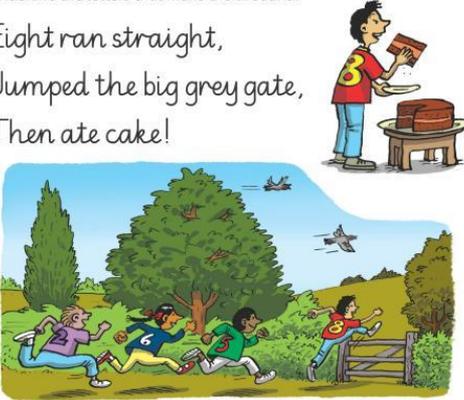
Copy these words into your book.

tail rail nail mail
say day hay may

Extension

Copy the poem below into your book.
Underline the letters that make the ai sound.

Eight ran straight,
Jumped the big grey gate,
Then ate cake!



5
Copyrighted Material

Nelson Handwriting Pupil Book 2 provides practice of joins, with a focus on consistency and on the trickier letter formations and joins. Links are made to revising alternative graphemes of Letters and Sounds Phase 5 and to the National Curriculum for Spelling.

WRITING - COMPOSITION

Pupils should be taught to:

- **develop positive attitudes towards and stamina for writing by:**
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- **consider what they are going to write before beginning by:**
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- **make simple additions, revisions and corrections to their own writing by:**
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- **read aloud what they have written with appropriate intonation to make the meaning clear.**

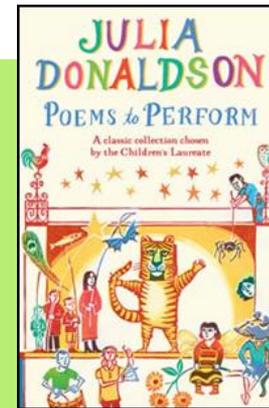
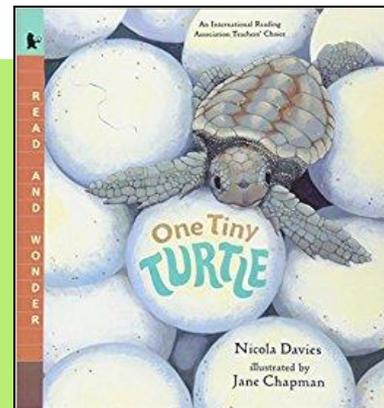
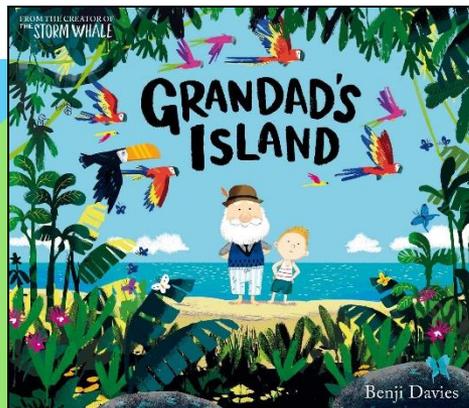
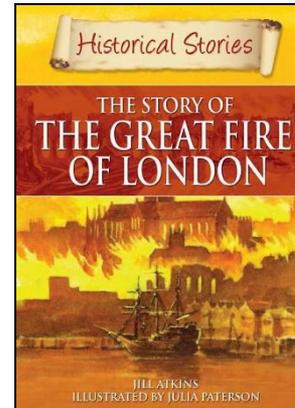
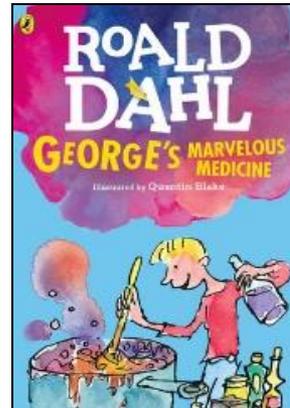
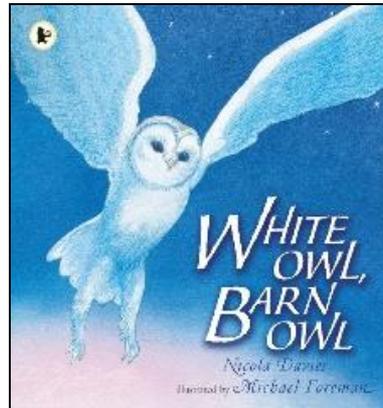
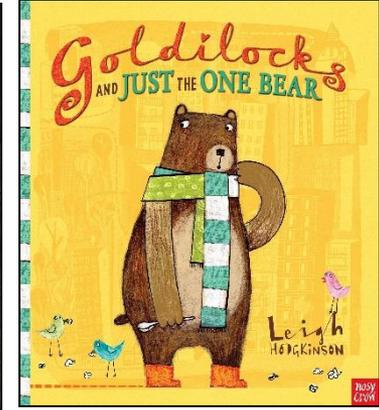
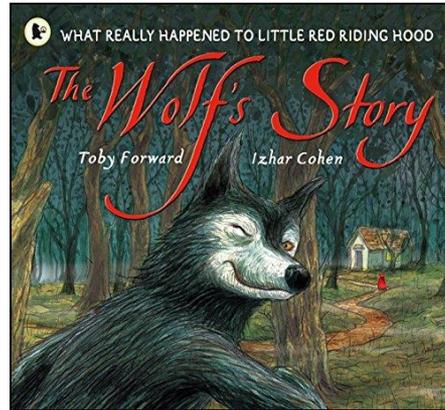
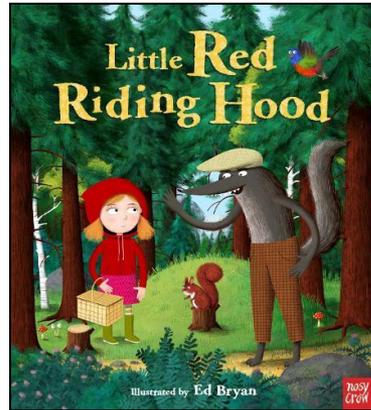
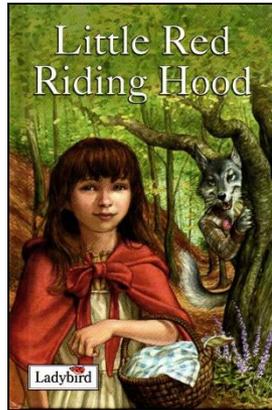
TEXTS AND HOW THEY ARE USED

- **A quality text will be used as the basis for shared learning over several weeks.**
- **Children will explore the text through talk.**

“You can’t become a good writer without knowing some good writing. Experienced writers do this ‘automatically’ - they have an internal voice telling them what to do. Inexperienced writers need to explore, learn and practise these skills through talk before they can apply them in their writing.”
Pie Corbett
- **Children will explore and discuss the text through creative activities e.g. art, drama, role-play etc.**
- **Specific writing outcomes.**
- **Children will also write in a range of genres as part of the unit e.g. they might write a letter in role as a character or write a recount about the events in the text.**

Children need to be aware that their writing should include a variety of examples of grammar and punctuation that they have been taught. They also need to begin to focus on handwriting and using correct spellings.

YEAR 2 BOOKS



TALK FOR WRITING

The basis for the Talk for Writing approach is, 'If you can't say it, you can't write it'.

There are five stages:

THINK IT

SAY IT

WRITE IT (using phonic and word knowledge)

READ IT (check for capital letters, full stops, finger spaces, check for spelling and grammar)

LIKE IT

DIFFERENT TYPES (GENRES) OF WRITING THE CHILDREN LEARN IN YEAR 2

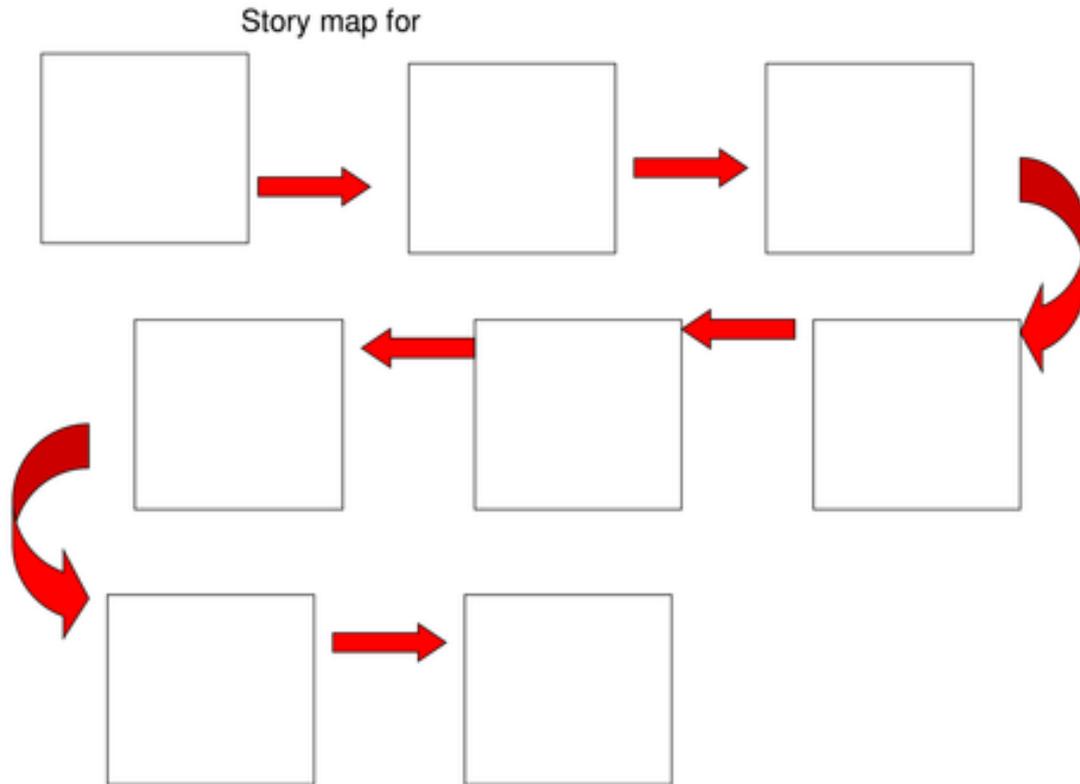
Fiction

- Narrative (story writing)
- Diary writing
- Descriptions (character, setting etc.)

Non Fiction

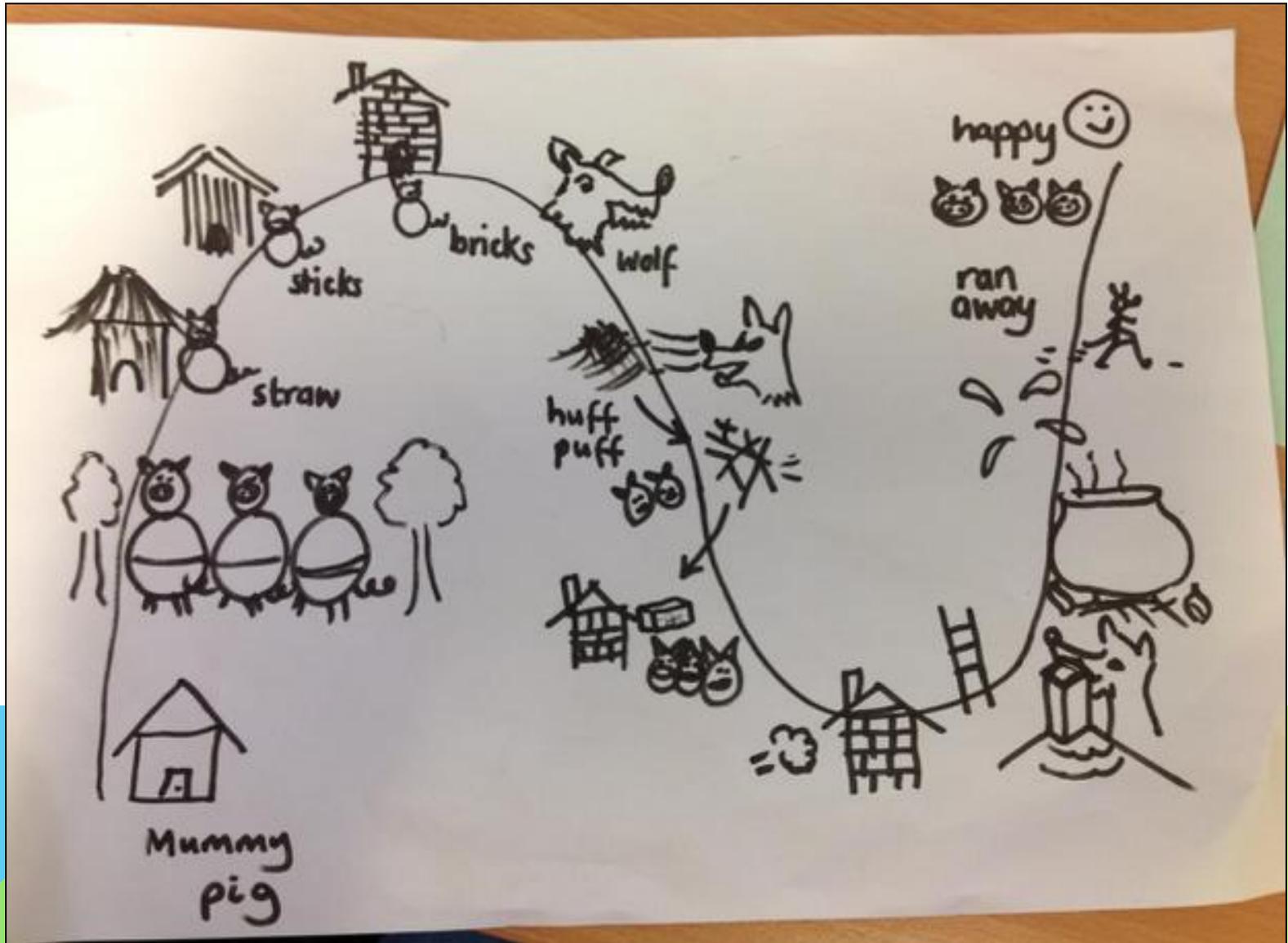
- Recount
- Persuasive
- Information
- Book Review
- Instructions
- Informal and formal letter/postcard

STORY PLANNING STRATEGIES



To help children plan their story writing, they are introduced to Story Maps. This involves drawing pictures in sequence. When completed, children are then asked to verbally tell their stories a number of times before they then sit down and write them.

STORY MAP EXAMPLE



WRITING – VOCABULARY, GRAMMAR & PUNCTUATION

Pupils should be taught to:

- **develop their understanding of the concepts set out in English Appendix 2 by:**
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- **learn how to use:**
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- **use and understand the grammatical terminology in English Appendix 2 in discussing their writing.**

THE NELSON GRAMMAR SCHEME – YEAR 2



Nelson
Grammar

Pupil Book 2



OXFORD

Nelson Grammar enhances and embeds the essential grammar skills for Year 2. By using it, children will learn about **nouns, adjectives, verbs, adverbs, noun phrases, opposites, collective nouns, proper nouns, different types of sentences (statement, command, question, explanation), contractions, conjunctions (and, but, or), past and present tense, compound nouns, pronouns, comparative adjectives, possessive nouns, superlative adjectives, homophones, subordinate conjunctions, suffixes (ness, er, ing, ful, less), plurals, capital letters, full stops, question marks, exclamation marks, commas and apostrophes.** Having covered these exercises, Year 2 children should then be able to use grammar and punctuation they have learned independently and correctly in their own writing.

VOCABULARY, GRAMMAR & PUNCTUATION

What is a sentence?

- A sentence is a group of words which expresses a complete thought.
- A sentence must contain a subject and a verb.
- A sentence has three main characteristics:
 - It starts with a capital letter
 - It ends with a full stop, exclamation mark or question mark.
 - It must contain at least one main clause with a subject and a verb that expresses a complete thought.

For example...

- The rotting **banana** **has stained** John's reading book.
- Did **you notice** the fly swimming in your cup of tea?
- **I** can't **believe** that you have eaten the last muffin!

There are 4 types of sentences:

Statement

A statement is a sentence which tells you something. It ends with a full stop.

e.g. A rainbow has seven colours. They are beautiful to look at.

Question

A question is a sentence which asks you something. It ends with a question mark.

e.g. Would you like a cup of tea?

Command

A command is a sentence that tells you to do something. They are often urgent or 'bossy' and can be quite short. They can end with a full stop or an exclamation mark.

e.g. Put your shoes away.

Tidy up your bedroom!

Exclamation

An exclamatory sentence is used when someone is surprised. It starts with 'How' or 'What' and contains a noun and a verb. They end with an exclamation mark .

e.g. How exciting P.E. was today!

What sharp teeth you have!

Help!

NOUNS

A noun is a naming word. It can name a person, a place or a thing.

- Some nouns are **common nouns** – they name objects and things e.g. cow, pencil, carrots, school etc.
- Some nouns are **proper nouns** – they name individual people, places or organisations e.g. London, Mrs Smith, Andrew, Roe Green Infant School etc.

PLURAL NOUN SUFFIXES

We can add 's' or 'es' to a noun to show the plural

e.g. dog → dogs

wish → wishes

EXPANDED NOUN PHRASES

An expanded noun phrase adds more detail to the noun by adding one or more adjectives. An adjective is a word that describes a noun.

e.g. a huge tree, some colourful sweets, the large, royal castle

ADJECTIVES

An adjective is a word that describes a noun. Adjectives can come before or after a noun.

e.g. It was a terrible book.

The book was terrible.

VERBS

A verb is an action word. It describes what someone or something is doing.

e.g. The man kicked the ball.

The girl lay on the bed.

ADVERBS

Adverbs are used to modify the verbs within a sentence. They usually end with 'ly'.

e.g. The man quickly kicked the ball.

The girl lay silently on the bed.

SUFFIXES

In Year 2, we add suffixes to verbs where we need to change the root word.

e.g. swim → swimming (where we need to add the extra consonant)
cry → cried (where we remove the 'y' and add 'ied')

We also add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

e.g. enjoy → enjoyment

sad → sadness

wonder → wonderful

hope → hopeless

cautious → cautiously

PAST AND PRESENT TENSE

We can identify whether a piece of writing is in the past or present tense by looking at the verbs.

Adding 'ed' to verbs:

e.g. jump → jumped

hop → hopped

Irregular verbs:

e.g. run → ran

swim → swam



PROGRESSIVE TENSE VERBS

We can use progressive verbs in the past or present tense. They mark actions that are or were in progress.

We use the auxiliary verb *'to be'* and a verb with an *'ing'* suffix.

e.g. I am walking.

I was walking.

He/She/It is walking.

He/She/It was walking.

They/We/You are walking.

They/We/You were walking.

COMMAS IN A LIST

A comma is used to separate items in a list. We do not use a comma before the first item.

In Year 2, commas need to be seen in a list of nouns.

e.g. The fruit bowl has oranges, apples, bananas and kiwi fruit.

APOSTROPHES

There are two uses for an apostrophe: contraction or possession.

CONTRACTION

e.g. do not → don't

I will → I'll

POSSESSION

We only look at using the singular possessive apostrophe in Year 2.

e.g. The girl's book...

COMPOUND WORDS

A compound word is made when two words are formed to make one word. Both words must make sense on their own.

e.g. hair and brush → hairbrush

ham and burger → hamburger

foot and ball → football

HOMOPHONES

Homophones are words that sound the same but have different meanings and are spelled differently.

e.g. pair/pear

great/grate

to/too/two

there/their/they're

CONJUNCTIONS

A conjunction is a word that is used to join clauses in a sentence.

e.g. and, but, because

CO-ORDINATE CLAUSES

This is where two main clauses are joined together by a conjunction. These conjunctions are usually and, but, so.

If you take away the conjunction, both parts of the sentence will still make sense on their own.

e.g. I wanted to go to the park but it was raining.



SUB-ORDINATE CLAUSES

This is where we add a sub-ordinate clause onto a main clause. There are lots of conjunctions that can do this. In Year 2, the main ones are *because*, *when*, *if*, and *that*.

If we took away the main clause and the conjunction, the sub-ordinate clause would not make sense on its own.

e.g. I was late today because of an accident on the roads.

A sub-ordinate clause can come at the beginning, middle or the end of a sentence.

e.g. **When you have finished your work**, put it in the box.

My friend Andrew, **who was six feet tall**, was a lovely man.

Katie blew out her candles **before we cut into the cake**.

2018/19 ONWARDS TEACHER ASSESSMENT FRAMEWORK AT THE END OF KEY STAGE 1 - WRITING

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

2018/19 ONWARDS TEACHER ASSESSMENT FRAMEWORK AT THE END OF KEY STAGE 1 - WRITING

WORKING AT THE EXPECTED STANDARD

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)

WORKING AT GREATER DEPTH

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

Magic carpet ride

First I saw a giant X box ~~with~~ when Mrs RXXXX and Mrs TXXXX weren't looking. Then I sneaked to get it at the top of a cupboard. When I lifted it up I thought I was going to get ~~fall~~ over. I felt as I was going to be in trouble but then ~~there~~ they didn't see me. When it was on the floor I looked in side but I couldn't find ~~any~~ anything at the top I was worried. I ~~discovered~~ discovered it was at the ~~bottom~~ something was at the bottom. It ~~was~~ was a carpet. I pulled it out and it was extraordinary, pretty, bright, beautiful and soft. I thought ~~it was~~ ^{it's} the best carpet ever. Suddenly I saw a black and white stick ~~at~~ and I looked closely because I wanted to see ~~what~~ what it was, and it was a word on the top of the lid. I thought it was an ~~ordnary~~ ordinary word! but it wasn't. It was part of the carpet so I think that it was a magic carpet. I discovered it was. I layed it out and sat on it. I was so ~~gritened~~ grinded, ~~was~~ what was going to happen?

~~So~~ Soon I didn't know what to do or I didn't know the ~~magic~~ magic words or word. Do you know what to do? I thought very hard but I tried ~~try~~ hard every magic word that I know but it didn't work. At last I ~~to~~ thought of an ~~idea~~ idea. The

idea was think of a ~~random~~ random ~~was~~ so magic word. So I thought some and I came up with one... wind wind wind ~~to~~ stay where you are, I will fly up. A s time went on it worked. I was floating. Soon I ~~to~~ flew out quickly. I ~~held~~ held on tight. What a ~~gast~~ great day today!

Soon I landed in Egypt on the pyramid I was so scared. Next I went inside and then there was a baby lion but then I heard a noise. ~~X~~ So I quickly showed the baby lion the magic carpet. ~~X~~ Before I quickly went home and I said the magic ~~is~~ word. I thought I would keep ~~in~~ the baby lion. ~~So~~ Soon I got home. What a ~~stiring~~ tiring day it was today!

Key stage 1: GDS piece A - description

Context: following a reading of George's Marvellous Medicine, pupils were asked to write a description of the effects of the medicine on Mrs Twit.

It was 10 o'clock. This was the time for Mrs Twit's medicine. Mr Twit walked into the living room. There she was. In her armchair. Faced it to me now scowled the old, ugly hag. Mr Twit was smiling on the inside but not on the outside. How exciting it was! Would she go flying through the roof with a pig's tail? Would she run like a cheetah all the way to Spain and back? Well whatever happened it would be worth watching. "Where is my medicine?!" "I need it now!" so Mr Twit dipped the tea spoon into the bottle of magic medicine and shoved it into her mouth. Suddenly she started to shrink in her chair. As she was shrinking her skin started to turn green. Mrs Twit's eyes were starting to climb out of her head her nose was growing until they were the same length as her legs. Soon she was no longer an old woman but a frog! She tried to scream but instead of that it turned out to be a croak! She hopped out of her armchair onto the soft, fluffy carpet. Then there was a big croak! again. It looked as if fire was bursting out her bottom! Then she took off like a rocket onto the moon! What next? thought Mr Twit. There was a loud bang! followed by a croak! as Mrs Twit the frog landed on her armchair once more.

HOW TO HELP AT HOME

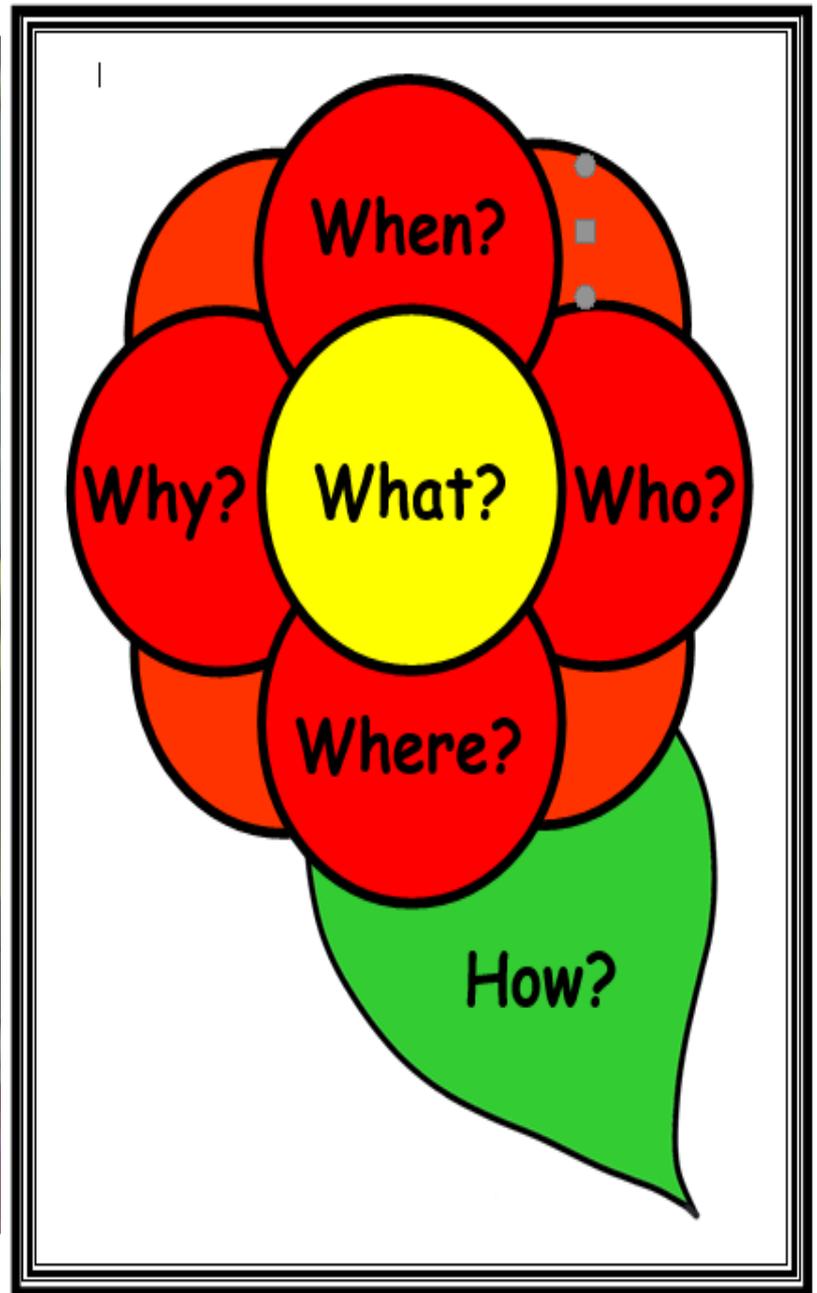
- **READ!! Read with and to your child – all sorts of text, allowing the children to scan the text as you read.**
- Ask lots of questions and make predictions.
- Extend your child's vocabulary when talking with them by introducing new words and use them within context.
- Read stories to your child and explain new words which you come across.
- Encourage, reassure and praise all mark making.
- Take away their fear.
- Let them see you make mistakes with your writing - they need to understand that adults are not perfect writers! We have frameworks and starting points to help us too.
- Let your children draw and write for fun on their own.

What can you see?

How does it make you feel?



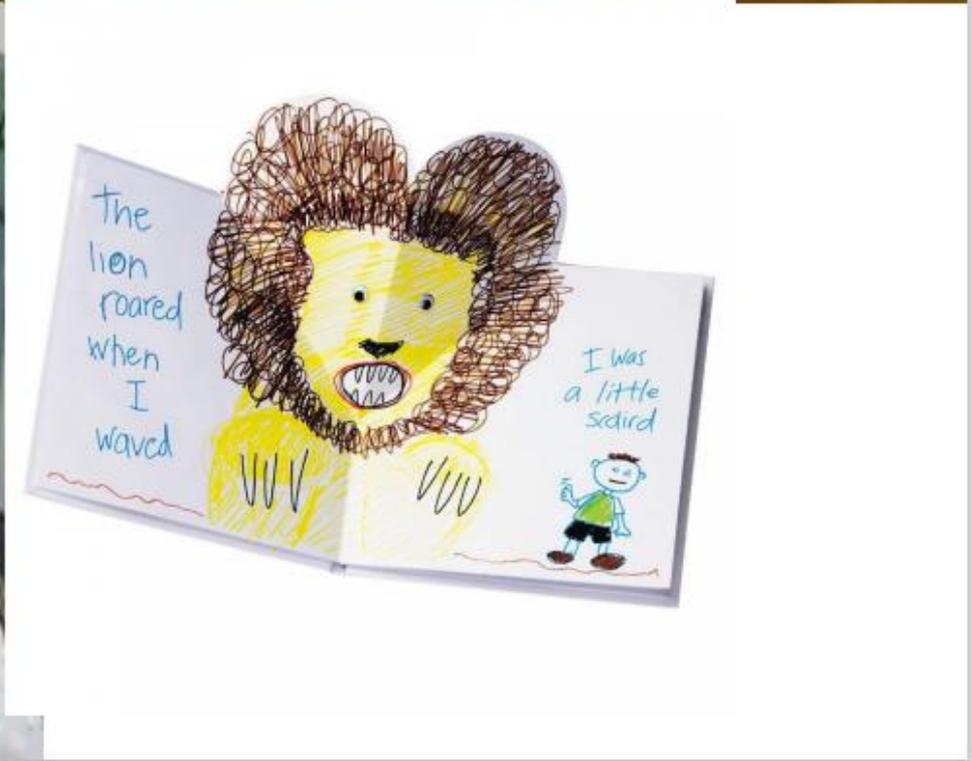
What was the illustrator's intention?

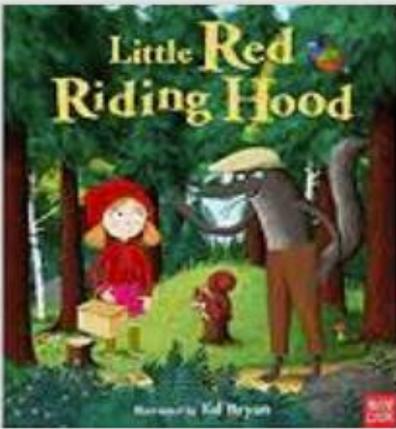


HOW TO HELP AT HOME

You can provide opportunities to support the development of writing:

- Menus
- Lists
- Cards
- Letters
- Instructions e.g. recipes, how to make a ...
- Story maps
- Stories
- Diaries
- Poems
- Word games and puzzles
- Comics
- Making books
- Book reviews





Likes



Dislikes



Puzzles



Connections



HOW TO HELP AT HOME

Spelling

- Support their knowledge of phonics and encourage them to use their phonics when segmenting and blending for spelling – say, ‘Just have a go’/’Use your phonics.’
- Practise spelling words from school little and often. See if you can think of other words with the focus phoneme/grapheme as an extension activity.
- Revisit spelling words several weeks later.
- Teach ‘tricky’ words.
- Try to avoid ‘copy writing’.

HOW TO HELP AT HOME

Handwriting

- Encourage and support the correct pencil grip from an early age
- Ensure your child is sat at a table appropriately
- Make sure letters are formed correctly and are of appropriate size
- Check your child can distinguish between upper and lower case letters (use lower case first as this will help them identify the sounds).
- Make children aware of spaces between words and the direction of print when reading to and with child

NELSON HANDWRITING

The joining sets

Set 1

a c d e h i k l m
n s t u

Twelve letters with exit flicks plus s.

Set 2

a c d e g i j m n o
p q r s u v w x y

Nineteen letters which start at the top of the x-height.

Set 3

b f h k l t

Six letters which start at the top of the ascender.

Set 4

f o r v w

Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

HOW TO HELP AT HOME

Composition

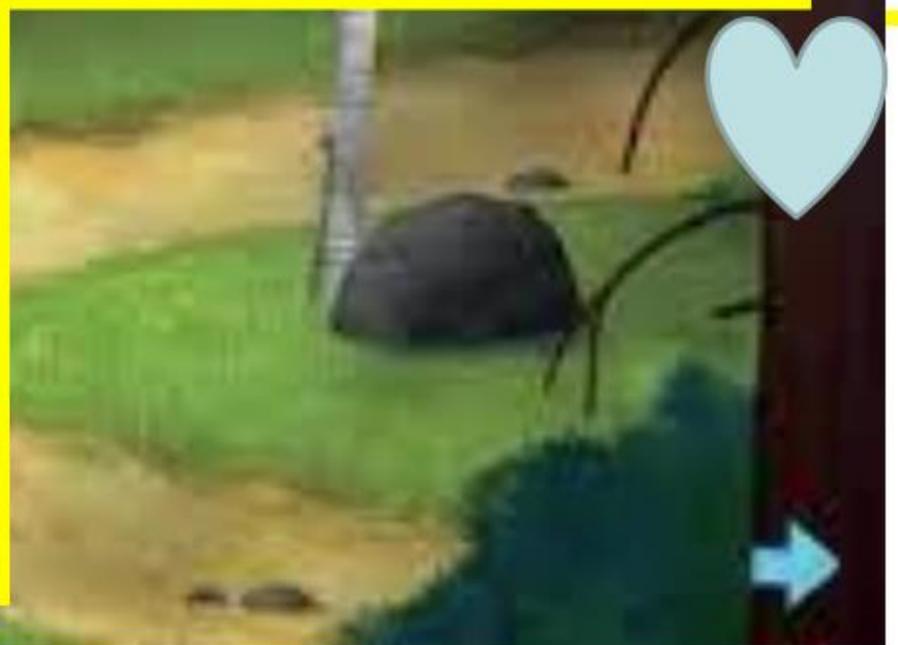
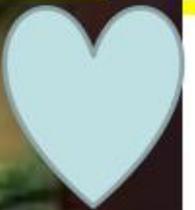
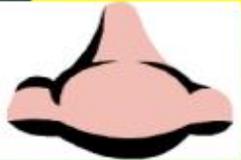
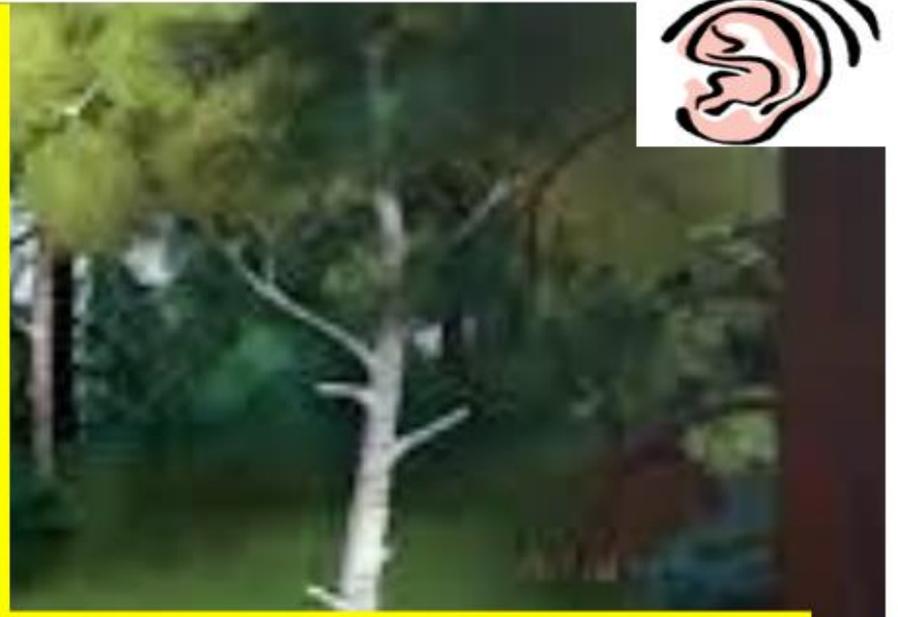
- Look for opportunities to write – thank you letters, diaries, shopping lists, invitations, holiday postcards
- Model your writing with your child so that they can see its purpose; shopping lists, to do lists etc.
- Support homework and projects - be aware of the writing going on in the class
- Make up little books which children can write their own stories in
- Encourage your child to write longer, more detailed sentences using their spelling words e.g. vocabulary choices, adjectives, adverbs, the conjunction 'because'
- Invest in a simple Thesaurus (Year 2)
- Make it fun – get different coloured paper, pens, chalk, let them use the computer
- Write messages on funky post it notes or emails to each other
- Write funny stories and letters to each other
- Encourage them to keep a diary either for themselves or for their pet/toy
- Write a letter/diary entry to their friend or teacher about what they have done over the weekend
- If they've seen a film they loved, they could write a recount of the film



DRAMA

e.g. acting out the story





To know how to describe a setting using adjectives



Dark, scary forest



Describing a Setting

Ideas for Year 2 children may include:

I **COULD** use some *similes*, e.g. *the forest was as quiet as a mouse*

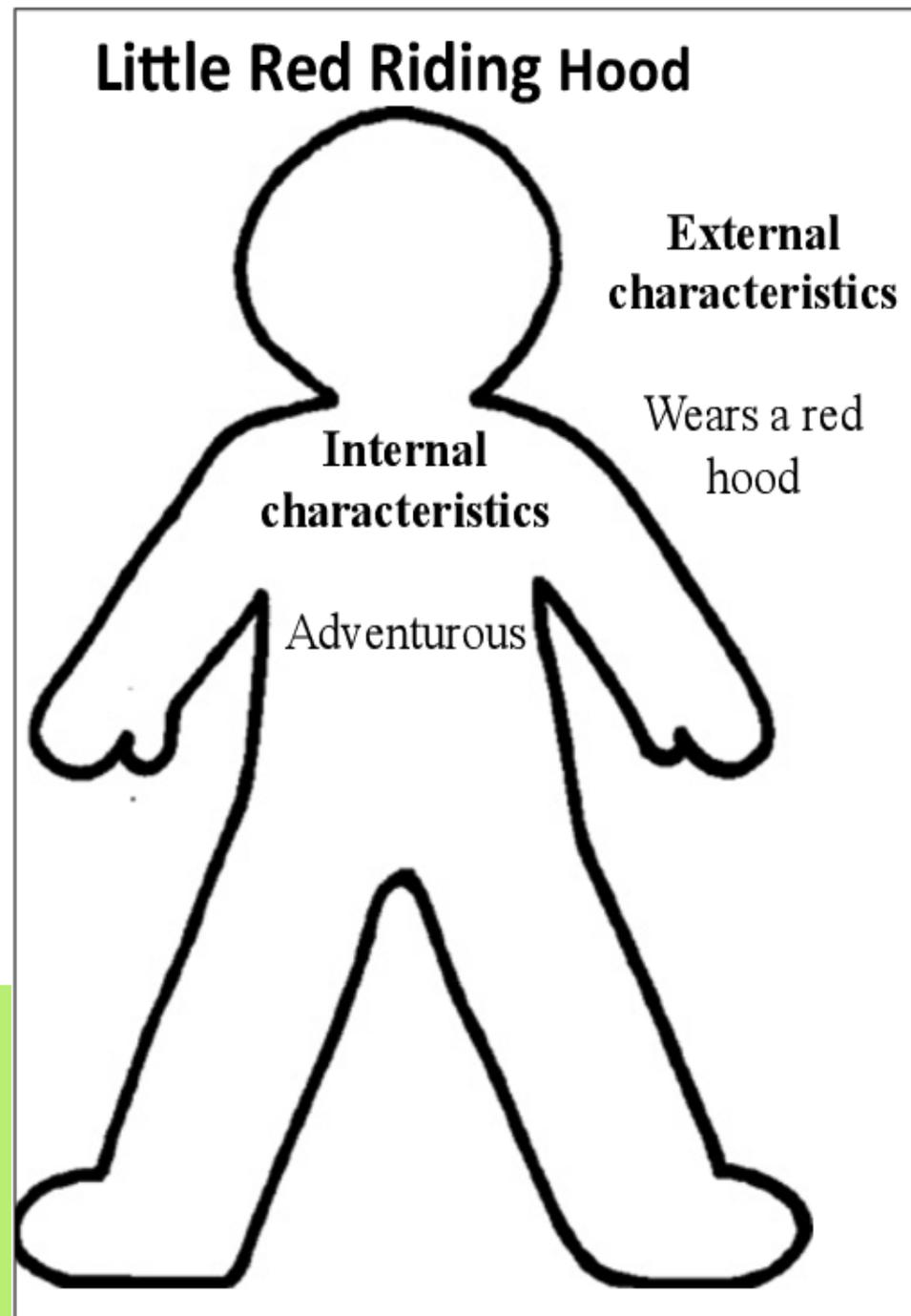
I **SHOULD** use some expanded noun phrases, e.g. *tall, dark trees*

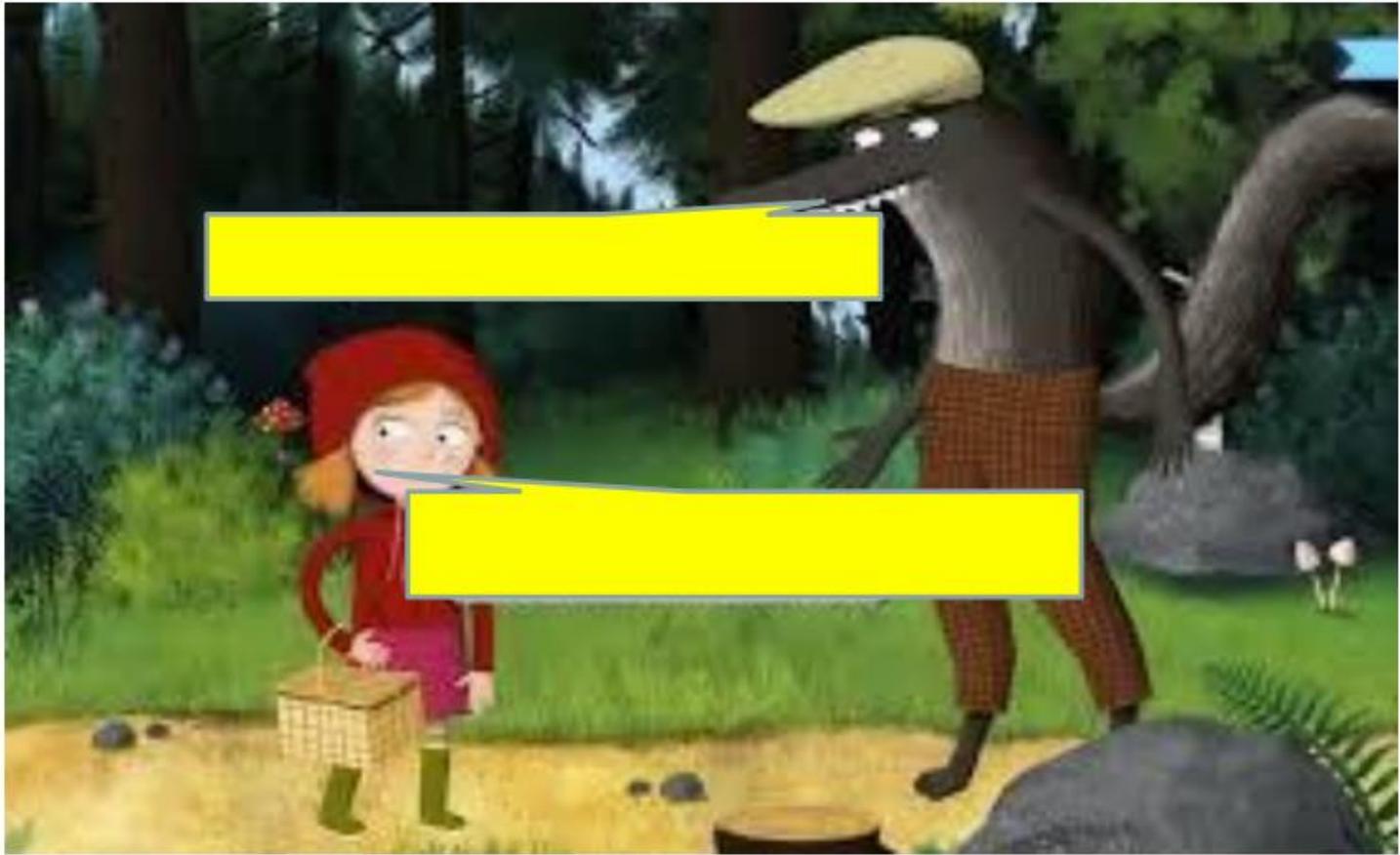
I **MUST** use *adjectives*, e.g. *erie*



Role on the Wall

- Words or phrases describing the character are written directly onto the drawing.
- You can include known facts such as physical appearance, age, gender, location and occupation, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets and dreams.
- You can vary the approach, for example known facts can be written around the silhouette, and thoughts and feelings inside





HOW TO HELP AT HOME

BAN BORING SENTENCES

We can help the children develop their sentences by thinking about vocabulary (e.g. adjectives) and grammar (e.g. conjunctions, punctuation, varied sentence starters) etc.

The cat went along the wall.

The *fluffy ginger* cat *prowled* along the *red brick* wall.

The *fluffy ginger* cat *prowled* along the *red brick* wall *because* it was spying on a tasty looking bird.

Whilst licking its lips, the *fluffy ginger* cat *prowled* along the *red brick* wall *because* it was spying on a tasty looking bird.

HOW TO HELP AT HOME

BRAINSTORM WORD ALTERNATIVES

- **SAID** → argued, squawked, rambled, called, yelled, whispered, screamed, shouted, declared, told etc.

YOUR TURN!

How many words can you think of for brainstorm alternatives for **NICE**?

NICE → pleasant, likeable, agreeable, charming, delightful, friendly, kind, good-natured, engaging, sympathetic, understanding, good etc.



Ways of developing vocabulary

angry
 furious
 outraged
 exasperated
 infuriated
 vexed

cold
 chilly
 frosty
 wintry
 icy
 frigid

Sanderson
 sad
 gloomy
 depressed
 miserable
 heartbroken
 glum
 forlorn
 somber



Websites



- <http://www.bbc.co.uk/bitesize/ks1/literacy/>
- <http://www.ictgames.com/lcwc.html>
- <https://www.theschoolrun.com/creative-writing-for-children>
- <https://home.oxfordowl.co.uk/kids-activities/creative-writing/>

ON-LINE STORIES

- <http://www.magickeys.com/books/>
- <http://www.bbc.co.uk/cbeebies/stories/>

TEACHER ASSESSMENT FRAMEWORK KS1 (2018/19)

- <https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

KS1 WRITING EXEMPLIFICATION MATERIAL (2018)

- <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

GOOD WRITERS...

- Enjoy writing
- Read widely, recognise good writing, understand what makes it good
- Learn writing skills from their reading
- Know the key features of different genres and text types
- Have 'something to say' (a purpose and audience)
- Can plan and prepare for writing
- Know how to develop their ideas
- Make informed choices about what they are writing
- Reflect upon, refine and improve their own work
- Respond to constructive criticism

Questions?

