



# Gayton Primary School

Writing workshop

Y3 & 4

January 2020

# Overview of objectives – Year 3 writing

Use adverbs to express time, place and cause
Use prepositions to express time, place and cause
Use conjunctions to express time, place and cause (when, before, after, while, so because)
Use inverted commas to punctuate direct speech
Group related ideas into paragraphs
Use the present perfect form of verbs in contrast to the past tense
Build an increasing range of sentence structures
Form nouns with a range of prefixes
Use a or an according to whether the next word begins with a vowel or consonant
Build a varied and rich vocabulary
In narratives, create settings, characters and plot
In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Assess the effectiveness of own and others' writing
Propose changes to grammar and vocabulary to improve consistency
Proof-read for spelling and punctuation errors
Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

# Overview of objectives - Year 3 reading

Listen to and discuss a wide range of texts
Read for a range of purposes
Use dictionaries to check the meaning of words
Identify themes and conventions
Prepare poems and play scripts to read aloud and to perform
Show understanding through intonation, tone, volume and action
Discuss words and phrases that capture the reader's interest and imagination
Recognise different forms of poetry
Check text makes sense
Explain meaning of words in context
Ask questions to improve understanding of a text
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
Predict from details stated and implied
Identify main ideas drawn from more than one paragraph and summarise
Identify how language, structure, and presentation contribute to meaning
Retrieve and record information from non-fiction
Participate in discussion about books

# Overview of objectives - Year 3 spoken language

Listen and respond
Ask relevant questions
Build vocabulary
Articulate and justify answers
Give well-structured descriptions, explanations and narratives
Maintain attention and participate actively in collaborative conversations
Use spoken language: speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently
Use Standard English
Participate in <b>discussions, presentations</b> , performances, <b>role play, improvisations</b> and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints
Select and use appropriate registers for effective communication

# Overview of objectives – Year 4 writing

Recognise the grammatical difference between plural and possessive 's'

Use Standard English forms for verb inflections
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Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)
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Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
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Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases
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Use fronted adverbials
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Use commas after fronted adverbials
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Indicate possession by using the possessive apostrophe with plural nouns
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Use inverted commas and other punctuation to punctuate direct speech
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Organise paragraphs around a theme
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Build a varied and rich vocabulary
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Use present and past tenses correctly and consistently, including the progressive form and the present perfect form
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Plan writing by discussing the structure, vocab and grammar of similar writing

Discuss and record ideas
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Compose and rehearse sentences orally
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Build an increasing range of sentence structures
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In narratives, create settings, characters and plot
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In non-narrative material, use simple organisational devices
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Assess the effectiveness of own and others' writing
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Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
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Proof-read for spelling and punctuation errors
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Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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# How we teach writing at Gayton



# POINTLESS

# Pointless

In teams, you have 3 minutes to come up with as many words better than 'said' as you can on your whiteboards.

You will receive a point for the words that no one else has.

Wednesday 29<sup>th</sup> January 2020

LO: Speech

What might the characters be thinking, feeling and saying?



# Role Play

Remember to include actions.

Try to show your thoughts, feelings and emotions through intonation and expression.



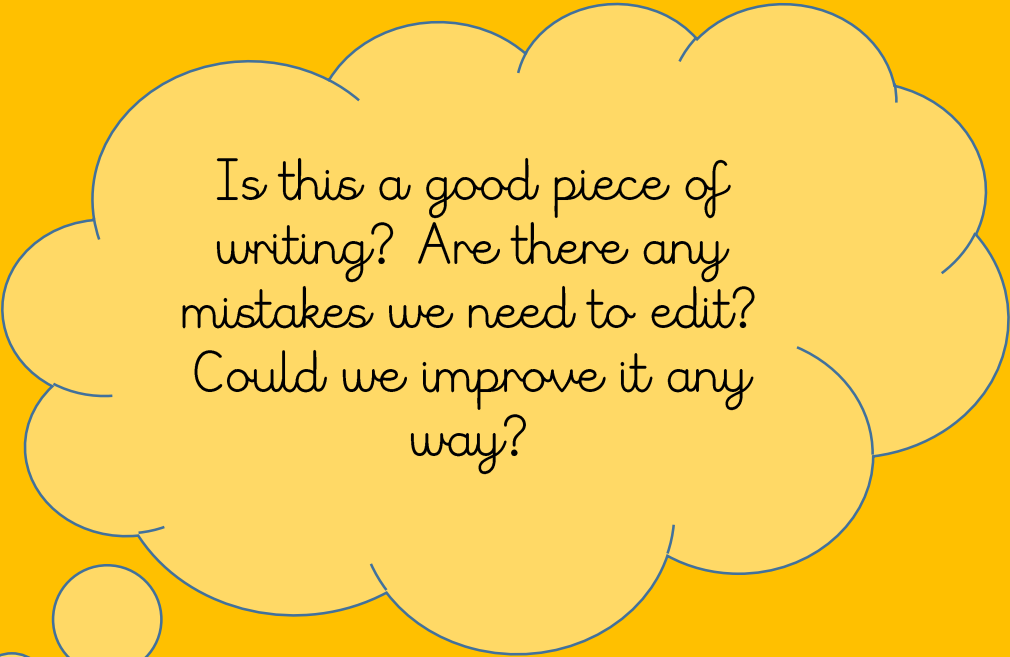
A speaks "Hey, who are you?" asked the girl curiously.

A does something She stopped walking and stared intensely.

B does something The boy stared back and leaned forward.

B speaks "My name is Alex," he replied in a nervous voice.

# Up-levelling



Is this a good piece of writing? Are there any mistakes we need to edit? Could we improve it any way?

What are those on your face” asked the girl curiously. She pointed at his glasses. The boy took off his glasses and gave them to the girl. “these are my glasses they help me to see” he replied. Here try them on!

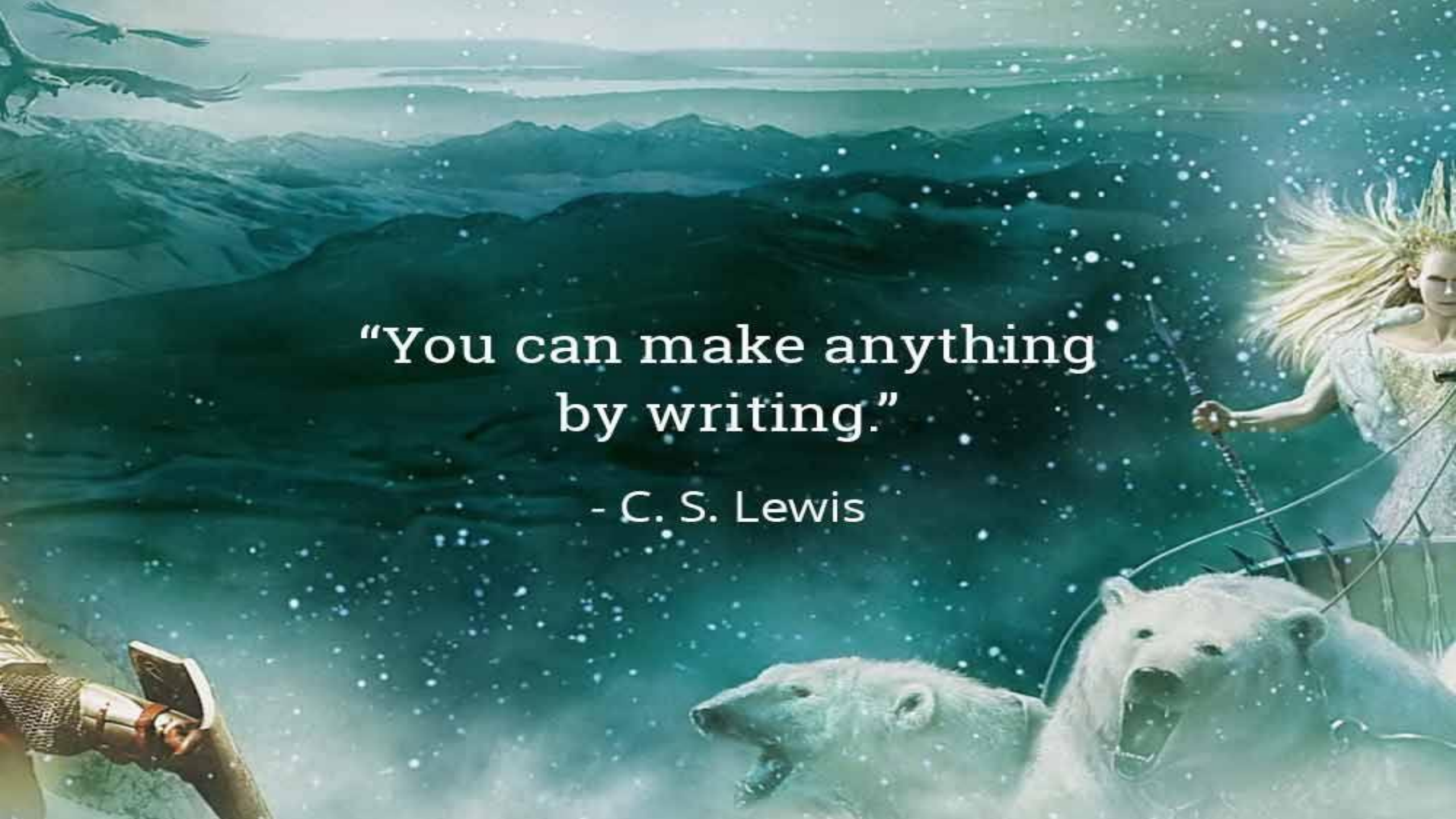
# (Spotting the reindeer) Model write

All of a sudden, a young boy raced excitedly over the distant, green hills towards us. He pointed in excitement. "Quick, there's a reindeer on the other side of the hill!" cried the little boy. Everyone grabbed their spears immediately and sprinted towards the mound.

"Stop sprinting!" panted the eldest hunter. "We don't want to startle it!" he added.

# Barriers to writing

- Organisation
- Vocabulary
- Imagination
- Low confidence
- Handwriting
- Sequencing



“You can make anything  
by writing.”

- C. S. Lewis

WORDS ARE  
OUR MOST INEXHAUSTIBLE  
SOURCE OF MAGIC

