

The Importance of Reading



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The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
Learn, the more places
you'll **GO**.


Dr. Seuss

Reading Foundation



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1.8 million words encountered
per year for 20 minutes reading
each day ...

Educational Impact of Reading



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- Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.
- There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.
- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.
- DfE analysis suggests that if all pupils in England read for enjoyment every day or almost every day, the boost to Key Stage 2 performance would be the equivalent of a rise of eight percentage points in the proportion achieving the expected standard.

source: <https://readingagency.org.uk/about/impact/002-reading-facts-1/>

Educational Impact of Reading



Children who read more and more widely:

- have better vocabularies
- have better spelling
- have a better understanding of a wider range of subjects
- are better writers
- are better able to understand concepts in other areas of the curriculum

What is this all about?



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This process is as easy as it is enjoyable. This process can take anywhere from about one hour to all day. The length of time depends on the elaborateness of the final product. Only one substance is necessary for this process. However, the substance must be quite abundant and of suitable consistency. The substance is best used when it is fresh, as its lifespan can vary. Its lifespan varies depending on where the substance is located. If one waits too long before using it, the substance may disappear. This process is such that almost anyone can do it. The easiest method is to compress the substance into a denser mass than it had in its original state. This process gives a previously amorphous substance some structure. Other substances can be introduced near the end of the process to add to the complexity of the final product. These substances are not necessary. However, many people find that they add to the desired effect. At the end of the process, the substance is usually in a pleasing form.



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Importance of Reading Comprehension



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Reading comprehension relies heavily on background knowledge and vocabulary. We need to know around 95% of the words in a text in order to comprehend it. You can practise prediction all you like, but unless you know what the words mean and how they fit together, you won't comprehend what you read.



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Almost all stories draw on a finite number of patterns, characters and plots. The more of these that children are exposed to, the quicker they will recognise them.

A question about a character's motives or behaviour is easier to answer if you have encountered similar motives and behaviours in other books.



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Background knowledge is the main driver of language comprehension. Increase the background knowledge and you increase the chances of comprehension.

A reading journey through school...



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Reception:

- Learn basic phoneme-grapheme correspondence (i.e. the /s/ sound and how that looks when written down)
- Learn first words
- Begin and understand to read simple stories
- Learn an increasing number of phonemes and graphemes

Key Stage 1:

- Learn the full range of phonemes (44) and common graphemes used to represent them for the English Language
- Read longer texts more fluently eventually eliminating the need to 'sound out words'
- Show understanding of simple plots and comment on the action of characters
- Show understanding of words encountered in reading and begin to comment on why particular words may have been used

A reading journey through school...



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Key Stage 2

Further broaden their knowledge of the range of graphemes used to represent sounds in English

Read longer texts (novels) that require sustained concentration

Show understanding of more complex plots, the actions of characters and comment on the author's intent

Make inferences and deductions on the basis of events and actions

Expected Standard at the end of Reception



Pupils can read and understand simple sentences.

They can use phonic knowledge to decode regular words and read them aloud accurately.

They can also read some common irregular words.

They can demonstrate understanding when talking with others about what they have read.

End of Year 2 Expected Standard



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The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

End of Year 6 Expected Standard



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Pupils can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Example SAT question



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This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full of bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiffhip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins.

Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.



Example SAT question



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What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____

3 marks

Example Answer



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What impressions do you get of the relationship between Piper and Micah?

Up to
3m

Give **two** impressions, supporting your answer with evidence from the text.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Acceptable points:

1. they know each other well / like each other
2. they pretend to be rude to each other
3. they work together
4. they trust each other
5. Piper is in charge

Award 3 marks for **two** acceptable points, at least **one** with evidence, e.g.

- 1. *They were best buddies because it says she was pretending to be bothered by him though she was happy to see him.* [AP1 + evidence]
2. *They like to tease each other.* [AP2]
- 1. *They care about each other.* [AP1]
2. *They work together because he finds stuff and she fixes the stuff he finds.* [AP3 + evidence]
- 1. *They are good friends who like to banter with each other she says at the beginning she's 'stunned stiff.'* [AP2 + evidence]
2. *Piper seems to be the mature one.* [AP5]

Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence, e.g.

- 1. *You get the impression they are very close friends.* [AP1]
2. *Piper acts like she's the boss.* [AP5]
- 1. *They trust each other because he asked for her opinion about how his music box will sell at the market.* [AP4 + evidence]

Award 1 mark for **one** acceptable point, e.g.

- 1. *Piper and Micah work together to fix the music box.* [AP3]

How can you support reading at home?



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1. Provide time and space for reading each day (bedtime is ideal as reading is a great 'settling and calming' activity);
2. Visit the local library;
3. Read to your children;
4. Read yourself - be a role model for reading;
5. Encourage activities that require reading e.g. cooking or building construction kits;
6. Talk about books and authors;
7. Chat with your child's class teacher if you are struggling to get them to read at home - we can help!

Our new Reading Challenge: Book Bingo



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A prizewinning book _____ _____ _____	A fairy tale _____ _____ _____	A book set in space _____ _____ _____	A biography _____ _____ _____
A book written the year you were born _____ _____	A book coming out as a film this year _____ _____	A graphic novel _____ _____ _____	A Roald Dahl book _____ _____ _____
A book recommended by a friend _____ _____	An old favourite _____ _____ _____	A book which is more than 10 years old _____ _____ _____	A book with an animal on the cover _____ _____ _____
A book with a noun in the title _____ _____	A book written by a celebrity _____ _____ _____	A book with three words in the title _____ _____ _____	A book recommended by family _____ _____



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“If you are going to get anywhere in life, you have to read a lot of books!”

Roald Dahl

The Importance of Oracy in Reading and Writing



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Through being involved in spoken dialogues from their earliest years, children learn how both the world, and language, work. They learn how other people make sense of the world, how language is used to reason about causes and effects, how emotions and identities are expressed, and how to work together to solve problems and get things done.

“Writing floats on a sea of talk”

Britton 1970



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Writing is underpinned by speaking, and pupils here are encouraged to use ambitious vocabulary in their speech and writing.

Speaking is at the heart of all learning, and adults need to model ambitious vocabulary through play. This is particularly important for those children for whom English is not their first language.

Children need to be encouraged to ask why things happen and to explain their thinking.

The Importance of Reading for Writing



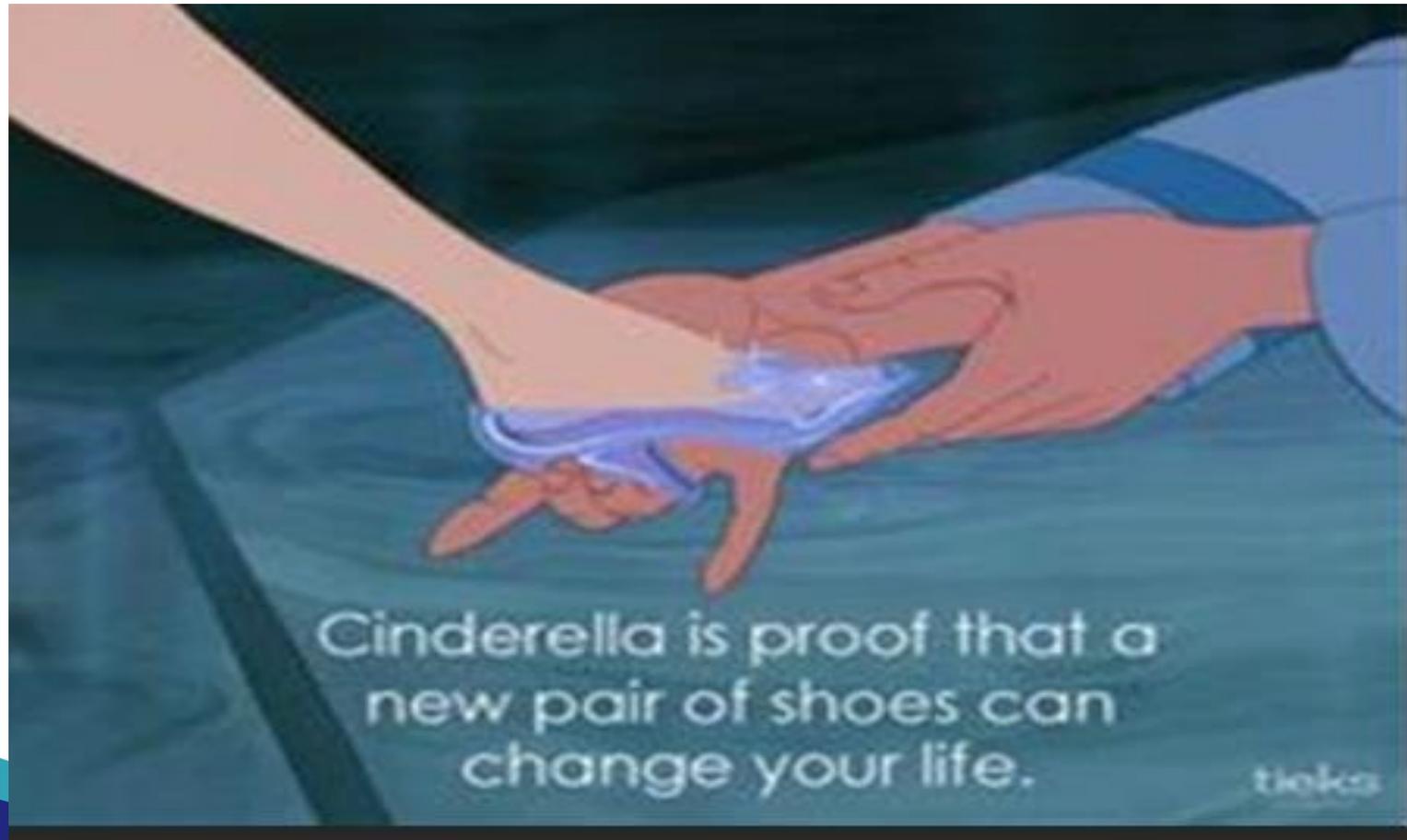
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"Read a thousand books
and your words will
flow like a river."
Virginia Woolf

The Importance of Stories for Writing.



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Reflection Time



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‘The most proficient writers in any class are always the readers.’

Research from the Oxford University Press found that nearly 100% of the teachers surveyed believe reading and storytelling enables children to be more creative writers. Despite reading levels actually improving, attainment in writing is not progressing as strongly, largely because of children’s inability to re-tell a story. Children who are read tales at home build up a store of patterns and ideas which can be vital in developing their own stories.

We need to stimulate an interest in words and sentences because they lie at the root of all writing.

"If you want to be a writer then *read, read, read.*
Meagre reading produces thin writing." (Pie Corbett)

The Aim of the National Curriculum for English - Writing



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

‘It is essential that teaching develops pupils’ competence in these 2 dimensions. In addition, pupils should be taught how to **plan, revise and evaluate** their writing.

Or think of it as plan, do, review.

Writing at St Charles



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Underpinning our writing:

- Exciting stimuli (books, film, art, writers, drama, songs), and cross curricular
- Sharing of ideas
- Modelling writing
- Planning and story mapping
- Drafting and editing
- Oral rehearsal and oral revision (please encourage this at home too).
- Aids to support the writing process e.g. use of letter and word mats and banks, handwriting paper, statutory word lists
- Re-reading, proof reading
- Peer assessment and Must Haves
- Focus on presentation (pen license, lined paper, handwriting practice)
- Writing for a purpose and an audience
- Spelling, vocabulary, grammar and punctuation
- Teacher feedback



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- Something Fishy – a stimulus for writing from the Literacy Shed.

Something Fishy - a fantasy story

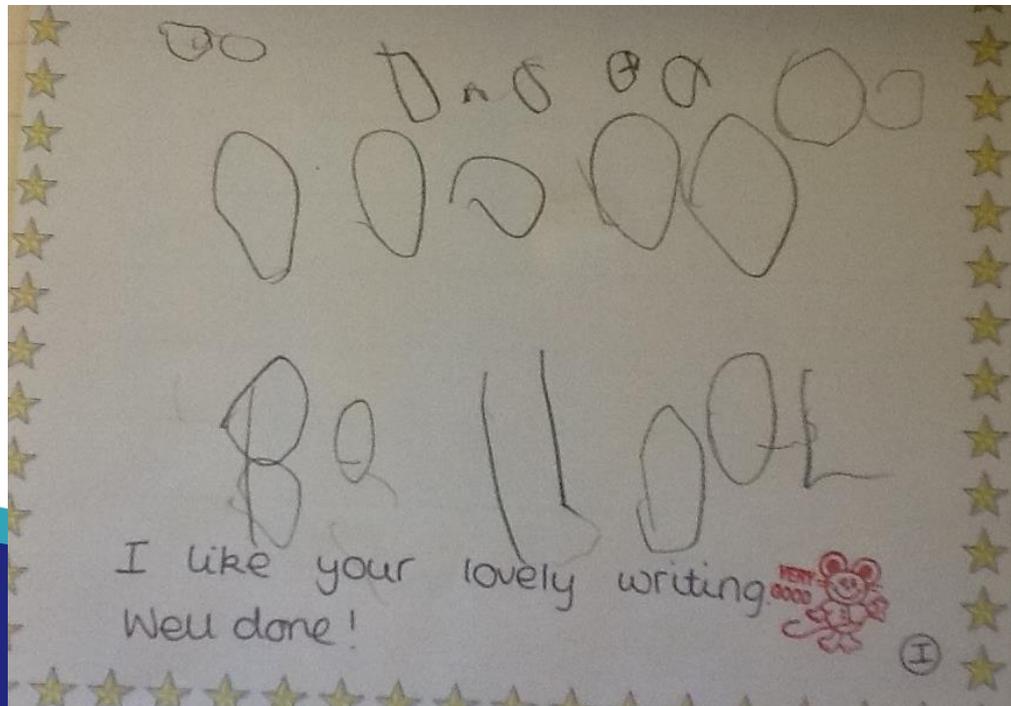
Early Years



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Early writing:

This begins with young children 'pretending' to write by making marks on paper, in sand, with water, large scale and small scale. This progresses, with the learning of letter sounds, to more accurate representations.



Early Years



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Early Learning Goal by the end of Reception

Writing: *Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.*

I went to the park
and I crasht on my
bike ^{then} I went
home and I went to
school then I wrote this.

Year 1 Writing Objectives at the expected standard by Year end (Plan, do, review.)



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Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Our writing in Year 1 **MUST HAVE**
The correct letter shapes.

*Use your letter mat to help
you.*

Clear and careful writing.

Read your work back.

Spelling Year 1 words correctly.

*Use your word mat and
tricky word display to help you.*



Year 1 Writing sample



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His mum said "It's not yours!" Tak said "I don't have to sell my cow." On his way to the market he met an old man. The man said "Where are you going?" Tak said "I'm going to the market." The man said "Sell that cow to me!" Tak gave him the cow. Then the man gave him some beans. Tak said "You are giving me some beans for just a cow!" Then the man said "These are magic beans."

Year 2 Writing objectives at the expected standard by year end (Plan, do, review.)



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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.



Our writing in Year 2 **MUST HAVE**
**Capital letters to start sentences, for the
word I and proper nouns.**
**Shape upper and lower case letters
correctly and use spaces between words.**

Use your letter mat to help you.

Spell Year 2 words correctly.

*Use your word mat and tricky
word display to help you.*

Year 2 Writing sample



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WALT: Write a non-chronological report.

Sea Turtles

Sea turtles are amazing creatures. They slowly swim around and you would find them in many seas like the Atlantic Ocean. Read on to find more about these super creatures. ✓

What does a Sea turtle look like?

A Sea turtle has a hard body shell to protect them from ~~the~~ their enemies. They also have powerful, strong flippers. ✓

How do they have babies?

Before the mother turtle lays their eggs nearly all the turtles prepare by

making a nest on land. The mother turtle uses her hind legs to dig a nest for her eggs. When they hatch they waddle back to sea.

What is a Sea turtles Diet?

Sea turtles are omnivorous. They normally eat plants that grow in the sand but their favourite food is fish. ✓

What type of animal are they?

Sea turtles are reptiles and they are in the same family as snakes and ^{and} lizards. They are reptiles so they are cold-blooded. ✓

What helps them to move?

To help them to move, their shells are very narrow and hydrodynamic. Their head moves up and down to help because of the shell is so heavy.

Year 3/4 Writing objectives at the expected standard by year end (Plan, do, review).



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Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices (for examples headings and sub-headings)
- evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements.

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Our writing in Year 3 **MUST HAVE**
**Correct use of exclamation marks,
question marks, commas in lists and
apostrophes for contractions.**

**Writing on the line with the correct size
and letter direction.**

**Spelling days of the week and
months of the Year correctly.**

**Copying accurately from the
board or worksheet.**



Year 3 Writing sample



G. 06.19

"Hi my name is Bob, and I'm going to tell you my story". I'm a robot and I live in a lovely forest that has ^{rustling} trees and all the leaves ^{playing} wash all about. And I'm ^{playing} hide and seek with my friends and I'm going to court. 1, 2, 3, 4, 5 ready or not here I come! Or I go walk, I can't find them maybe they will be in the factory. YOU DON'T WANT TO ~~HEAR~~ SEE WHAT I ~~HEAR~~ CAN SEE THEY ~~ARE~~ are not there". I was so sad I just laid on the floor doing nothing I was lost very lost and very sad.

I wondered, my friends always are on time. I just wanted to check one more time just in case, so I stumbled through the forest just making sure but, they weren't there. I was filled with sadness. So suddenly a noise started coming near me and it was very strong, until I realized it was a train! I was a train maybe I could find my friends! I was so excited but, I was kind of worried ^{upset} because I couldn't find my parents either. But I'll just ^{hope} for the best that I find my family and friends. But I couldn't get get close so I just stayed on the train till I arrived at the place. So I waited and waited and waited. Until

Then finally I arrived and as I left I saw something it was another forest and I don't know, maybe they could be in there so I hoped and hoped as I ran through through but I have just checked everywhere and hoped so much but I never found them though, I was just sad so I ~~was~~ cried and cried... Until...

But then suddenly... I found them I was filled with joy I was so ~~happy~~ happy I inhaled in the the air with happiness and ran and hugged them I was so happy to see them I was the most happy I could ever be I was finally, home.

Our writing in Year 4 **MUST HAVE**
Some form of speech in your writing.
Joined cursive handwriting.

Suffixes added to words correctly.
Remembering to apply the spelling rules
e.g. removing the e before adding ing.

Year 4 statutory Spellings.



Year 4 Writing sample



Thursday 11th July

Walt writes a detailed diary ^{entry} ~~entry~~

August 5th 1988

I woke up, grabbed my ~~stick~~ stick and added another mark to ~~the~~ my cave. I have been stranded on this island for eight days. On the first two days I was really worried about food because I wasn't eating fish, because I didn't have a camp; and I didn't have a ~~sharp~~ sharp weapon to catch them ~~so~~ so I was forced to eat insects ~~or~~ or nothing, so I chose insects. ~~Finally~~ Finally, I have finished sharpening my ~~stick~~ stick and now I'm able to catch fish. I lit a camp by hitting two pieces of flint together. I gave Stella a fish to eat and a bone to chew on ~~as~~ I hugged her. Then we fell asleep from a long tiring day.

August 6th 1988

When I woke ~~up~~ up I added another ~~tally~~ tally mark to my tally. Today I climbed up ~~the~~ the hill ~~to~~ with Stella Antois and we started watching for the peggy sue ~~as~~ the I heard the massive waves crashing onto the beach I was really worried ~~to~~ that a tsunami will come and sweep me away for ever

away into the ~~the~~ Pacific. Nothing, no ships no ~~trish~~ trish just water. So I decided ~~to~~ to go back to the forest. Suddenly Stella starts barking out a ~~unknown~~ unknown ~~save~~ save for no reason, then just runs off onto the beach. So I had to follow her. She went to splash in the water but ~~to~~ she went to sleep so I dashed after her but I suddenly felt a sting then ~~to~~ I just passed out.

August 9th 1988

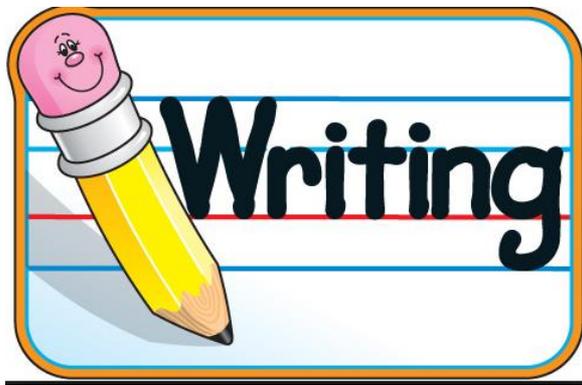
When I woke up I was on the beach with Stella Antois again. Then I saw a man standing over me he said "Hello, I'm Kensuke" "Hello" I replied.

Year 5 Writing Objectives at the expected standard by year end (Plan, do, review).



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- recognising vocabulary and structures that are appropriate for formal speech and writing.
- using the perfect form of verbs to mark relationships of time and cause e.g. I had/have found a necklace.
- using expanded noun phrases to convey complicated information concisely. e.g. the paisley patterned tie with a Windsor knot....
- using modal verbs or adverbs to indicate degrees of possibility e.g. could, might, should-he could (verb) probably (adverb) help us a lot or I will (verb) definitely (adverb) call you tomorrow.
- using relative clauses beginning with who, which, where, when, whose, that e.g. I want to live in a place where there is lots to do or with an implied (i.e. omitted) relative pronoun e.g. the boy who was feeling very ill...the boy feeling very ill....Using some variety in subordinating conjunctions: because, if, which e.g. because the rain can damage their skin....which was strange...if she could.....



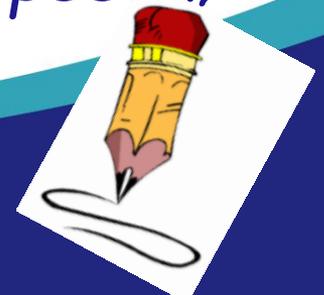
*In your writing
in year 5 you*



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MUST:

- *use capital letters for names of people, places, days of the week and the personal pronoun 'I';*
- *correctly use question marks and exclamation marks;*
- *use commas to separate items in a list;*
- *use apostrophes to show where letters are missing and to mark singular possession in nouns;*
- *use inverted commas to punctuate direct speech;*
- *spell all KS1 key words correctly.*





*By the end of
year 5 you also*



MUST:

- use commas after fronted adverbials;*
- use inverted commas and other punctuation to indicate direct speech;*
- use apostrophes to mark plural possession;*
- add -ed and -ing to verbs; -er and -est to adjectives correctly;*
- use plural forms of nouns correctly;*
- spell majority of words from the Year 5 list correctly.*



Year 5 Writing sample



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Walt: Write an exciting opening to an adventure story.

Kidnapped.

I was scared to death! The two jacks turned around as quick as a flash. Crawling, we hid behind a box of ~~toys~~ tumbler's from 1994. The ceasing while from the box wasn't helping. The door of the ramshackle shop cracked open. He spoke like a lark in the winter. My throat felt like the Sahara desert. Not dry with dust. Dry ^{with} fear.

The unwanted guests stormed into the abandoned shop like two bulls in the arena. A torch flickered on and shot into each corner of the room. My heart started beating like never before. The room became dark again as the criminals left. We climbed out a window, which was covered in cobwebs, and ran back to my home. On the way, I tried to remember how I got into this mess. How did I get there? Why did I go and help this boy?

Walt: Continue the story using relative clauses, past perfect tense and modal verbs and adverbs.

About three hours earlier, my parents gave me twenty pounds to go ^{and} buy pizza (Friday was always pizza night). The old sweet shop was on the way to tisco. I stared at the glass, which was once bright and colourful, in hope that it would open one more time. I believed that if I stared at the rundown shop as long as I could, I would have a lizone lolly in my hand. That didn't work. As I was about to turn my attention to the shops, two blue eyes flickered open. A mouth opened. I knew this

was a prank. Should I go and help him? Then when he said "HELP!" I knew it wasn't a prank.

As soon as the strange man went out of view, I climbed under the sale sign and went to help this boy. His face was so familiar. Just as I was about to ask him who he was, he explained that he was Will Rider, the Prime Minister's nephew. The ransom money was mind-blowing. The person he had been kidnapped was dumb. The kidnappers, ^{who} weren't very bright, were giced from the police by Will's uncle. As revenge, they kidnapped Will.

So there we were, at my house, with both my parents. Shock. My dad ran to the phone so fast, he nearly hit his back. Mum's glasses, which were green, cracked because of her high pitched scream. As soon as dad had Maxwell Banker on the phone, my mum's screaming stopped.

^{Minutes} Ten minutes later, The Prime Minister came in his ^{helicopter} and didn't just take Will to ten Downing Street, he took all of us to ten Downing Street! It was the best day of my life. Me and Will became best friends and still are now. I even got a scholarship to Will's school. The teacher, who I still know, was a great teacher. Friday the twenty-fourth of February was the day Taji Jones had saved Will Rider. I am now a hero.

Let's practise!

Start with a simple sentence.



Barry went to the fish and chip shop.

- This is an independent clause.
- Children need to know what is the subject of the sentence and what the verb and noun is.(Year 1)
- We can then add an expanded noun phrase. (Year 2)

Any ideas?

Expanded Noun Phrase



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Barry went to the **colourful** fish and chip shop. OR

Barry went to the fish and chip shop **with the bright neon sign outside.**

Add conjunctions for time, place or cause



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Barry went to the fish and chip shop with the bright neon sign outside.

Examples: **when, before, after, while, so, because, although, if.** (Year 3/4)

Can you add your own conjunction?

Conjunctions



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Barry went to the fish and chip shop with the bright neon sign outside **while his wife had a chat with friends.**

Fronted Adverbials



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Year 4/5

e.g. Later that day, slowly, before he knew it

Barry went to the fish and chip shop with the bright neon sign outside **while his wife had a chat with friends.**

Fronted Adverbials



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Later that day, Barry went to the fish and chip shop with the bright neon sign outside, while his wife had a chat with friends.

Year 6 Writing Objectives (Plan, do, review).



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Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Our writing in Year 6 **MUST HAVE**
Brackets, commas dashes for parenthesis
and the use of commas within a sentence.
Legible, well-sized cursive handwriting with
paragraphs.

Spellings – statutory spelling lists.



Year 6 Writing sample



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WALT: write a diary based on the life of a Viking child using the appropriate features.

17th May
Friday 2:00pm

Dear diary,

I can tell that my weekend is going to be amazing! Today was just outstandingly great!

When I woke up, I could smell the sweet aroma of my mother's, world famous, porridge porridge drifting ^{through} around the air. Occasionally, I would be served my breakfast, with ~~an~~ an egg; today was one of those days! My brother, Aiden, had come down with a cold due to ~~too~~ much hunting. I prayed to Odin to spare his life; ^{so for me too} he did. I remember my friend's little sister was left to ~~perish~~ starve as she had a cold and they couldn't get medicine. ^{she was} I remember ~~her~~ being heartbroken. But thanks to Aiden being sick, I got to ~~go~~ go hunting with Dad - Mum didn't like this one bit, however, she let me go. My heart was racing ^{up and down} around my body ^{is} excitement as I grabbed a bow and arrow set. Rarely ever I get to go with Dad.

In the dark woods, Dad taught me how to disguise myself (^{is found} it's so you being a bush) and to shoot an arrow properly. When I ^{shot} got a rabbit my heart ~~skipped~~ skipped a beat ^{and it really came out} ~~and my hand~~ ^{was} ~~trilled~~. I truly felt nauseous (I wouldn't usually say nauseous but I hear adults say it and I've grown a liking of saying it). Anyway, I felt horrible for killing a rabbit so Dad left it. →

Moments later, we caught a bear - I hated bears, one ^{one} tried to kill me when I was five! Then we got another ^{one} bear! It was SO much better than scaring away silly birds and weeding the veggie patches! When we got back, I got to tend to Aiden, I felt so grown up - well I'm going to be an adult when I turn twelve (two years away, I'm ten). ^{she's on a roll!}

After a while, I got to help Mum with cooking. I got to put the bear on the fire and because I was so good I got to get the largest part! Moments later, after we had our lunch, I milked Dolly, our cow, and fed Albert - our pig - and James, Kelly, Lulu, Ingrid and Rosie (our chickens). I may just be ~~delusional~~ pretending or imagining this, but I feel like I have a bond with the animals. Sorry diary, sorry for being crazy. Anyway, Mum wants me. I have to go, bye!

Ethal

Friday 9pm

I'm back, Mum wanted me to go introduce myself to a new girl in town. I felt like her soulmate, we told each other riddles and sagas and we played kingy bats. After that, I chilled by the fire and went to bed. Sorry this entry is short, I'm getting tired. Bye!

Ethal

How can you support writing at home?



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- ✓ Build a climate of words at home.
- ✓ Let children see you write often.
- ✓ Be as helpful as you can in helping children write
- ✓ Provide a suitable place for children to write
- ✓ Encourage frequent writing **and editing**
- ✓ Praise the child's efforts at writing
- ✓ Share letters from friends and relatives
- ✓ Encourage your child to write for information
- ✓ Be alert to occasions when the child can be involved in writing - **Writing lists, taking messages**

Grammar website



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[The School Run - grammar glossary for parents](#)



**Let's eat Grandma.
Let's eat, Grandma.**

**PUNCTUATION
SAVES LIVES**

Spelling and Punctuation



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- There are spelling and punctuation expectations for each class and these form part of the expected standards for writing in each class.
- Difficulties include lazy texting (lol), TV programmes which contain lack of capital letters for names, incorrect spellings, American spellings and a lack of use of the correct (or any!) punctuation on our screens, TVs and phones.
- Please correct your children whenever you see incorrect spelling and punctuation.

Food for thought...



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**Children who enjoy reading and writing
have significantly better mental wellbeing
than their peers**



25 Sep 2018

