

Three Bridges Primary School



Writing workshop for parents
KS2



Aims:

01

Explain how we teach writing at TBPS

02

Share ideas for supporting at home

03

Time in classrooms so your child can share some of their work with you

Why writing matters...

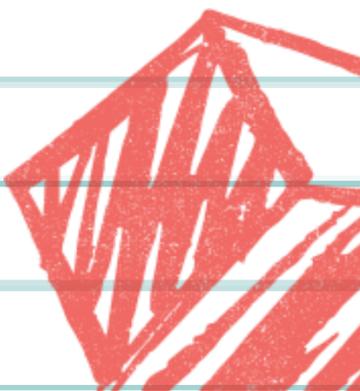


Writing is more than putting words on paper — it's how children express ideas, explain their thinking, and communicate with the world.



Strong writing skills help across all subjects, not just English.

Confidence in writing also boosts confidence in reading, speaking, and learning overall.



The facts...

- 18% of adults in England have very poor literacy skills.
- Adults with very poor literacy earn significantly less over their lifetime.
- Low literacy is linked with higher unemployment, lower confidence, and social isolation.

The facts...



- o A growing consensus from research and practice in schools indicates that the best way to teach pupils to write is by teaching them to master sentences.
- o If you understand how something is built, you can build it yourself.





Place Value of Punctuation & Grammar

- o All the words in a sentence have a job.
- o Children are taught that sentences are made of a subject and a verb. A sentence has a full independent clause with a full stop at the end and a capital letter at the start.

the footballer

scored

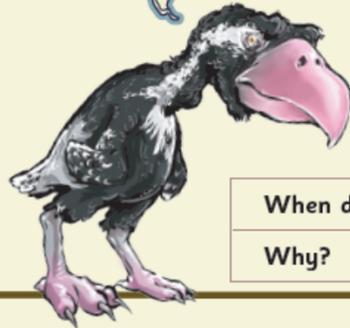
EXTINCT ANIMALS

Scientists describe a species as extinct when its last member dies. Animals become extinct for various reasons. A species might run out of food, or diseases might kill them. Humans are often to blame. People hunt animals until there are no more left. Humankind is causing global warming. Some animals cannot cope with climate change. This report talks about three interesting extinct species.

Swanbill

Cygnus billio

This flightless bird lived on the islands of Mauritius. Their feathers were black and white. They had a large, pink bill. Swanbills were solitary, peaceful herbivores. They ate nuts, seeds and berries. Their wings did not evolve because they searched for food on the ground. Their wings became short. They could not carry the swanbill's heavy weight. This bird had strong legs, but it could not run far. Predators found them easy to catch. Crocosnaps hunted swanbills when they were near water. Fanged wolves hunted them on land. Humans were a serious threat. They thought that swanbills tasted horrid, but they found their eggs delicious. People stole eggs from nests every spring. This act drove swanbills to extinction in 1662.



When did it become extinct?	1662
Why?	Hunting

1662

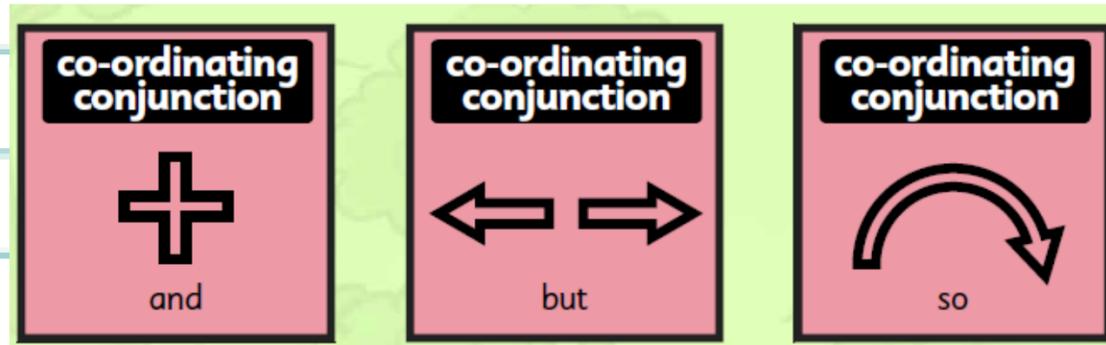
As part of the writing process, children deconstruct the text to see what it looks like and to see what type of language is used...

- Headings
- Introduction
- Subheadings
- Third person
- Formal language
- Technical vocabulary

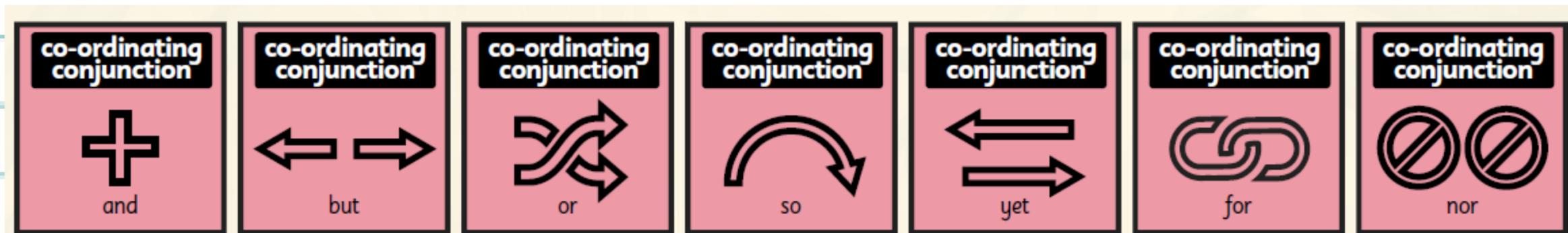
Children build on their knowledge from previous year groups.

They continue to use coordinating conjunctions to join two independent clauses...

Year 2



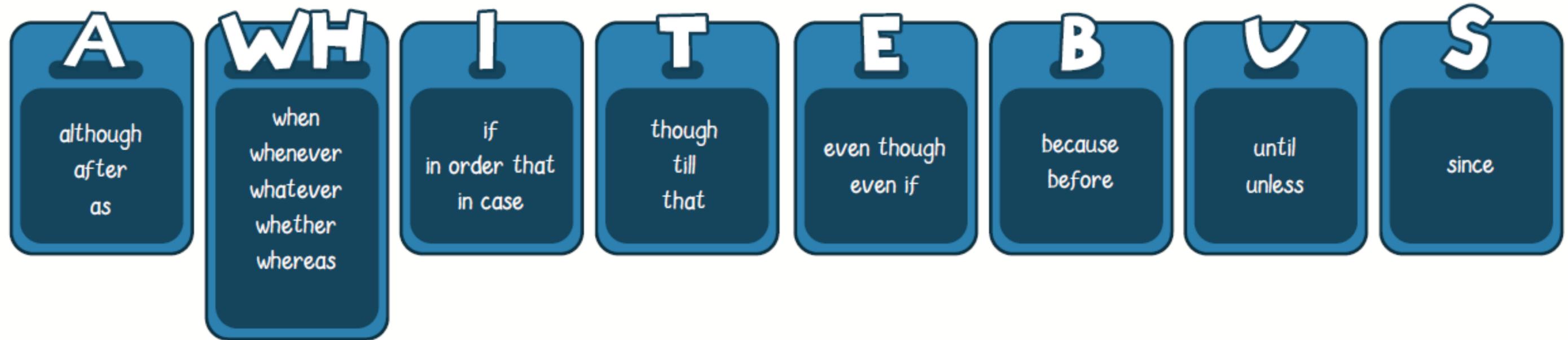
Year 3 & 4



The animal limped, for it was injured.

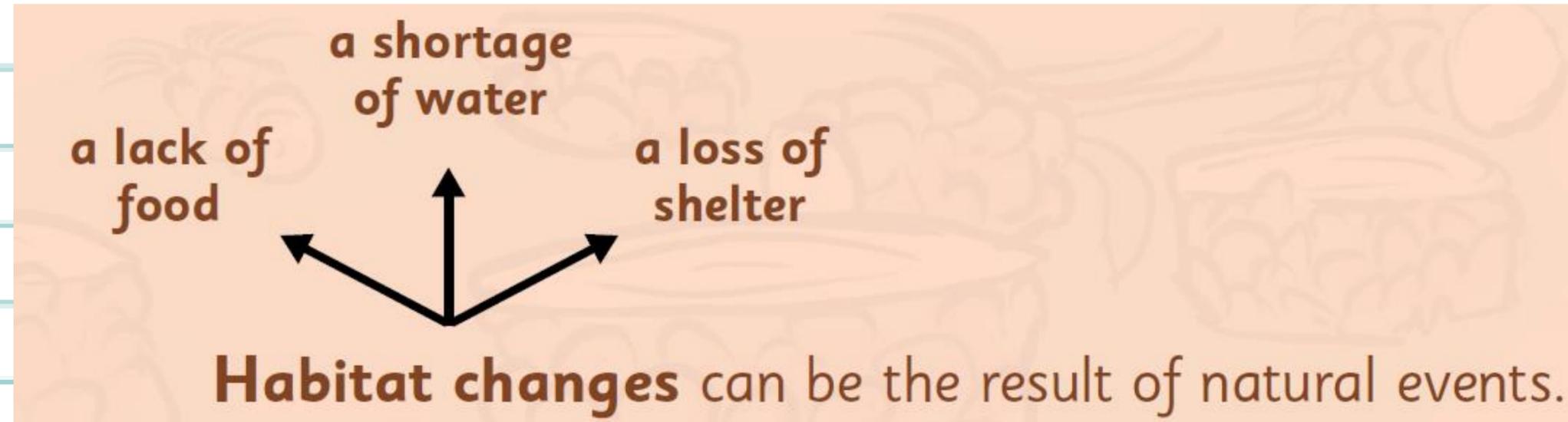
The shop was open, yet the car park was empty.

Children continue to learn to use subordinating conjunctions to add to an independent clause...



Predators caught them easily **because they could not run far.**

Children learn to use a wider range of punctuation.
In this unit, children learn to use commas in a list and apostrophes to show possession.



A lack of food, a shortage of water **and** a loss of shelter can be the result of natural events.

The world's climate is changing.

apostrophes to show
possession

Children extend sentences using adverbials.



When did the verb/verb phrase happen?



How did the verb/verb phrase happen?



Where did the verb/verb phrase happen?

^s
it ^v
hunted ←
tiny fish

When does it hunt tiny fish?

for many years

How does it hunt tiny fish?

successfully

Where does it hunt tiny fish?

in the waters around floating icebergs

Within each writing unit, children will be taught spelling patterns of words most commonly used in that text type.

EYF5/Year 1: **phonics**

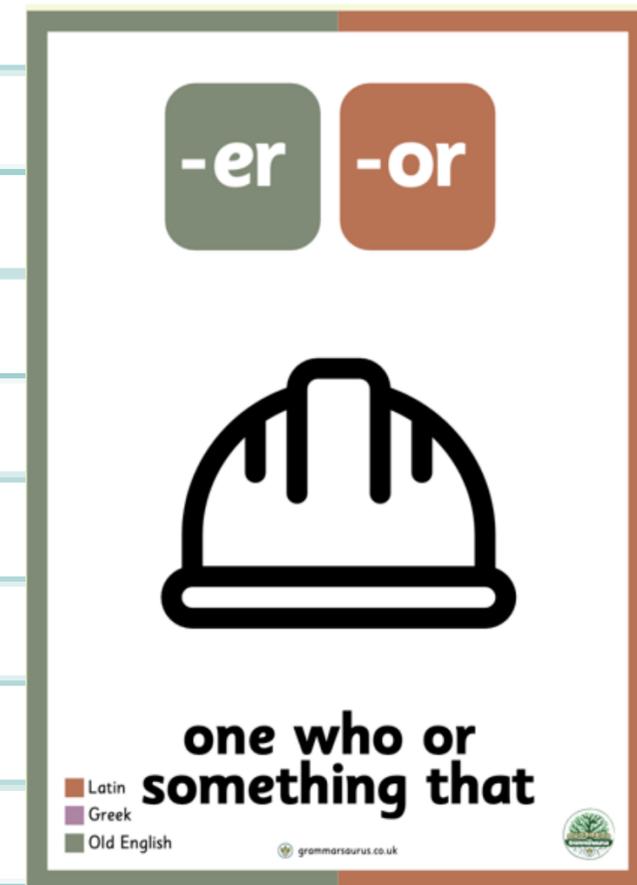
In Year 2 onwards: **morphology** (how words are built) and **etymology** (the history of words).

This helps children to learn and remember spelling rules rather than having to rely on sounding out. Phonics is a great basis but only helps spell 56% of words. Using morphology helps to spell around 80% of words.

Let's have a look at morphology...

Farmer — using phonics = far / mer

Farmer — using morphology =
farm + er



In this writing unit...

-ous



full of

Latin
Greek
Old English

grammarsaurus.co.uk

danger ⊕ ous = dangerous

poison ⊕ ous = poisonous

hazard ⊕ ous = hazardous

 ⊕  = nervous

nerve ~~i~~ ous

  = glorious

glory ~~i~~ ⊕ ous = glorious

Practising irregular verbs...

irregular verb

to get



Every day, I **get**...
Yesterday, I **got**...
Have you ever **got**...?
Yes, I have **got**...
Yes, I've **got**...

 www.grammarsaurus.co.uk

R

say, make, go, see, get, drink, run, build, eat, do

Y1

come, sing, meet, sit, speak, draw, swim, cut, dig, put

Y2

take, give, find, tell, hold, write, grow, send, break, show

Y3

know, think, show, keep, hear, read, blow, fly, hide, stink, throw

Y4

become, leave, feel, bring, begin, spend, wear, sell, send, win

How you can support at home...

➤ Talk!

➤ Share stories and picture books together

➤ Celebrate all writing attempts

➤ Provide paper, pencils, and crayons

➤ Make writing purposeful

