



Year 2 Writing Workshop

TUESDAY 21ST JANUARY 2020

What is Writing?



National Curriculum/KS1
Writing Framework



Composition

Vocabulary
Grammar
Punctuation
Composition



Transcription

Spelling
Handwriting

The Process of Writing



FOCUS
TEXT



IMMERSION



SKILLS



WRITE



EDIT



IMPROVE



PUBLISH


Editing

- ▶ The man sat down.
- ▶ The **old** man sat down **on the chair**.
- ▶ The **frail**, old man sat down **slowly** on the chair
- ▶ The frail, old man sat down slowly on the **hard** chair.
- ▶ The frail, old man sat down slowly on the hard chair **because he had twisted his ankle**.
- ▶ The frail, old man sat down slowly on the hard chair because he had twisted his ankle **whilst running a marathon**.

Improve, improve, improve!

Many Flamingos that live in Kenya and Tanzania die dying because of the bacteria in the water.

The Visible Knee of the flamingo is actually ankle joint. The three knee is close to the body and last to see because of its feathers.



Flamingos like standing on one leg because they don't want to get tired so they use the other leg.

They have feathers because what they eat is very hard to digest.

she decided to return home. A mouse scurried away she thought "Wait! Stop! I'm back! but she followed the mouse she could see its shadow on the wall. And the mouse realised that where she would always be latching from a hole in the wall.

ation
live in hot, dry countries with leaves and other plants near the trees. Their hooves are hard ground.

tell you about my walk to school. I sometimes catch a cold by going straight to school, straight and feet. It takes 10 minutes to walk to school. I start at school.

Handwriting

Writing Exemplification

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.

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.

1. look in the dragoniys eyes and sey sit
2. lie down you get a treet and put it in yor hand and clows yor hand plays it down and say liy down and then give the tree to mum then.
3. If you wont to make yor dragon to stay you poot yor hand in frun of you and say stay.
4. I put My one finger up and tund it rawd and rawd and the dragon tund arald and he did it.

Dear Eelliott We know what you machine is it's a typ writer.

How to use it:

1. First put the paper in the typ writer.
2. Turn the diel to feed the paper into the typwriter
3. Next push the keys down firimlyX to print a letter
4. Now push the suver lever down on the side of the typwriter
5. If you hear a ding that means your you are at the ei end at of the line. ding! ding!
6. You cant take any thing of away if you made a mistake! baskspace

I hope you lean how to use your typwriter love from Kim xxx Now you can typ letters to me.

How to make a Paper Windmill

1. Get two pieces of paper and draw a box with an x cross with a dot in the middle of every line.
2. Draw some decorations on one side and on the other side leave it blank so how it is.
3. Put the two pieces in front of you to make sure you have got both of them.
4. Stick the decorated bit on front of the not decorated bit and stick it on.
5. Cut the lines of the cross but only to the line dot you did in the middle and cut it to there. Also, cut the squares with it.
6. Fold these bits that carefully to the middle like this in the picture, so you get it right!
7. Put a pin in the middle so the bits that you fold don't explode and you have to do it again.
8. Get a pencil with a rubber bit and go through the rubber until it sticks.
9. Then you have got a paper windmill and when you twist it it turns around quickly!

Top Tips...



SPEAK TO YOUR CHILD ABOUT WHAT THEY HAVE BEEN LEARNING AT SCHOOL.



ALLOW YOUR CHILD TO HAVE A GO AT WRITING THEMSELVES E.G. IN A DIARY OR SPECIAL NOTE BOOK.



ENCOURAGE THEM TO RE-READ WHAT THEY HAVE WRITTEN MAKING EDITS WHERE POSSIBLE.

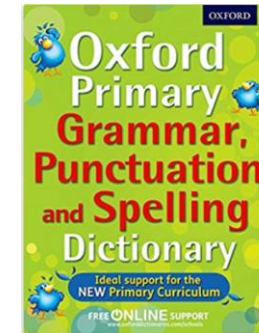
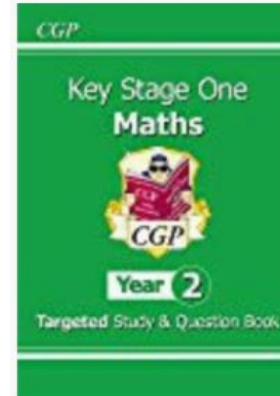
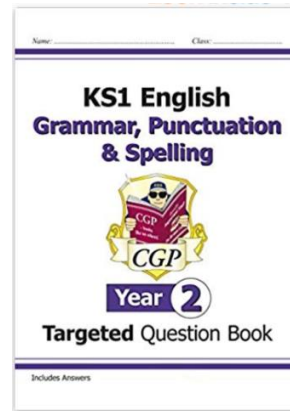
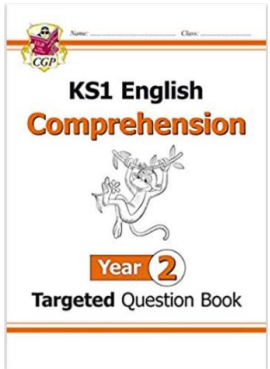
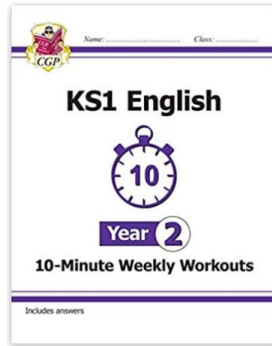


USE DICTIONARIES AND THESAURUSES TO CORRECT SPELLING AND IMPROVE THEIR WORD CHOICES.



READING IMPACTS UPON WRITING. IF A CHILD READS THE SAME TYPES OF BOOKS OR TEXT WRITTEN BY ONE AUTHOR, THEIR WRITING SKILLS WILL NOT BE AS VARIED. BY READING A VARIETY OF LITERATURE, THEIR WRITING WILL IMPROVE.

Resources





Questions