

# WRITING AT PARLEY FIRST SCHOOL

# AIMS FOR THE SESSION

- Current state of writing across the country
- The writing journey
- Successful writers
- The writing process
- Our approach at Parley
- Children have their say!
- Help at home



- Writing is crucial.
- It is tricky!
- Worst performing subject
- Gender gap
- Learning to write

*Children that enjoy writing are seven times more likely to attain above expected.*

**Writing**

## Impact of COVID and national lockdowns

- Basic skills lost (capital letters, full stops, finger spaces etc.)
- Stamina / interest / enthusiasm
- Handwriting
- Spelling

***Some children have experienced language deprivation, especially during Covid. A child has to hear a word 15 times before they will take a risk and use it themselves.***

- As soon as your child starts to make marks, they are writers.
- Writing is a developmental process; a journey.

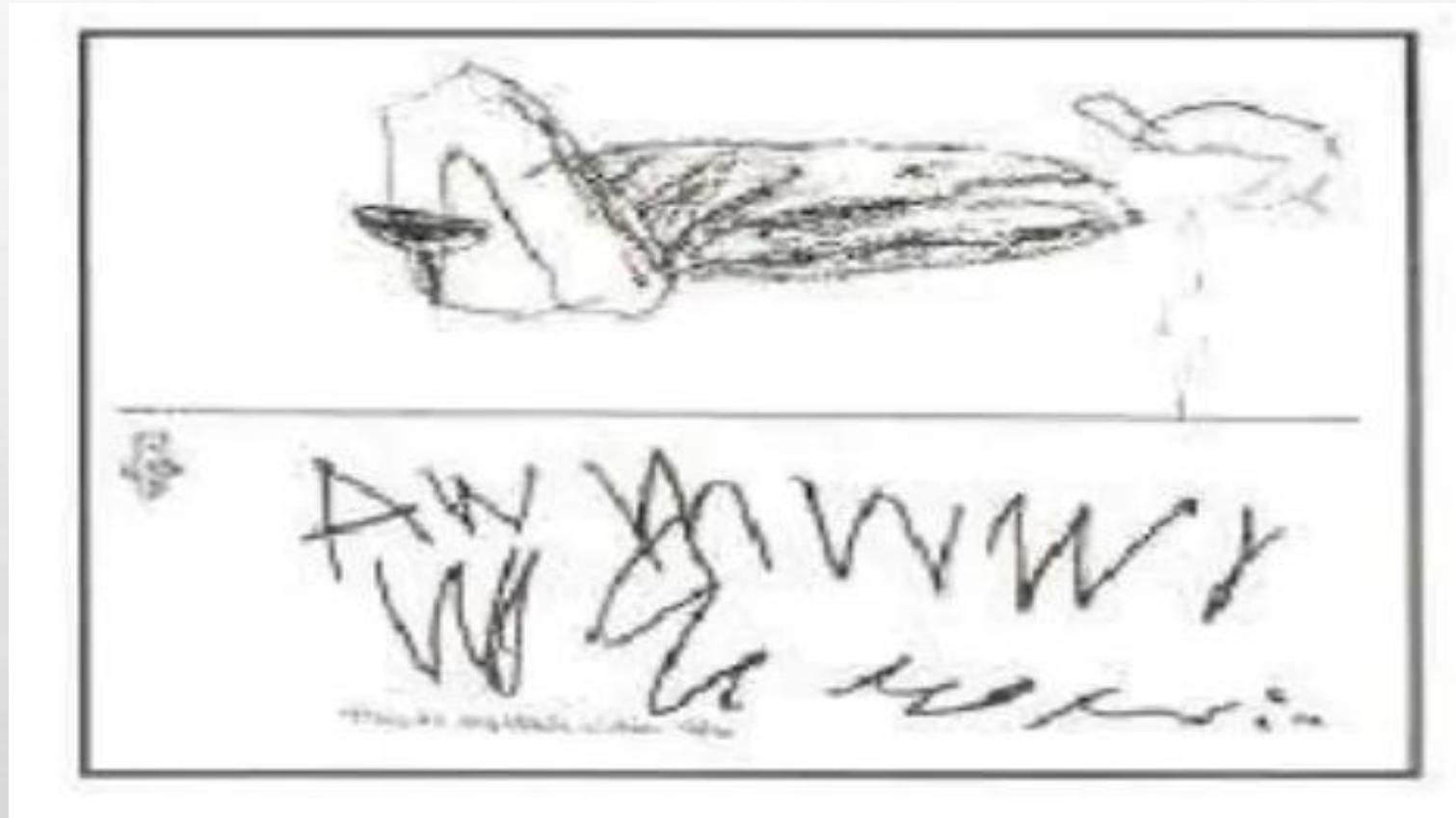
# THE WRITING JOURNEY



# I.Scribbling



## 2. Letter-like symbols

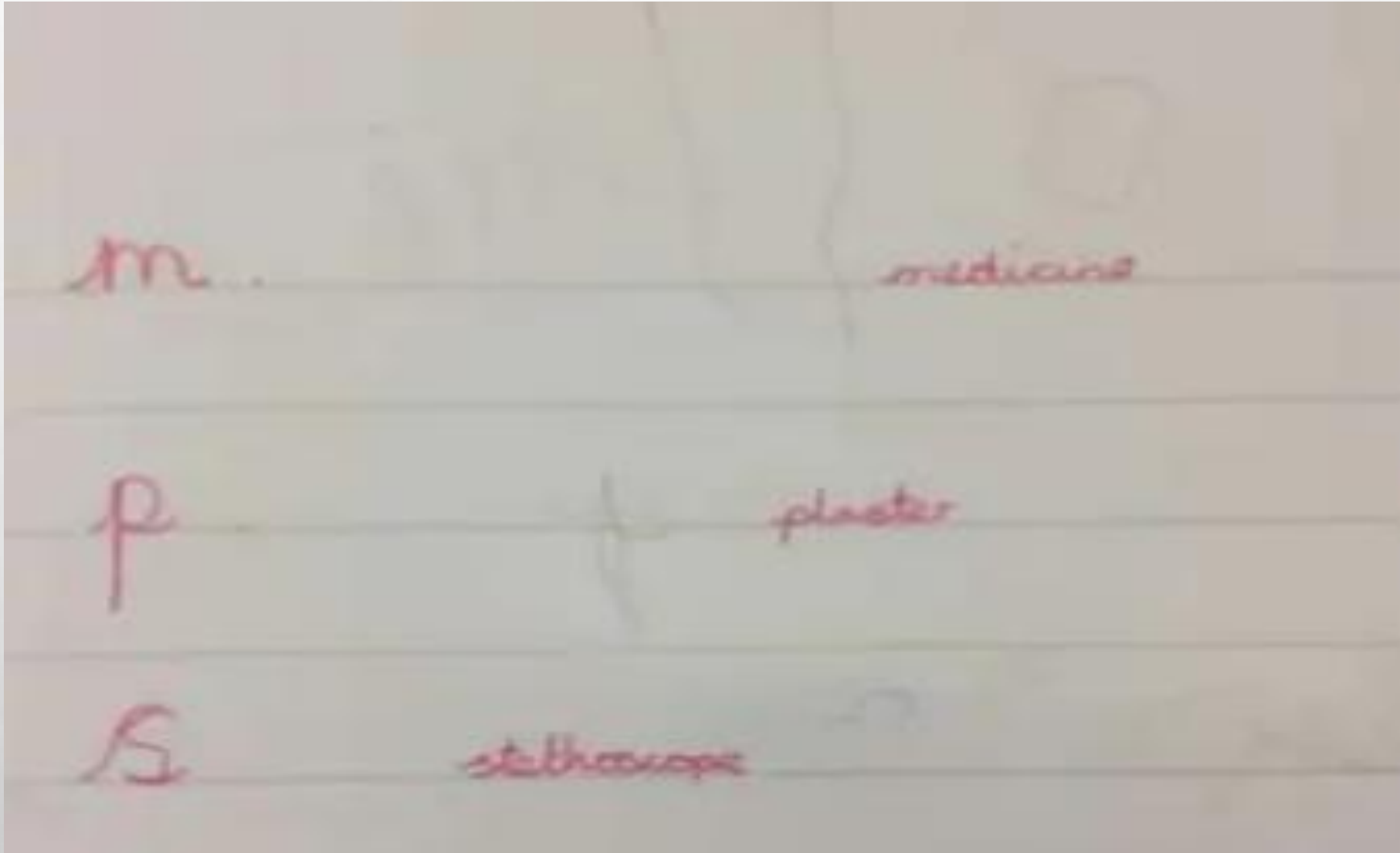


# 3.String of letters

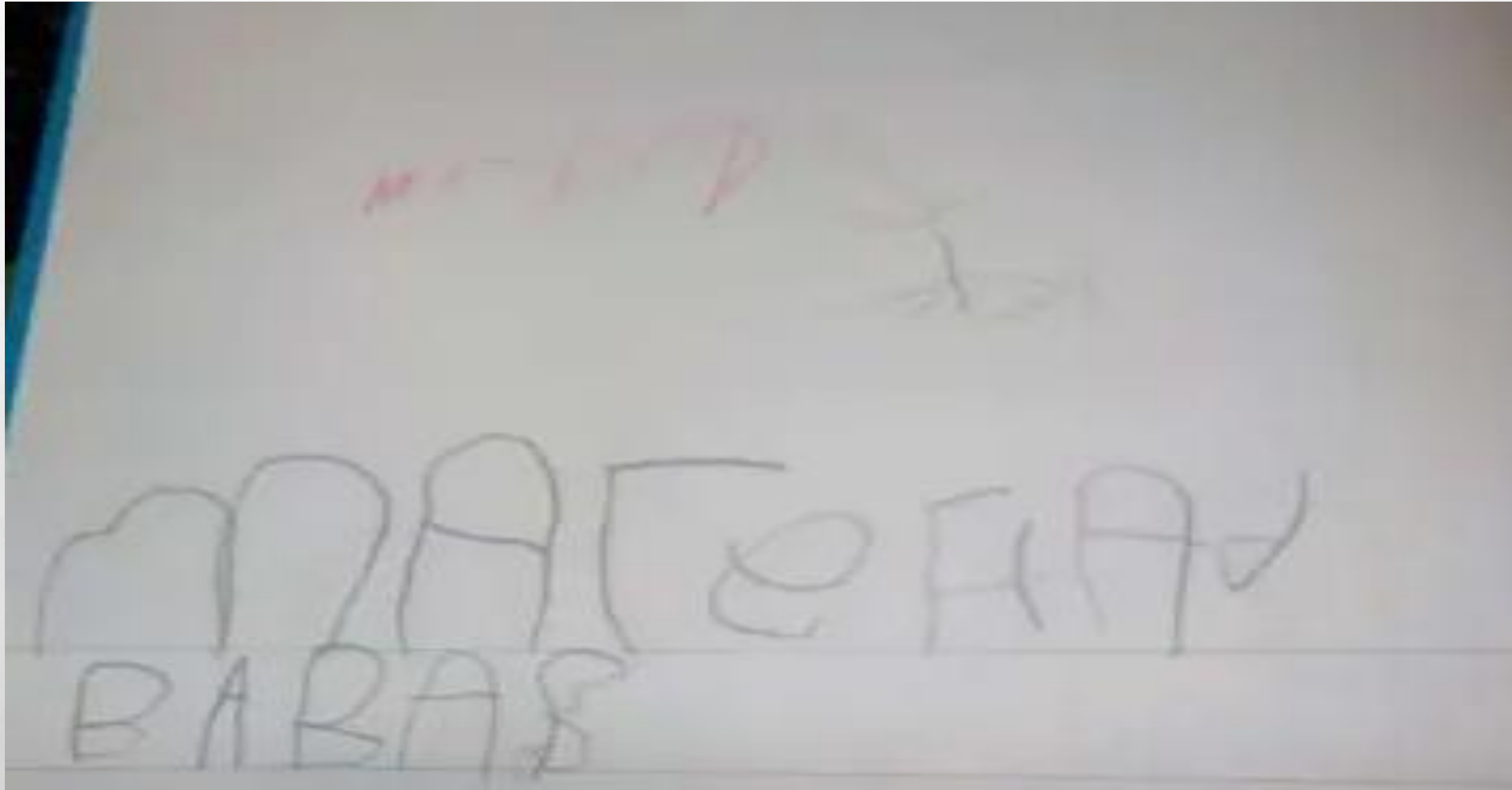




## 4. Beginning sounds emerge



# 5. Initial, middle and final sounds



## 6. Transitional phase with readable letter patterns



## 7. Strings of sentences

OLISThe woods.  
AS I walk through the splashing  
stream I feel the rushing water  
swishing around my feet. The trees  
are as tall as giants. The birds  
are singing at the tops of  
their voices.

# SUCCESSFUL WRITERS

The success of children's ability to write is based on:

- A rich talking environment
- Experience of many stories that have been read to them.
- Being able to join in with stories and adding their own ideas.
- Practising and developing their own story language – 'talking like a book'.
- A range of engaging speaking and listening activities.

# Composition

- Planning
- Drafting
- Evaluating
- Sharing
- Re-reading and editing
- Sentence combining
- Summarising
- Writing for a purpose and audience
- Grammar and punctuation

# Writing

# Transcription

- Handwriting
- Spelling

# Ideas / Creativity

# National Curriculum

# Reading

# WRITING AT PARLEY FIRST SCHOOL

## Ofsted Report March 2020:

*‘Standards in writing are particularly low’*

*‘Leaders need to ensure that more pupils achieve well, including in the core subjects of writing and mathematics’*



**WE NEEDED TO DO  
SOMETHING TO BREAK THIS  
TREND AND REIGNITE THE  
CHILDREN'S LOVE OF  
WRITING.**





# THE WRITE STUFF

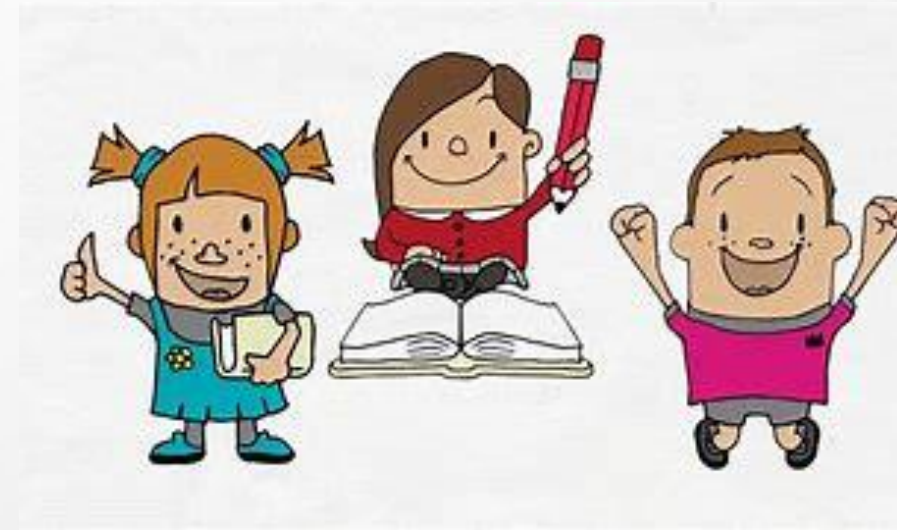
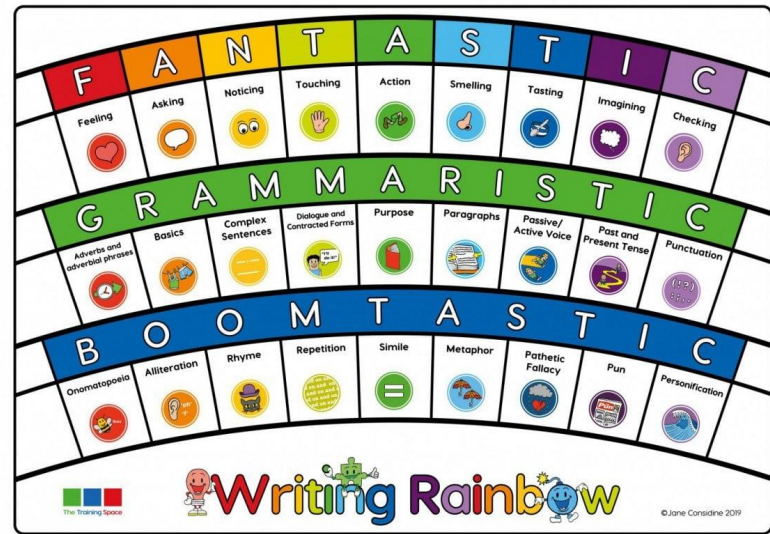
## - JANE CONSIDINE



FANTASTIC									
Fantasy	Allegory	Metaphor	Imagery	Personification	Simile	Symbolism	Metonymy	Onomatopoeia	Personification
GRAMMARISTIC									
Personification	Metaphor	Simile	Personification	Personification	Personification	Personification	Personification	Personification	Personification
BOOMTASTIC									
Personification	Personification	Personification	Personification	Personification	Personification	Personification	Personification	Personification	Personification

Writing Rainbow





So, what is: **The Write Stuff?**

# **'THE WRITE STUFF' IS:**

- **A system that will sharpen the teaching and learning of writing within the classroom.**
- **A clear and systematic approach to the teaching of writing, providing a step-by-step framework to convert struggling writers into successful writers.**




























**The Write Stuff is an approach to planning and teaching writing. It is not a scheme of work.**

# **A WHISTLE-STOP TOUR:**

**Modelled Sentence  
Stacking and  
Experience  
Lessons**



**Independent  
Writing**

<b>F</b>	<b>A</b>	<b>N</b>	<b>T</b>	<b>A</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>C</b>
Feeling 	Asking 	Noticing 	Touching 	Action 	Smelling 	Tasting 	Imagining 	Checking 
<b>G R A M M A R I S T I C</b>								
Adverbs and adverbial phrases 	Basics 	Complex sentences 	Conjunctions I)lo and ForffS 	Purpose 	Paragraphs 	Passive/Active voice 	Past and Present Tense 	Punctuation 
<b>B O O M T A S T I C</b>								
Onomatopoeia 	Alliteration 	Rhyme 	Repetition 	Simile 	Metaphor 	Pathetic Fallacy 	Pun 	Personification 

# SENTENCE STACKING LESSONS

- Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences.
- Lessons are split into three learning chunks, which last approximately 20 minutes.

Character  
Highs

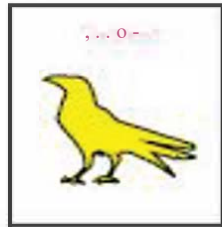


# Narrative Map

Based on this book



Plot points are based on: Corresponding illustrations in the book.



Plot Point 1  
The animals gather

Plot Point 2  
Animals think about the journey

Plot Point 3  
Crow will go

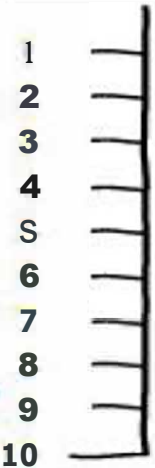
Plot Point 4  
Swooping through the seasons

Plot Point 5  
Meeting the sun

Plot Point 6  
The crow changes

Plot Point 7  
Gathering around the fire

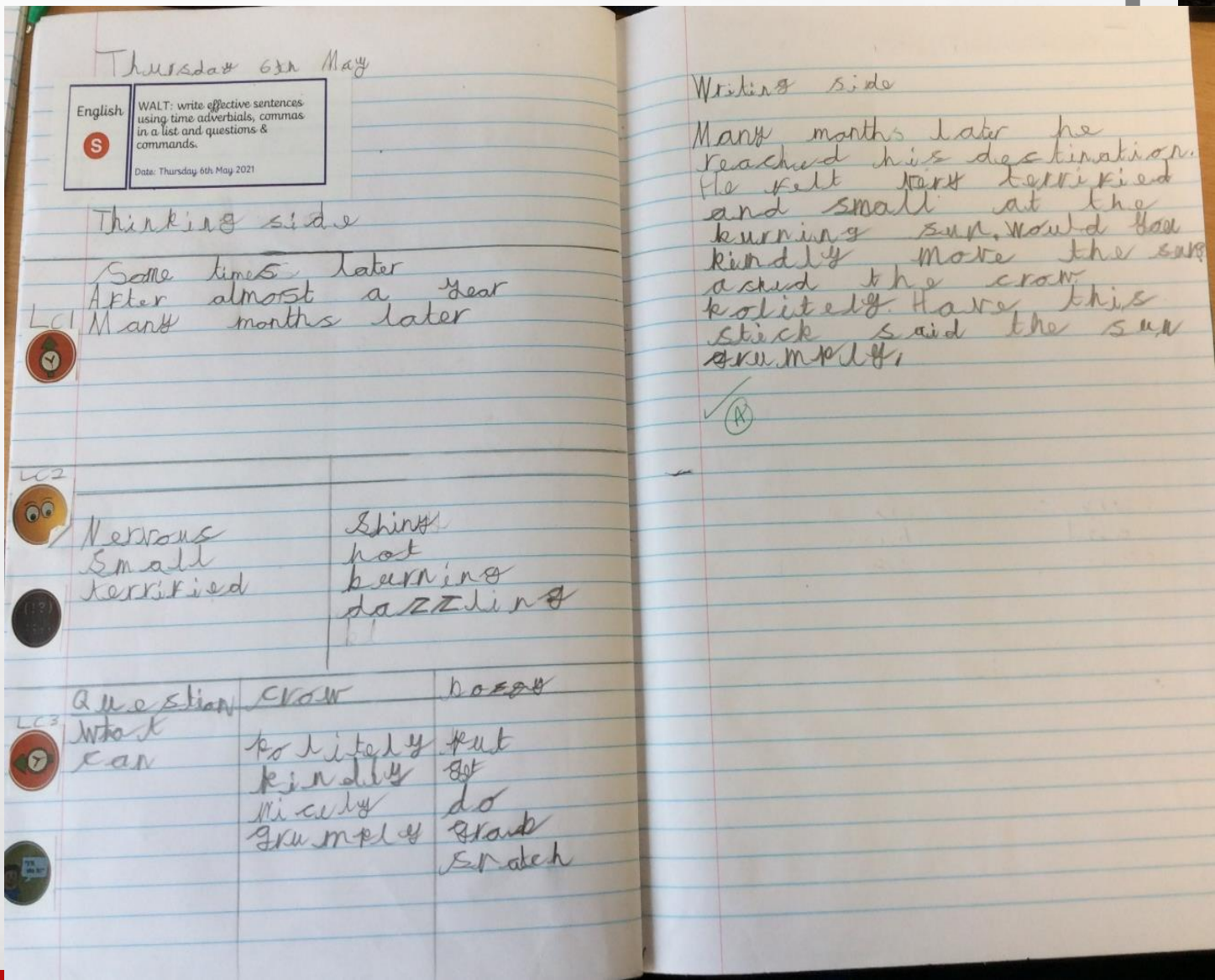
Plot Point 8  
Crow's beauty



Chara.et (r  
Lows

To understand how to use this map, please read the page titled 'The Crow's Tale'.

- Children's books
- Green Writing book
- Double page spread
- Left side is the 'Thinking Side'
- Writing lenses used
- Right side is the 'Writing Side'





# SENTENCE STACKING DISPLAY

**PREPOSITION**  
A preposition links nouns, pronouns and phrases within a sentence.  
about over from beside during

**PRONOUN**  
A pronoun is a word that takes the place of a noun or other pronouns.  
me they I us them

**ADVERB**  
An adverb describes a verb, adjective or another adverb.  
They talked loudly. She danced beautifully.  
loudly beautifully

**NOUN**  
A noun is a word that names a person, place, thing or idea.  
grandma forest wolf idea

**ADJECTIVE**  
An adjective is a word that describes a noun or pronoun.  
happy home green alien strong giant

**VERB**  
A verb is a word that shows actions. The action can be physical or mental.  
run pepped dream speak think

**THE FANTASTICS**

- F Feeling
- A Asking
- N Noticing
- T Touching
- A Action
- S Smelling
- T Tasting
- I Imagining
- C Checking

1 As the sun glistened across the garden, Ben gazed out of the window. The sky was Neptune-blue like a coral ocean. The boy could see the grass dancing and blowing. He could see the tree standing tall and dancing. He could see leaves crawling and leaping.

2 He zoomed past the adventure-takers, the shelter-givers and the letter-swallowers. Swerving through the bright orange and green leaves as they sat in the sun, Ben noticed all the wonderful things in the world. "Should I go any further or shall I go back?" he thought. "Eeeze Ben! Hang on a minute Ben! Pause Ben!" Before he had a chance to go any further, his mind was filled with his mum's words of warning. "If you go any further you will be in so much trouble Ben, who was desperate to explore the world, felt totally frustrated.

3 Ben stomped back home. With a scrunched up face and growly teeth, he clambered onto his mum's lap. "How will I explore or be happy when I'm trapped behind a sign?" he questioned Mum. "You're just like me," she replied. "You have to wait until you're older. I am trying to protect you."

4 The following year, when Ben had giant muscles and was stronger, he hopped back on his bike. He could hear McLaren's screaming and shouting. He took one last view behind him as his mum's tears trickled down her cheeks.

5 Cycling towards the park, Ben pedal-powered across the pavement, sprinted past the alleyway and whizzed behind the industrial estate. Aromas of cold ice-cream, freshly cut grass and coffee wafted through the air. He could see brain-crushers and gymnastics helpers.

6

Grammaristic

Thanks William!

Thanks Alice

Thanks Sophie May  
Thanks Paige

Thanks Aaron

Thanks Oakley

Thanks Savannah!

Thanks Owen

Thanks Sophie!

Thanks Jessica

Thanks Hattie M

Thanks Layla

Thanks Bryan

Thanks Joe

Thanks Fin G

Thanks Lucas

Thanks Freddie

Thanks Amelia G



G



Tom liked looking for treasure in the strangest of places. Tom loved looking for treasure. In fact, he looked for treasure. One day he went digging through the bin. Chink! Clunk! Clank! He found the bin as Tom dug into it. After a while, he found a new piece of treasure - a glamorous star.

Was the star afraid because it was stuck in a jar? Tom strolled towards Amy to ask if it was hers. Tom marched towards Ben to see if it was his. Tom bolted towards Mrs Hen to check if it was hers. Tom asked everybody in sight but no one declared the stars to be theirs.

After school, Tom took the lost star home. As the moon rose in the sky, he looked out of his window and wondered what he should do. The hills were downhearted, the trees were woebegone, the leaves were sorrowful, whilst Tom saw that his star was sad. "Would you prefer to go back or stay?" asked Tom. Under the kosmos that night there seemed to be a colossal gap in the sky. Not just a missing star but maybe a superstar.

Suddenly, Tom noticed something spectacular. In the majestic sky, a message was displayed. Across the sky it read: Missing one little, scared star. Do you know where he is?

Tom knew he needed to talk to the stars. He needed to talk to them in a language they could understand. He wore torches, fairy lights and lamps. Tom sent a sign to the sky, a glossy, enchanting and wonderous. Basked in glorious light, he could hear swishing trees, snapping and squelching of mud. He beat, ecstatic, and overelated, Tom knew the stars would understand him.

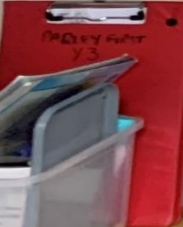
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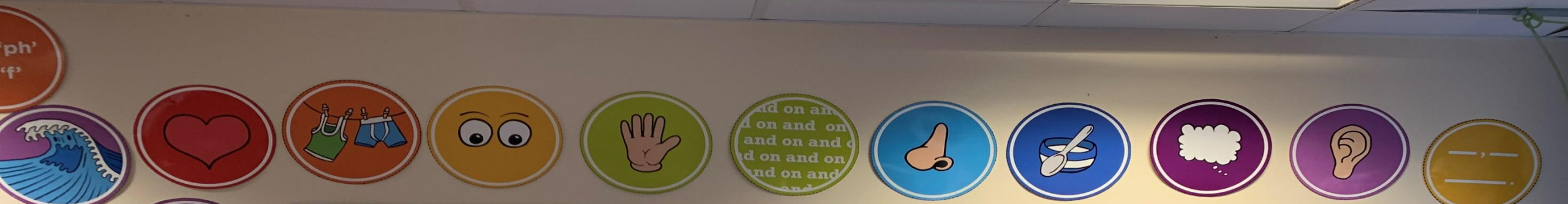


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ECO-CODE  
 name \_\_\_\_\_  
 class \_\_\_\_\_  
 date \_\_\_\_\_  
 subject \_\_\_\_\_  
 teacher \_\_\_\_\_  
 parent \_\_\_\_\_  
 child \_\_\_\_\_





Tom liked looking for treasure. Tom loved looking for treasure. In fact, he looked for treasure in the strangest of places. One day, he went rooting through a bin. Crack! Snap! Squash! Tom delved deeper and deeper into the bin. After what felt like a day, he found a new piece of treasure - a magnificent star.

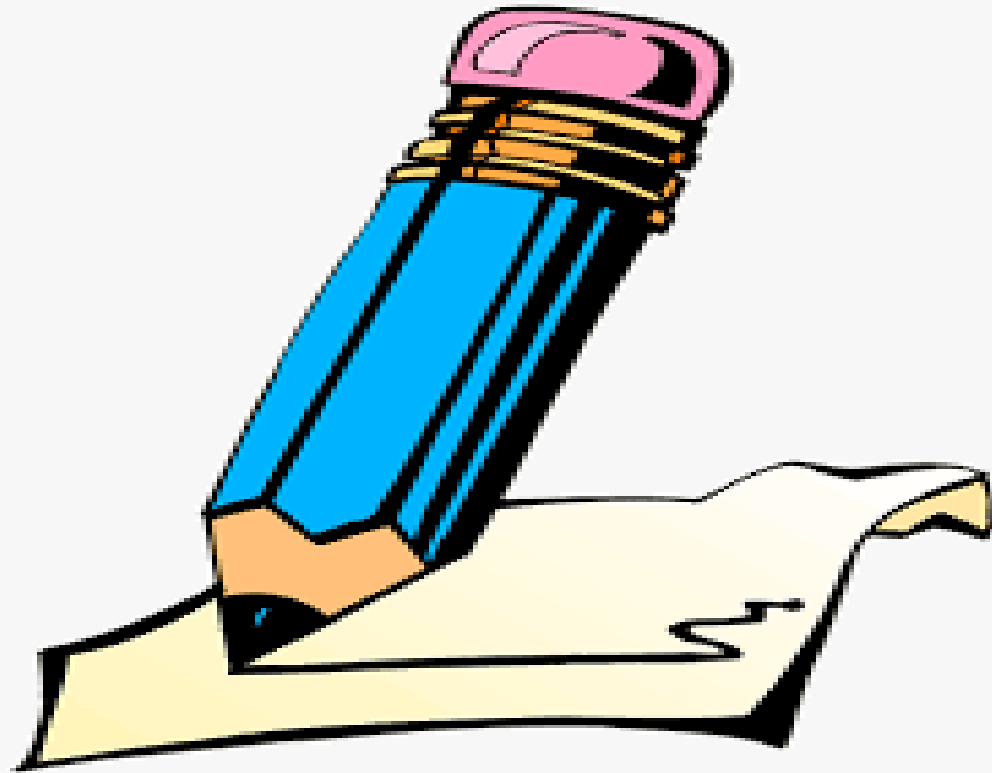
What is it doing here? Tom walked towards Amy to ask if it was hers; Tom jogged towards Ben to ask if it was his; Tom hurried towards Mrs Hen to ask if it was hers. Tom asked everyone in sight yet no one claimed the star to be theirs. The trees sulked, the clouds sighed, the grass sobbed, whilst Tom saw that his star was sad. What is the matter little star? asked Tom. Under the moon that night, there seemed to be a supersized gap. Not just a missing star but maybe a superstar.

Suddenly, Tom detected something spectacular. In the pitch, black sky, a message was displayed. Across the sky, it read: We have lost our beautiful star!

Tom knew he needed to talk to the stars. He needed to talk to them in a language they could understand. He wore torches, fairy lights and lamps. Tom sent a sign to the sky. Bright, glittery and stunning. Basked in glorious sunshine he could hear the hooting of owls, the rustling of trees and snuffling of hedgehogs. Joyful, amazed and glad, Tom knew the stars could understand.



# Independent Writing



**TRUCKS**

# Transcription

## ➤ Handwriting

Letter-join 

# Spelling

- There are over a million words in the English language and they have been affected by some 1,300 years of history.
- Patterns of spellings
- Links to phonics
- Remembering and recalling
- Teachers teach, model and define as children practise, explore and investigate

***“My spelling is wobbly, it’s goofy spelling but it wobbles, and the letters get in the wrong places.”***

***Winnie-the-Pooh, A.A, Milne***





LEGO  
**STAR  
WARS**

**LEGO**

**7190**



**Let's hear it from the children!**

# Helping at home

➤ Read, read and read some more...develop their vocabulary. Read aloud, listen to audio stories, tell stories, recite rhymes, riddles and poems.

*Just 10 minutes reading a day will expose a child to around 700,000 words a year, this will propel children's language development.*

## Helping at home

- Magnetic letters on the fridge, chalk for outside, window pens.
- Vocabulary note book, comic strips, hangman, instructions, song lyrics, joke books etc.
- Talk with your child about what interests them.

## Helping at home

- Let your children write about what interests them e.g. Roblox, Minecraft, Superhero's, Animals, Dinosaurs etc.
- Real writing opportunities that engage and invite responses e.g. invites, emails, shopping lists
- A fun space to write
- Use of a keyboard as an alternative sometimes
- Have fun, doesn't have to be lengthy and boring
- Praise