

# Repton Manor Primary School

## Writing Twilight Term 4 2024

Objectives for today:

- Summarise and evaluate core offer for writing, including available resources for ALL attainers.
- Collate key ingredients for effective shared writing.
- Dyslexia friendly support for writing and spelling.

Quick activities to promote enthusiasm, creative composition and vocabulary development.

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What is he feeding the giraffe?

What is the boy saying?

How is the boy feeling?  
Explain why.

Where in the world are they?

Give 3 words to describe the giraffe.



Choose a picture and write 4 possible questions you could ask. They could relate to your topic, be word level, sentences level, have a reasoning slant or be much more open ended.



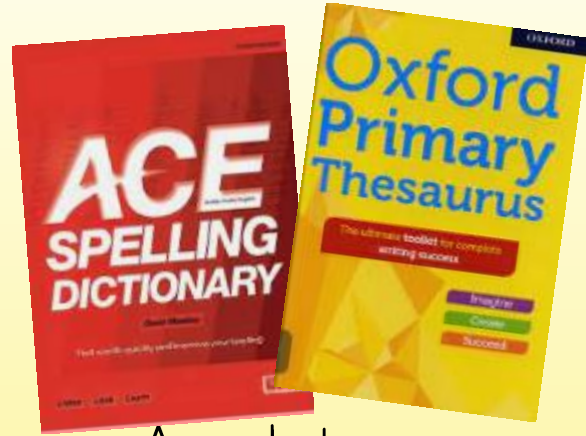
Is it possible to slot this in, once a week?



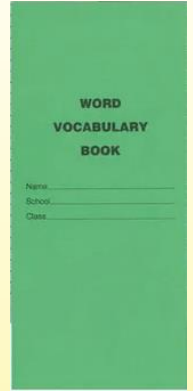
# Our core offer - the environment



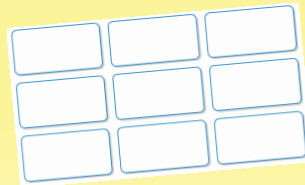
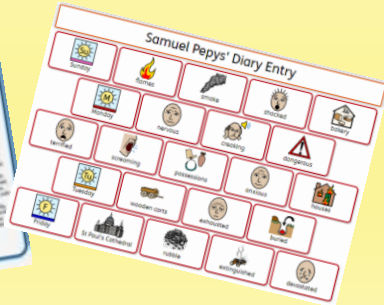
Sound mats



Ace dictionaries, thesauruses, descriptosaurus.



Vocabulary books

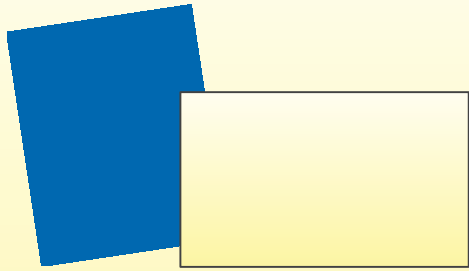


Word mats - HFW, topic specific, year specific, blank



Talking tins, Dictaphones, 'speech to text'.

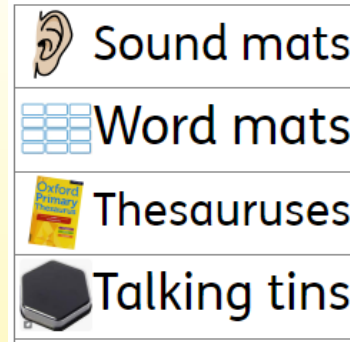
# Our core offer - the set up



Coloured overlays / rulers, books, boards



Wigit checklists

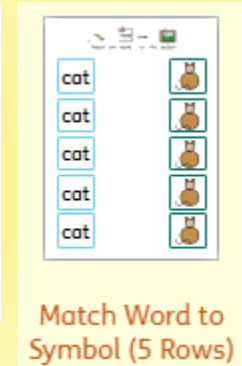
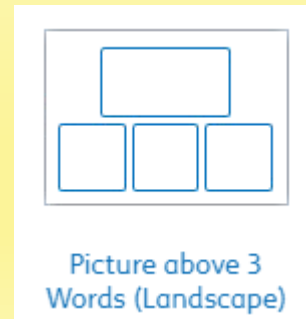
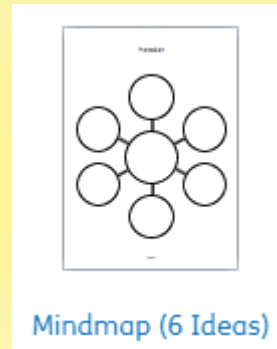
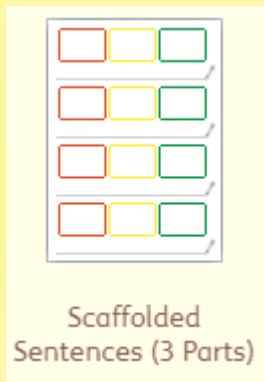


Labelled resources - encourage 'you can go and get..'



Language through colour\*

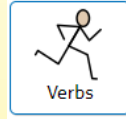
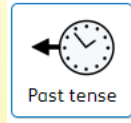
Writing frames\*





# Our core offer - 'in lesson'

- GPS - do we all know exactly what is required of our children in each piece?



- Take some time to study the GPS glossary, especially for your year group.

- Write a post it for any areas you need clarification on what it is, how we use it or how we support children to use it.

\* Add a name if you are happy to:

## Glossary of Terms Used in Spelling, Punctuation and Grammar Teaching in Primary Schools




Year 1	
Capital letter	A letter used at the beginning of a <b>sentence</b> and for <b>proper nouns</b> . They may also be used at the beginning of the important words in a title or sign, for example, 'Keep Off the Grass'.
Digraph	A sound represented by two letters - for example 'ee' or 'th'.
Exclamation mark	A <b>punctuation mark</b> used at the end of an exclamation - for example, 'What a fantastic day we have had!' It can also be used at the end of a <b>statement</b> or <b>command</b> to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
Full stop	A <b>punctuation mark</b> used to demarcate the end of a <b>statement</b> or <b>command</b> .
GPC	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.
Grapheme	A letter or string of letters that represents a spoken sound.
Noun	A naming word for things, animals, people, places and feelings. Can be <b>common, proper, concrete, abstract</b> or <b>collective</b> .
Phoneme	A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.
Phonics	A way of teaching reading and writing which focuses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words.
Plural	More than one. Using plurals can affect the <b>nouns</b> and <b>verbs</b> in a <b>sentence</b> .
Prefix	Letters that go in front of a <b>root word</b> and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/ react)



# Our core offer - 'in lesson'












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- Block sentence building; word by word

felt. 	shocked. 	I 
--	---	--

fire. 	bakery 	The	was	on
---	---	-----	-----	----

Who might need this approach in your classroom?

 quickly	 man	 small	 stared
 slowly	 friend	 green	 sailed
 noisily	 lady	 kind	 dashed
 angrily	 boat	 old	 swam
 happily	 turtle	 giant	 skipped

# Our core offer - 'in lesson'



- Vocal rehearsal of sentences, leading to Russian Scaffolding.

Reduce the auditory load.

Manageable chunks.

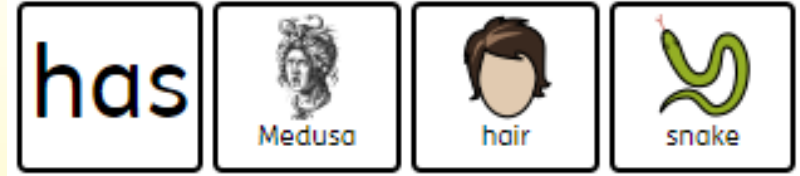
Various stages of scaffold.

Children access their 'Zone of Proximal Development', where they can achieve more with our help.

Gives a visual element.

Supports gradual independence.





M \_ \_ \_ \_ h \_ \_ s \_ \_ \_ \_ h \_ \_ \_ .

\_\_\_\_\_ .

M \_\_\_\_\_ h \_ \_ s \_ \_ \_ \_ h \_ \_ \_ \_

\_\_\_\_\_



# Our core offer - 'in lesson'

- Clicker writing - who can access it and what can it do?

The screenshot shows the 'New Clicker Set' dialog box in the Clicker Set software. The interface includes a menu bar (Document, Clicker Set, View, Options, Help) and a toolbar with icons for Edit, New, Explorer, Favourites, Close, Save, Print, Spell Check, Information, Undo, and Redo. The main area of the dialog box is titled 'Create sentence-building activities for early writers. Add a model to support them as they write.' and features a 'Sentence Set' icon in the top right corner. On the left side, there is a vertical list of activity types: Sentence Set, Connect Set, Word Bank, Clicker Board, Clicker Book, Talk Set, Matching Set, and Custom Set. The main workspace displays three sample activities:

- Activity 1:** A green box with an image of a giraffe and a person. Below the image are two rows of word boxes: the first row contains 'the' and 'giraffes'; the second row contains 'laked' and 'Tommy'.
- Activity 2:** A blue box with an image of a galleon. Below the image is a text box containing 'The galleon sailed across the ocean.' and a row of word boxes: 'across', 'ocean', 'sailed', 'The', 'the', 'galleon'.
- Activity 3:** A green box with an image of a red hibiscus flower. Below the image is a text box containing 'The flowers contain the male and female parts of the plant.' and a row of word boxes: 'parts', 'plant', 'female', 'the', 'and', 'The', 'male', 'contain', 'flowers', 'of'.

At the bottom of the dialog box, there is a language dropdown menu set to 'English' and a 'Cancel' button.

Who might benefit from this in your class?

# Our core offer - 'in lesson'

- Picture prompts and writing frames (personal or whole class)



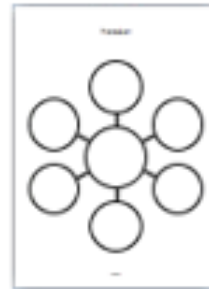
Scaffolded Sentences (3 Parts)



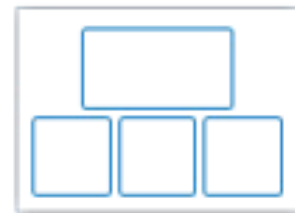
Writing frame (3 symbols)



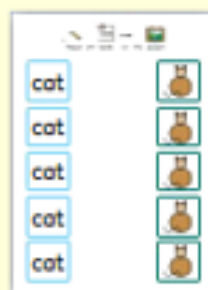
Structured Writing (2 sections)



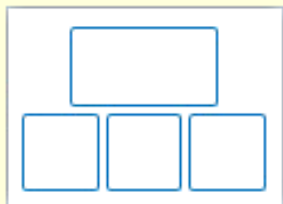
Mindmap (6 Ideas)



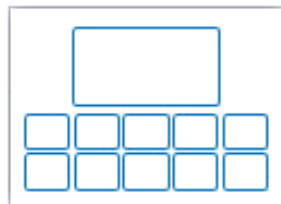
Picture above 3 Words (Landscape)



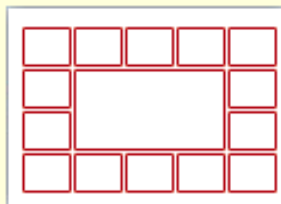
Match Word to Symbol (5 Rows)



Picture above 3 Words (Landscape)



Picture above 10 Words (Landscape)



Central Theme (14 Words)

Space for  
pictures/key  
words












Where is she going?

What will she do there?

Where are her family?

Own ideas –  
invention

fire. 	bakery 	The	was	on
felt. 	shocked. 	I	London 	was
burning. 	the	ran 	I	to
window.	1666	2nd	Su Sunday 	Sep September 

Set sentences,  
topic specific  
vocabulary, set  
punctuation.

# Choose a Template



## Widget Templates



Flashcards and Vocabulary



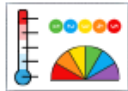
Timetables and Planners



Literacy Support



Dual Language Templates



Scales



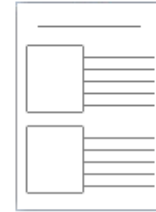
Writing frame (1 symbol)



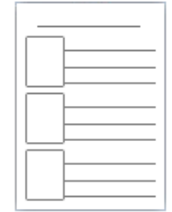
Writing frame (2 symbols)



Writing frame (3 symbols)



Structured Writing (2 sections)



Structured Writing (3 sections)



Structured Writing (4 sections)

# River Nile

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Where is it?



What are the benefits?



What does it look like?



Problems?



fire



black  
smoke



shocked

Tuesday 6th February

LO: to write a diary entry as Samuel Pepys

Sunday 2nd September 1666

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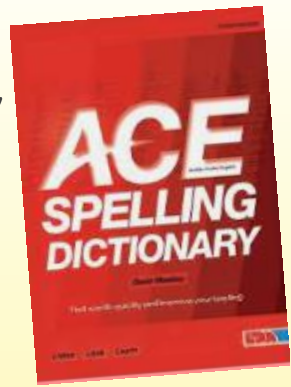
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# ACE dictionary - how to use it - explicit teaching



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1. Think of a tricky word!
2. Identify the first sound
3. Identify the first vowel sound
4. Count how many syllables the word has
5. Refer to the grid
6. Find the page!

nauseous

sacrilegious

entrepreneur

# Shared writing - what will we see?



'Washing line': handy vocabulary, possible starters, GPS reminders.



'Thinking out loud' to explicitly articulate our choices



New sentence; different colour



'Why this word rather than this word' approach

YR & 1 - Jess  
Y2 & 3 - Jen  
Y4 & 5 - Tabitha  
Y6 - John

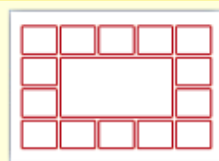
# Ways forward - actions for the next unit

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- Spend some time looking at what your next unit needs and how you can best support and scaffold those writers who are struggling - choose 2/3 cusp children (WT but aiming for Exp) and look at what you could create for them to help.



Picture above 3  
Words (Landscape)



Central Theme  
(14 Words)



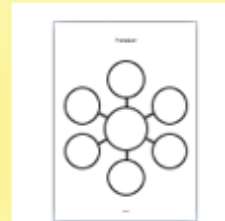
Scaffolded  
Sentences (3 Parts)



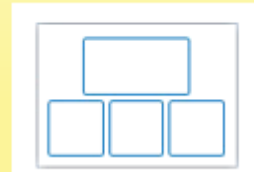
Writing frame (3  
symbols)



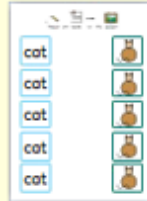
Structured Writing  
(2 sections)



Mindmap (6 Ideas)



Picture above 3  
Words (Landscape)



Match Word to  
Symbol (5 Rows)