

# Literacy Workshop

## Key Stage 2

**Mrs Livingstone**

Teaching and Learning Lead for  
Years 3 and 4

Writing Lead

# *Areas of Literacy*

- Reading
- Speaking and Listening
- Writing (Spelling, Punctuation, Grammar and Handwriting)

# *Reading activity*

## *Can you read this?*

I cnduo't bvlleie taht I culod aulacly uesdtannrd waht I was rdnaieg. Unisg the icndeblire pweor of the hmuan mnid, aocdcrnig to rseecrah at Cmabrigde Uinervtisy, it dseno't mtttaer in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer be in the rhgit pclae. The rset can be a taotl mses and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe.

Aaznmig, huh?

# Reading

*‘Children are made readers on the laps of their parents’*

*Emilie Buchwald*

- Which skills do we need to read?
- Phonic skills, word recognition, select and retrieve, comprehension, vocabulary understanding and inference
- Shared reading (books, magazines, comics, ipads, road signs, graphic novels, subtitles)
- Genres: Fiction, non-fiction, poetry and plays
- Individual reading books at home and in school
- Library books
- Whatever interests them!

# Reading

## *Supporting your child at home ...*

- Choose books together that are interesting to your child
- Provide a comfortable area for reading enjoyment
- See the film, read the book. Discuss which was better and why
- You read a bit, they read a bit. Every age loves hearing someone read aloud. Check out Youtube for book trailers
- Reading Games - pretending to be the characters, using accents, hot-seating as the characters
- Some reading regularly is better than none at all
- Develop and encourage a love of reading to last a lifetime

# *Speaking and Listening*

*‘If you can’t say it, you can’t write it’*

*The Teacher Foundation*

- Talking partners and Talk for Writing (Pie Corbett techniques)
- Circle time
- Focused discussion tasks which will lead into and support their writing
- Drama (play scripts)
- Role-play in character for fiction and non-fiction
- Adult modelling
- Use of Standard English

# *Speaking and Listening*

## *Supporting your child at home ...*

Encourage your child to talk to about the following:

- What they're learning in school (refer to the Parent Information Leaflet, photos on the Arthur Bugler Facebook page.)
- How they are feeling
- What they like
- Events and upcoming plans in and out of school
- Ask questions and encourage your child to ask questions
- Encourage debate so they can reason and justify their opinions and beliefs

# Writing

*'The act of writing brings with it a sense of discovery, of discovering on the page something you didn't know you knew, until you wrote it.'*

**Charles Ghigna**

- Teaching writing:
- Modelled/Shared writing. Showing pupils what a good one looks like and then writing one together as a class
- Writing for a purpose
- Different genres - recipes, persuasive speeches, stories, poems
- Writing games to stimulate and widen vocabulary knowledge
- Grammar Handout
- Spelling Handout
- Handwriting Handout



# Writing expectations at the end of Key Stage 2

## Working towards the expected standard

The pupil can:

- ▶ write for a range of purposes
- ▶ use paragraphs to organise ideas
- ▶ in narratives, describe settings and characters
- ▶ in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- ▶ use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- ▶ spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- ▶ write legibly.

## 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 correctly (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.

## Working at greater depth

The pupil can:

- ▶ write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- ▶ distinguish between the language of speech and writing and choose the appropriate register
- ▶ exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- ▶ use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

# *Writing*

## *Encouraging your child to write at home*

- Adult model writing (Shopping lists, invitations, cards)
- Encourage your child to write... stories, sequels and prequels, diaries, scrap books, poems and research homework
- Plan writing so they have a structure which they can refer to and adapt, edit and improve with increasing independence
- Encourage use of punctuation, lower case letters and remember to use capital letters where appropriate, especially their own name!
- Have fun with writing so they can develop good habits for the future

# Websites

Here are just a few websites which cover reading, writing, grammar, phonics, spelling and punctuation skills which can be practised on a laptop or tablet at home.

- ▶ <https://www.topmarks.co.uk/english-games/7-11-years/punctuation>
- ▶ <https://www.bbc.com/bitesize/subjects/zgkw2hv> Key Stage 1 4 - 7
- ▶ <https://www.bbc.com/bitesize/subjects/zv48q6f> Key Stage 2 7 - 11
- ▶ <http://www.primaryhomeworkhelp.co.uk/literacy/>
- ▶ <http://www.ictgames.com/literacy.html>
- ▶ <https://www.phonicsplay.co.uk/SoundStimuli.html>
- ▶ <https://www.oxfordowl.co.uk/for-home/>
- ▶ <https://wherereadingrocks.files.wordpress.com/2017/04/class-novel-books1.pdf>
- ▶ <https://www.educationquizzes.com/specialist/>
- ▶ <https://spellingframe.co.uk/>

*Thank you for  
coming*

*Any questions?*

*Evaluation forms*