

Parent Curriculum Workshop for Writing.

21ST FEBRUARY 2023



Writing at St. Mary's

At St Mary's we use Literacy Tree to teach the National Curriculum. Literacy Tree is a complete, book-based platform for primary schools that covers all requirements of the Primary English writing curriculum.

The books we have chosen help children to grow ideas and expand their minds. We have chosen significant and important children's literature that is relevant to their experience, covers several genres and adds to their learning in other subjects.

Literacy Tree aims to embed complete curriculum coverage and engage children to write with clear audience and purpose. The Teach Through a Text pedagogy is the backbone of each sequence.



**English programmes
of study: key stages
1 and 2**

National curriculum in England

September 2013



Literacy Tree books

Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	Cove baby by Julia Donaldson and Emily Gravett	Beegu by Alexis Deacon	Lost and Found by Oliver Jeffers	Pig the Pug by Aaron Bailey	Send for a Superhero by Michael Rosen & Katherine McEwan	Iggy Peck Architect by Andrea Beatty and David Roberts
Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	Jim and the Beanstalk by Raymond Briggs	The Bear Under the Stairs by Helen Cooper	If all the world Were by Joseph Coelho	We are Water Protectors by Carole Lindstrom	Toys in Space by Mini Grey	The Great Fire of London by Emma Adams
Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	Leon and the Place Between by Angela McAllister	The Story of Tutankhamun By Cleveland Peck	Cloud Tea Monkey by Mal Peet and Elspeth Graham	Small in the City by Sydney Smith	How to Live Forever by Colin Thompson	Jim, A Cautionary Tale by Helaire Beloc
Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	Tar Beach by Faith Ringgold	Lion and the Unicorn by Shirley Hughes	Cinnamon by Neil Gammon	Selfish Giant	Gulliver's Travels by Jonathon swift	Weslandia by Paul Fleischman
Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	Children of the Benin Kingdom by Dina Orji	The Lost Thing by Shaun Tan	Robot Girl by Malorie Blackman	High Rise Mystery by Sharma Jackson	High Rise Mystery by Sharma Jackson	Freedom Bird by Jerdine Nolen
Half-Term	Aut 1	Aut 2	Sp 1	Sp 2	Sum 1	Sum 2
Literacy-Tree Book	The Arrival by Shaun Tan	Some Places More than Other places by Renee Watson	Some Places More than Other places <hr/> Windrush Child by Benjamin Zephaniah	Windrush Child by Benjamin Zephaniah	Romeo and Juliet by William Shakespeare	The invention of Hugo Cabret by Brian Selznick

Writing Non-Negotiables (Minimum end of year expectations)

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Sentence & text structure	Write simple sentences which can be read by themselves & others.	Write clearly demarcated sentences. Use 'and' to join ideas. Use conjunctions to join sentences (e.g. so, but). Use standard forms of verbs, e.g. go/went.	Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification. Write using subordination (when, if, that, because) and co-ordination (or, and, but). Correct & consistent use of present tense & past tense. Correct use of verb tenses.	Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1 st , 2 nd & 3 rd person. Use perfect form of verbs to mark relationships of time & cause.	Vary sentence structure, using different openers. Use adjectival phrases (e.g. biting cold wind). Use appropriate choice of noun or pronoun. Use fronted adverbials.	Add phrases to make sentences more precise & detailed. Use range of sentence openers – judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)	Use subordinate clauses to write complex sentences. Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). Use a sentence structure and layout matched to requirements of text type.
Punctuation	Use capital letters and full stops to demarcate sentences.	Introduce use of: o capital letters o full stops o question marks o exclamation marks Use capital letters for names & personal pronoun 'I'.	Write with correct & consistent use of: o capital letters o full stops o question marks o exclamation marks Use commas in a list. Use apostrophe to mark omission and singular possession in nouns.	Use inverted commas to punctuate direct speech.	Use apostrophe for plural possession. Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). Use commas to mark clauses. Use inverted commas and other punctuation to punctuate direct speech.	Use the following to indicate parenthesis: o brackets o dashes o comma Use commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run).	Use semi-colon, colon or dash to mark the boundary between independent clauses. Use colon to introduce a list & semi colon within a list. Use correct punctuation of bullet points. Use hyphens to avoid ambiguity. Use full range of punctuation matched to requirements of text type.
Paragraphing	Write demarcated sentences [as introduction to paragraphs].	Write a sequence of sentences to form a short narrative [as introduction to paragraphs].	Write under headings.	Group ideas into basic paragraphs. Write under headings & sub-headings.	Use paragraphs to organised ideas around a theme. Use connecting adverbs to link paragraphs.	Consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Use wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person.
Handwriting	Use correct grip. Write name (correct upper & lower case). Use correct letter formation for familiar words.	Use correct formation of lower case – finishing in right place. Use correct formation of capital letters. Use correct formation of digits.	Write lower case letters correct size relative to one another. Show evidence of diagonal & horizontal strokes to join.	Increase legibility, consistency and fluency.		Write legibly, fluently and with increasing speed.	



	Rec
Sentence & text structure	Write simple sentences which can be read by themselves & others.

Punctuation	Use capital letters and full stops to demarcate sentences.
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Paragraphing	Write demarcated sentences [<i>as introduction to paragraphs</i>].
Handwriting	Use correct grip. Write name (correct upper & lower case). Use correct letter formation for familiar words.



	Y2	Punctuation	Write with correct & consistent use of:	Paragraphing	Write under headings.
Sentence & text structure	Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification. Write using subordination (when, if, that, because) and co-ordination (or, and, but). Correct & consistent use of present tense & past tense. Correct use of verb tenses.		<ul style="list-style-type: none">○ capital letters○ full stops○ question marks○ exclamation marks Use commas in a list. Use apostrophe to mark omission and singular possession in nouns.		
				Handwriting	Write lower case letters correct size relative to one another. Show evidence of diagonal & horizontal strokes to join.



	Y6
Sentence & text structure	<p>Use subordinate clauses to write complex sentences.</p> <p>Use passive voice where appropriate.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</p> <p>Use a sentence structure and layout matched to requirements of text type.</p>

Punctuation	
	<p>Use semi-colon, colon or dash to mark the boundary between independent clauses.</p> <p>Use colon to introduce a list & semi colon within a list.</p> <p>Use correct punctuation of bullet points.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use full range of punctuation matched to requirements of text type.</p>

Paragraphing	
	<p>Use wide range of devices to build cohesion within and across paragraphs.</p> <p>Use paragraphs to signal change in time, scene, action, mood or person.</p>
<p>Write legibly, fluently and with increasing speed.</p>	

Punctuation – Thread

- ▶ ELG: Write simple phrases and sentences that can be read by others.
- ▶ Y1: Demarcate **many** sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).
- ▶ Y2: Demarcate **most** sentences in their writing with capital letters and full stops, and use question marks correctly when required.
- ▶ Y3: Demarcate sentences **accurately throughout** using capital letters, end punctuation and commas in lists (secure from Year 2).
- ▶ Y4: Demarcate sentences **accurately throughout** using capital letters and end punctuation (secure from Year 2).
- ▶ Y5: Demarcate sentences **accurately throughout**, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).
- ▶ Y6: Use the range of punctuation taught at key stage 2 **mostly correctly** (e.g. inverted commas and other punctuation to indicate direct speech).

EYFS Writing at St. Mary's

At St Mary's we use Birth to Five matters to help the children to achieve their early learning goals.



Guidance
by the sector,
for the sector

A Unique Child: what a child might be doing



- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
- Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
- Includes mark making and early writing in their play
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Positive Relationships: what adults might do

- Notice and encourage children's drawing, painting and early writing and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".
- Celebrate and value children's early attempts at graphic representation – focusing on the meaning and content rather than letter formation.
- Model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns.
- Support children in recognising and writing their own names.
- Make paper and digital books with children of activities they have been doing, using photographs of them as illustrations.

Enabling Environments: what adults might provide

- Write down things children say to support their developing understanding that what they say can be written down, and then read and understood by someone else. Encourage parents to do this as well.
- Set up environments of offices, dens in the garden, library, shop, home corner with greetings cards, etc., so that children engage in literacy events in which they spontaneously participate.
- Provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors.
- Write poems and short stories together with the children, writing down ideas they suggest.
- Scribe children's stories and re-read and enact their stories in small group activities.
- Involve children when you make lists or write notes and messages.
- Think out loud and talk through what you are doing when writing on typing on screen.
- Break down your flow of speech into individual words, exemplifying the correspondence between the spoken and written word.
- Provide activities during which children can experiment with writing, for example, leaving a message.
- Encourage children to use their phonic knowledge when writing, and model this in your own writing.

Nursery overview

<p>Literacy Reading</p>	<p>Reading for enjoyment Five Minutes Peace The Owl Babies So Much Nursery Rhymes</p>	<p>Foundation Little Wandle session Reading for enjoyment Dear Zoo Golilocks and the three Bears We're Going On a Bear Hunt Brown Bear The Tiger Who Came to Tea Facts about Bears Christmas Story Nursery Rhymes Tales Tool Kit Little Wandle Oral blending</p>	<p>Story time- Peace at Last Where the wild things are Little Wandle Oral blending non-fiction books linked to topic Antarctica fact books, Little Wandle Oral blending</p>	<p>Story time/ rhyme bag and story language Little Wandle Oral blending The Three Little Pigs The Three Billy Goats Gruff Little Wandle Oral blending</p>	<p>The Very Hungry Caterpillar Life cycle of butterfly The Avocado Baby Olivers Vegetables Olivers Friut Salad Jack and The Beanstalk Little Wandle Oral blending</p>	<p>The Tiny Seed The Ugly Duckling Little Wandle session Reading for enjoyment , Little Wandle Oral blending</p>
<p>Writing</p>	<p>Markmaking with different markers and resources Writing for a purpose doctors clinic</p>	<p>Drawingand writing vets clinic Writing cards Writing letters for Dear Zoo</p>	<p>Drawing pictures of objects from intial sounds Writing a shopping list</p>	<p>Writing Writing their names Drawing pictures from stories</p>	<p>Making signs for plants for outdoors Writing their names</p>	<p>Write recognisable letters including letters from their name.</p>

Reception overview

Specific Areas						
Literacy: Phonics <i>(Word Reading)</i>	Baseline Little Wandle Phase 2 Graphemes New tricky words	Little Wandle Phase 2 Graphemes New tricky words	Little Wandle Phase 3 Graphemes New tricky words	Little Wandle Phase 3 Graphemes Review of all tricky words taught so far	Little Wandle Phase 4 New tricky words	Little Wandle Phase 4 Graphemes Review of all tricky words taught so far
	Recognise name Say a sound for each letter in the alphabet		Read words consistent with phonic knowledge		Read aloud simple sentences and books that are consistent with phonic knowledge	

Literacy: Reading <i>(Language Comprehension)</i>	Recognise name Anticipate key events in stories Sequencing stories Rhymes, poems and songs	Anticipate key events in stories Sequencing stories Use and understand new vocabulary Rhymes, poems and songs	Use and understand new vocabulary Fiction and non-fiction Rhymes, poems and songs	Demonstrate understanding of what has been read Fiction and non-fiction Rhymes, poems and songs	Demonstrate understanding of what has been read Retell stories using own words Rhymes, poems and songs	Demonstrate understanding of what has been read Retell stories using own words Rhymes, poems and songs
Literacy: Writing	Write recognisable letters including letters from my name.	Spell words by identifying sounds in words and linking to the correct letters.	Spell words by identifying sounds in words and linking to the correct letters. Write simple phrases and sentences.	Write simple phrases and sentences that can be read by others.	Write simple phrases and sentences that can be read by others.	Write simple phrases and sentences that can be read by others.

What can I do to help?

Don't forget spelling and English homework and don't forget reading!

Top Tips

The best things you can do when helping a child write:

- Devote time to it. Make it a quality experience. Show your own interest and pleasure.
- See yourself a fellow writer—take part in writing alongside and offer sensitive support when asked. You're not there to police and correct but to engage in writing yourself, too. Share your own ideas, ask your own writing questions, and, importantly, talk as you craft texts together. You don't need to be a 'good' writer but you do need to write.
- Allow children to choose what they would like to write.
- Remember that children can continue with some old writing or start something new.
- See talking and drawing as *planning* and encourage taking things from the reading, video games, play, film, or the television programmes that they like.
- Encourage using 'temporary' spellings whilst drafting, as this is a strategy used by real-life writers. Writing happily and socially is the key to success here.



The Writing For Pleasure Centre
— Promoting research informed writing teaching

What *not* to do when helping a child to write:

- Don't look over your child's shoulder all the time and criticise.
- Don't rush the experience or try and get it all done in one day.
- Don't ask children to write something they haven't chosen for themselves.
- Don't control their writing.
- Don't stop to correct errors immediately; insisting on 100% accuracy while they are trying to get their ideas down for the first time.
- Don't ask a child to write without talking and writing together.
- Don't leave out time for reading what you've written to each other and giving your responses.

Here are just some of things you can write together:

Riddles, rhymes, songs, jokes, poems, signs, labels, lists, charts, booklets, games, recipes, instructions, how to guides, everything I know about... letters, anecdotes, vignettes, true stories, invented stories, comics, fairy-tales, myths, experiments, letters, scripts and plays.

W: writing4pleasure.com T: @WritingRocks_17 © Young & Kaufman

Useful links

BBC Bitesize

bbc.co.uk/bitesize/primary

The Oak Academy

classroom.thenational.academy/subjects-by-year

Pobble 365

pobble.com/

Literacy Shed

literacyshed.com/



Thank you!