



KEEP  
CALM

AND

USE CORRECT  
GRAMMAR



KEEP  
ME CALM

AND USE

PERFECT  
PUNCTUATION

# Writing Workshop – 21.03.18

## Topic – Writing Composition

### Miss Barrett



KEEP  
CALM

AND PRACTICE

YOUR  
SPELLINGS

Spelling is  
~~diffecolt~~  
~~challengeng~~  
hard.

# Aims of today

- To get a clearer idea of what your child will be expected to do in their SATS writing
- To take away some tips/ideas to support your child at home
- To work with some other parents and take part in a variety of activities

# SATs requirements

Children should know and be able to:

- Forms lower-case/ capital letters of the correct relative size.
- Starts using some of the diagonal and horizontal strokes needed to join letters and knows which adjacent letters to leave unjoined.
- Writes poetry to express their meaning; sentence by sentence.
- Evaluates their writing with the teacher and other pupils.
- Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proof-reads to check spelling and punctuation [e.g. full stops].
- Reads aloud what they have written with appropriate intonation to make the meaning clear.

# Handwriting

As part of the SATS, your child will be assessed on their handwriting – the neater and more clearly formed the letters are, the more marks we can award.

Lower case ('little') letters and capital letters should be correctly sized beside each other. This means that each letter should be at the height next to each other.

The children also need to be able to join SOME of the letters correctly. The key word here is SOME – it is much better for the children to correctly join SOME of their letters than incorrectly join all of them.

# Handwriting – Non-cursive letters

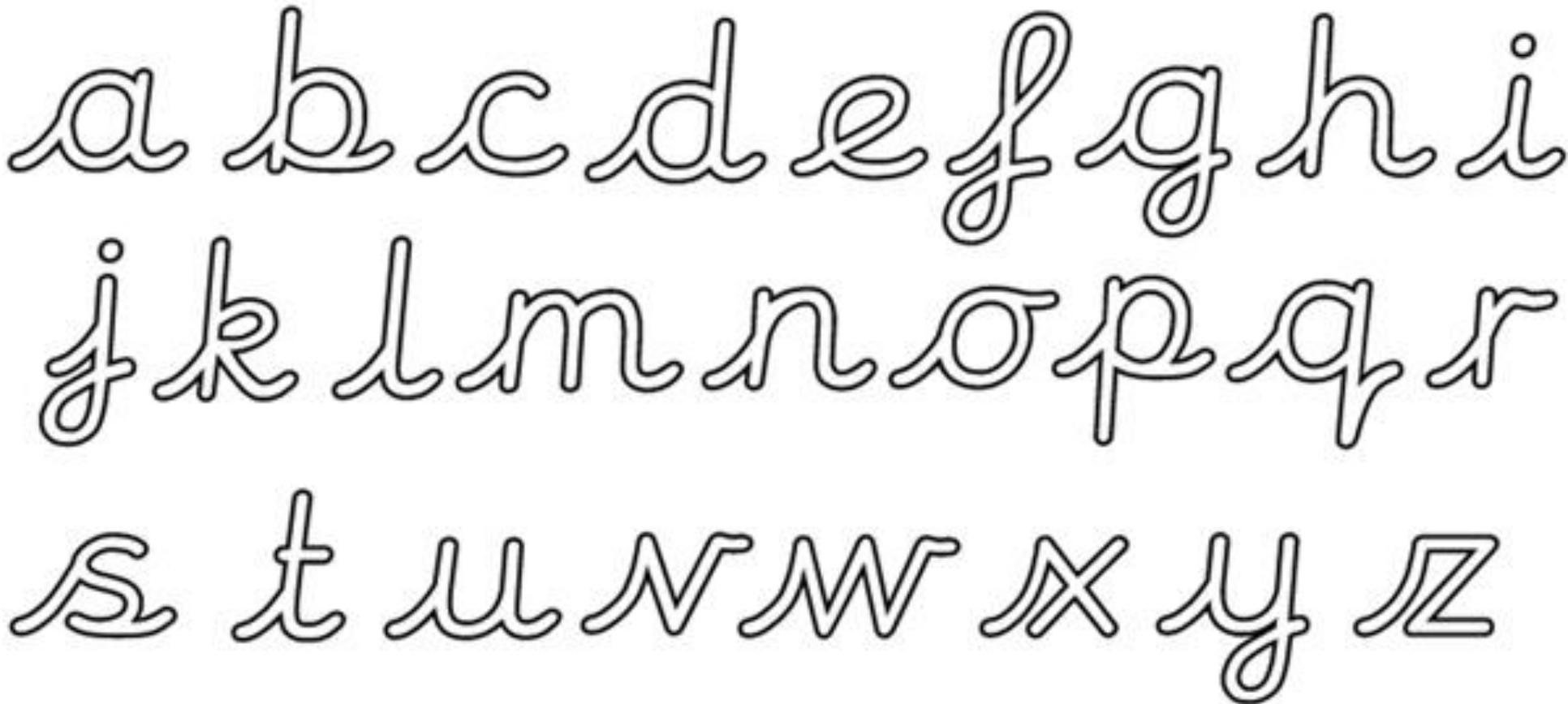
Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

# Handwriting – Cursive letters



# Evaluating Writing

Another skill the children need to be able to show confidently in their SATS is the ability to 'evaluate' their writing with their teacher and other children.

When we use the word 'evaluate', we expect the children to be able to look at a piece of writing and then confidently explain what went well with it and what could be improved.

This is a skill that takes a lot of practise but is incredibly important to help them develop as writers.

# Evaluating Writing

When children evaluate their writing, they need to be able to think about the following:

- correct punctuation (including full stops and capital letters)
- range and variety of vocabulary used for description
- different sentence structures, e.g. 2A sentences (dark, creepy house; large, fluffy dog), similes, subordinating sentences starting with 'when', 'if' etc.
- grammar accuracy – are their sentences written correctly without missing words or incorrect tenses?

# Evaluating Writing

There were lots of spiders in the  
attic. Some thing was flapping its  
wings behind a \* enormous box. I  
wonder what is in that box thought  
Eloise. He crept closer to open  
the <sup>box</sup> but suddenly a <sup>pigeon</sup> ~~pigeon~~ came out  
from behind the box. Go away! said  
Eloise quietly. The <sup>pigeon</sup> ~~pigeon~~ ~~se~~ went out  
the window. <sup>w</sup> <sup>f</sup> <sup>al</sup> ~~s~~ <sup>at</sup> ~~td~~ Eloise that was  
close.

# Evaluating Writing

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ <sup>snack</sup>. Next we went into the woods. Vicki gave us a mira  
It was very scary because it was like you were walking in the sky!  
Then we had to guide our friends to a tree  
After that we had a sticky position party  
mine was disgusting. Finally it was lunch time!  
After lunch we were pond dipping our group  
found a nest. Last of all we sorted out  
animals. Finally it was home time.  
The trip was great! my favorite part of the  
day was identifying the trees.

# Proof-reading

The last key element that we will assess children on in their writing is the ability to proof-read their writing. This is linked closely to the children being able to accurately evaluate their own writing.

When the children know what they need to do better in their writing (the evaluation), they then need to correctly edit and improve their writing independently (proof-read).

Writing Pencil meets Thinking Pen.

# Proof-reading

Molly woz busy planting seeds in her allotment, when she realized all of her sunflowers were growing really fast. “What’s going on ”she asked Harry. “i have no idea” replied Harry.

It lookt like they were never going to stop, when all of a sudden they came to a halt. “Are they shrink?” asked Harry. “I think they might b “ said Molly.

the sunflowers shrank very quickly and then turned into seeds! “Oh, I think i know what going on!” cried Molly. These must be magic seeds!

The seeds wer glowing. “What do we do?” asked Harry. “i’m not really sure” said Molly. Then a magpie swoop down and gobbled the seeds! After that, the magpie began to grow and shrink, over and ova again!

“We need to help him!” cried Molly. “But how?” asked Harry. Suddenly the bird coughed and the seeds popped out. “Mr Ellis will know what to do with these,” said Molly. Carefully she picked them up and wrap them in tissue.



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"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION  
SAVES LIVES.**

Any questions?

Spelling is  
~~diffecolt~~  
~~challengeng~~  
hard.