

IMPROVING CHILDREN'S WRITING



Or: How can an Oreo cookie help to
teach writing?

March 2019

OUR AIM:

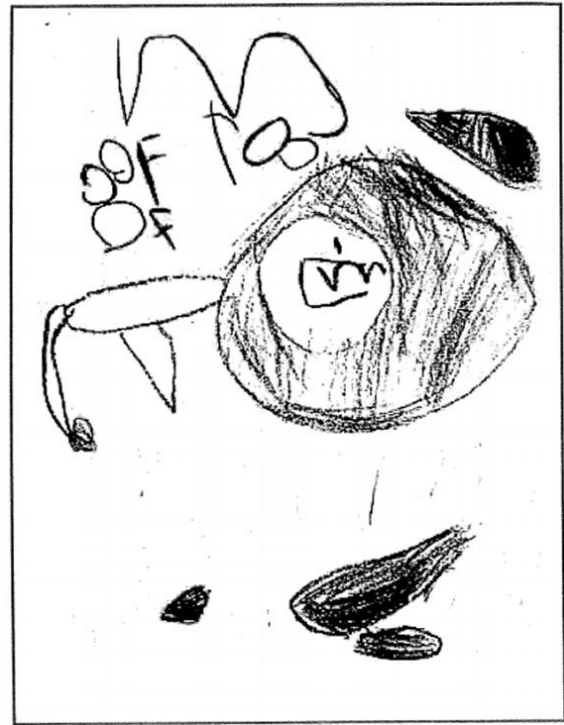
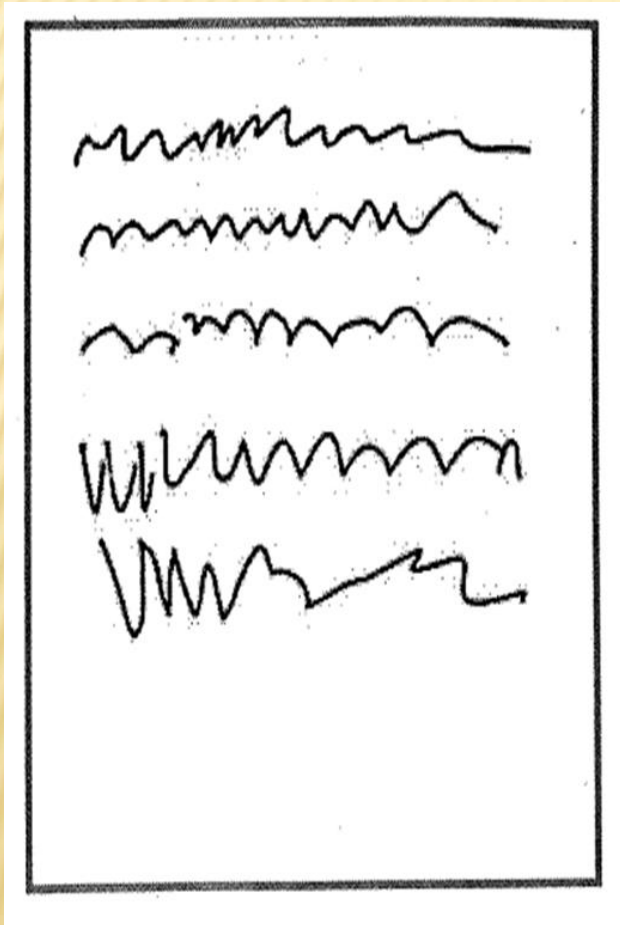
To improve the quality of children's writing:

- Composition/ Transcription
- Spelling
- Punctuation
- Grammar
- **(SPAG)**



We have been using an approach to the teaching of writing pioneered by the educationalist Alan Peat (an independent literacy consultant and former teacher).

.....AND HOW DO WE HELP OUR CHILDREN GO
FROM THIS.....



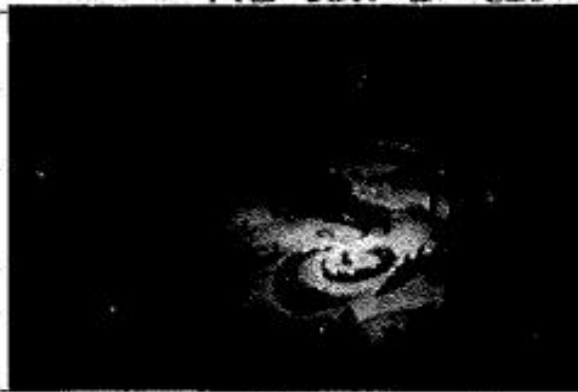
TO THIS.....

Monday 22nd

GD - Very close but: Shift in formation

January 20/8

There he lay.



As the last trail of light disappeared, I found myself in a room full of gold. On the roof, shards of light danced along the flat ceiling, like a thousand golden stars shimmering in a clear night sky. Intrigued, I stepped closer, suffocated by the smoke coming out of the dragon's nostrils. The gleaming, golden glory in this room put me in a different mindset. It was like the gold was calling me, I couldn't resist, I had to take some.



^{G.D}
Tuesday 22nd May

Alone

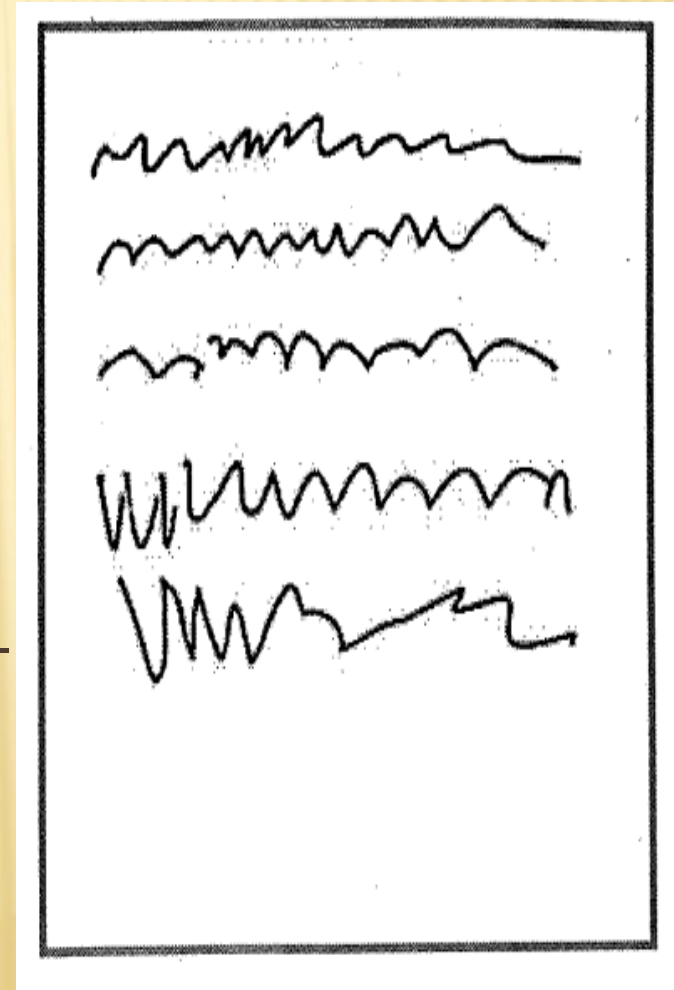
^{Great short.}
C

One chair, one table, one world
a ^{lonely} ~~lonely~~ one. There he sat
*oblivious to the life around
him. The *silence almost

*oblivious felt deadly. After a few minutes of
*silence reading the news paper (his only connection
to the world) a waitress appeared. Her
apron, which had a few mud-brown coffee
stains on it, hung low from her neck.
"How are you love? ^{SIF} could I get you
something?" She said in a warm, joy-
ful tone for the old man.
"May I get a coffee?" He replied in a
deep, wise voice. *Should I get you the
usual?" The old man's nodded.
After

SO HOW DO CHILDREN BEGIN?

- ✖ The beginning of writing starts when babies and children start making marks in food, bubbles, mud etc. with their fingers, progressing to thick crayons and pencils.
- ✖ The marks start to mean something to the young children - it is their way of communicating through marks.
- ✖
- ✖



- ✖ Children then become aware of their own name and as they begin to write their own name, they start to differentiate between drawing and writing, and they begin 'writing' with a few recognisable letters, often from their name.

✖

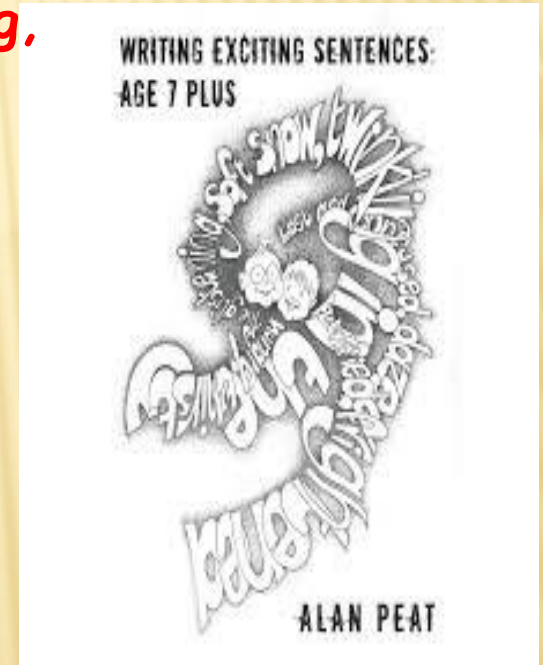


- ✖ The next stage of writing is linked to reading, and letter shapes and words begin to have more meaning for them. They match letter shapes to sounds.
- ✖ They learn to say a word slowly and to stand up a finger for each sound they can hear. They then recall the letter shape for each sound and record these in the correct order to create the word.
- ✖ Common high frequency words which cannot be sounded out are then learnt by practising to read, then write them.



WHAT IS THE ALAN PEAT APPROACH?

- Purpose is to help children write more varied sentences whilst developing their SPAG (**Spelling, punctuation and grammar**)
- The approach consists of a set of 25 different sentence types.
- We have been using this approach across the school and have found it really helps children to structure their writing
- Increased progress
- Step by step process has been very beneficial, particularly those children who struggle with 'flow'!
- Enhanced progression in **SPAG**



SO WHAT ARE THE 25 SENTENCE TYPES?

Year Group	Sentence Type to be introduced & taught	Page
Foundation Stage	Simple sentence structure to be verbalised	9
	List sentence	11
	-ly sentence	17
	Connective opener	
	Introduce the question mark symbol	
Year 1 & 2	Question sentences	13
	Simile sentences	7
	2A sentence	5
	Short sentence	21
	But & so sentences (boys)	4
	Connective opener	17
	Revise & embed all previous types	
Year 3 & 4	-ing clause	12
	Boys sentences	4
	Emotion word, comma	22
	-ed opener	8
	Choice – question	20
	Some _____; others _____ sentence	14
	'Drop in' clause sentence	6
	Ad same ad sentence	23
Year 5 & 6	Revise & embed all previous types	
	De _____ : De _____	10
	Personification sentence	15
	The more, the more sentence	24
	Imagine plus 3	25
	Irony sentence	16
	Outside (inside) sentence	18
	If, then sentence	19
	Revise & embed all previous types	



**'How to write
exciting sentences.'**

**A whole school
approach to developing
writers.**

USING THE BOOK:

We use the correct
grammatical
terminology;
statutory
requirement with
new curriculum

So this all
looks very
serious.....



How do we teach this
to your children?

'Drop in' clause Sentence (Relative clause) page 6

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 & Year 4 should	Introduce the idea of a 'drop in' sentence (who, when, which) using the idea of the 'drop in' bit being called extra information.	Cakes, which taste delicious, are not so good for your health.
Year 5 & 6 should	Continue to build upon previous learning. <u>Introduce term relative clause and relative pronoun.</u>	The lady, who lives in the bungalow, was out all day watering the plants.
	Embed sentences in writing, knowing how and when these should be used.	

LO: We are learning to 'drop in' clauses in our writing.

What do you see here?



Think, pair, share.....

How could this biscuit be like a sentence?

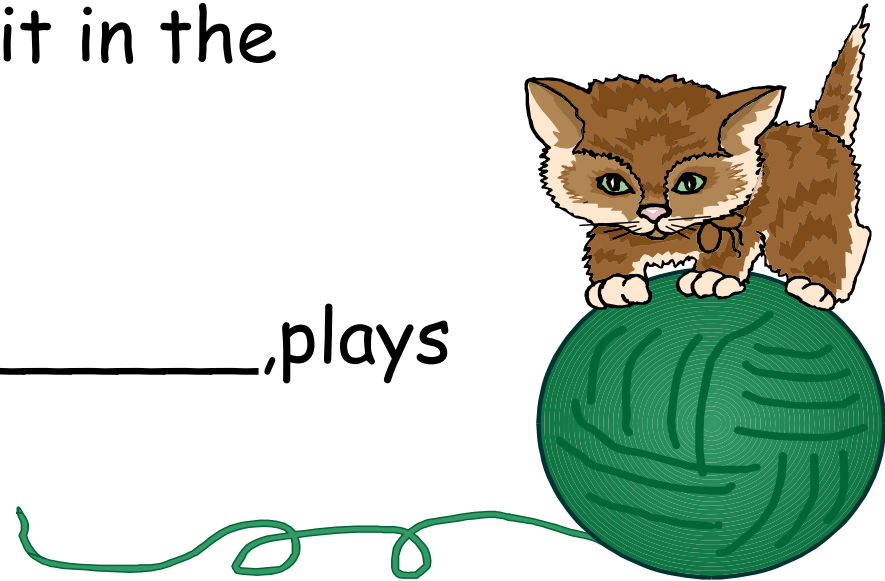
LO: We are learning to 'drop in' clauses in our writing.

- Question
- How can we make a sentence with a filling in the middle?



LO: We are learning to 'drop in' clauses in our writing.

- Let's have a go!
- My cat plays with string.
- Let's sandwich a bit in the middle....
- My cat, _____, plays with string.



LO: We are learning to 'drop in' clauses in our writing.

We used the word

who

There are other words we can use

which

that

- Let's try these:
- The teacher, _____, had taught for a long time.
- The house, _____, had been for sale for a long time.

LO: We are learning to 'drop in' clauses in our writing.

- Now you have a go...
- Use your whiteboards
- My cat, _____, plays with string.
- The teacher, _____, had taught for a long time.
- The house, _____, had been for sale for a long time.

Make your
sentences
as silly as
you like!!!

But does the extra sentence part have to be sandwiched in the middle?

- Could it be in a different position in the sentence?



SO LET'S LOOK AT SOME EXAMPLES

13.

Ad, same ad

Examples:

He was a fast runner, fast because he needed to be.

It was a cold planet, cold due to the distance from the sun.

Rule: Same adjective used twice. The second adjective repeated straight after a comma.

18.

Some; others sentences

Examples:

Some people love football; others just can't stand it.

Some days are full of enjoyment; others begin and end terribly.

Rule: *Some; others* sentences are compound sentences which begin with the word *some* and have a semi-colon to replace the word *but*.

BUT IS THIS APPROACH RELEVANT OR USEFUL?

...and dear Mrs Zainab, who was the best mother in the world.
'Oranges in No man's land'
Elizabeth Laird

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------

1 mark

Trying to pull himself together, he let himself into the house.
'Harry Potter and the Philosopher's Stone'

17

Look at this picture.



Complete the **noun phrase** below to describe the boot.

the _____, _____ boot



He was a big, beefy man with hardly any neck.....
'Harry Potter'

4

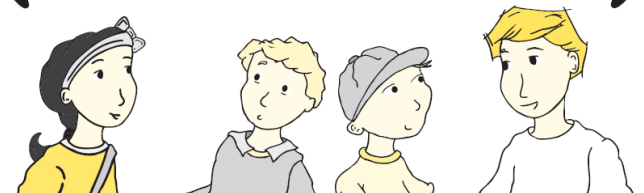
At school, Mary and John are explaining to their friends what happened in the morning.

Write **one joining word** in the space to complete what Mary is saying.

Now, write **one joining word** in the space to complete what John is saying.

Today I had an egg for breakfast _____
John had porridge.

I could not have an egg for my breakfast _____
I dropped it on my boot.



The huge metal bar sliced through the air like a guillotine.
'The tale of Despereaux'

HOW DO WE INTRODUCE A PARTICULAR SENTENCE TYPE?

- ✗ Link them to the children's writing- should have a purpose rather than standing in isolation.
- ✗ Can you spot a drop in clause or an ad, same ad?

LO: We are learning to use vary our sentences using the **Some; others** sentence type



Look at this paragraph.
Which sentence types can you spot?

As I approached the beach I could hear the waves lapping on the glistening, golden sand. Some children, who had just bought ice-creams, were chatting excitedly as they ran back to their families. Glancing quickly across the beach, I could hear the soft sound of a fun fair in the distance, while the sweet smell of candy floss drifted through the air.

Beach umbrellas stretched out before me like a sea of colour. What a fantastic sight!

LO: We are learning to use -ing clauses in our writing.



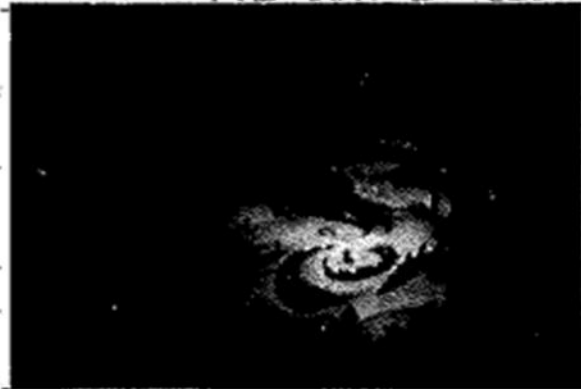
Look at his paragraph.
Which sentence types can you spot?

Mr Hedgehog slowly and carefully poked his head through the hedge and crept forward. Tonight was the big night.... He was going to steal those delicious, tempting eggs. He was nervous, nervous because he knew Tabs the cat was lurking in the shadows. The hen house, which seemed quiet at the moment, sat across the farmyard.

Worried, scared and nervous he took a small step forward but suddenly he heard a noise.....



IMPACT ON WRITING



Monday 22nd

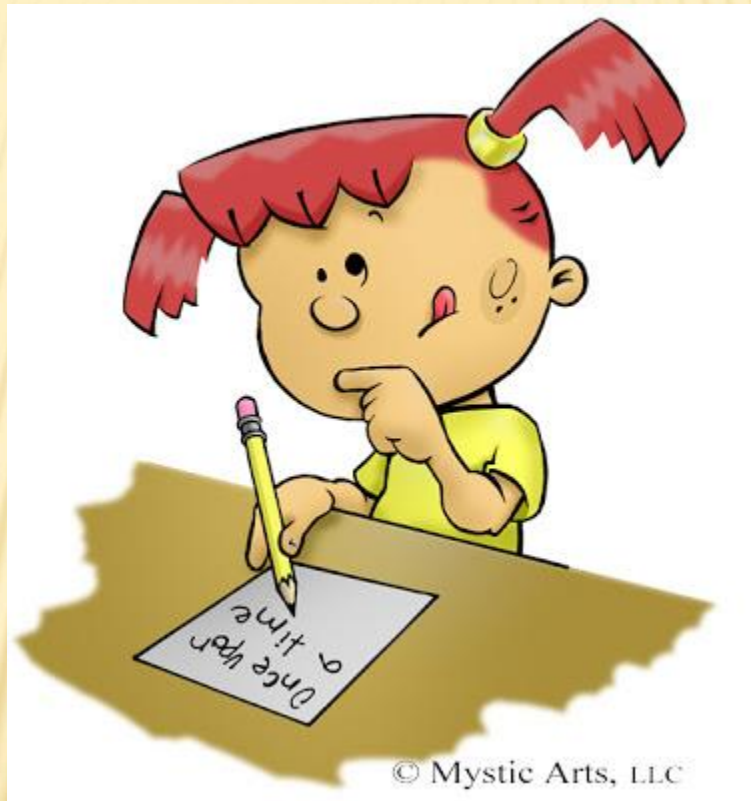
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January 2018

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couldn't resist. I had to take some.

SO HOW CAN YOU HELP AT HOME?



WHAT CAN YOU DO AT HOME?



- ✗ Use the book as your guide
- ✗ Don't worry about the year group; just follow the needs of your child
- ✗ Come and ask us- we're very enthusiastic!
- ✗ Thank you for coming.
- ✗ Websites you can use:
 - ✗ - [www.active learn.co.uk](http://www.activelearn.co.uk)
 - ✗ - BBC Bitesize



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