

Parent information evening - writing

08.03.2023

Agenda:

- How we teach writing;
- How you can find out more information;
- What you can do at home to help your child.

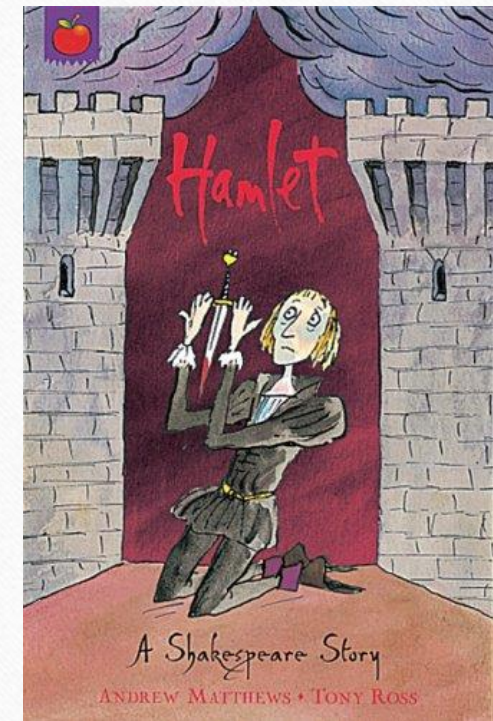
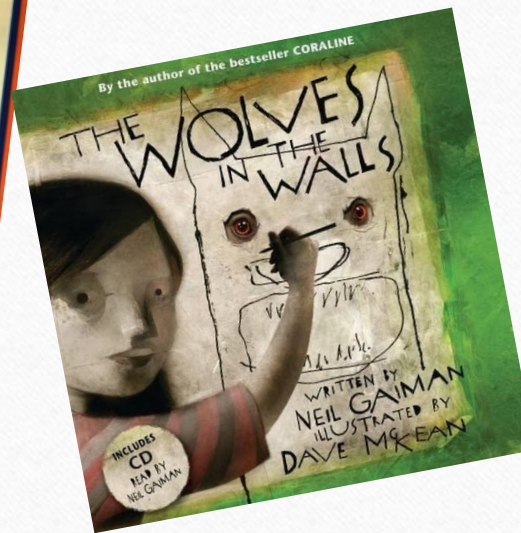
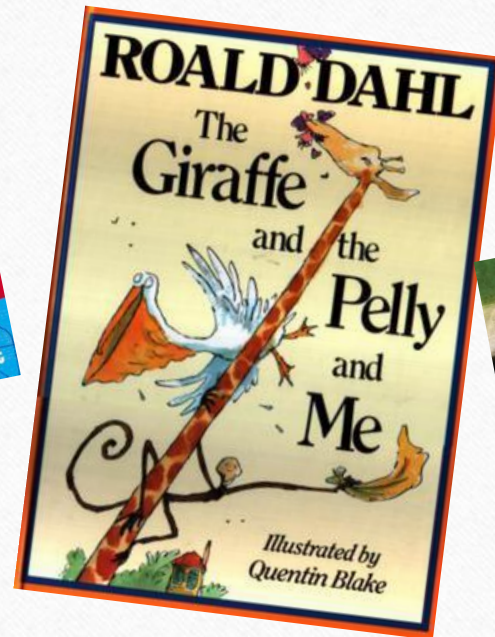
The role of texts at Hollingbourne

- Texts play a very important part in our writing curriculum at Hollingbourne.
- The reasons we use texts as a starting point for planning our writing curriculum are varied as are the reasons teachers choose particular texts:
 - Children will become immersed in the text.
 - Children become familiar with a range of genres and author styles.
 - Books chosen to study are the correct pitch for the children and will assist children in producing good quality pieces of work.

➤ Books chosen to study may include texts that children would not readily choose to read or be able to access on their own.

➤ Books chosen to study may illustrate particular skills teachers want to explore and develop with their class. For example, *Varjak Paw* – this text might be used to illustrate how sophisticated punctuation can enhance description. A book such as *The Boy in the Striped Pyjamas* assists teaching the children to hone their inference skills and read between the lines. *The Miraculous Journey of Edward Tulane* – illustrates great characterisation, which in turn can be used by the children to help enhance their own writing.

- Books may be chosen to create excitement and/or meet the needs and interests of the children in a particular cohort.



The Planning Process

When teachers plan, they look at:

- Hollingbourne's writing curriculum (based on The National Curriculum) and how links can be made to the book being studied;
- The opportunities that link and themes that run through the book to facilitate said opportunities;
- 1. the objectives we want to achieve, for example, teaching specific skills 2. the writing outcomes we want our children to produce, for example, a newspaper report 3. the features of the genre that need to be taught (what will it look like) 4. what further skills need to be taught in order that children are successful, for example, punctuating speech correctly, understand when to use direct speech and when to use reported speech.

Planning continued...

- We then think about how we want the children to illustrate and apply the skills learnt to their own writing.
- Teachers will create a model for the children to enable them to understand what is expected of them and what a good piece might look like.
- Children are given WALTs and Remember to Steps to further scaffold their learning and help them understand what they need to include in order to be successful.
- Children may also be asked to analyse models given with a partner to decide what they like and what they might change with clear reasons why.

Planning continued...

- In addition to all the above, children will also have access to resources to assist them with their writing, examples include: word banks; a range of sentence openers; thesaurus'; dictionaries; working walls.
- At Hollingbourne we value class discussions which involve sharing ideas as well as thinking and developing their understanding further.
- As well as adult-child feedback, we also value peer to peer feedback which gives children an opportunity to share work and offer additional ideas and support to one another.

Planning for Progression – how does it work?

- Throughout the school, skills in English writing are taught progressively so that each year we build on and consolidate what the children have learnt. For example, in Cherry Class – synonyms (alternative word choices that have a similar meaning) are taught by enabling children to expand their vocabulary choices. So synonyms for ‘big’ might be explored and taught, for example, giant, enormous, huge, humongous and so on...
- By Year 5/6 its becomes more about fine tuning synonym choices to ensure they make sense and fit the context in which they are in. We will also discuss the strength of the synonym and if this is the best word to use, the authorial style, the meaning it conveys to the reader, what effect do we want this to have on the reader? etc

How does reading at home help my child:

- Love of reading – immersing themselves in the text, imagining themselves in that setting, as the character.
- Exposure to a wide range of vocabulary – this will help them develop a wider range of vocabulary which they may then choose to use in their own writing.
- Help them understand how different styles of writing might effect the reader.
- They might use examples of what they have read in their own writing, for example, similes.
- Understanding how different text genres are written and presented, which will in turn help them when they come to write their own.
- Spellings – seeing words often enough will assist children with remembering spellings.
- Punctuation – seeing a range will help them understand how they might use in their own writing.

What the Dfe say:

‘The more regularly children read, the greater their vocabulary, the greater their academic achievement.’

‘Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.’

‘Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background.’

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures relating to their findings:

‘Here’s how many words children would have heard by the time they were 5 years old:

Never read to: 4,662 words;

1–2 times per week: 63,570 words:

3–5 times per week: 169,520 words;

daily: 296,660 words;

and five books a day: 1,483,300 words.’

Don't underestimate the power of reading to your child:

- Even as your child gets older, it is still important to read to them.
- Reading with intonation and expression can help your child develop this in their own reading, but also give them a sense of excitement and joy.
- Shared reading may mean that you and your child can discuss plot, context, meaning, retrieval (what's happened), predict what might happen next. This may seem simple but it is truly, very powerful!

Reading is reading is reading...

- Subtitles of a film/music video
- A leaflet
- A takeaway menu
- Labels on a can at a supermarket
- A recipe to make a cake
- Road signs, logos

Developing independent writing at home:

- Encouraging to have a diary
- Writing the shopping list
- Christmas/birthday list
- Do children have somewhere comfortable to sit if they want to read/write, somewhere perhaps a little quieter?
- Children love cool stationery – might this encourage them to start a diary or journal perhaps?

Any questions?
