

Year 3 & 4 Writing & SPaG Workshop



Aims

- To explain the types of writing covered in Lower Key Stage 2.
- To help with the concepts covered and introduced in the year groups.

- Reading is a focus at Thorpedene and the more you can read with your child at home, the better! This will support their understanding of language within different texts.
- Having a balance of both fiction and non-fiction helps
- They will then use this language in their writing, which in turn improves their writing ability.



Poetry

We begin a unit of work with a week or two on poetry. This will link to the topic, or to the next genre of writing, or both.

Poetry helps the children to develop their language skills and helps to increase their vocabulary.

We have recently been exposing the children to higher-level poetry and prose to further increase their vocabulary and ability to infer meaning.

Writing fiction

- We begin by reading a text together and unpicking what makes it good (creating a toolbox).
- We then use this to write our own version as a class. We often use an idea from Alan Peat called Boxing Clever. This focuses the children on key areas to develop their paragraphs: Who? Where? Where next? Why? What goes wrong? Who helps? Where last? Feelings.
- The children use this class version to write their own and are encouraged to 'magpie' the bits they particularly liked.
- They will plan and write their own story using the structure and ideas created during the week.

Writing Non-fiction

Finally the children will balance their understanding of writing, by writing a non-fiction text.

These can include any of the following depending on the topic chosen:-

- Reports
- Non-chronological reports
- Newspaper reports
- Explanations
- Instructions/ Recipes
- Recounts



SPaG and what it means

- S = spelling
- P = punctuation
- and
- G = grammar



SPaG

- In Year 3 and 4 SPaG is taught through English. We often have a focus area that we want to see in their writing that week.
- There are times when we focus weeks or days on SPaG if and when we feel there is the need.
- We practise spellings regularly within our lessons.
- We make great use of [Alan Peat's](#) Sentence types to give good examples of how to use certain punctuation or sentence structures.

Alan Peat

2A sentence



He was a tall, thin man with an old, crumpled jacket.

2 Adjectives for each noun

3 ed sentence



Frightened, Horrified, Intrigued, Terrified, Maddened, Relieved, Shocked, Worried, Surprised, Disappointed, Interested, Exhausted,

Intrigued, surprised, terrified the boy went over to investigate the spacecraft.



Emotion word,



sentence

Desperate, she screamed for help.

Terrified, Red froze instantly on the spot.

Anxious, the girl began to realise that she was lost in the forest.



Afraid, brave, cantankerous, delighted, ecstatic, fearful, glad, happy, insolent, joyous, keen, lucky, maddened, nostalgic, outraged, perplexed, quietened, ruthless, sad, terrified, unhappy, vexed, wearily

Noun, which/ who/ where,

sentence



Subway sandwiches, which taste fantastic, are not so good for your health.

embedded or subordinate clause,

Assessment

- When the children complete writing tasks independently, we can use these for assessment purposes.
- Using the tick sheets help us to assess whether the student is working towards/at the expected standard or at greater depth.
- It also aids us with planning the areas that we still need to work on and set up interventions for.

Grammar

- The children have lots of different vocabulary to learn and how to apply this to their writing.
- Supporting your child with the basics will really help them become more confident at school.



Standard English

- They will need to use standard English in all writing, unless the writing calls for slang (informal language) to be used.
- For example - in diaries, speech and letters to friends.



Noun phrases

- A **noun phrase** is a noun and any words that go with it. A noun phrase can go anywhere in a sentence where a noun or a pronoun might go.
- The simplest noun phrases are either a noun on its own (e.g. I don't like dogs), or a noun with a determiner (e.g. I don't like *the/that/your* dog).
- A noun phrase can also be extended with a **prepositional phrase**: this is a prepositions (such as *with, under, on*) with a noun, that describes the main noun in the noun phrase (e.g. the dog in the garden).
- These can include an adjective to **modify** the description given by the noun, e.g. *in the tidy garden*

Determiners

Words which introduce a noun.

- Articles
 - the/a/an
- Demonstratives
 - this/that/these/those
- Possessive determiners
 - my/your/his/her/its/our/their
- Quantifier determiners
 - Numbers/several/most/some



Pronouns



A word that replaces a noun in a sentence. They are used to avoid repeating the same nouns over and over again.

For example, "Jeremy ran so fast, you'd think his life was on the line."

Common pronouns include:

I, me, mine, she, he, it, we and us

Paragraphs

Time

Topic

Ti P To P

Place

Person

Ti ...you move to a new period of time

P ... you move to a different place/location

To ... you move from one topic to another

P ... you bring a new person into your writing, or change from one person to another - including dialogue (speech)

Conjunctions

Co-ordinating Conjunctions

Co-ordinating conjunctions are used to join to main clauses.

and

but

for

or

so



Sophie is smart **and** she is friendly.

Matthew is tired **so** he won't play football tonight.

The dragon was hungry **but** it wouldn't eat humans.



Conjunctions

Subordinating Conjunctions

These join a main clause (which makes sense on its own) with a subordinate clause. The subordinate clause needs a 'piggy back' from the main clause as **it doesn't make sense on its own!**

While after as because
until before when
since unless if although

Harvey would stay inside the house **until** it was safe to come out.

Every night, **before** the sun went down, the dragon appeared in the sky.

Fronted Adverbials

FRONTED ADVERBIALS

Time

Today,
Yesterday,
On Monday,
After a short while,
In the blink of an eye,
Later,
Eventually,
Recently,
Early in the morning,
Punctually,
In June,
After dusk,

Location

Over the mountain,
In the distance,
On the shore,
Outside the house,
Down the stairs,
Underneath the
bridge,
Aboard the boat,
Around the corner,
Adjacent to the shop,
Far away,
Back in the room,



Feelings

Anxiously,
In a flash,
Suddenly,
Nervously,
Curiously,
Joyfully,
Unfortunately,
Frantically,
Enthusiastically,
Wildly,
Courageously,
As fast as he could,

Prepositions

PREPOSITIONS



Next to



On



Under



Behind



In front of



Between

Present Perfect vs Simple Past

- Simple past
 - I bought a new bike
 - Just reporting what I did in the past.
- Present Perfect
 - I have/I've bought a new bike.
 - Expressing that I have a new bike now

Writing with your child

The times you help your child with writing generally are for their homework.

The children are asked to complete different types of writing from poetry to letters and non-fiction writing. We would ask that your child has a go at the writing independently and then you could support with improving it.

If the children are researching in order to complete a written task, the biggest help is to get your child to read the information they research and try to write it out in their own words.

Handwriting

Practise Hand Writing!

This needs to be legible,
fluent and joined.



Helping with punctuation

Getting them to identify and understand the different punctuation types and where to put them into a sentence

- The main ones to know are:-
- Capital Letters
- Full Stops
- Question Marks
- Exclamation Marks
- Commas
- Apostrophes
- Inverted commas



Helping with capital letters

Working consistently and not mixing them up at home helps.

- Not writing in capital letters when they are practising any spelling unless it needs it.
- Always putting capital letters at the beginning of sentences, names, months, days and names of places.
- Correcting them, when they have capital letters in the middle of words or sentences.

Helping with punctuation

The next piece of punctuation to work on is commas

- Using them as part of a list.
- Or in a noun phrase.
- To show an embedded clause.
- Or separating a fronted adverbial or sentence opener at the beginning of sentences.



Helping with punctuation

The next piece of punctuation to work on is apostrophes

- For contractions:
 - Can't, don't, I'm, etc.
- For possession:
 - Jacob's school bag
 - The dog's bone
- For possession with plurals
 - The children's work was superb.
 - The students' grades.



Helping with punctuation

The next piece of punctuation to work on is inverted commas (speech marks)

- In Year 3, speech should be demarcated with inverted commas: "hello" said Fred.

- In Year 4, we would be expecting inverted commas and other punctuation to be used to indicate speech.
- "Hello," said Fred.



Supporting your child with spelling

The children should have a set of spellings to learn every week.

They are taken from our Rising Stars spelling scheme which incorporates the national curriculum word lists and are the spellings/patterns they need to know.

Supporting your child with spelling

- **Word families** - showing how words are related in form and meaning - e.g. solve, solution, dissolve, insoluble
- **Prefixes**- formation of nouns using prefixes (super-, anti-, auto-)
- Using the forms of *a* or *an* according to whether the next word begins with a **consonant** or **vowel**.
- **Suffixes** (-ing, -er, -ous, -tion, -ssion, -sion, -cian)

Supporting your child with spelling

Mnemonics - this is when you make up a phrase that will help your child to remember the letters in a word

SAID - strawberries and ice-cream, delicious

BECAUSE - big elephants can't always use small exits.

Year 3 and 4 Spelling List

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider

continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar

group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute

natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter

question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

Things to help you and your child with writing

Getting a dictionary - helping them to find spellings and being confident with the alphabet.

Getting a thesaurus - to help them to find more interesting words to use in their writing.

Books to help

- Oxford Primary Grammar, Punctuation and Spelling Dictionary
- Barrington Stoke School Spelling Dictionary



Website for help

- www.oxforddictionaries.com/schools
- www.theschoolrun.com/primary-literacy-glossary-for-parents
- [National Curriculum - spelling](#)
- [National Curriculum - Vocab, grammar and punctuation](#)

Most importantly,
have fun writing
with your
child and please
support them with their
homework!

