

Year 2 Writing Workshop

Aims of the Day

- ▶ To understand how we teach writing.
- ▶ To understand why we teach writing the way we do.
- ▶ To know how you can support your child with writing at home.

Talk For Writing

- ▶ Developed by the author Pie Corbett.
- ▶ It is a whole school approach to develop our children as readers, writers, speakers and listeners.
- ▶ It enables children to read and write independently for a range of purposes and a variety of audiences.
- ▶ Fun activities that help children rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.
- ▶ The approach moves from children being supported by the teacher and teaching assistants using shared writing and guided teaching towards children writing independently and creatively.

Reading

- ▶ Talk for Writing starts with enjoying and sharing stories.
- ▶ There is a strong emphasis on children reading stories and enjoying a range of literature.
- ▶ Through regular reading, we want children to build up an extensive and rich vocabulary for use in their own writing.
- ▶ Reading and sharing stories regularly at home, no matter what age your child is, is the key element in developing their writing.

Imitation Stage

- ▶ The unit of work begins with a creative hook to engage the children with a sense of audience and purpose.
- ▶ The children will listen to, learn and re-tell a model text off by heart so that they can memorise and internalise the language and sentence patterns of the text type.
- ▶ Later, the children will be able to apply these in their own writing. When learning and retelling a model text a multisensory approach is used.

Imitation Stage

- ▶ Reading as a reader encourages the children to understand the text and the characters at a deeper level.
- ▶ Reading as a writer gets the children thinking about a writer's toolkit and how they would be able to recreate something just as effectively.

Innovation Stage

- ▶ The children change the model text to create their own versions.
- ▶ Younger writers or less confident writers may need to stay close to the structure and the vocabulary used in the model text to build confidence and understanding.
- ▶ More confident writers will come away from the model text and want to explore their own ideas or ways of writing.

Imitation Stage

- ▶ Teachers model writing through shared writing. Shared writing is writing completed by the whole class, but the class teacher will keep questioning and taking ideas until the class get the very best ideas and sentences to be written.
- ▶ The children will then be given opportunities to write their innovated text, bit by bit.

Independent Application

- ▶ The final phase of the process provides the children with the opportunity for them to use all the skills they have learnt throughout the unit to create an independent piece of writing.
- ▶ The children are guided through the planning of their own story or non-fiction text that is the same genre as the model text. Non-fiction can be applied across the curriculum.
- ▶ Editing and improving is an essential skill for all year groups. Children are taught how to check their own work independently or with a peer to support.

Helping at Home

- ▶ Read, Read, Read - Talk for Writing begins and ends with enjoying stories and reading books. Children who read for pleasure are also more likely to succeed as writers because of the way in which reading develops language development.
- ▶ Play with words and vocabulary – who can find the best word to describe something?
- ▶ Consider how often your child sees you write in the modern age.
- ▶ Be a good role model. Encourage your child to magpie ideas.

Expanded Noun Phrase

Expanded noun phrases add more detail to the noun by adding one or more adjectives

the **small, happy** boy

dog

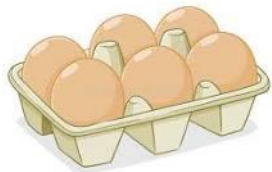
flower

cake

Commas in a list

Commas are used to separate items in a list, with the exception of the last item, which is separated by "and" or "or":

I went shopping for **bread, milk and cheese.**



eggs



pop



crisps



chocolate



jam



ham



pizza



pasta

Subordinating conjunctions

A subordinating conjunction is one that connects a subordinate clause, also known as a dependent clause, to the rest of the sentence.

because

when

that

if

I went to the park

I will go to the park

Year 2 Spellings

Words that children should be able to spell correctly by the end of year 2.

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would