

Writing Workshop

Year 5 and Year 6

Monday 21st March 2022

This session will provide information about:

- Y5 & Y6 SPaG content
- end of KS2 assessments
- how SPaG skills are taught including the application of skills
- how to support children at home with SPaG

English Curriculum

The National Curriculum establishes English as a core subject. An understanding of the English language is central to developing an understanding in all National Curriculum subjects. *Reading, writing and spoken language* are divided into different areas of study. These are:

Reading	Writing	Spoken Language
<p>word reading</p> <p>comprehension (listening and reading)</p>	<p>composition</p> <ul style="list-style-type: none">• planning• proof reading and editing <p>vocabulary, grammar and punctuation</p> <p>spelling</p> <p>handwriting</p>	<p>Includes:</p> <ul style="list-style-type: none">• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives• speak audibly and fluently with increasing command of Standard English• consider and evaluate different viewpoints, attending to and building on the contributions of others

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Children need to be confident in their understanding of each of these skills and apply them within their own writing.

It is also important that children have good knowledge of the content from previous year and are accurate in their use of this.

Year 6: Detail of content to be introduced (statutory requirement)

Word

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]

How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]

Year 6: Detail of content to be introduced (statutory requirement)

Text

Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology for pupils

subject, object

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon, bullet points

KS2 Assessments

At the end of each key stage in primary school, children are tested on what they have learned through assessments known as SATs. The KS2 SATs consists of:

- *maths tests (arithmetic x1 and reasoning x2)*
- *reading test x1*
- *SPAG test (grammar and punctuation x1 and spelling x1)*
- *writing moderation*

In each of these tests or through the moderation process, children are expected to achieve at least the national standard (called the *expected standard*).

SPaG Test Papers

The next few slides have examples of questions taken from the 2018 *Grammar and Punctuation test paper* and the *Spelling test paper*.

Paper 1: *Grammar and Punctuation* (50 questions)

Paper 2: *Spelling* (20 questions)

As it is a KS2 assessment, both papers include content taught from throughout the entire key stage (Y3 – Y6).

1

Insert a **comma** in the correct place in the sentence below.

Although he was the youngest Tom was one of the tallest.

1 mark

1
G5.6a

Award 1 mark for a correctly placed comma.

Although he was the youngest, Tom was one of the tallest.

1m

13

Which sentence is written in **Standard English**?

Tick **one**.

Two sports teams come to our school yesterday.

My friend was tidying the classroom.

Today the children done their school play.

The teachers was going to send a letter next week.

1 mark

13
G7.1

My friend was tidying the classroom.

1m

21

Which **word class** is the underlined word in the sentence below?

My brother thinks that football is an amazing game.

Tick **one**.

adverb

adjective

determiner

conjunction

1 mark

21
G1.8

determiner

1m

24

Replace the underlined words with the correct **pronoun**. Write one pronoun in each box.

When Jack's grandmother came to stay, she gave Jack some money.

↓

Jack used his money to buy a game called Gables. Jack could not

↓

wait to get home and play the new game.

↓

24
G1.5

Award 1 mark for the correct pronoun inserted in each box.

When Jack's grandmother came to stay, she gave Jack some money.

↓

Jack used his money to buy a new game called Gables. Jack could not

↓

wait to get home and play the new game.

↓

Do not accept misspellings of pronouns.

1m

33

Circle the four **prepositions** in the sentence below.

On a mountain bike, you can cycle across rocky ground, along muddy paths and over harsh terrain.

1 mark

33
G1.7

Award 1 mark for all four correct.

(On) a mountain bike, you can cycle (across) rocky ground, (along) muddy paths and (over) harsh terrain.

1m

37

Underline the **relative clause** in each sentence.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

1 mark

37

G3.1a

Award 1 mark for all three correct.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

1m

Spelling task

1. Mum hit her _____ with the hammer.
2. The boy had _____ keeping up with his elder sister.
3. Add eggs to your cake _____.
4. The new laptop is light and _____.
5. We put the bread _____ in the oven.
6. My favourite subject at school is _____.
7. The teacher asked the children to pay _____.
8. Raif _____ his parents' permission to go out.
9. The astronaut felt _____ in space.
10. Raisa was chosen to be a member of the school _____.

Qu.	Spelling	Mark	Content domain reference
1	thumb	1	S60 – words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40 – the /ʌ/ sound spelt <i>ou</i>
3	mixture	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56 – words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
5	dough	1	S59 – words containing the letter string <i>ough</i>
6	science	1	S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i> S51 – words with the /s/ sound spelt <i>sc</i>
7	attention	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
8	obtained	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
9	weightless	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
10	council	1	S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

Glossary of SPaG Terminology

In your handouts, you will find a glossary of the terminology that children are expected to know, use and apply in KS2.

Glossary of Terms	
Used in Spelling, Punctuation and Grammar Teaching in Primary Schools	
Abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.
Adjectival phrase	A phrase built around an adjective – for example 'bright red', 'frighteningly bad'.
Adjective	A word which describes a noun .
Adverb	An adverb can modify a verb , an adjective , another adverb or even a whole clause .
Adverbial phrase	A phrase built around an adverb – for example 'as quickly as possible', 'very rudely'.
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity; for example, the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a man-eating shark'.
Antonym	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.
Apostrophe	A punctuation mark used to show possession or to represent missing letters in a contracted form . See also possessive apostrophe .
Article	Words which tell us if a noun is general or specific. 'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs . For example, 'be' is used in the progressive tense verbs such as 'I am running', 'he was eating'.
Brackets ()	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, 'My friend Chloe (who is three months older than me) is coming to my house tonight'.
Bullet points	A way of setting information out in a list of points, which may be phrases , words or short sentences .
Capital letter	A letter used at the beginning of a sentence and for proper nouns . They may also be used at the beginning of the important words in a title or sign, for example, 'Keep Off the Grass'.
Clause	Clauses are the building blocks of a sentence . They are groups of words that contain a subject and a verb . They can be ' main ' or ' subordinate '.

This criteria will be used to assess children's work through the moderation process.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

An extract of work from a child working at the 'expected standard' at the end of Y6. Please refer to your handout for the annotated version.

Alma

Scrunch, some chalk fell onto the snowy surface of the pavement and a little girl seemed to be looking up at a great wall of graffiti. Her mouth drew upwards to suddenly turn into a smile - you could see pride and joy in the light green eyes of the innocent young girl. The graffiti she was looking at seemed to be loads of names and she was staring at one in particular: Alma...

Suddenly, the smile lit-up-face disappeared - they turned into confusion. Something had changed, something wasn't right. Alma spun on her heels and looked around for people, but no one was there. She saw a big shop in front of her and saw something in the dark, dirty windows but the shop was enough to worry about - it wasn't like any other on the street and was art nouveau in style. The more she stared at it though, the more everything about it confused her. The giant oak frame was odd in shape, rounded with room for three glass panes. It looked like a mouth opened wide and two grills above the window looked like menacing eyes that followed you around, no matter what...

Click clunk, was the sound all the cogs made around me, when suddenly I was pushed onto a small wooden plinth. I knew exactly what was going on because I'd seen it before thousands of times and I hated the fact that I had to be the one today. As soon as I was on the tiny platform the cogs started to turn faster and I was ascending upward slowly so I could see out the foggy window onto the cobbled street. That's when I saw her - the little girl who looked just like me from the blue bobble hat to the brown mittens. I felt so sorry for her. I did try to warn her but she did not hear - they never do. She had a gigantic smile on her face when she saw me. It was almost as if she didn't know where her fate lay.

Alma saw a figure inside the frosty window. She got a bit closer to get a better look. She could not see through the steam so she took off one mitten and rubbed at the window. She could see a doll. A look of confusion sprang upon her face - she looked down at herself in shock and recognised that the doll was just like her, all the clothing, everything was the same!

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Example work from a child working at *'greater depth'* at the end of Y6.

The final battle

"Arvid and Eamon, my forever friends, tomorrow I shall face my final assignment," Biorn stated while sharpening his sword. "I have fought endless battles and I have survived every single one; however, my scars are aching and my bones are growing weaker. I must defeat the ferocious Fenrir."

The fearless Viking stopped sharpening his weapon and pulled his forever friends towards him. "My dreams are filled with Valhalla and the gold, shiny gates that will be waiting when I die an honourable death; I will finally get to lay my weapons down for the very last time," he said quietly. "As soon as the sun rises, I shall set off to kill the Fenrir and what will be, will be."

Arvid and Eamon remained completely silent. They had stood by their trustworthy friend during many of his battles and they both felt the pain he had spoken of; his words angrily wrenched at their hearts but they knew that Biorn's choice had been made and they respected this.

The very next morning, at sunrise, Biorn bravely stepped out of his home, one that he would never see again, into the biting cold mist to journey to the moorlands where he knew he would find the evil Fenrir. He wasn't sure that he would be able to defeat the monster and he thought about the battles previously fought; he remembered that he had won every one of them and this filled him with confidence. Suddenly, thunder started to rumble and lightning thrashed towards the ground: soon Biorn was soaked. But the warrior knew that he was strong and sturdy so he persevered, pushing on across the moor to meet his fate.

Out of nowhere, a death-defying roar filled the air and made the ground shake. Biorn's heart raced with fear. Then, out the corner of his eye, he noticed something glaring at him with a stare as cutting as steel. A large trickle of sweat dripped down his face and he

grabbed his sword and loyal shield. Peering closely at the beast, he saw the thick tussocks of hair that covered hideous scars; the Fenrir stood tall - the size of a bull. Shuffling closer, the warrior stumbled and the beast seethed with fury at the sight of Biorn as his face suddenly hardened. Biorn froze...

The hawk-eyed beast stared straight at the brave Viking warrior with a cold, sinister look. Its eyes glared with pure hatred as it flashed its vicious fangs: hot steam swiftly surrounded Biorn as it poured from the Fenrir's nostrils. Biorn crouched low, staring back at the monstrous creature. Stomping savagely, it moved in his direction and moments later the brutal battle commenced...

Some time later, with only a small amount of energy left, the ferocious Fenrir dug its claws deeply into Biorn's aging heart. The warrior let out a raging cry which ripped through the land; in his very last moments he grabbed his trusty sword and thrust it deep into his chest. The beast collapsed beside him: the battle was finally over.

Please refer to your handout
for annotated versions.

Scaffolding Writing – Year 5

Content introduced

Punctuation

Brackets, dashes or commas to indicate parenthesis

What is parenthesis?

Parenthesis is a word or phrase that is put in writing as extra information or an afterthought. If you took the parenthesis away, the passage would still be complete without it. You can use:

- brackets
- dashes
- commas

Scaffolding Writing – Year 5

We have already used parenthesis this year.

Can you spot the parenthesis in these sentences?

The Eiffel Tower, which is in Paris, is one of the busiest tourist attractions in the world. embedded relative clause

The city of New York, where you see the famous Statue of Liberty, is an amazing place to visit. embedded clause

Scaffolding Writing – Year 5

James is taking part in a charity skydive at the weekend.

This sentence is grammatically correct but it would be more interesting with some parenthesis added.

Brackets can also be used to separate off information that isn't essential to the meaning of the rest of the sentence.

James (who is terrified of heights) is taking part in a charity skydive at the weekend.

What could your parenthesis be?

James (_____) is taking part in a charity skydive at the weekend. (Hint: how much did he raise?)

Scaffolding Writing – Year 5

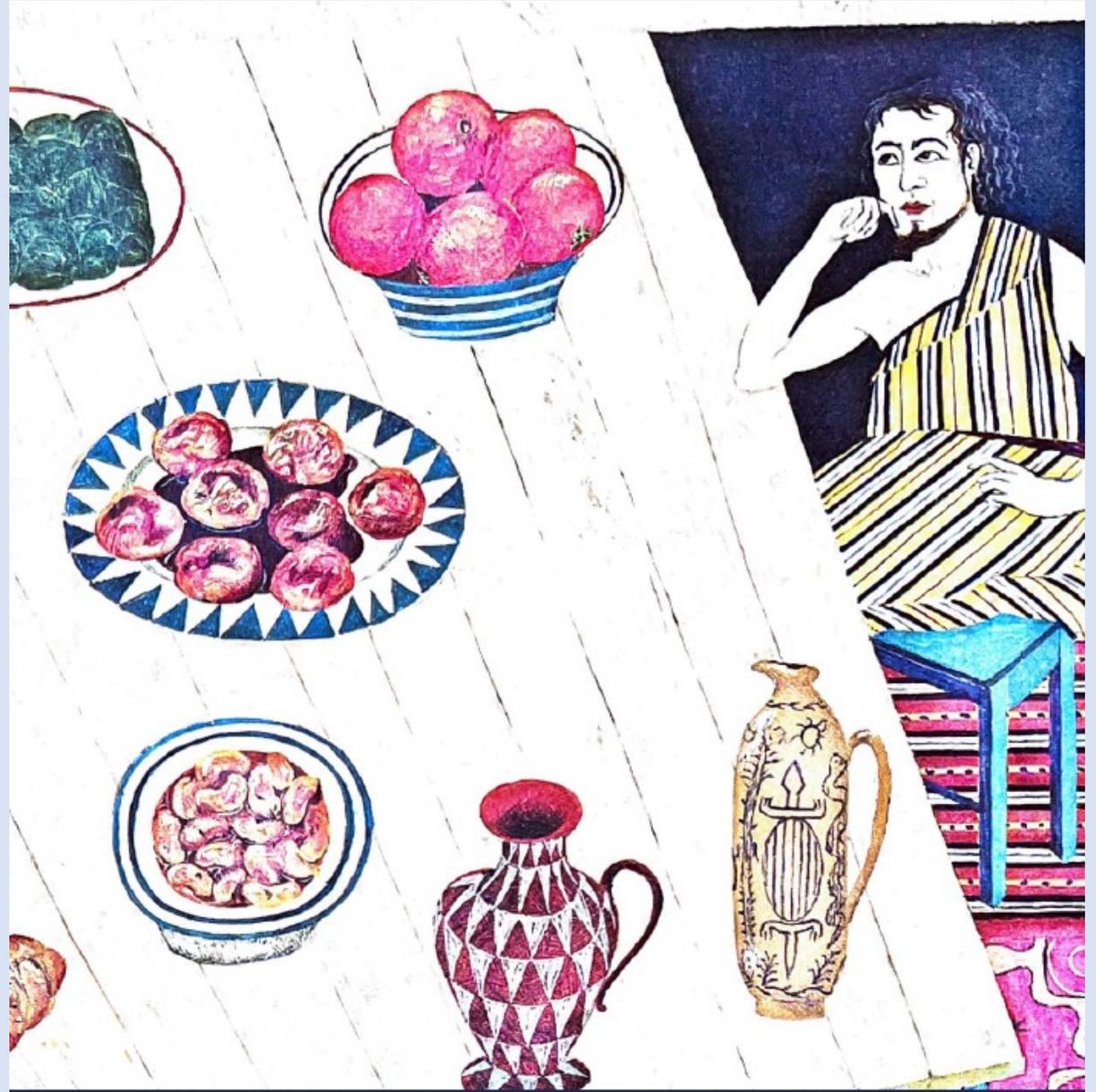
■ **FOR NINE DAYS, ODYSSEUS WAS ON HIS**
■ own in the ocean, drifting without food
■ or fresh water. On the tenth day, he was
■ washed up, like a piece of flotsam, on the
■ shore of a lonely island.

He had landed on Ogygia, the home of the goddess Calypso. She found him lying weak and exhausted on the beach, and she treated him kindly. Taking him into her house, she fed him and nursed him back to health. It might have been the end of all his troubles, except for one thing.

Calypso fell in love with him.

Her love was relentless. She prepared great feasts for him, gave him sumptuous robes and arranged spectacular entertainments to amuse him. Every day she offered to give him anything his heart desired – except the one thing he really wanted.

She wouldn't let him leave her island.



Scaffolding Writing – Year 5

I dream of escaping this island (I hope the gods provide me with a boat) and returning home to Ithaca.

I dream of escaping this island (_____) and returning home to Ithaca. (*Hint: how will you do this?*)

Section 1

How did you end up on Calypso Island?

What are your experiences of being there?

Sentence openers / stems

I have found myself...

Although I am being treated well,

Sadly,

Calypso refuses to allow me to leave (_____) despite our many conversations.

Success Criteria:

to use brackets for parenthesis

to include an embedded relative clause

to use emotive language

Section 1

How did you end up on Calypso Island?

What are your experiences of being there?

Shared Write *(children contribute to the writing collectively)*

Dearest Penelope,

I have found myself trapped on Ogygia Island after narrowly escaping death at sea. You will be relieved to hear that I am safe and well and I am being provided with everything I need (*I have never eaten so well in all my life*) but I **long** to return home to you and to my beloved Ithaca. I am missing you greatly – and our dear son.

Sadly, this will not be easy as Calypso, **the goddess daughter of Titan**, has fallen **desperately in love** with me. She has made it impossible for me to escape (*my only hope is that the Gods will be on my side*) and I now feel like a prisoner, held captive in paradise.

Success Criteria:

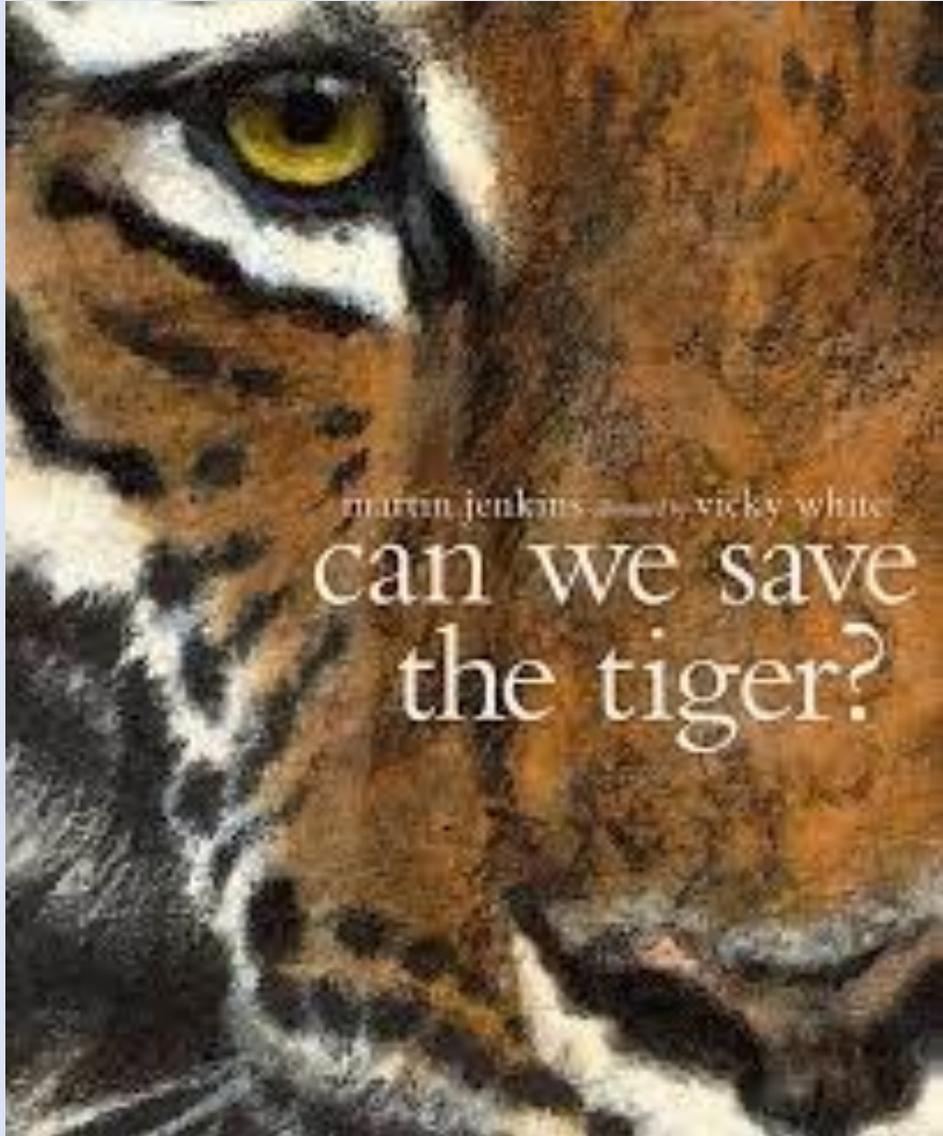
to use brackets for parenthesis

to include an embedded clause

to use emotive language

Scaffolding Writing – Year 6

LO: to use semi-colons and conjunctive adverbs to join two independent clauses



Tigers are big and they're beautiful and they're fierce. And all this makes life difficult for them these days.

Because **they're big** they need a lot of space. But the countries where they live, like India and Indonesia, have huge numbers of people in them too, all trying to make a living and all needing to be fed.

And because **they're beautiful**, people have always hunted them for their skins. They also kill them for their bones and meat to use as medicines.

And because **tigers are fierce**, they don't mix very well with humans. They usually eat deer and antelope and other wild animals, but when there are people nearby, they may end up eating farm animals like cows, sheep and goats instead. Sometimes (though hardly ever), some tigers, usually old or sick ones, end up eating people too.

So if you were a poor farmer trying to make a living with a couple of cows and a few goats, you might not be too happy if you found there was a hungry tiger living nearby. And if you knew that someone might pay you more for a tiger skin and some bones than you could earn in three whole months working in the fields, then you might find it very tempting to set a trap or two, even if you knew it was against the law.

Perhaps it's not too surprising that there aren't that many tigers left.

LO: to use semi-colons and conjunctive adverbs to join two independent clauses

The world's quite a big place. It is not that big when you consider how much there is to squeeze into it.

The world's quite a big place _____ it is not that big when you consider how much there is to squeeze into it.

The world's quite a big place **although** it is not that big when you consider how much there is to squeeze into it.

The world's quite a big place; it is not that big when you consider how much there is to squeeze into it.

LO: to use semi-colons and conjunctive adverbs to join two independent clauses

The world's quite a big place; **however**, it is not that big when you consider how much there is to squeeze into it.

conjunctive adverbs

otherwise

therefore

nevertheless

besides

consequently

It's not too surprising that there aren't many tigers left; _____, _____.

It's not too surprising that there aren't many tigers left; **however**, it is too late for the **Dodo**.

Application of skills

Task: to write about the current situation for tigers

Modelled Write

Tigers (*Panthera tigris*) are very special; they are big, beautiful and fierce. These magnificent creatures need plenty of exercise; **consequently**, they need vast spaces to roam and hunt in. Since humans are selfishly turning forests into farmlands, it's not too surprising that there aren't many tigers left. They are now classed as **endangered**: they may soon become **extinct**.

Sentence Stems

Tigers are very special; _____

Since humans are selfish,

_____ ; _____ , _____

conjunctive adverbs

otherwise

therefore

nevertheless

besides

consequently

Tier 3 Vocabulary

deforestation

endangered

extinct

predator

prey

How to support your child at home with reading

All reading is valuable so encourage your child to read widely. This can involve anything from fiction to non-fiction, poetry, newspapers, magazines, etc. Look at the recommended reads (found on the class page section of the school website) for a selection of books suitable for each year group.

Read aloud with your child. It doesn't always have to be them reading to you. We can be the ones to model using punctuation to develop fluency and how to add expression when reading to interest the reader.

Build your child's comprehension – their ability to understand what they are reading – by talking to them about what you have read. Ask questions that encourage your child to predict what they think might happen and to reflect on what has happened already. Keep the questions open, avoiding questions that require a yes/no answer.

Reading is a great way to boost your child's vocabulary. Look up the definition of words together using a dictionary or the internet.

Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).

How to support your child at home with writing

Practise and learn weekly spellings.

Use the weekly spelling sentences as an opportunity to revisit sentence structures taught. Examples can be found on the homework sheet each week.

Encourage your child to edit their writing for the skills from their particular year group as well as skills from earlier years. Often, errors can be avoided through editing, which is a required skill.

Encourage the use of a dictionary to check and correct spellings.

Write together – be a good role model for writing. Encourage opportunities for writing such as letters to friends and family, stories or poems.