

# Writing for Pleasure

Wednesday 13<sup>th</sup> June 2018

Led by E. Thacker

# What is “Writing for Pleasure?”

“Children are not really readers until they choose their own books to read; books that they want to read, developing their own taste for literature, poetry or non-fiction. In this way, they become readers, enjoying favourite books and developing a taste for certain authors as well as key books that they like to reread many times. By the same token, young writers also need to develop choice and inclination, deciding what they want to write about. In this way, writing becomes a vehicle for exploring and enjoying their own stories, fascinations, concerns and obsessions. We talk about what we want to talk about; we should also be able to write about what we want to write about. We write best about what we know and what matters.”

Pie Corbett

# Why “Writing for Pleasure?”

- ▶ Children who write for pleasure achieve significantly better results in the subject in the classroom, [National Literacy Trust](#) research suggests.
- ▶ Those who like writing outside class are seven times more likely to write above the expected level for their age.
- ▶ While the proportion of children writing for fun has risen, the trust warns many are still not keen on it.
- ▶ It says more attention must be focused on writing for fun, as has already been done on reading for pleasure.
- ▶ The study, published to mark the first National Writing Day organised by the charity [First Story](#), questioned 39,411 eight to 18-year-olds across the UK.
- ▶ The survey found almost a quarter (23%) of those who said they enjoyed writing were above their expected level, compared with 3% of those who said they did not like the activity.
- ▶ While the proportion of young people who do enjoy writing has risen - from 45% in 2015 to 51% in 2016 - the NLT study suggests about half (49%) do not enjoy writing outside of the classroom

# Focus on writing

NLT director Jonathan Douglas said: "Our research consistently finds that children who enjoy writing do much better at school, but it also shows that far too many pupils still don't enjoy writing and this could be holding them back from reaching their full potential.

"For the past 20 years, we've seen a real focus on reading for enjoyment initiatives across the UK, which have reaped fantastic benefits for children.

"It's now time to give writing for enjoyment the focus it deserves."

# Writing in Key Stage 1 (Years 1 and 2)

- ▶ Fine motor skills
- ▶ Pencil grip
- ▶ Posture
- ▶ Letter formation
- ▶ Phonics

# Writing in Key Stage 1 (continued).....

- ▶ Letter names
- ▶ High frequency tricky words
- ▶ Punctuation and text layout
- ▶ The creative side of writing

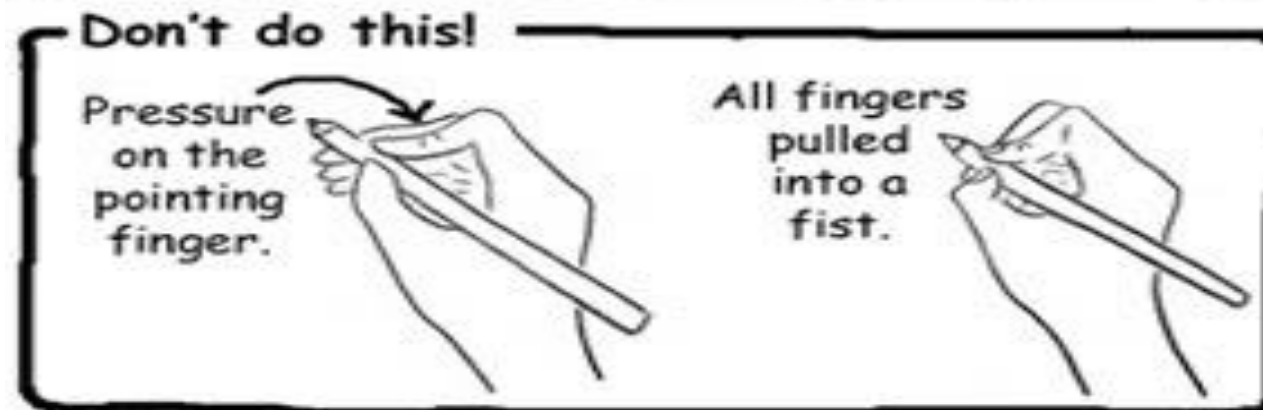
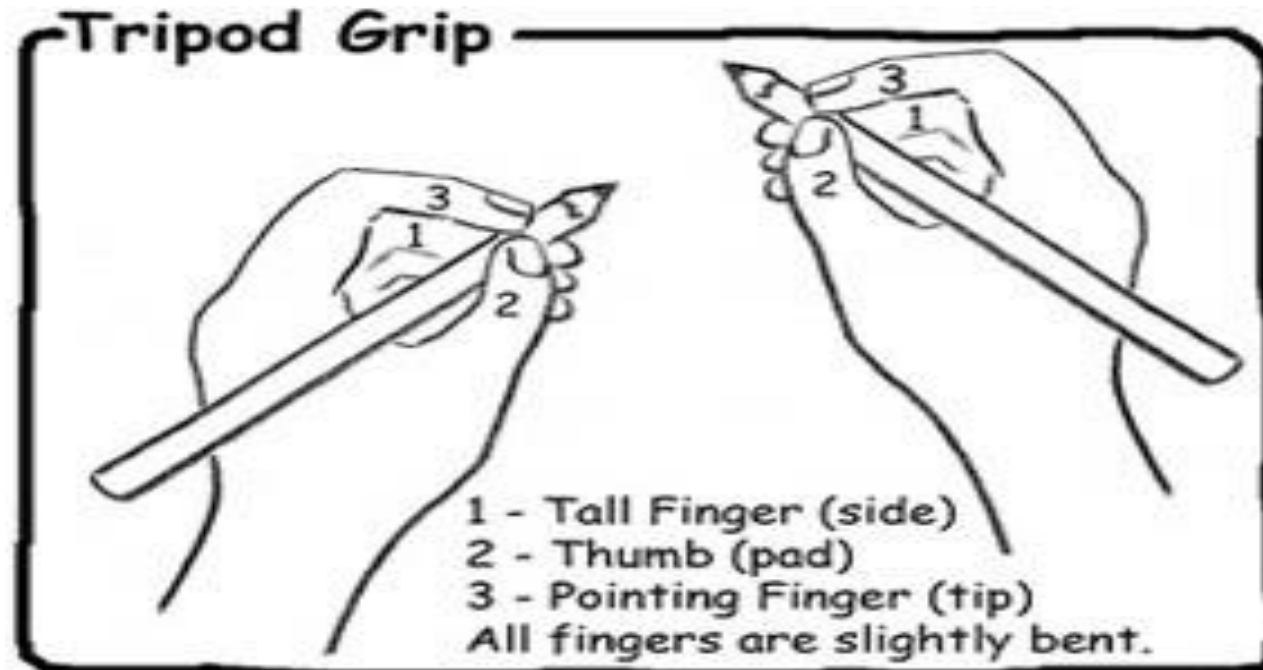
# Fine Motor Skills

- ▶ Scissors
- ▶ Jigsaws
- ▶ Painting
- ▶ Sewing
- ▶ Threading
- ▶ Construction



# Pencil grip

- ▶ Tripod grip
- ▶ Why?



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# Posture - all four chair legs on the floor, feet flat on the floor, back straight

## Sit right then write

1. Good posture uses correct muscles
2. Increases alertness
3. Limits fatigue
4. Prevents back pain

Arm and hand supported by desk, free hand anchoring book or paper.

Hips  
Knees  
Ankles  
90°

Correct desk height reduces shoulder and eye strain. Feet flat in contact with floor.


Movement breaks help with concentration. The body and mind do not perform well when kept in a static position for more than 25min.



# Letter formation - lower case letters, Capital letters, joined handwriting

**Red 25**

**TIP** Remember to use a diagonal joining line to join these letters.



Put the chair upstairs.

**Focus A**

Copy the letters into your book.

air air air air

**Focus B**

Make these air words.

**word bank**

- air
- fair
- hair
- pair
- lair
- chair
- stair
- upstairs
- downstairs
- my

l h ch st air

cat

**20** Red 25: To hear and say the /air/ phoneme; to recognise and join the letters 'air'.

# Phonics

- ▶ Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

- ▶ Understanding phonics will also help children know which letters to use when they are writing words.

# Letter names

- ▶ Alphabet song
- ▶ Games

## High frequency tricky words - discussing tricky words, practice, weekly spellings

- ▶ High frequency words are words that are used often and appear frequently in texts. Many of these are decodable - mum, in, on etc. Some do not decode easily and have a 'tricky' element to them, eg 'said' - /s/ and /d/ are fine, but 'ai' says /e/ and so makes 'said' a tricky word. Teaching children the 'tricky' bit as they blend helps with spelling as well as reading.

# Punctuation and Text Layout

- ▶ Finger spaces
- ▶ Capital letters and full stops
- ▶ ? !
- ▶ Speech marks and apostrophes
- ▶ Paragraphs

# The Creative Side of Writing

- ▶ Exposing children to quality literature
- ▶ Range of genre
- ▶ Vocabulary
- ▶ Styles of writing
- ▶ Viewpoints
- ▶ Storytelling

# Developing spoken language - if children can't say it, they can't write it

- ▶ Storytelling
- ▶ Role play/Puppets





# Building vocabulary

- ▶ Borrowing from texts
- ▶ Collecting words - power words, synonyms
- ▶ Poetry - similes (as red as a....), rhyme, descriptive phrases
- ▶ Having fun with words



## What can we do at home?

- ▶ Encourage children to see themselves as writers
- ▶ Being positive
- ▶ Encouraging them to have a go
- ▶ Focus on the positive while providing guidance
- ▶ Provide inspiring contexts for children to practise their writing

## What can we do at home?

- ▶ Talk to your child.
- ▶ Continue reading to your child.
- ▶ Encourage your child to read.
- ▶ Show your child that you are a writer.
- ▶ Praise all attempts at writing.

Year 3 and 4

How can you help your child improve their writing skills?

- ▶ Praise your child's efforts at writing. It is not an easy thing to do. Focus on a word they spelt correctly, neat handwriting, a good describing word or good use of punctuation.
- ▶ Remember it is difficult to get everything right when you are learning!

# Supporting your child with their writing

## Years 5 and 6

- ▶ Sentence structure
- ▶ Punctuation
- ▶ Spelling
- ▶ Presentation

▶ There are three main sentence types:

**Simple sentences:-** These consist of a main clause which express a complete thought

**The dog ran into the room**

**Compound sentences**

These join two or more ideas of equal importance.

**The dog ran into the room and the parrot squawked in alarm.**

They are joined by the following conjunctions:- for, and, nor, but, or, yet or so.

**Complex sentences**

These consist of a simple sentence, plus one or more clauses which don't make sense on their own (subordinate clauses)

**The dog ran into the room, barking with excitement.**

# Punctuation

- ▶ **Apostrophes in contractions** (to show a letter is missing)
- ▶ do not → don't
- ▶ I have → I've
- ▶ would not → wouldn't
- ▶ should have → should've

## Punctuation continued.....

- ▶ **Apostrophes** to show **possession**
- ▶ Tim's book (the book belonging to Tim)
- ▶ The boy's books (the books belonging to the boy)
- ▶ The boys' books (the books belonging to the boys)
- ▶ The children's bikes (the bikes belonging to the children)



## Punctuation continued ....

- ▶ **Inverted commas** (speech marks)
- ▶ the **inverted commas** go around the words actually spoken
- ▶ Capital letter after opening them
- ▶ Use punctuation **before** closing the inverted commas
- ▶ New speaker, new line

“I’m nearly ready,” Sally told her mother.

Mrs Smith replied, “Let’s get going then!”

# More punctuation ....

- ▶ Colons and semi-colons
- ▶ Semi-colons link two main clauses and take the place of a conjunction:
  - ▶ Fred builds robots; he also repairs motorcycles.
- ▶ Colons can be used to introduce a list or to link two clauses when the second one is an explanation of the first one:
  - ▶ Fred enjoys tinkering with the machinery: motorcycles, bicycles, car engines and robots.
  - ▶ Fred has an unusual hobby: he builds robots.

The comma splice...

.... a common mistake, so check your work!

Fred is my best friend, he is kind and great fun to be with X

Fred is my best friend.  
with **main clause**

He is kind and great fun to be  
**main clause**

You can link the two ideas with a full stop.

You can use a **conjunction**

Fred is my best friend **because** he is kind and great fun to be with.

You can consider using a **semi-colon**

Fred is my best friend; he is kind and great fun to be with.

# Spelling

- ▶ All common words should be spelled correctly.
- ▶ We have also revised the following spelling rules:
  - ▶ Cross off the “e”, add “ing” (come becomes coming)
  - ▶ “i” before “e”, except after “c” (friend, receive)
  - ▶ Double the consonant (trip becomes tripped)
  - ▶ “y” changes to “ies” (lady becomes ladies)
  - ▶ “f” or “fe” changes to “ves” (leaf/leaves knife/knives)

# Presentation

## Sadness

Sadness is the colour of an eye full of  
tears,  
Sadness tastes like a rotting mushroom,  
Sadness smells like a dying daisy,  
Sadness looks like a family being split up,  
Sadness sounds like the screeching note  
of a violin.  
Sadness feels like losing a loved one.

by Natalie  
Ayuba.



## Tips for you and your child

- ▶ To be good writers, children must be regular readers.
- ▶ Being exposed to and seeing new words in context will help them to understand how to use them -

Examples: stories, newspapers, magazine articles, onscreen texts e.g. subtitles

# Attitudes to writing

- ▶ Attitudes must be positive. Enthusiasm should come from a sense of purpose and motivation.
- ▶ Writing should be seen as practical and fun.
- ▶ Activities - short story writing, keeping a diary, small research projects, writing a “To Do”list.

## What we are aiming for at school

▶ Building sentences from simple structures to **more** complex ones - using features such as descriptive words and phrases

▶ The dog sat in its basket.

▶ The **excitable** dog sat **patiently** in its **tatty, old** basket.

▶ Further development using connectives:

The excitable dog sat patiently in its tatty, old basket **while** it was waiting for its master.



# What we are aiming for at school

- ▶ The importance of re-reading and checking work through
- ▶ Checking for mistakes is not something that children can naturally do; it is a skill that must be learned.
- ▶ Reading back through what has been written and checking for the basics.
- ▶ Full stops, capital letters, spelling mistakes, correct tense, style of writing etc.

# What can you do to help?

- ▶ Help expose children to different forms of writing - emails, letters, shopping lists, postcards
- ▶ Be the role model - let your children see you writing.
- ▶ Encourage children to read their work with you.
- ▶ Encourage children to spell common words correctly.
- ▶ Have a set of resources ready for children to write with - pencils, rulers, paper etc.