

Presentation	Notes / Thoughts/ Ideas
Jonathan Robinson (Ice Breakers)	<ul style="list-style-type: none"> • Elfchen poetry: 11 words only (similar to idea of haiku). Final word is the topic being described. We all wrote our own around the word 'WRITING'. Interesting diverse ideas came out. Such as 'fun', 'inspiring', 'experiential' and parts of speech, process of writing ... • Writing scripts: exposing students to the mystery, excitement and awesomeness of writing as a medium. Interesting for discussions around the evolution of writing. Time and Space. Culture, Society and individual expression ... What language? Style? Purpose? Direction? Where have we found them?
ACTION	<p><u>Activities to try in class:</u></p> <ul style="list-style-type: none"> • Elfchen (creative writing tasks, plenaries, definitions ...) • Exposure to different writing scripts (or even fonts within one script / language) for class discussions around the written word and what it means, how it works and implications for us as writers in the modern world • Writing is for the next generation as well – responsibility of the writer (link to PSHE, cyber-bullying) <p>Please can you email Jonathan your 'elfchen' examples if you didn't leave them on the desk on Friday. Thank you! ☺ robinsonj@damealiceowens.herts.sch.uk</p>
Steve Davy (Metalanguage)	<ul style="list-style-type: none"> • An editing pack for each students helps to support editing process. It may include mark schemes, green pens, stationery, target cards, bronze/silver/gold edit cards, ... • Begin to teach grammar points based on an actual example of writing • Don't be afraid to present students with various names for metalinguistic terms, where several exist. Get into habit of saying, "Also known as..." • Magpie display walls to promote development of language and 'stealing' great vocabulary, such as adverbials, from each other. Magpie sheets are made by students collaboratively before starting a piece of writing • Complex structures and tenses can be taught with actions and body / sign language (e.g. arrows / pointing for tenses, and opening / closing a door for subordinate clauses) • Songs to help reinforce the meanings of metalinguistic terms (e.g. for articles: a/an/the) • Punctuation kung fu • Boa <i>contractor</i> (sic.) / finger snake to teach contractions like I'm / it's (NB the tooth breaking off part of the word is like the apostrophe in writing). Caveat: there are exceptions which don't work, e.g. 'won't'. Also: If in doubt, open it out!

	<ul style="list-style-type: none"> • Use –ly adverbs as a way into teaching adverbials in general • Fronted adverbials template: provide students with a sentence and ask them to insert a frontal adverbial (plus comma) to add details, etc. [Example used: ‘Tim stepped out of the rocket’]
ACTION	<p><u>Activities to try in class:</u></p> <ul style="list-style-type: none"> • Use magpie displays / planning sheets / reading records • Use songs to reinforce metalanguage • Develop a whole school marking policy for literacy/writing • But ... use child-friendly language where appropriate, too (e.g. some schools teach ‘gerund’ others refer to continuous form of verb, etc.) • Vary tone of voice and pitch when emphasising a particular structure: e.g. shouting subordinate clauses • Use body language and other actions / role playing to visualise a grammar / syntactic rule or tendency • Use templates (such as the frontal adverbials idea) to support practice of concepts with the whole class • Create stationery packs to support the development of good practice in editing and drafting • Further reading: Pie Corbett • Further reading SPAG
Alice Rocca (Contextualising Grammar and Creativity)	<ul style="list-style-type: none"> • Teach a unit-of-work in lots of ways and terminate with a big piece of writing (Ros Wilson) • Cross-curricular approach to writing prevalent • Themed vocabulary games: Mad Hatter’s vocabulary, Aslan’s openers, Hook’s Connectives, Dorothy’s Punctuation (Yellow Brick Road) --- visual and fun way to understand grammar in a discrete way • VCOP pyramids (low level at the top, high level at the bottom) which help students to take ownership of their writing • Use a multi-faceted approach to teach writing: art, maths, displays, discussions, genres, mock-up of a court case • Writing portfolio travels with child through primary schooling • Editing work should focus on one thing at a time
ACTION	<p><u>Activities to try in class:</u></p> <ul style="list-style-type: none"> • Further reading: Ros Wilson ‘Big Writing’ idea • Consider having a writing portfolio which stays with student through time at school / Key Stage • Create VCOP pyramids to support independence and language development • Look for opportunities to teach writing in a cross-curricular, multi-faceted way • Question for debate: Overlap in material between KS2

	<p>and KS3 – Solutions??? (NB KS3 students often complain of being bored / lack challenge)</p>
<p>Maria Zelligo & Charlotte Robinson (Creativity and Inspiration)</p>	<ul style="list-style-type: none"> • Write from EXPERIENCE (context) and with clear PURPOSE (audience) • Motivation depends so much on purpose • Get students to act out before writing to explain difficult concepts, so students can appreciate and understand • Importance of modelling • Element of choice in what to write, genre and success criteria • Aside: writing and speaking go hand in hand. If we can get students to speak well, there is less need to discuss grammar for writing discretely • Field trips to support writing (e.g. to a newspaper) • Classroom displays support the process of writing • Writing for classes lower down the school • Research the author, write to the author, obtain response ... • Teacher sets up a situation that changes and develops over time. Students respond through writing • “It’s okay to write garbage if you edit brilliantly!” • Examples: Yr2 – Great Fire of London; Yr3 – researched authors and wrote letters to them • Claymation • Storyboard a broadcast about WWII • Writing at KS1 and KS2 is essentially the same • Write for a real audience • Use Indesign to publish newspaper front page • Reading is vital and students read a class book every half term • Bring writing equipment to where the action is happening (on fieldwork, outdoors at school, etc.)
<p>ACTION</p>	<p><u>Activities to try in class:</u></p> <ul style="list-style-type: none"> • Literacy Shed link: www.literacyshed.com • Make pre-writing strategies a key component of learning to write. Make them kinaesthetic • Foster doing (experiencing) what is to be written about to make the writing have a real purpose for them • Allow students elements of choice and ownership over their writing • Look at integration of language skills and how reading, <u>speaking</u> and listening can all support writing. • Review use of classroom displays to support writing • Be creative about finding stimuli for writing events (viz examples above) • Have a regular class reader • Exploit IT software effectively, e.g. InDesign • Question for discussion: Given the link between speaking and writing, should we correct grammar when

	<p>student is speaking?</p> <ul style="list-style-type: none"> • Question for discussion: Communication between feeder schools and secondaries over content taught
<p>Sheron Phillips and Concettina Georgiou (Editing and Redrafting)</p>	<ul style="list-style-type: none"> • Use pencil to make edits • Use a pink highlighter to indicate good things (WWW) and a green one for improvements (EBI) • Encourage lots of discussion around re-drafting and editing before doing them • Structure re-drafting with supportive checklists • Students re-draft in pairs: ‘learning partners’ • Give students a really bad model (written by the teacher) which they then shred, thus giving them ideas about what to look for in their own writing.
<p>ACTION</p>	<p><u>Activities to try in class:</u></p> <ul style="list-style-type: none"> • Try modelling good re-drafting and editing practices • Provide helpful checklists • Develop a supportive peer atmosphere for collaboratively editing each other’s work • Use different coloured pens as codes for editing • Plan specific AFL lessons on the re-drafting process