

Year 3/4 Writing Workshop

Monday 28th April 2025

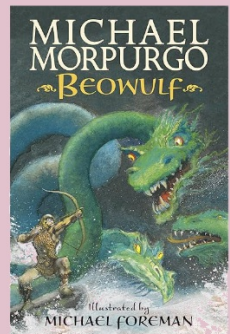
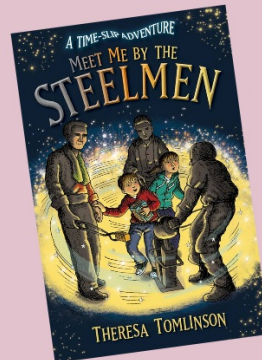


Writing in year 3/4

Writing is taught everyday across the whole school for around one hour per day.

Writing lessons are based on high quality texts which are studied for around 2 or 3 weeks. This is so children can focus in depth on specific genres and structures of writing.

Generally, the texts studied in writing link to that in reading.



Writing in year 3/4

Through the writing process at Birley, children will acquire and learn the skills to plan, draft and then refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing.

Plan — Draft — Edit — Publish

WALT: Develop the skill of planning to write a narrative story

RD T TA SCAR

Birley Primary Academy

Teacher Self Peer

I know that a story has characters and settings and can identify them within a known story
I know that a story is made up of 5 parts (Beginning, build-up, problem, resolution, and ending) and can organise a known story into these parts
I can begin to plan my own narrative story in the style of a known story, thinking about characters, settings and its 5 part structure

Title: _____ Author: _____

Build Up

Beginning

What goes wrong? Problem

How was the problem solved? Resolution

Ending

Characters

Setting

Friday 15th April 2022

WALT: Develop the skill of writing dialogue within a narrative story

Success criteria:

- you can write a conversation between two characters in my story
- you can plan correct sentence starters and other useful speech
- you can write speech at the beginning of each speech
- you can write the characters in quotation marks
- you can use the correct punctuation to end the speech

Golden sparks illuminated the interior steelworks and huge machines to whirled about them. But then a loud voice shouted.

"ay Dot what time is it I'm tired?" shouted a steel worker called Ivy.

"our shift is only an hour long left but look what I found."

"Is it some snap?"

"No it is children"

where stund. is stund stund stund stund

Suddenly next blinding lights flashed across the unit and a screeching siren howled.

"What's that noise?" ask Emma nervously.

"But you know we are in world war two run to the air raid shelter you will be safe in there!"






the children rushed to shelter. When they got to shelter they said "How can we get out?" but then in a flash they were back in town center they tried to explain but the teacher

Genres - what is my child writing?

Story Writing	Poetry	Diary	Letter	News Recount
Beginning, middle and end Character description Setting description Hook/problem Clear ending First or Third Person	Alliteration Rhyme Personification Metaphor Onomatopoeia Word classification Explore layouts	Sequence events Time adverbials Past tense First person Rhetorical questions Senses First person	Appropriate address and sign off Facts / detail Paragraphs Cohesive / sequenced First Person	Heading and subheading Orientation and Reorientation Dates, details, fact Reported / Direct speech Paragraphs Chronological order Third person Past tense




Explanation	Non-chronological	Persuasion	Instructions
Title Cause and effect Heading and subheadings Present tense Orientation and Reorientation Logical steps Conjunctions Specific topic vocab Third Person Conclusion	Title Introduction Heading and subheadings Orientation and Reorientation Paragraph Facts Detail Third Person	Present tense Emotive word choices Exaggeration Facts Rhetorical Questions Personal pronouns (I, you, they, we)	Title Numbering Instructions on each line Pictures with captions Imperative verbs Second or Third Person Present tense

Active Spelling

Phonology	Orthography	Graphology	Morphology	Etymology
The way the word sounds	The way the word looks	The way the word feels to write	The meaning of the word	Where the word comes from
				

Active spelling is also taught daily alongside literacy lessons. These lessons provide children with deeper look into two new words everyday.

Children use their phonetic understanding to grasp the sounds of their spellings where possible, then look into its meaning

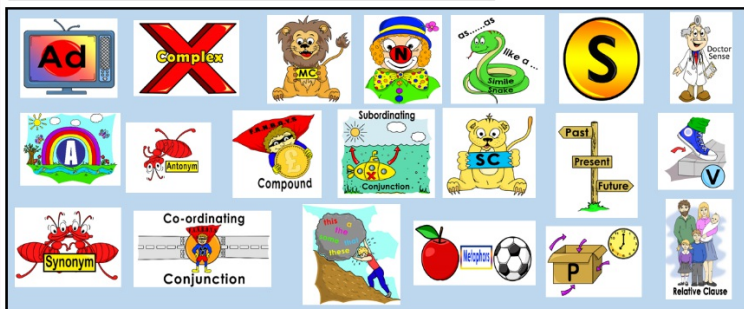
				
				
un	sure			
				

Active English

Literacy Mental Starter:

WALT - To develop our understanding of basic grammar.

RECALL and LEARN



Active English is taught daily to support children with their grammar understanding. There are different symbols to represent different grammatical features to help with understanding. We practise skills which will be used in our current writing.

Active English

We then move on to looking at a model text, and finding a focus feature before having a go ourselves at writing a sentence which includes that feature.

RESPOND

As he had past the lost, haunted
King Hathor, had left his torment
become too much to bear on his
s. His once golden, flowing locks,
s once glistened, now dull.
d, more in hope, praying to the
earch of a hero. He never
, cold mist descended on Kingdom
ht.

Can you
find any
expanded
noun
phrases?

CREATE and REFLECT



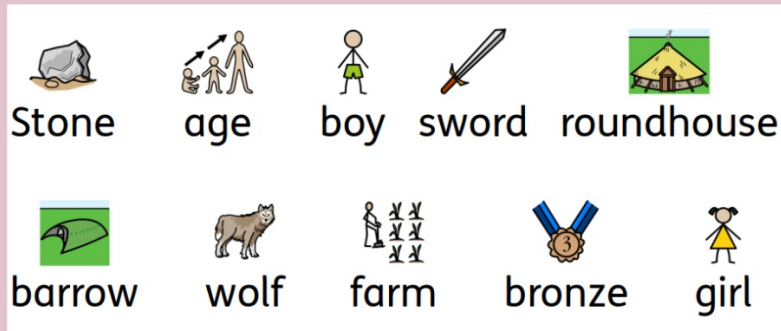
He had a grey beard and
hat.

- Improve these sentences.
- Give reasons why you have changed the sentence and how you have changed it.



Support for writing - Communicate in print

Ordering
sentences



Word banks

Support for writing- Clicker

The screenshot displays the Writing-Clicker software interface, which is designed to assist with sentence construction. The interface includes a top menu bar with 'Help', 'Notes', 'Settings', and 'Go' buttons. A 'Sentence Set' button is located in the top right corner. The main workspace is divided into several sections:

- SENTENCE:** Displays the current sentence: "Like the statues, but normal size, the lady was wearing overalls."
- MODEL SENTENCE:** Provides buttons for "None", "View & Copy", "View & Remember", and "Listen".
- WORD ORDER:** Offers a dropdown menu currently set to "Alphabetical".
- GRID LAYOUT:** Includes a "Hide Duplicate Words" toggle and a grid of word tiles. The visible tiles are "normal", "the", and "Like".
- Support Bar:** A horizontal bar with icons for FILE, SUPPORT, INSERT, FORMAT, VIEW, and EDIT.
- Main Writing Area:** A large green box containing the text "Like the statues, but".
- Bottom Section:** A large pink area containing the text "Like the statues, but normal size, the lady was wearing overa" and a grid of word tiles for selection.

The word tiles in the bottom grid are arranged as follows:

was	lady	normal	
wearing	but	overalls	
statues	Like	size	

flashes
sparks
flames
spaces

a metallic
a smoky smell
burning

clanging
exploding
whirring
buzzing
banging
grating
sentences

I could see

ORDER
Guided Order

LAYOUT
Place first cluster along the top

Grid

At first,
All around me
Then,

I could see
there were

bright
dark

flashes
sparks
flames
spaces

.

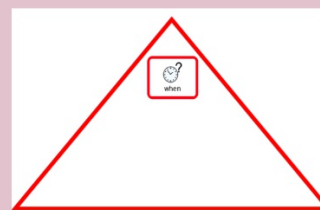
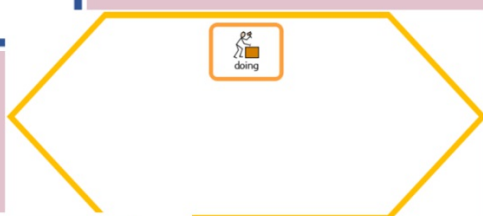
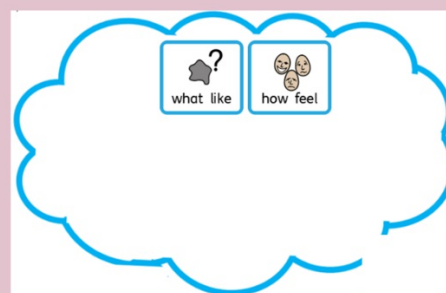
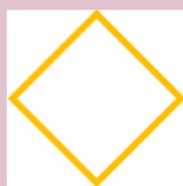
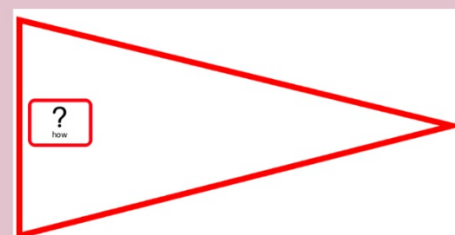
Click to select

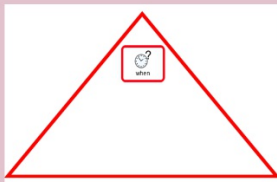
I could see
there were

bright
dark

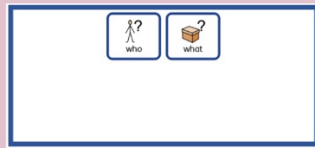
flashes
sparks
flames
spaces

Support for writing - Shape Coding





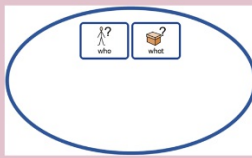
When?



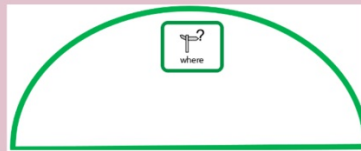
Who



What did they do?



What happened?



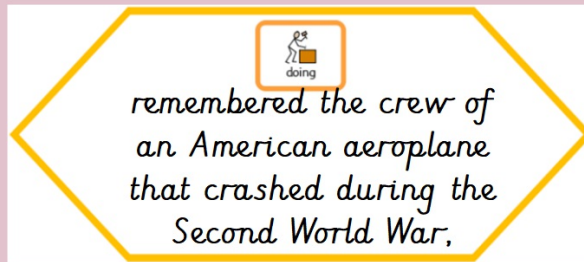
Where was it?



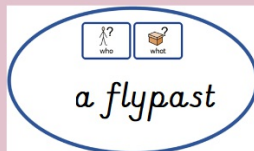
When?



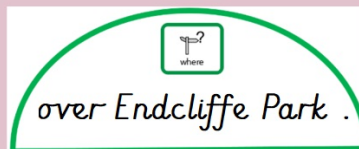
Who



What did they do?



What happened?



Where was it?

Example writing at Y3

where stund. sp. stunned stunned
stunned stunned
Suddenly red blinding lights
flashed across the unit and
a screeching siren howled.
"What's that noise?" ask Emma
nerously
"Don't you know we are
in world war two, run to
the air raid shelter, you will be
safe in there!"
the children rushed to shel-
ter. When they got to shelter
they said How can we get out!"
but then in a flash they was
back in town center they
tryed to explan but the teacher
did not blime them.


Thursday 18th April 2024

WALT: Develop the skill of writing a setting description

Steps to Success:

- Write my own version of a setting description using the 5 senses.

Describe what it was like when Stevie and Jenny travelled back to Hadfield steel factory. Describe the senses: sight, smell, taste, sound and touch using verbs, adverbs and expanded noun phrases



Jenny and Stevie were stunned at what they could see. Glistening steel in the air, as they shine like a rainbow. They could see a hot steamy fire melting the steel. In the noisy banging Factory they could hear steel whistling and yelling.

Example writing at Y4

IND T TA SCF
Birley Primary Academy
A.L.E.A.S. Academy

Teacher Self Peer

ing signs could be ent that occurred, rapidly as pitch black people of Pompeii were unaw have erupted.

ash hit!!!! Terified and fine people to instantly, all people still died.

we have some survivors of this event. One of our reporters "When I ran as fast as I could, I saw other people.

oke to other or did you feel when because someone out im also really

sad because my friends and family died." replied Lina.

Lots of people will be leaving Pompeii to get to another place in Italy (a different country) since it's safer than in ruined Pompeii. Some people have gone back to look for their expensive and loved ones. It isn't likely at all that anything survived the destruction which happened here in Pompeii.

→ Subordinate clause
→ fronted adverbials
→ inverted commas.

Start of new unit

Tuesday 23rd April 2024

WALT: Develop the skill of using adjectives to describe a character in the style of the Anglo-Saxons

Steps for Success:

- Work collaboratively as a group or pair
- Collect effective adjectives to describe Beowulf
- Use the adjectives to create boastful statements about Beowulf

IND T TA SCF
Birley Primary Academy
A.L.E.A.S. Academy

Teacher Self Peer

I, Beowulf, Prince of the Geats, will defeat the bloodsucking monster alone with just my friends and bear hands. At the end of the fight, I shall be my power across my may scar scar the floor of Grendel's lair or I will tell the story of me fighting Grendel. My heart is firm, my hands are calm. Mark my words I will defeat Grendel even or even even if it takes my life, trust me I will stop him. Grendel doesn't belong here on earth.

I will defeat the monster alone and with no weapons!

Only I could hope to defeat this monster!

My heart is firm, my hands are calm.

Instructions

1. Write a speech which Beowulf might make the night before a battle.
2. Include plenty of boasts and remember, the bigger the better.
3. Explain why Beowulf's boasts were the reason for his defeat against the dragon.

Finish piece of writing

We recommend that children...

- Read frequently at home. We believe that reading encourages children to be ambitious writers and broadens their vocabulary.
- Practise spellings at home when possible - Y3/4 statutory words.
- Give your child a purpose to write
- Practice reading out your writing aloud - does it make sense?