

Year 3/4 Writing Workshop

Thursday 2nd May 2024



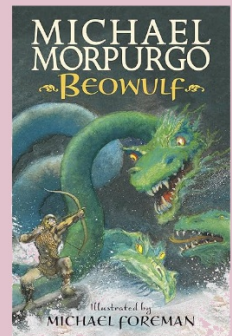
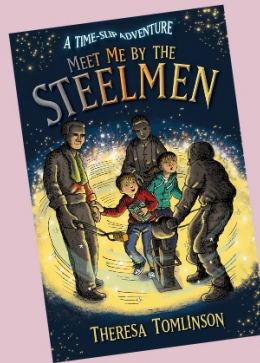
Birley Primary Academy
A L.E.A.D. Academy

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 SCAF

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 June 2024

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

Golden sparks illuminated the interior steelworks and huge machines towered above them. But then a loud noise startled — "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!"






Whoa stand... ~~stunned~~ stunned
stunned stunned
Suddenly next blinding lights flashed across the unit and a screeching siren blared. "What's that noise?" ask Emma nervously. "Oh! 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

				
				
<i>un</i>	<i>sure</i>			
				

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

ad past the lost, haunted
g Hathor, had left his torment
me too much to bear on his
His once golden, flowing locks,
nce glistened, now dull.
more in hope, praying to the
ch of a heroe. He never
old mist descended on Kingdom

Can you
find any
expanded
noun
phrases?

CREATE and REFLECT



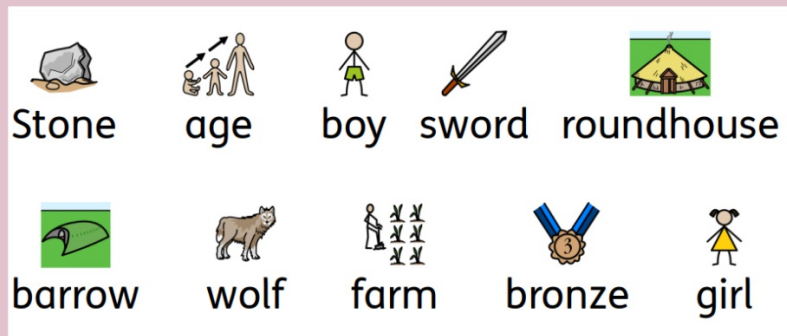
He had a grey beard and
hat.

- 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 Clicker software interface. At the top, there is a blue header bar with 'Help', 'Notes', 'Settings', and 'Go' icons. Below this, the main workspace shows a 'SENTENCE' field with the text 'Like the statues, but normal size, the lady was wearing overalls.' To the right of the sentence is a 'Sentence Set' icon. Below the sentence are three buttons: 'None', 'View & Copy', and 'View & Remember', followed by a 'Listen' button. Underneath, the 'WORD ORDER' section is set to 'Alphabetical'. A 'GRID LAYOUT' section has a 'Hide Duplicate Words' toggle. A 'Grid' section shows a 3x3 grid of words: 'normal', 'the', 'Like'. A central green box contains the text 'Like the statues, but'. Below this, a white bar contains the text 'Like the statues, but normal size, the lady was wearing overa'. At the bottom, a green-bordered grid contains the following words:

was	lady	normal	
wearing	but	overalls	
statues	Like	size	

flashes
sparks
flames
spaces

a metallic
a smoky smell
burning

clanging
buzzing
exploding
banging
whirring
grating

sentences

I could see

ORDER
Guided Order

LAYOUT
Place first cluster along the top

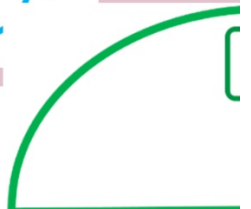
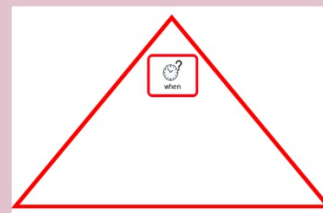
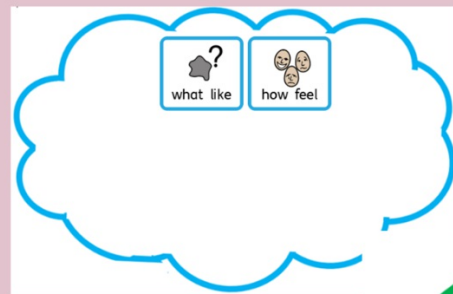
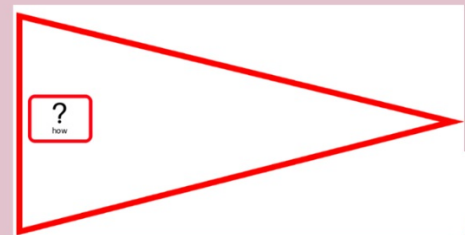
Grid

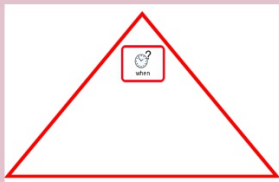
At first,	I could see	bright	flashes
All around me	there were	dark	sparks
Then,			flames
			spaces

Click to select

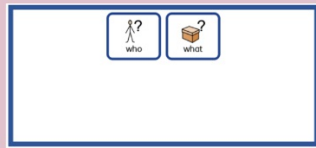
	I could see	bright	flashes
	there were	dark	sparks
			flames
			spaces

Support for writing - Shape Coding





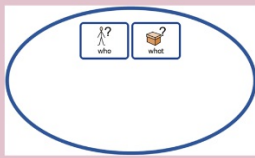
When?



Who



What did they do?



What happened?



Where was it?

Yesterday ,



When?

the people of
Sheffield



Who

remembered the crew of
an American aeroplane
that crashed during the
Second World War,



What did they do?

with

a flypast



What happened?

over Endcliffe Park .



Where was it?

Example writing at Y3

dialogue within a narrative story

IND T TA SCAF

Birley Primary Academy
A LEAD Academy

Teacher Self Peer

sparks illuminated
over steelworks
ge machines to merge
them. but then
noise shouted.
t what time is it
ed?" shouted a
oman called Ivy.
hift is only an
long left but
what I found."
some snap?"
s children."
ma and Jake

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
nervously.
"Did 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 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.

IND T TA SCAF

Birley Primary Academy
A LEAD Academy

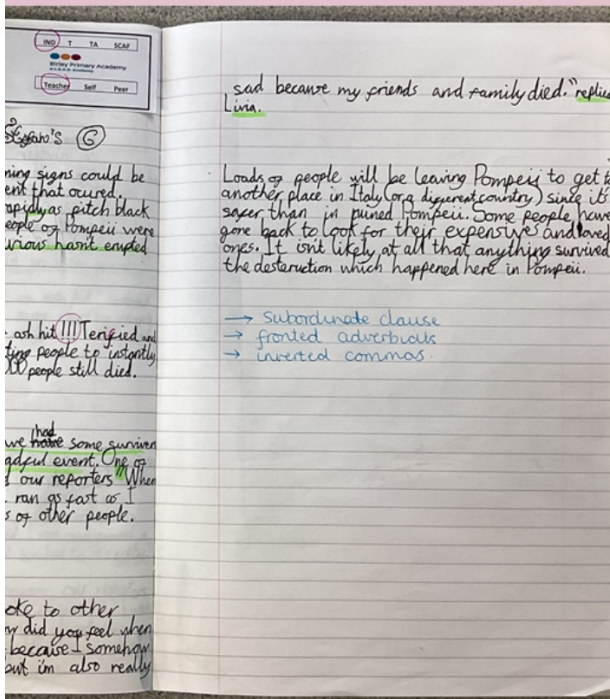
Teacher Self Peer



Describe what it was like when Stevie and Jenny travelled back to Hadfield steel factory. Describe the senses: sight, smell, taste 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 bang Factory they could hear steel whistling and yelling.

Example writing at Y4



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 SCAF

Birley Primary Academy
ALEAS Academy

Teacher Self Peer

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.

I, Beowulf, Prince of the Geats, will defeat the bloodsucking monster alone with just my hands and my sword. At the end of the fight, I shall be my power. I will scar scar the skin of Grendel's layer 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.

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?

