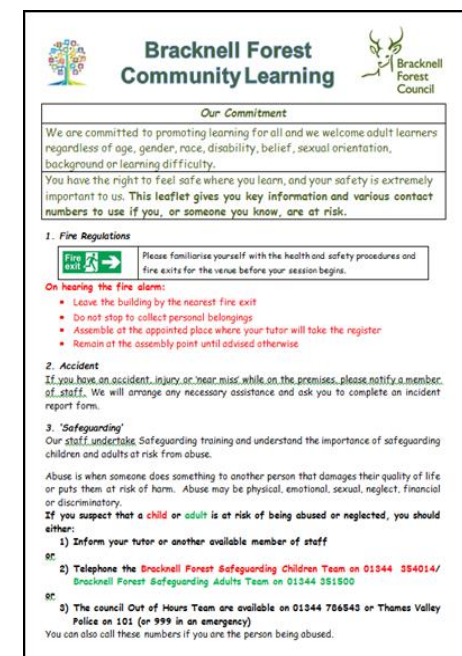


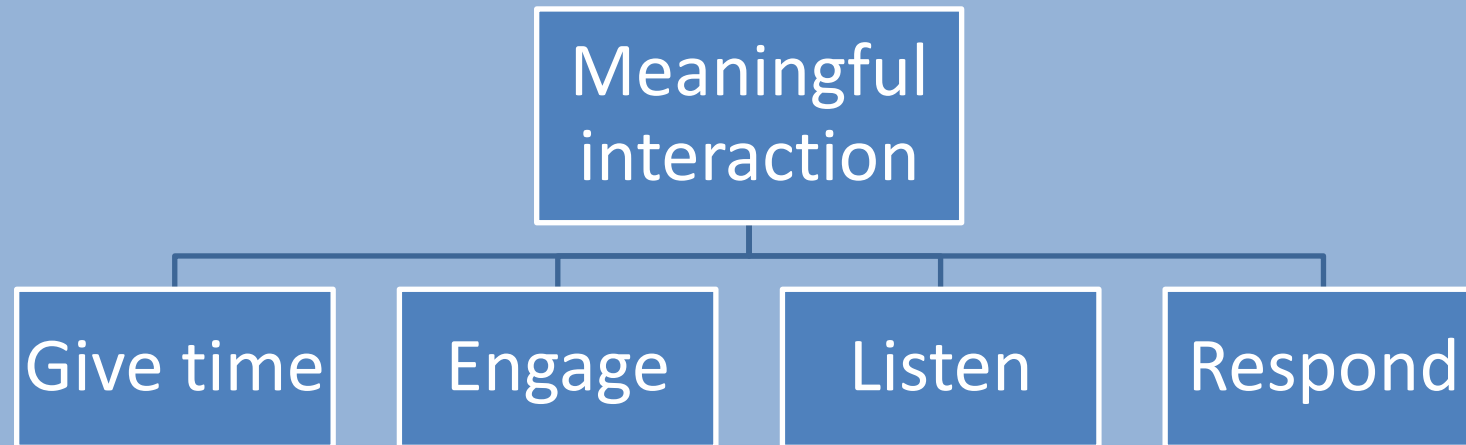


Story Writing

Anika
Watson

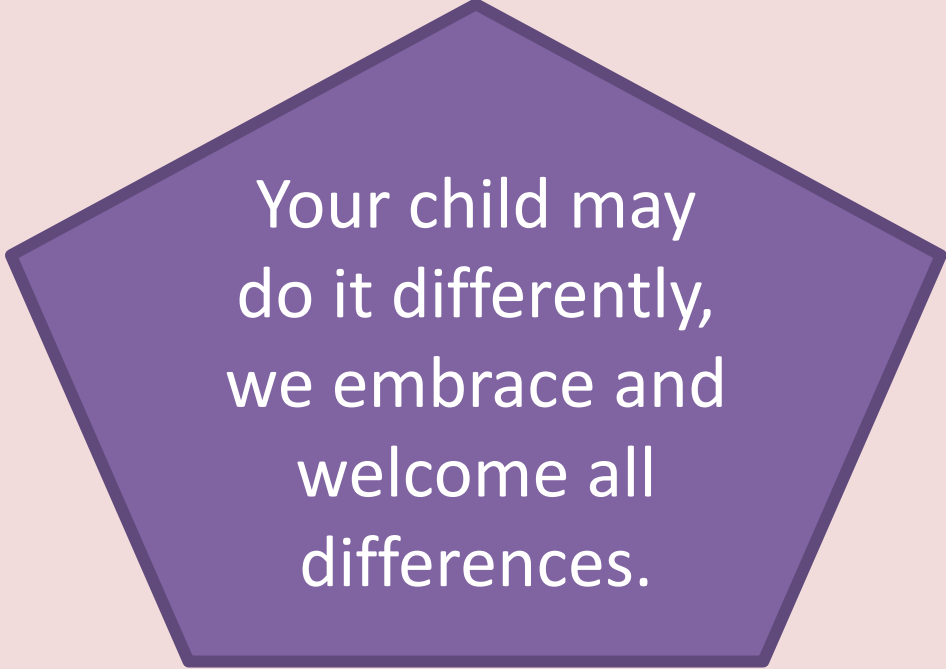


“Nothing matters more than stopping, listening and responding positively to young children” – Julie Fisher, Improving Interactions in Early Years.

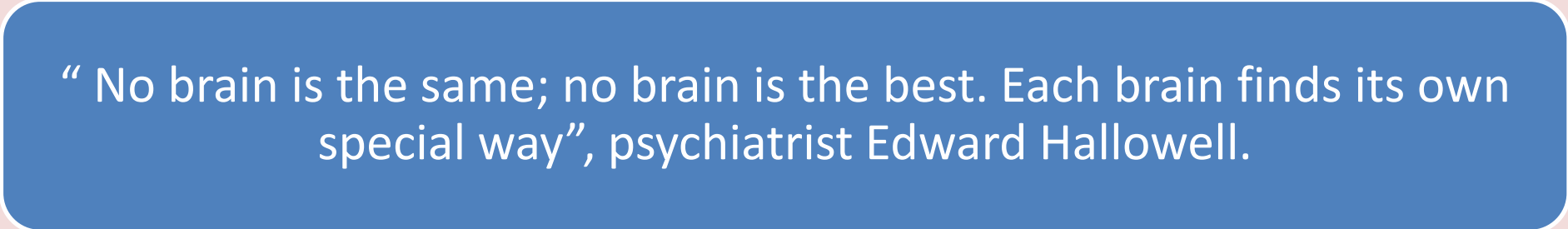


Interactions are profoundly important for supporting and extending children's learning. Regular meaningful interactions can help develop children's skills in thinking, reasoning, explaining, persuading and language development.

Unique Child



Your child may
do it differently,
we embrace and
welcome all
differences.



“ No brain is the same; no brain is the best. Each brain finds its own special way”, psychiatrist Edward Hallowell.

The purpose of this session is to provide information and experiences that will help you to support your child's learning. However.....



One size **doesn't** fit all!!



Each parent has different knowledge, skills & experiences - if any of the topics covered are familiar to you, please feel free to chip in and share - we can learn a lot from each other!

- Please note down any:
- questions/things you want to know more about
 - notes on things you would like to try out with your child
 - any ideas or 'top tips' you can think of



Session outline

Information about the curriculum

Activity with the children (approx 45 mins, which is the length of a lesson)

The children return to class

Summary and evaluation

Today we will:



Learn more about
the writing
curriculum and how
it is taught in schools



Look at ways to
support your child



Prepare a resource –
a Story Pot



Create a story
together using these
and other resources

Writing in Year 1

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing- NC 2014

Transcription

Composition

Grammar and
Punctuation

Transcription

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week *Name the letters of the alphabet:*
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- write from memory simple sentences dictated by the teacher that include words using common exception words taught so far.

Composition

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.



Vocabulary, Grammar & Punctuation

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

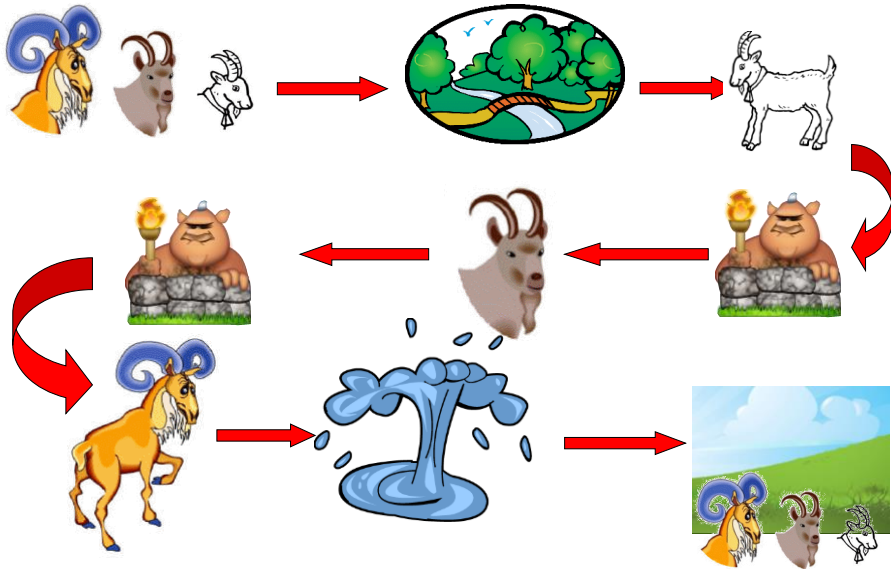


Talk for writing

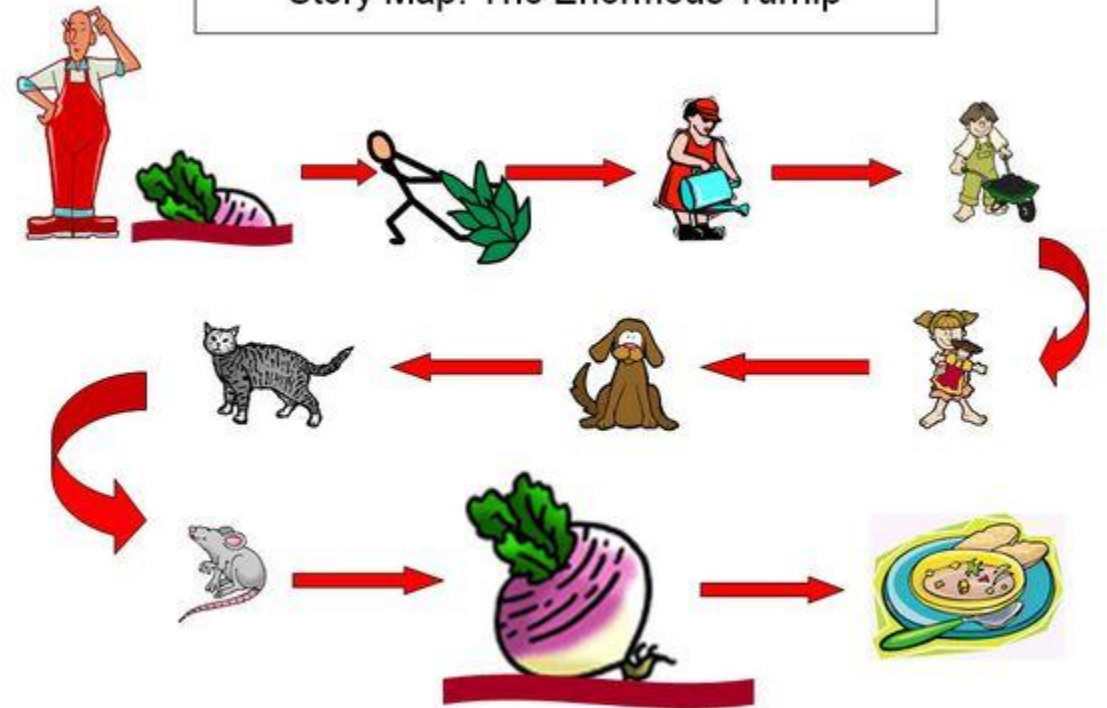


Story Map

Story Map: The Three Billy Goats Gruff

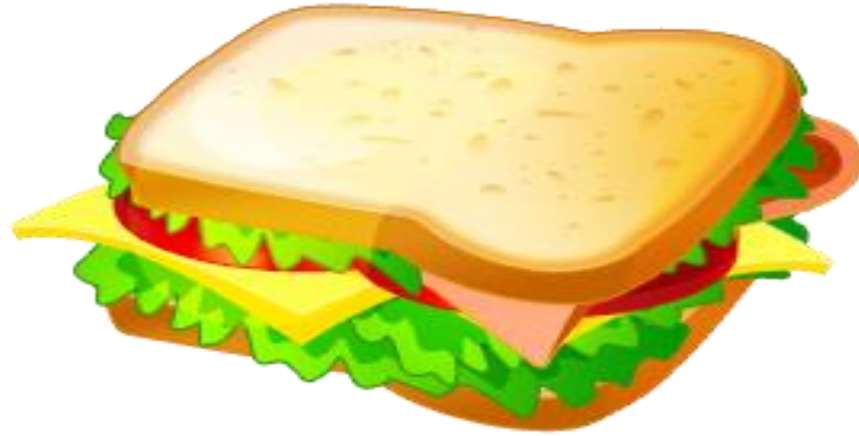


Story Map: The Enormous Turnip



Genres

- Recount story or events - diary
- Factual -topic writing
- Writing instructions - recipes
- Narrative - adventure story
- Poetry - alliterative ,free verse
- Explanation - labelling
- Persuasive – advertisements
- Formal letter
- Playscript

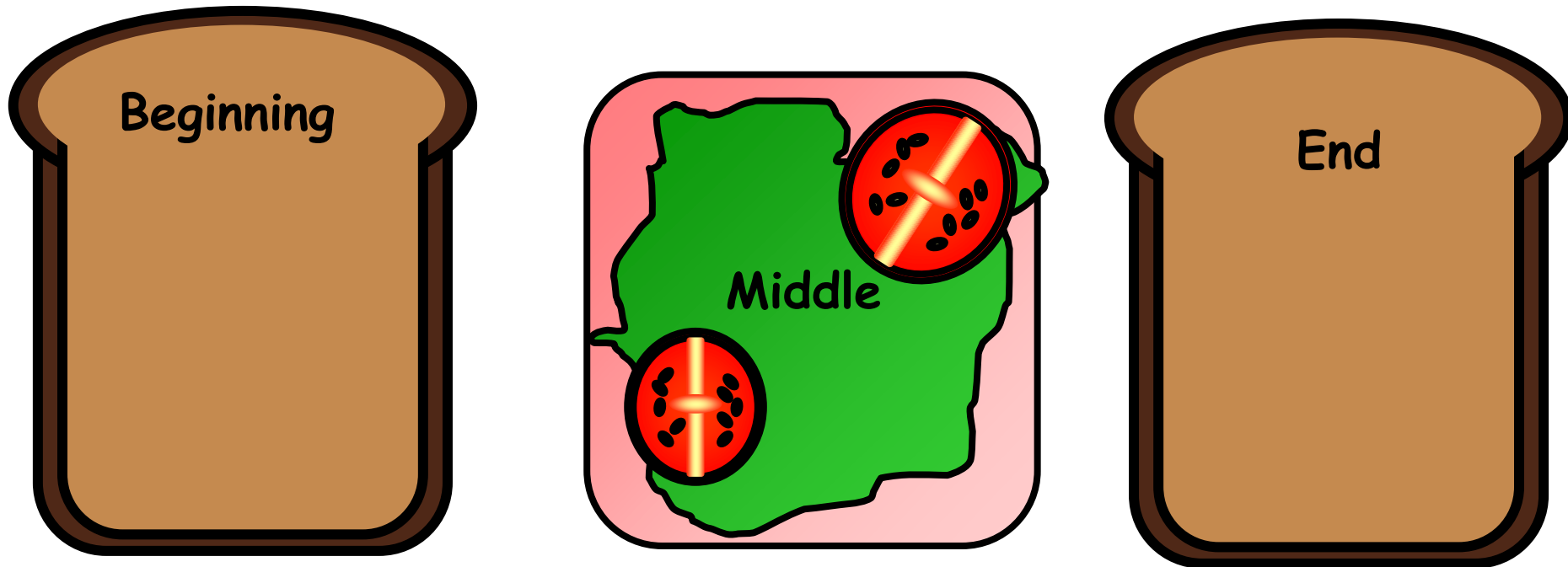


Making a story
sandwich

My Story Sandwich!

Writing a story is a bit like making a sandwich.

You need three very important ingredients to make a sandwich and stories are just the same!



Beginning

The beginning of a story tells us:

- who the main characters are
- where the story will happen

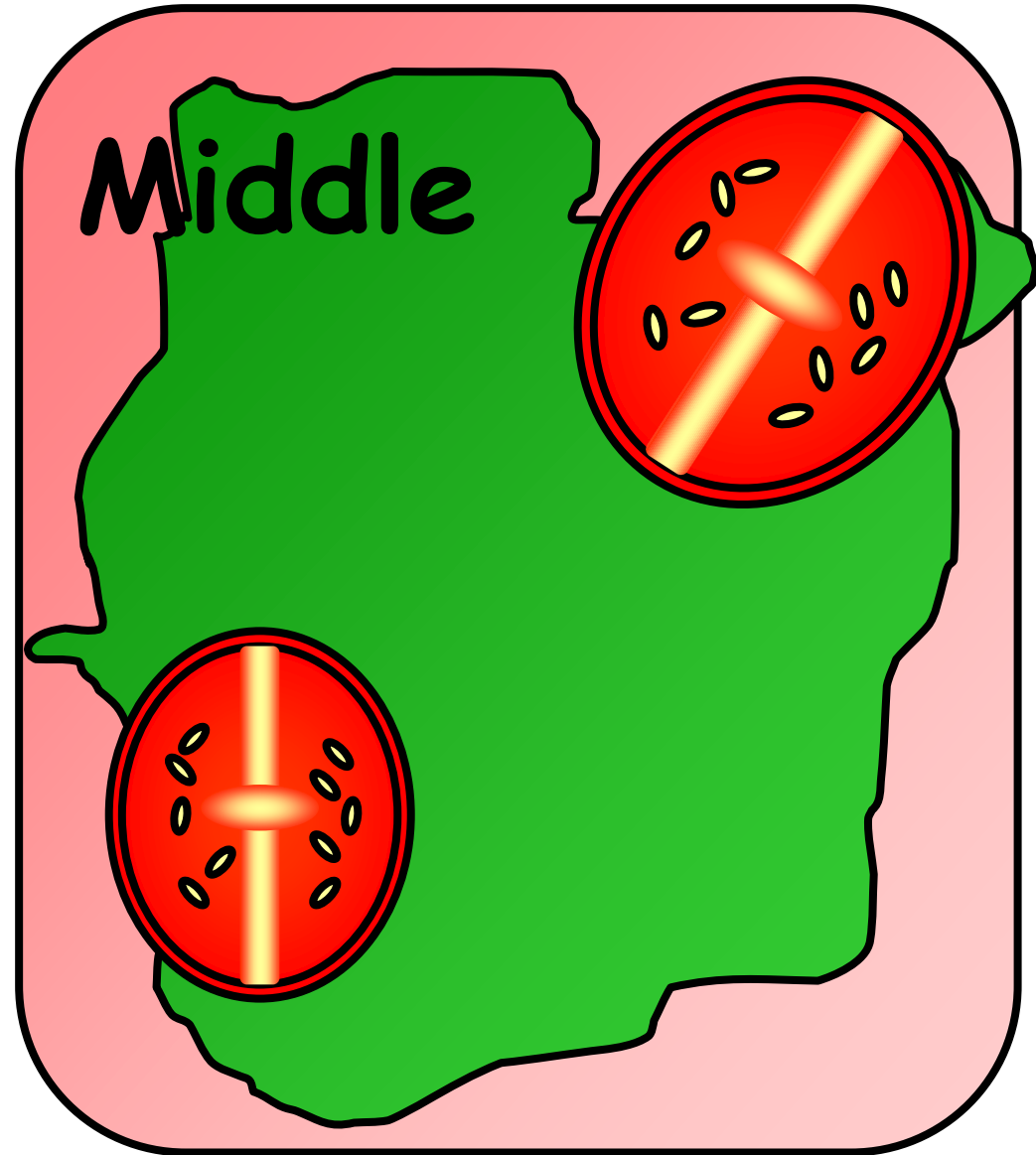
Once upon
a time

A long
time ago

In a
deep dark
forest

One day

The middle of
a story
introduces an
event or
problem.
What happens
next?





End

The end of a story tells us:

- How the characters fix the problem

They lived
happily
ever after

Happy
ending

They got
married

They
never
went on a
bear hunt
again!

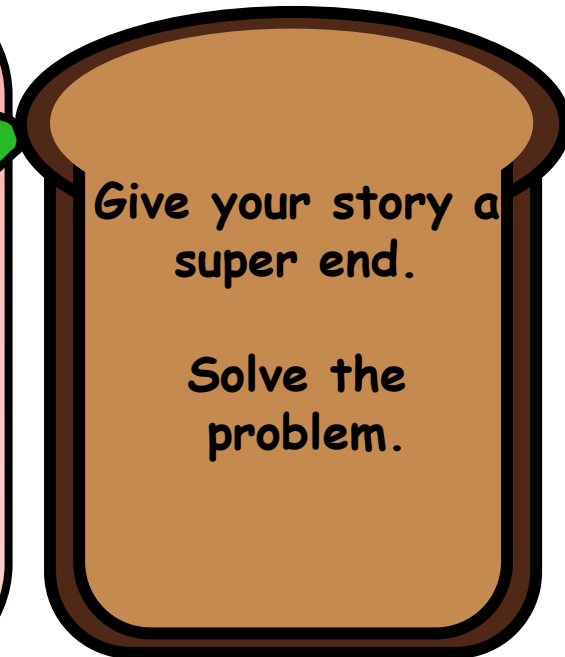
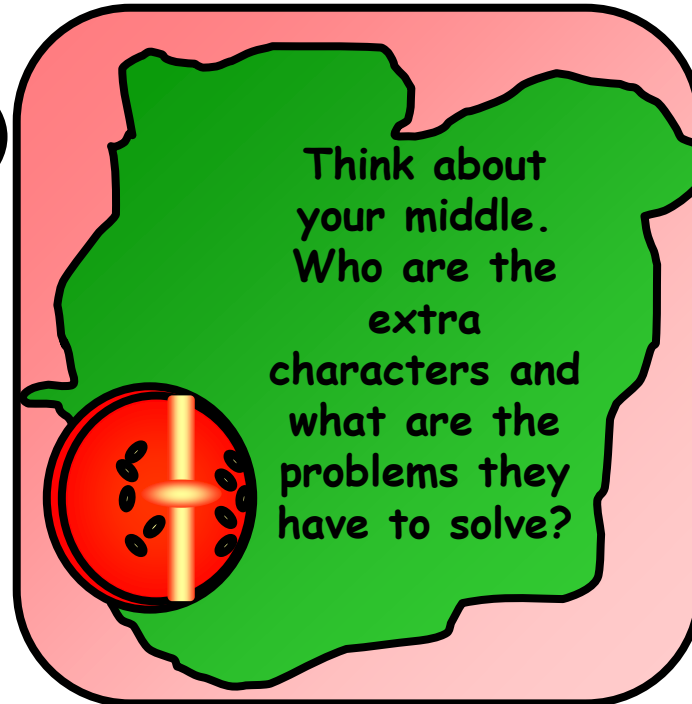
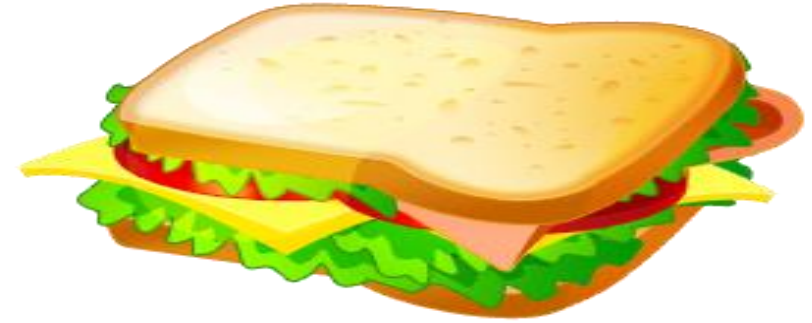
Extra Ingredients can make your story more exciting!



We can add describing words



Things to think about!



Let's make our story pot



- 1) Label and decorate your pot.
- 2) Cut up the Story openers, characters and settings and put them inside the pot.
- 3) Give them a swirl, then pick 2 characters, 1 setting and 1 story opener.

Create a story

Pick out 2 characters, 1 setting and 1 opener, then have fun creating a story together, verbally. Once you have your ideas, you can start to plan your story on the A3 sandwich sheet.

Character

Setting

Story
opener

Name.....Story Sandwich

Setting

desert island

Characters

an alien a prince

One stormy
night an alien
from the planet
Ogg, crash
landed his
spaceship on a
desert island.

A prince who lived in
a castle on the
island heard the
crash and ran out to
see if he could help.

The prince
helped the alien
to repair his
spaceship and
they flew off
back to Ogg

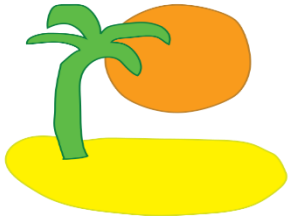
Beginning

Middle

End

Name.....Story Sandwich

Setting



desert
island

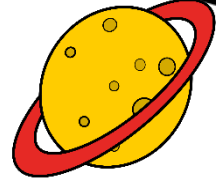
Characters



an alien a prince



One stormy
night



Beginning

Middle

End

Challenge

If your child needs a further challenge, you can help them to:

- Extend and build on their ideas by asking questions using the 5 W's (who, what, when, where, why?)
- Add more detail by using adjectives (describing words)
- Use conjunctions to join sentences together e.g. and, but, because, so.
- Use role play to perform the story, this can help children add more detail to their writing.

How can we help at home?

Write a
shopping list

Write a
postcard

Write a party
invitation

Make writing
tools
accessible

Listening to
stories
(cd/online)

Keeping a
holiday diary

Use your story
pot at home

Reading lots of
different
genres

Summary

- Read lots of different genres inc. fiction and non-fiction
- Listening to stories on CDs, online, podcasts
- Use simple planning tools (like the story sandwich) to help the children plan their stories at home – consolidates the skills for school
- Use the story pots again or make new ones
- If they are struggling to come up with their own ideas, use well known stories and adapt them (e.g. three little pigs from the wolf's point of view).

Reluctant writers

Find topics or characters that are of interest to the child - characters from films/tv, family days out, hobbies etc

Don't force children to write, instead encourage discussion

Laying a story out visually can help. Develop a story sandwich where you draw pictures (instead of writing) of key elements of a story in a line and build a piece of writing from there. Some children are visual learners so this can work particularly well for them

Some children often enjoy reading non-fiction so may well prefer writing other genres. Your child may prefer to draw a comic strip, write a report of a football match they have watched, write a review of a computer game they have played, or make up a recipe instead of writing a traditional story.

Useful websites


- www.oxfordowl.co.uk
- www.topmarks.co.uk
- www.bbc.co.uk/bitesize
- Andy's sound adventures -

<https://www.bbc.co.uk/programmes/p07dbw2t>

Thank you for coming today. Please could you fill in then evaluation form on your table.



Family Learning Evaluation



Session Attended: 'Magic Box - Making phonics fun'

Tutor: Val Redford

FS2/Reception

We hope you have enjoyed today's session - In order for us to monitor the quality of our courses, we would be grateful if you could spend a couple of minutes completing the sections below:

Your name: Date:

1. Glad you came?

Did you find today's session informative and useful?

Yes/No

Did you enjoy your time in school today?

Yes/No

Did you learn something new? Please rate increase in knowledge/skills:

+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
----	----	----	----	----	----	----	----	----	----	-----

Best bit?

Any challenges?

Is there anything we did not cover in the session that you think could have been included?

.....

2. Want to do more/something else? We run a variety of short courses - please circle any of interest (many are FREE)

Courses to support my child's learning: Maths, Literacy, other.....

Back to work courses: working with children / be your own boss / retail / hospitality / customer service / food safety / health & safety / first aid

Soft Skills: Managing change / confidence building / team building / effective communication

English / maths for adults - informal 'café style' sessions (brush up on skills/gain a qualification)

IT skills: Word / Excel / Outlook / Power Point / IT for jobseekers

Something else?

Phonenumber/email address:

Thank you for your time