

Writing Activity 1: Play Fred Rhythms for spelling

Phonics Handbook page: 45

Resources: Speed Sounds Chart (Complex)
Spelling words written up on board

Purpose:

Children: to practise sounds and graphemes in spelling lists

Teacher: to reinforce sounds and graphemes in spelling lists. To identify extra words helpful to the group (your words box)

Trainer:

Slide 43 and 44

DVD Activity:

Why does the teacher focus on certain graphemes?

Why does the teacher use MTYT?

How does the teacher use the Speed Sounds chart in the lesson?

How does the teacher use rhythm?

Activity:

Complete the true/false statements below:

The teacher is teaching the children to read the words

True/False

The children add 'rhythm' to their voice as they chant the sounds and then the graphemes

True/False

The children say the graphemes and then the sounds

True/False

The children make an angry voice for the 'green' or regular graphemes in the red words

True/False

Check your answers with your partner and then the group. Check your ideas against the key teaching point list.

Key Teaching and learning points

Teacher	Children
Carpet input: <ul style="list-style-type: none">• has words already written up• watches children to check their response• uses voice to give lesson pace• uses praise and enthusiasm to encourage participation• provides input on any words/graphemes that children may not be confident on	Carpet input: <ul style="list-style-type: none">• respond with normal (not shouting) voices• all respond to all words

Writing Activity 2: Play Fred Fingers for spelling

Phonics Handbook page: 45

Resources:

Purpose:

Children: to remember how to spell the words in the spelling lists

Teacher: to reinforce the sounds and graphemes in the spelling list words

Trainer:

Slide 43 and 44

DVD Activity:

Why is the teacher so explicit about how the children use their fingers?

Why have the words been rubbed off the board?

How do the children check if they are correct?

How did the teacher teach red words?

Why does the teacher get the children to spell should and could?

Activity:

In groups of 4 write a lesson plan for how to teach Fred Fingers.
Try to include four 'do's and 4 'don't's in your plan.

Key teaching and learning points

Teacher	Children
Carpet input: <ul style="list-style-type: none">• says word normally but only models for words that might be difficult• watches to make sure children uses fingers correctly• uses praise and encouragement to keep children engaged• gives the activity a lively pace	Carpet input: <ul style="list-style-type: none">• respond with normal (not shouting) voices• all respond to all words• use fingers correctly

Writing Activity 3: Carry out a spelling check

Phonics Handbook page: 47

Resources:

Get Writing books
Pencils
Tables and chairs

Purpose:

Children: to articulate personal difficulties with tricky words in the spelling list

Teacher: To train children to identify and articulate difficulties in grapheme choices.

Trainer:

Slide 45 and 46

DVD Activity:

How does the teacher ensure effective partnerwork?

What do the children do to help each other?

What is the purpose of the activity?

Activity:

Complete the table below, identifying the role of the teacher and the children.

Teacher	Children

Key teaching and learning points

Teacher	Children
At Tables: <ul style="list-style-type: none">• establishes effective partnerwork• moves round the group, checking children on task• praises the teaching partner for careful checking• uses judgment to know when to stop the group• shares common issues with the group	At tables: <ul style="list-style-type: none">• discuss why they have made their choices• checks their partner's spelling very carefully• praises their partner

Writing Activity 4: Take a spelling test

Phonics Handbook page: 47

Resources:

spelling books for each child
tables and chairs
pencils and marking pens

Purpose:

Children: to check spelling knowledge

Teacher: to check spelling knowledge. To reinforce value of self checking

Trainer:

Slide 50

DVD Activity:

How does the teacher make the children enthusiastic about spelling?

How do the children mark their work?

Activity:

Complete the sentences below. Check your partner can tell you the reasons for their choices.

1. The teacher:

- a. says the word in fred talk
- b. says the word
- c. writes the word on the board for the children to copy
- d. asks partners to say the word

2. The children:

- a. say the words in fred talk, using their fingers before writing
- b. write the word, only using fred fingers if they get stuck
- c. write dots and dashes
- d. copy the word from the board

3. The teacher:

- lets children mark their own work with a marking pen
- only praises children who get the correct spellings
never praises children who get words correct and who

can self monitor

Key teaching and learning points

Teacher	Children
At tables: <ul style="list-style-type: none">• says all words on spelling list• moves round as children writing to check how they are doing• marks the work with the children and marks it later to show she is checking their work• praises children who notice when they have made a mistake and encourages them to 'share an error'.	At tables: <ul style="list-style-type: none">• write the words• mark their own work• correct and discuss any errors

Writing Activity 5: Hold a sentence

Phonics Handbook page: 48

Resources:

Get Writing books
tables and chairs
pencils and marking pens

Purpose:

Children: to develop writing fluency. To apply encoding skills.

Teacher: to help children to apply encoding skills to develop writing fluency

Trainer:

Slide 47 and 48

DVD Activity:

How does the teacher use her voice and body to help the children?

Why do the children need to repeat the sentence many times?

How does the teacher teach punctuation?

Why does the teacher make the children repeat the sentence when they are at their tables?

How do the children mark their work?

Activity:

Get into a group of 4. The person whose birthday is closest to 21st May is the teacher.

Use the sentence below to teach your group 'Hold a sentence'. Check you have used the teaching techniques shown on the DVD (e.g. different voices, movement, punctuation kung fu, lots of repetition) to ensure your group can 'hold' that sentence. Mark the sentence with the group.

Pompously, the supercilious teacher received her award whilst secretly doubting her own achievement.

Key teaching and learning points

Teacher	Children
<p>Carpet input:</p> <ul style="list-style-type: none"> • changes the hold sentence if she thinks it is too hard/easy for her group • uses My turn Your turn to get children to repeat the sentence accurately • gets children to repeat the sentence many times • uses punctuation kung fu to stress punctuation • teaches with energy and enthusiasm • only lets the children go to tables/start to write when she feels they will have success • models how to write the sentence at the early stages but stops doing this when the children are more secure 	<p>Carpet input:</p> <ul style="list-style-type: none"> • repeat the sentence after the teacher • memorise the sentence
<p>At tables:</p> <ul style="list-style-type: none"> • ask children to repeat sentence one more time before writing • says the sentence as children start to write • if there is more than one sentence – does not expect children to 'hold' both at the same time • supports less able writers whilst moving round the group • helps group mark their work when all have finished – praising children who have identified their errors as well as children who wrote the sentence correctly 	<p>At tables:</p> <ul style="list-style-type: none"> • repeat the sentence one last time before starting to write • write the sentence – repeating it to themselves as they write if necessary • if they finish early – choose the easiest word and write it out in their best handwriting until the teacher stops the group • mark their own work with a marking pen

Writing Activity 6: Build a sentence

Phonics Handbook page: 48

Resources:

Get Writing book
tables and chairs
ongoing vocabulary wall

Purpose:

Children: to expand writing vocabulary and explore effects of different sentence structures

Teacher: to model writing process and expand children's writing vocabulary

Trainer:

Slide 51 and 52

DVD Activity:

You need to explain this activity to a new teacher.

Explain what to do. Build a list of the most important teaching points, making sure you have provided answers to the following questions:

Can I change the word - why would I?

How do I develop the children's ideas?

How do I keep the children interested?

Why don't the children always write their own sentence?

How will I know if the activity has gone well?

What do I do with the work when it is completed?

Key teaching and learning points

Teacher	Children
<p>Carpet input:</p> <ul style="list-style-type: none"> • plans before session - vocabulary, punctuation, syntax, outcome etc • demonstrates how to redraft work and 'build showing' sentences • shares own ideas • extends ideas given by individuals • draws on previous discussions/input – e.g. from reading activities or previous writing • provides examples of success • breaks input up - respond to the pace of the group • TEACHES WRITING – NOT EXPECT IT TO JUST HAPPEN!! 	<p>Carpet input:</p> <ul style="list-style-type: none"> • discuss every question • rehearse their sentence orally before writing - several times
<p>Writing Task:</p> <ul style="list-style-type: none"> • moves around the group - reading out and embellishing good examples • praises effort and ideas • knows when to provide more input differentiate outcome by different children's ability 	<p>Writing task:</p> <ul style="list-style-type: none"> • write - focusing on ideas, not secretarial skills • monitor quality of their work and redraft • identify 'good bits'! • edit work

Writing Activity 7: Edit for spelling and punctuation

Phonics Handbook page: 49

Resources:

Get Writing Books
tables and chairs
possibly have edit written up on board

Purpose:

Children: to develop own editing skills

Teacher: to teach editing skills

Trainer:

Slide 53 and 54

DVD Activity:

How does the teacher introduce the task?

How does the teacher support the children in the task?

How does the teacher use partnerwork?

What do you think would have happened if the teacher hadn't given such a detailed input?

What does the teacher do while the children edit the sentence in their books?

Activity:

Check that you and your partner know the answer to the following questions:

Why would you change the editing task for your children?

Why would you do the task as a whole group in the early stages?

When would you let the children do the task individually before going through it with the group?

Would you want the children to copy the corrected sentence out?

How would you help children to transfer these skills to their own work?

How long should this activity take?

If children can't do it, should they move down a group?

Key teaching and learning points

Teacher	Children
<p>Carpet Input:</p> <ul style="list-style-type: none"> • edits sentence with the group at the early stages to teach them how to do it • tells the children how many errors there are – having changed them if she feels any are inappropriate • uses partnerwork to increase participation in finding the errors • helps the children with any errors that are challenging • briefly discusses the errors but doesn't spend a long time on grammar technicalities <p><i>NB: When children are able they will identify the errors independently in their books and then discuss them with their partner and then the teacher will discuss the errors with the group.</i></p>	<p>Carpet Input:</p> <ul style="list-style-type: none"> • work with their partner to find the errors • explain to their partner the reasons for the errors • respond to the teacher's input
<p>At tables:</p> <ul style="list-style-type: none"> • moves around the group – supporting and encouraging children 	<p>At tables:</p> <ul style="list-style-type: none"> • edit the sentence in their books and then check their partner's edit

Reading Activity 8: Write a composition based around the Picture Strip

Phonics Handbook page: 50

Resources:

Get Writing Books
tables and chairs
pencils

Purpose:

Children: an opportunity to write a story using the pictures as a prompt

Teacher: to teach creative writing

Trainer:

Slide 56 and 57

DVD Activity:

How does the teacher adapt the Picture Strip?

How does the teacher build the children's enthusiasm for the writing task?

List the strategies the teacher uses to TEACH writing.

How does the teacher ensure that the children know what they are going to write before they start?

What planning and preparation would the teacher have done before the session?

How does the teacher 'expand' the children's ideas?

Why does the teacher have two input sessions, each followed by children writing rather than just one?

Activity:

This activity links with Reading Activity 7: Fluency and Expression

Choose a Blue book Picture Strip. Decide with your partner which aspect of the picture strip you will focus on, using some of the Yellow book ideas to help you. Plan the Fluency and Expression activity to go with it and plan how you would teach the Picture Strip.

Share the ideas with the group to build a bank of ideas for Blue book Picture Strips.

Book	Reading Activity 7: Fluency and Expression	Writing Links/Picture Strip
The duckchick	Thinking/feeling/Saying/Happening – to link with picture strip	Use discussion to begin input for next day writing
Off Sick	Drama – act out conversations between mum and child? Add in to story e.g. p10 – got dialogue - add in feelings/actions/setting	Detail writing of one picture on picture strip
Tom Thumb	Key words – p10/11/ Up-level p12/13	Up level first draft of picture strip
The Gingerbread Man	High light verbs on page. Discuss with children alternative verbs and how they can change the meaning or develop the meaning.	Use of alternative verbs in picture strip writing
Robin hood	Decide on each page which words to collect, e.g., grunted, swung, sprang, gasped, whacked, hooked. Use drama to act out words in new sentences.	Retell story from Little John’s point of view – stressing use of new words.
Lost	Retelling story as narrative – beginning /middle /end	Retelling story as narrative
Do we have to keep it?	Key idea – summarise key idea on each page Give 2/3 statements for each page – which sums it up best?	Thinking/Feeling/Happening/Saying
Danny and the Bump-a-lump	Play script – add description of thinking/feeling	Rewrite as a narrative
Grow your own radishes	Looking at sentence structure – what happens when put verb in different position – imperative tense	Redraft muddled instructions
The foolish witch	Retelling story from witch’s POV – adding to story at the end of every page	Retell the story from Witch’s point of view

Key teaching and learning points

Teacher	Children
<p>Carpet input:</p> <ul style="list-style-type: none"> • plans before session - vocabulary, punctuation, syntax etc • decides on focus for picture strip and builds on work covered in Reading Activity 7: Fluency and Expression • shares own ideas • extends ideas given by individuals • draws on previous discussions/input - e.g. build a sentence • provides examples of success • breaks input up - respond to the pace of the group • TEACHES WRITING – NOT EXPECT IT TO HAPPEN!! 	<p>Carpet input:</p> <ul style="list-style-type: none"> • discuss every question • rehearse their sentences orally before writing - several times
<p>Writing Task:</p> <ul style="list-style-type: none"> • moves around the group - reading out and embellishing good examples • praises effort and ideas • encourages children to develop the ideas discussed on the carpet • knows when to provide more input differentiate outcome by different children's ability • marks work (during and after the session) focusing on ideas and vocabulary rather than just spelling and grammar • gives group feedback (in a later session), reading out good examples etc 	<p>Writing task:</p> <ul style="list-style-type: none"> • write - focusing on ideas, not secretarial skills • monitor quality of their work and redraft • identify 'good bits'! • edit work

Reading Activity 9: Write a guided composition

Phonics Handbook page: 51

Resources:

Get Writing books
tables and chairs
pencils

Purpose:

Children: to compose own writing

Teacher: to teach creative writing

Trainer:

Slide 58 and 59

DVD Activity:

How does the teacher teach new vocabulary?

How does the teacher use partnerwork to help her teaching?

What does the teacher do while the children write?

What links could she make with previous writing activities?

How would the teacher mark this work – would she focus on spelling and grammar or ideas?

Activity:

Explain how to teach Writing Activity 9: Guided Composition to your partner. Complete the table below as you do so.

Teacher	Children
Carpet input:	Carpet input:
Writing Task:	Writing task:

Key teaching and learning points

Teacher	Children
<p>Carpet input:</p> <ul style="list-style-type: none"> • plans before session - vocabulary, punctuation, syntax etc • shares own ideas • extends ideas given by individuals • draws on previous discussions/input - e.g. build a sentence • provides examples of success • breaks input up - respond to the pace of the group • TEACHES WRITING – NOT EXPECT IT TO HAPPEN!! 	<p>Carpet input:</p> <ul style="list-style-type: none"> • discuss every questions • rehearse their sentence orally before writing - several times
<p>Writing Task:</p> <ul style="list-style-type: none"> • moves around the group - reading out and embellishing good examples • praises effort and ideas • knows when to provide more input differentiate outcome by different children's ability 	<p>Writing task:</p> <ul style="list-style-type: none"> • write - focusing on ideas, not secretarial skills • monitor quality of their work and redraft • identify 'good bits'! • edit work