

Becoming a Competent, Confident Writer in KS2



KS1

The boy went for a walk



Introducing the adjectives

The **young** boy went for a **long** walk.



Preposition

The **young** boy went for a **long** walk in the local park

Conjunctions to expand the sentence

The **young** boy went for a **long** walk in the local park **and** met his friend Joe.

Fronted adverbial using time.

Also introducing the use of commas

Shortly after lunch, the young boy
went for a long walk in the local
park and met his friend Joe.

Relative pronoun and embedded clause – adding information and expanding writing.

Shortly after lunch, the **young** boy went for a **long** walk **in the local park and** met his friend Joe, **who**, **despite being older**, liked to play football with him.

Enhanced Description



Simple

It was autumn. The sun was shining on the forest. A gentle breeze blew and some leaves fell from the trees.

Peter watched a squirrel as it searched for nuts. Then it found one.

Enhanced

The early autumn sun bathed the forest in warm light, its freshly laid carpet glowing red and gold. A gentle breeze wound its way through the boughs, tickling leaves away from their branches and carrying them playfully along. Little did they know that the cold winds of winter were well on their way.

The squirrel knew, however, and Peter watched on as she scuttled and crunched and disappeared beneath the carpet, before emerging with a polished treasure.

simile

alliteration

personification

metaphor

precise language

senses

sentence variety

openers

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How can we use reading to improve writing?

Once students have mastered the building blocks of writing (capital letters, full stops, Spelling) it can be difficult to know what to do next to improve our writing.

This sentence has five words. Here are five more words.

Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of

How can we use reading to improve writing?



Punctuation alone does not make a good writer!

Don't tell me the moon is
shining;

show me the glint of light
on broken glass.

– Anton Chekhov

<https://www.instagram.com/iggyandrews>

How can we use reading to improve writing?



Typically, when we read with students, we focus on meaning and comprehension.

What has happened?

What do you think will happen next?

Do you like the characters?

Are they good or bad?

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It can be helpful to remember the DERIC system when questioning during reading.

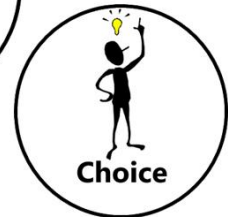
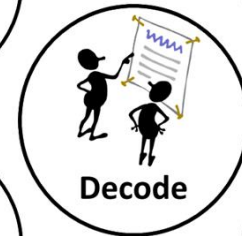
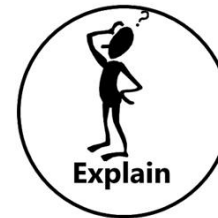
Decode – How do you say this tricky word? (Less useful higher up the school)

Explain – What does that mean?

Retrieve – Can you find a word that means...

Interpret – Why do you think Snape is being mean?

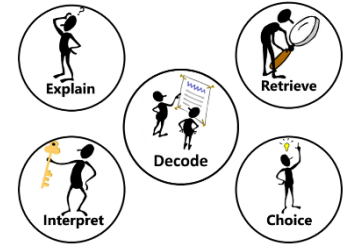
Choice - What would you like the happen next?



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That approach is great for comprehension and inference.



It might be useful at times to shift the discussion away from comprehension and towards the author's intent.

If we want our students to be better authors, they have to think like authors!

Instead of asking 'what is happening?' try asking 'why has the author chosen that word', or 'what effect is the author trying to create'.

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Possible questions:

What other word could the author have used?

Does the author want you to like this character?

How has the author changed the mood in this paragraph?

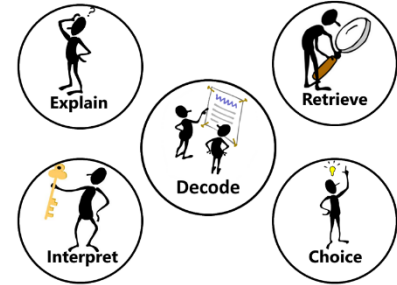
What does the author want you to feel?

If you were the author, what would you change?

Why has the author used that adjective? Could you replace it with a better one?

Could you replace it with a simile?

Do you think the author writes like anyone else?



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SUPER FUN TASK FOR PARENTS

We have prepared some extracts for you to practise with.

Have a go at coming up with questions that focus on the author and their choices, rather than what is happening in the story.

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We are trying to spend more time editing and redrafting writing in KS2, and it is having an impact.

Often students can get attached to their writing because it belongs to them. It would be helpful to reinforce the message at home that writing doesn't have to be perfect straight away, and that the first draft of everything tends not to be great.