



Writing at Cookham Rise

*Workshop for parents and carers
7pm Thursday 5th March 2026*

This evening

- Introduction
- Transcription – handwriting and spelling
- Word classes
- Sentences
- Top tips to help your child
- Questions and a chance to look at books

How do we teach writing?



Years 2 - 6

Reception, Year 1 and part of Year 2

**When do your
children see you
writing?**



WRITE EVERY DAY!

Make Life Better with Writing!

Happy Birthday!



Birthday Cards

Shopping List

- Milk
- Eggs
- Bread
- Apples

Shopping Lists

Send a Letter

Dear Diary...

Keep a Journal

Don't Forget!

To Do:
Meeting at
2 PM.

Reminders & To-Do's

Jot Down

Jot Down Ideas!

Recipes

Grandma's
Cookies



Why is writing tricky?

figurative language

handwriting

formality

vocabulary

grammar

tense

cohesion

audience

punctuation

organisation

purpose



By the end of Key Stage 1 (Year 2)

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

By the end of Key Stage 2 (Year 6)

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Using capital letters and full stops correctly is a Key Stage 1 objective. Therefore, a child cannot be working at the expected standard for the end of Key Stage 2 without these!

By the end of Key Stage 2 (Year 6)

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]



Teach through a text

- Teaching based around varied and exciting books
- Exposure to different text types and representations
- Interesting and engaging
- Leads to writing with a purpose



Foundational skills first

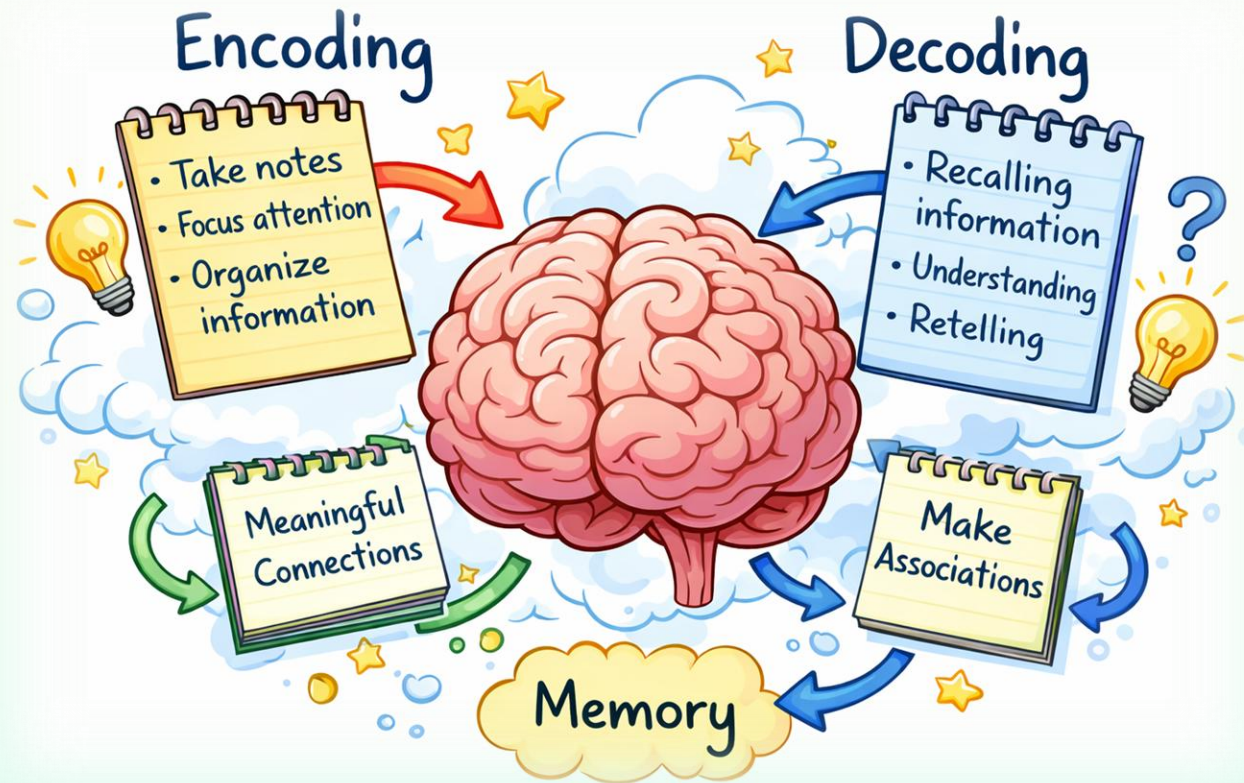
- Transcription
 - Handwriting
 - Phonics and spelling
- Sentence level work
- Developing paragraphing, cohesion and genre in long pieces of work

Daily dictation

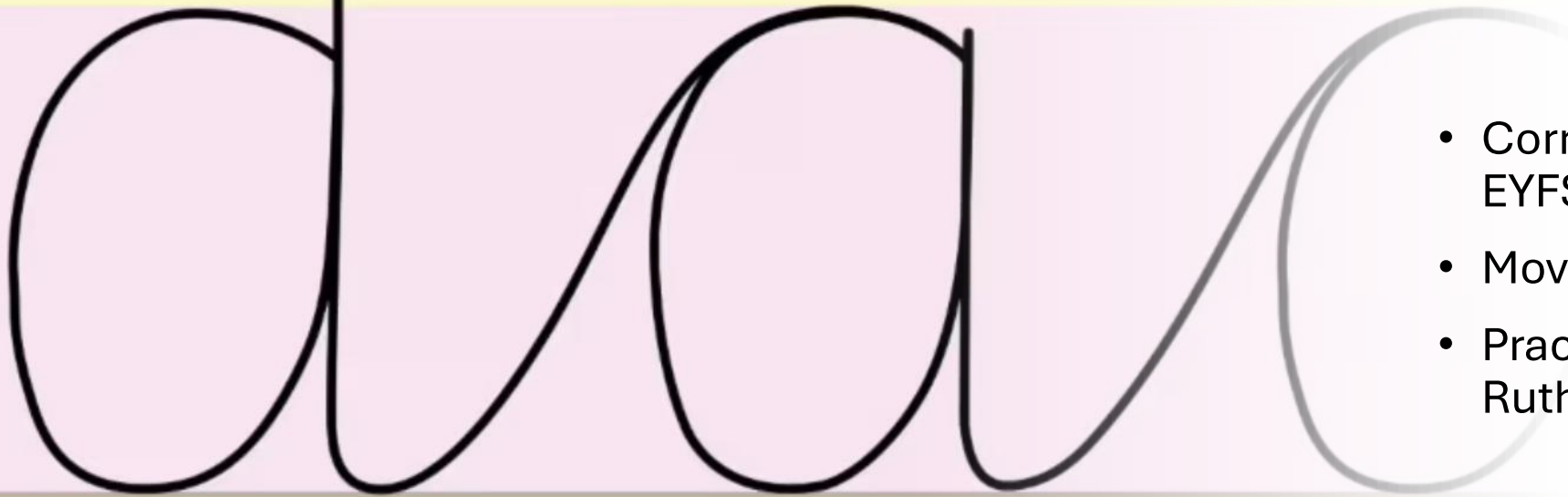
- Focus on "perfect sentences".
- Children don't need to think about composition, freeing up working memory to focus on handwriting, spelling and punctuation.
- Teaching self-editing skills.



Why do we still need handwriting?



Handwriting



- Correct letter formation in EYFS and Year 1
- Moving onto cursive in Year 2
- Practise at home using the Ruth Miskin resources



How was school today?

It was great!
I learned about plants!

Oracy

If you can't say it, you can't write it!

Use oral rehearsal.

Think about "standard English"

Keep talking!

Spelling

<p>THERE </p> <p>What is over <u>there</u>? <small>refers to a place</small></p>
<p>THEIR </p> <p><u>Their</u> hand is up. <small>shows ownership</small></p>
<p>THEY^ARE</p> <p><u>They're</u> at the movies.</p>

- Taught through the RWI spelling programme
- Children find homophones and near homophones particularly tricky e.g. (their/there/they're, where/were, our/are)
- Regular reading has the biggest single impact on spelling

Spelling – Years 1 & 2

Common exception words for Year 1

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

the	we	pull
a	no	full
do	go	he
to	so	me
today	by	she
of	my	house
said	here	our
says	there	friend
are	where	school
were	love	put
was	come	push
is	some	you
his	one	your
has	once	they
I	ask	be

Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents

Spelling – Years 3 - 6

Spelling word list for Year 3 and Year 4



100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Spelling word list for Year 5 and Year 6



100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Let's think about words...

**How many of the following
terms do you know?**



noun



verb



adjective



adverb



pronoun



preposition



interjection



determiner



conjunction

Circle the three **adjectives** in the passage below.

The crumbling castle stood high on the rocky hill. The views over the countryside were glorious.

Tick one box in each row to show whether the underlined word is a **verb**, a **noun** or an **adjective**.

Sentence	Verb	Noun	Adjective
He <u>fold</u> s the letter carefully.			
The <u>folded</u> letter was put in the envelope.			
The letter had <u>fold</u> s in it.			



	Simple	Progressive	Perfect	Perfect progressive
Past	I walked	I was walking	I had walked	I had been walking
Present	I walk	I am walking	I have walked	I have been walking
Future	I will walk	I will be walking	I will have walked	I will have been walking

Children find it particularly hard to remember the verbs "to be" and "to have" – in all their different forms!

"To be" includes was, were, am, are, is, be, being, been

"To have" includes has, have, had, having

conjunctions

		Conjunctions	Example
Single-clause or simple sentence	One main clause		We went to the park.
Co-ordinating multi-clause sentence (compound sentence)	Two main clauses	for, and, nor, but, or, yet, so (FANBOYS)	We went to the park and it was raining.
Sub-ordinating multi-clause sentence (complex sentence)	A main clause and a subordinate clause	if, since, as, whilst, although, when, after, before, until, because (I saw a wabub)	Although it was raining, we went to the park.

What is a sentence anyway?

A sentence:



Communicates a complete idea



Contains a subject and a verb



Begins with a capital letter and ends with a punctuation mark

Four basic sentences

1.This is a sentence.

2.What sort of sentence is this?

3.What a great sentence!

4.Write a sentence.

Four basic sentences

1. This is a sentence.

statement

2. What sort of sentence is this?

question

3. What a great sentence!

exclamation

4. Write a sentence.

command

Sentence progression throughout primary school

Reception

- Jack had magic beans.
- Mum was sad.

Year 1

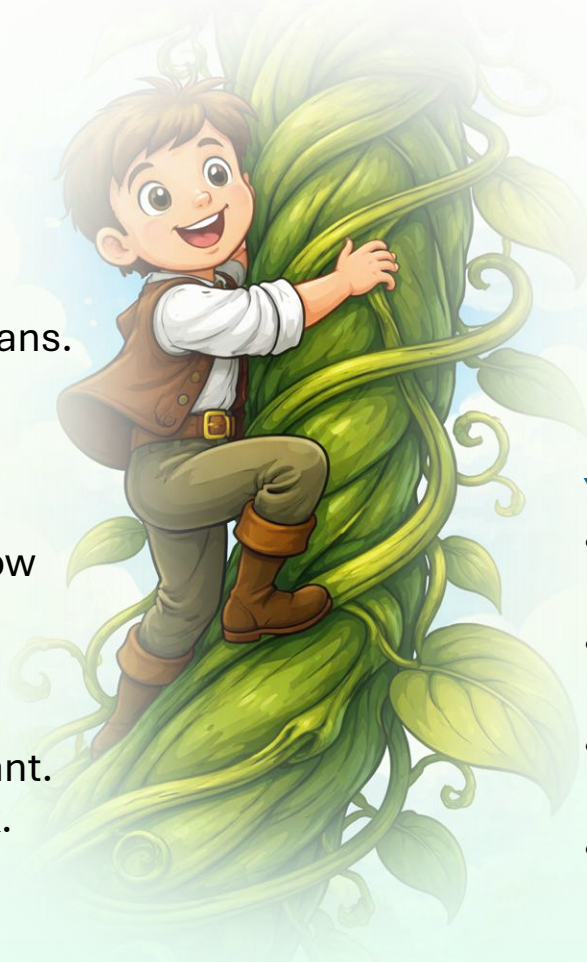
- Jack went to the market.
- Mum was sad and she threw the beans.
- He saw a giant and a pot of gold.
- Jack took the hen and the harp.

Year 2

- Jack's mother told him to sell the cow because they needed money.
- Jack got magic beans from an old man but his mum was angry.
- Jack saw an enormous, sleeping giant.
- The beans grew into a big beanstalk.
- Why did Jack climb the beanstalk?
- What a beautiful castle?
- Climb the beanstalk.

Year 3

- Jack climbed the beanstalk once his mother had gone to bed.
- Finally, Jack arrived at the castle on top of the clouds.
- Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity.



Year 4

- After saying farewell to his mother, Jack carefully climbed the gigantic beanstalk until he reached the magnificent castle in the clouds.
- When he eventually reached the top of the gigantic beanstalk, Jack was exhausted.

Year 5

- Through the small crack in the castle door, Jack could see the enormous giant who was asleep in the kitchen.
- A magnificent castle, which had a huge front door, stood on top of the clouds.
- Tiptoeing past the sleeping giant, Jack wondered whether he could make it out of the castle alive.
- The giant was certainly going to be angry when he noticed his harp was missing.

Year 6

- The enraged giant chased Jack down the giant beanstalk.
- Jack was chased down the gigantic beanstalk by the enraged giant.

Live modelling

- Watching the teacher
- The teacher “thinks out loud”, editing and reflecting as they write
- The teacher work may provide a plan or an outline for the writing

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WALKTHRU
THE **A|D|A|P|T** PROCESS

SERIES
EXPLAINING & MODELLING

TEACHING **WALKTHRUS**

LIVE MODELLING

1 2 3 4 5



MODEL EACH STAGE STEP BY STEP

MODEL HOW YOU ORGANISE MESSY THINKING

REVIEW THE SUCCESS OR QUALITY OF YOUR OWN WORK

MODEL ALTERNATIVES AND FURTHER EXAMPLES

SET TASKS TO EMULATE THE MODEL

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Let's have a go...



**In a mind-map, make notes about this scene.
What can you see, hear, smell and feel?**



Slow write – different sorts of sentences

- 1 Starting with an “-ing” word (in the progressive tense)
- 2 Include a relative clause (who/which/that)
- 3 Describe what you can smell or hear
- 4 Begin with an adverb or adverbial phrase
- 5 Include a simile or metaphor
- 6 Add a sentence with fewer than six words or a rhetorical question

Slow write – different sorts of sentences

1 Starting with an “-ing” word (in the progressing tense)

Parading down the street were a peculiar assortment of animals.

2 Include a relative clause (who/which/that)

The hare, who had ears pointing toward the sun, proudly led the procession of of creatures.

3 Describe what you can smell or hear

Passers-by fell silent; all that could be heard was the click of claws on tarmac.

4 Begin with an adverb or adverbial phrase

Underneath the lowering clouds, owls and red kites circled, guarding the animal army .

5 Include a simile or metaphor.

Like the calm before the storm, the air felt heavy with expectation.

6 Add a sentence with fewer than six words or a rhetorical question

Something strange was about to happen.



Would anyone else like to share their writing?

Parading down the street were a peculiar assortment of animals. The hare, who had ears pointing toward the sun, proudly led the procession of of creatures. Passers-by fell silent; all that could be heard was the click of claws on tarmac. Underneath the lowering clouds, owls and red kites circled, guarding the animal army . Like the calm before the storm, the air felt heavy with expectation. Something strange was about to happen.

Changing conjunctions

- The fairies were playing on the school field because...
- Because the fairies were playing on the school field,
- Although the fairies were playing on the school field,
- When the fairies were playing on the school field,
- Whilst the fairies were playing on the school field,
- Until the fairies played on the school field,
- After the fairies played on the school field,



Punctuation

- Full stops and capital letters
- Commas, question marks, exclamation marks
- Apostrophes for contraction and possession
- Speech punctuation
- Ellipsis, dashes and brackets
- Colons and semi-colons

What do we mean by audience and purpose?

- Genre
- Who is the intended reader?
- Why are we writing this?
 - To express oneself e.g. a journal, diary or poem
 - To inform e.g. news report, information text, letter home
 - To persuade. e.g. a letter to your MP or balanced argument
 - To tell a story e.g. a narrative



Examples of writing task in a Literacy Tree unit

Year 6 – Romeo and Juliet

- Police crime scene report
- News report on a brawl in the street
- Narrative conversation between Benvolio and Romeo
- Diary entry, as Romeo or Juliet, after they've met at the party
- Descriptive writing – the balcony scene
- Advice letter from the nurse to Friar Lawrence
- Persuasive letter from the nurse to Lord Capulet
- Diary debating whether to drink the potion
- Balanced argument – report for the Prince on who was to blame for the death of Romeo and Juliet



Top tips to help your child



- Provide key words and a plan
- Suggest different types of sentences
- Don't worry about every word being correctly spelt
 - Choose no more than three to edit
 - Focus on homophones and common exception words
 - Encourage full stops and capital letters
- Separate out composition (words and ideas) from transcription (handwriting and spelling). Which is the most important in the task?
- Give a purpose; why does this piece of writing need to be done?
- Don't let writing become a battleground – use dictation or voice recording rather than argue
- Let your child see you write
- Most importantly – keep reading and sharing books

Any questions?