

Year 5/6 Parents' Workshop.

Why do we teach grammar in this way?

Teaching grammar in this way focuses on instruction before practice. The teacher gives the children an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing.

But will such a model reduce the amount of writing?

No. In every skills lesson, we expect the children to write independently showing they can apply that skill into a piece of writing (for example a paragraph) in the context of the text they are going to be writing about.

Today we are covering several skills within the session. Due to this, you will not see an example of how the children apply the skill to writing.

The Learning Journey

Week 1:-

- 1) Present and deconstruct the model text
- 2) Talk for Writing (Becoming familiar with the text)
- 3) Skills based lesson
 - Linked to the text
 - Modelled
 - Creative/Collaborative
 - Imitation
 - Independentapplication into writing
- 4) Skills based lesson
- 5) Skills based lesson

Week 2:-

- 1) Return to the model text and use it to develop reading skills/Reading Comprehension lesson
- 2) Skills based lesson
- 3) Plan
- 4) Big Write
 - To Clear success criteria
- 5) Edit

Today we are sharing the model text, taking part in some talk for writing and completing several 'mini lessons' based on the structure of a skills session.

Year 5 – Working at the expected standard									
Name:									Achieved?
I can write for a range of purposes, audiences and genres including a short story									
<ul style="list-style-type: none"> Using the range of punctuation in working towards mostly correctly and making some correct use of: 	Semi-colons								
	Dashes								
	Commas to mark parenthesis								
	Brackets								
<ul style="list-style-type: none"> Write fiction that creates atmosphere and characterisation 									
<ul style="list-style-type: none"> In fiction: write a narrative that includes an ending that engages the reader 									
<ul style="list-style-type: none"> In non-fiction: maintain a level of formality across a whole text 									
<ul style="list-style-type: none"> To use a range of cohesive devices within and across paragraphs and sentences to make the piece flow 									
<ul style="list-style-type: none"> Choose a wide range of ambitious vocabulary: verbs, nouns, adverbs etc. for effect 									
<ul style="list-style-type: none"> Using a wide range of clauses 	Drop in -ed including where clauses have different tenses								
	Drop in -ing including where clauses have different tenses								
	Complex sentences with more than one subordinate clause								
	Relative clauses								
<ul style="list-style-type: none"> Use modal verb forms (past and present) 									
<ul style="list-style-type: none"> Beginning to use metaphors, personification and onomatopoeia to add detail 									
<ul style="list-style-type: none"> Use expanded noun phrases with pre and post modifiers and ambitious qualifiers 									
<ul style="list-style-type: none"> To use stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. 									
<ul style="list-style-type: none"> Some use of indirect speech 									
<ul style="list-style-type: none"> Spelling some words correctly (Year 5 and 6 most Year 3 and 4 words list) 									
<ul style="list-style-type: none"> Spell most Year 3 and 4 words correctly 									
<ul style="list-style-type: none"> Spelling most homophones correctly 									

Year 6

EXS- 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 correctly^ (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		
<u>maintain</u> legibility in joined handwriting when writing at speed. 2		

Skill One

Talk for writing

WALT: read and understand a story.

Task One

With your child, order and retell the story.



Order and re-tell the story

1



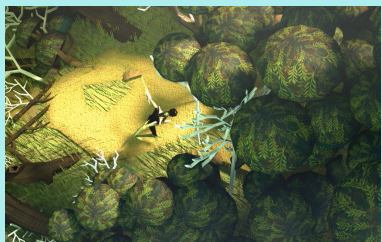
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3



4



5



6



Skill Two

WALT: open sentences in a variety of ways.

• Using a wide range of clauses	Drop in -ed including where clauses have different tenses							
	Drop in -ing including where clauses have different tenses							
	Complex sentences with more than one subordinate clause							
	Relative clauses							

We begin by working together:

Open this sentence with an 'ing' or 'ed' clause.

The rock ran over to the paper.



We would then share some of our ideas as a class. Any really good ideas we would add to our working wall. The children can then 'magpie' these at a later date.

Working together as a group/ table:

Look at the image from 'Broken'. With your group, edit the following sentences by adding an 'ing' or 'ed' clause opener.



Paper look over at Scissors.

Paper froze.

Paper could not believe what she could see.

Working with your partner (your child)



Write as many sentences as you can based on the image above. The sentences must start with an 'ing' or 'ed' clause.

Now the children have worked as a class and as a group, they would complete the next stage independently..... today we will move on.

We are not going to complete the independent work today but a task would be given to the children where they would apply the skills they have just learnt.

Example Task:

Paper goes home after a dramatic and emotional day. She writes a paragraph in her diary about the events and how they unfolded. Your paragraph must have examples of 'ing' and 'ed' openers. Underline each example with a ruler.

WALT: use adverbials as a cohesive device.

Adverbials are taught in year 3 and 4. By year 5 and 6 the children are expected to use them as a cohesive device.

- To use a range of cohesive devices within and across paragraphs and sentences to make the piece flow

use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

An adverbial is a group of words (phrase) which tells you more about:

Skill Three

How something happened
When something happened
Where something happened...

In groups, discuss how we can edit and improve the sentence below by adding adverbial phrases.

Time (when?)



Place (Where?)



Manner (How?)

Paper lay exhausted from the days events.

Paper lay exhausted from the days events.



Paper held Rock close to her.

Time (when?)

Place (Where?)

Manner (How?)

With your child.
Generate a sentence
based on the image
shown. Remember to
include an adverbial for
time, place and manner.



The children would now work on an independent task which would give them the opportunity to show this skill.

Example task:

The following report was made on the events from 'Broken.' Due to it's lack of adverbials, we do not get accurate or detailed information. Please edit the paragraph adding adverbials where appropriate. You must ensure your writing flows. Don't overdo it! Consider carefully when you will use the adverbials.

Skill Four

WALT: identify and use the passive voice.

passive voice

One of the two "voices" of [verbs](#) (see also [active voice](#)). A verb is in the passive voice when the [subject](#) of the sentence is acted on by the verb. For example, in "The ball was thrown by the pitcher," *the ball* (the subject) receives the action of the verb, and *was thrown* is in the passive voice. The same sentence cast in the active voice would be, "The pitcher threw the ball."

In your groups discuss the following examples of active and passive voice.

Active or Passive Voice

Active verbs

Verbs can have an **active** or **passive** voice. When a verb is **active**, the **subject** of the sentence is doing the action. For example:

The cat sat on the mat.

Here, cat is the **subject**, sat is the **active** verb and the mat is the object.

Passive verbs

Contrast this with the **passive** voice of the verb:

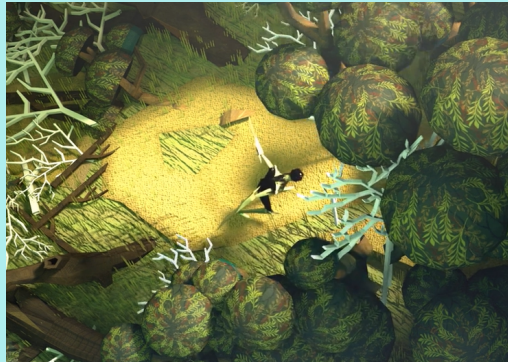
The mat was sat on by the cat.

Here, the mat is the **subject** and is suffering the action of being sat on by the cat.

Complete the following table, inserting a tick showing whether the verb is **active** or **passive**.

Verb	Active	Passive
The school arranged a visit.		
A visit was arranged by the school		
The dog buried the bone.		
The bone was buried by the dog.		
The man painted the wall.		
The wall was painted by the man.		
The ball was thrown at the window by the naughty girl.		
The naughty girl threw the ball at the window.		
You must not run across the road.		
You could get run over!		

As a group, write a sentence in the passive voice which reflects what is happening in the image below.



Now generate a sentence for the image below with your partner (your child). It must be in the passive voice.



Skill Five

WALT: use semi-colons correctly.

There are two ways to use a semicolon:

A semicolon is most commonly used to link (in a single sentence) two independent clauses that are closely related in thought.

Some people write with a word processor; others write with a pen or pencil.

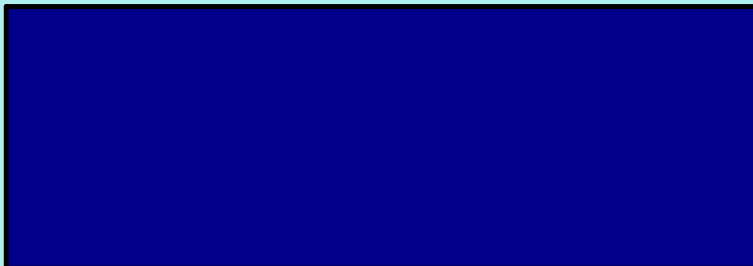
We could have used 'and' in the place of the semicolon here. It is common to find a semicolon as an appropriate replacement for a 'FANBOY' (for, and, nor, but, or, yet- coordinating conjunctions).

Using a semicolon in place of a FANBOY

;

Rock touched paper and Rock's hand crumbled.

'And' could be changed to a semicolon here. With your child, discuss why this would be correct.



Using semicolons in a list.

Incorrect: I like cows: they give us milk, which tastes good, they give us beef, which also tastes good, and they give us leather, which is used for shoes and coats.

Correct: I like cows: they give us milk, which tastes good; they give us beef, which also tastes good; and they give us leather, which is used for shoes and coats.

With your child, discuss the two examples above. Why is the first incorrect? Why are semicolons required?

In your groups, write an expanded list which describes the actions of the scissors as he chases Paper through the meadow.



Scissors tore up the flowers, which flew into the air; he ripped through the ground, dragging his blades behind him; he destroyed every piece of paper which floated into his path but he met his match when Rock challenged him.

Thank you for taking part in our workshop today!

I hope you have are leaving with a better understanding of how grammar is taught in our school.

Before leaving, I would appreciate your feedback on the evaluation form in order for us to plan future events effectively.



