

1: Download PDF: How to Teach Fiction Writing at Key Stage 2 by Pie Corbett Free Book PDF

How to Teach Fiction Writing is a practical manual to help teachers of junior classes to focus on the key aspects of developing children's storytelling. The book presents a series of essential writing workshops full of creative ideas and fun activities.

By RS Assessment from Hodder Education Comment Closed We asked Shareen Mayers to share her personal views on what the new KS2 writing teacher assessment framework means for schools, and to highlight some of the salient points. Please note that this guidance relates to KS2 writing only. Pupils should meet all of the pupil can statements. Interestingly, Dani is not always able to make phonically plausible attempts at words. Dani is learning English as an Additional Language EAL and this is the reason why Dani may have missed out on earlier phonics teaching. Evidently, this is not a gap e. Dani cannot spell at all , Dani can still spell but has a weakness within this statement. The information above is taken from Dani KS2 working towards the expected standard " national exemplification materials, p. For some statements, they either meet the pupil can statement or they do not. For example, pupils are required to write narratives and to write for a range of purposes. If they do not have this evidence, then this is a weakness in teaching rather than of the pupil ability. Learning difficulties From reading the statutory STA guidance and watching the STA webinars, pupils with learning difficulties, such as dyslexia and dyspraxia still need to meet the spelling and handwriting statements. However, they can have a particular weakness in this area and the scenarios for this are made explicit in the KS2 national writing moderator training, available to all schools on NCA tools see Wendy, p. In addition, a specific learning difficulty does not automatically constitute a particular weakness which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils. Spelling evidence can come from their books or from a spelling test but where pupils have used them, they must be spelt mostly correctly to meet the expected standard. This relates to KS2 writing only. Rising Stars New Curriculum Spelling Test " this includes the spelling rules and the statutory word lists grouped by rule where possible. Not all writing will be independent. Interestingly, the Standards and Testing Agency STA have produced some guidance on what independent work should look like. How will they learn how to do this for themselves without it being modelled first? Notably, pupils then need to demonstrate their writing skills across a range of purposes, and for these pieces, pupils can edit and proof-read their work for themselves, without direct intervention from their teacher or support staff. They can discuss and rehearse what is being written about; this can be the result of a whole class stimulus, e. The national curriculum is clear that writing should also be produced through discussion with the teacher and peers. For example, a pupil may produce an independent piece of writing which meets many of the statements relating to composition and the use of grammar, but they did not demonstrate independent spelling where the teacher has provided the pupil with domain specific words or corrected their spelling. This does not mean that the entire piece is not independent. Teachers can use learning objectives and success criteria as long as it is not over-detailed. Teachers can use learning objectives and success criteria to support pupils with their writing. Even if a teacher has used over-detailed success criteria, the writing can still be used to assess over areas, e. I have started my sentence with Anxiously or Cautiously. The requirement is now for joined handwriting to meet the expected standard. Last year, the statements relating to handwriting could be disregarded. However, this year, pupils are required to demonstrate joined handwriting to meet the expected and greater depth standard. They can have a particular weakness but not a gap in handwriting so I would recommend that schools read the scenarios available as part of the national KS2 writing moderation training on NCA tools see Emmie, p. Teaching composition has a greater emphasis. Interestingly, the emphasis on coherence within the KS1 and KS2 writing assessments is crucial for schools to understand. Pupils are still expected to apply their grammar and punctuation to the context of their writing. The statements are less prescriptive but they are still there within the composition aspect. For example, pupils might use imperative verbs in instructions, the passive voice in non-fiction writing or modal verbs in persuasive writing. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

HOW TO TEACH FICTION WRITING AT KEY STAGE 2 pdf

2: Resources – Talk for Writing

How to Teach Fiction Writing at Key Stage 3 is a practical manual to help teachers of year-olds to develop effective modeling and scaffolding strategies for the teaching of narrative writing.

3: Writing Fiction | Teaching Ideas

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brand new, How to Teach Fiction Writing at Key Stage 2, Pie Corbett, How to Teach Fiction Writing is a practical manual to help teachers of junior classes to focus on the key aspects of developing children' s storywriting.

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A full set of progression toolkits for the six key features underpinning narrative writing (settings, suspense, characterisation, dialogue, description and openings& endings) will be available later this year in our new publication Talk for Writing: creating effective fiction writers.

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