

# Year 6 Writing Workshop



Wednesday 17th September



# IMPACT

*in Learning*

*Involving More Parents And Children Together*



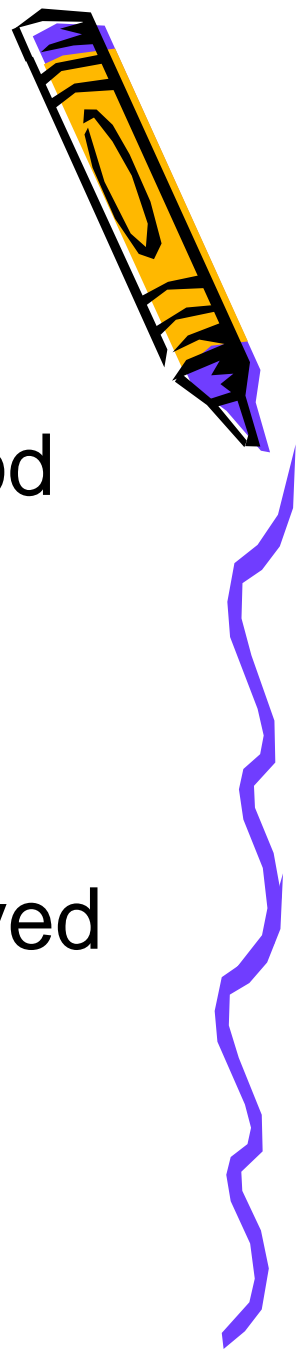


Good schools with good  
'stuff'

= 5% on average

Parents who are involved  
and informed

= 30% on average





**HAVE I GOT NEWS  
FOR YOU**

**69% of parents do not help children with their homework because**

**Everything has changed since they were at school at they are not confident in the new methods.**



*“My dad thinks that the way he does maths is easier and better than my ways but he doesn’t understand my ways and his way confuses me.”*



*Pupil – Catford High School*



In this workshop we aim to:

Encourage partnership

Demonstrate

Share tools

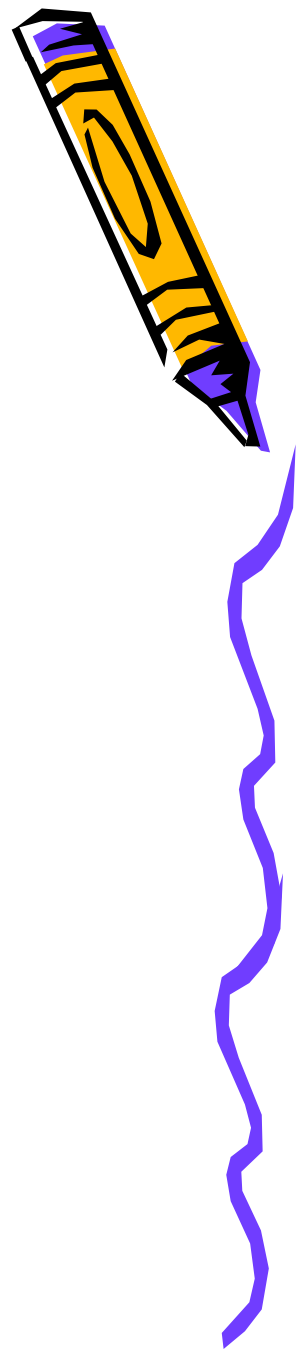
Offer tools for use at home

Support

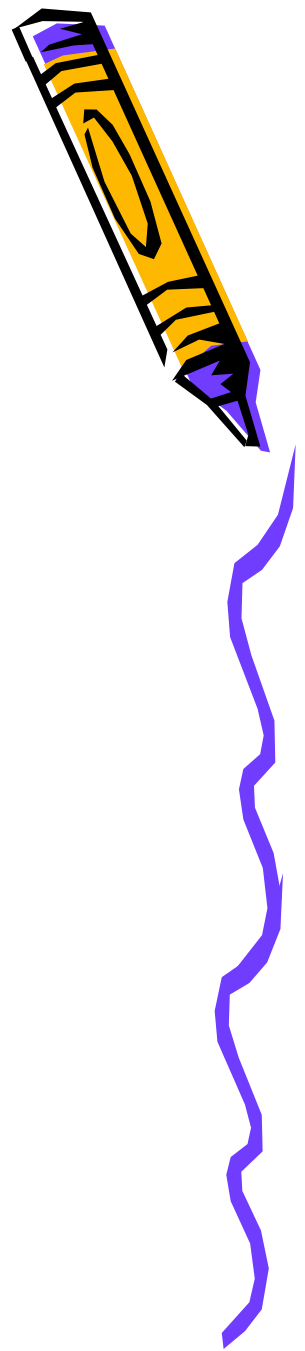
Make a difference



# Expectations for Year 6



What are the parts of a  
story







**problem**

**build up**

**resolution**

**introduction**

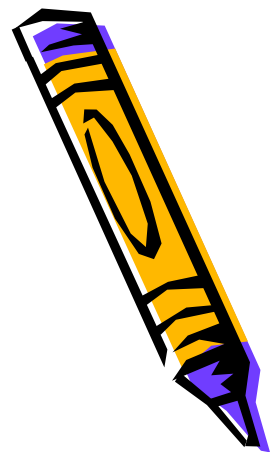
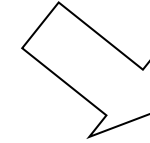
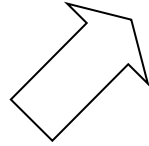
**ending**

**A Story Mountain**

# A Story Planner

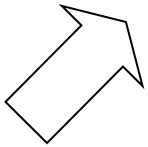
## Problem

Something goes wrong.  
There is a problem.



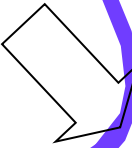
## Build up

Some events occur.  
The characters do something.



## Resolution

Help arrives in some way.  
The problem needs to be sorted out.



## Opening

Introduce setting and main characters



## Ending

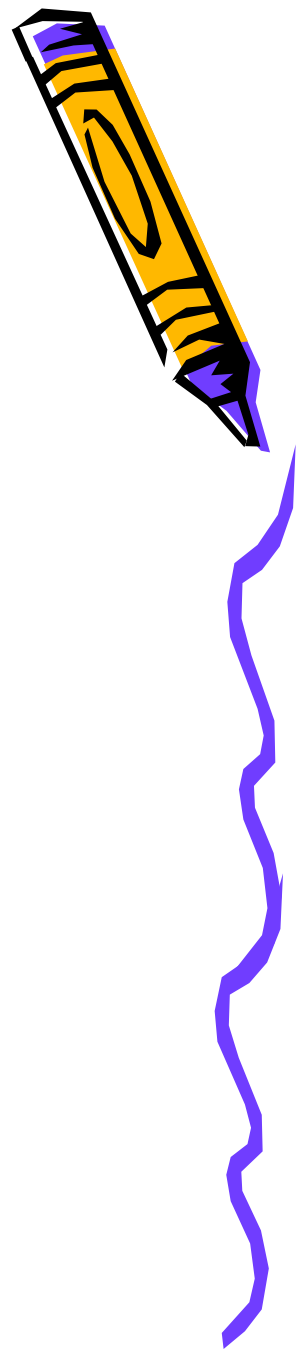
The characters look back at the story.  
What has been learned?





Write down 5 nouns in your  
setting

- See- Beach?????
- Hear
- Smell
- Touch
- Taste



Write down 5 nouns in your setting:

See

beach

Hear

waves

Smell

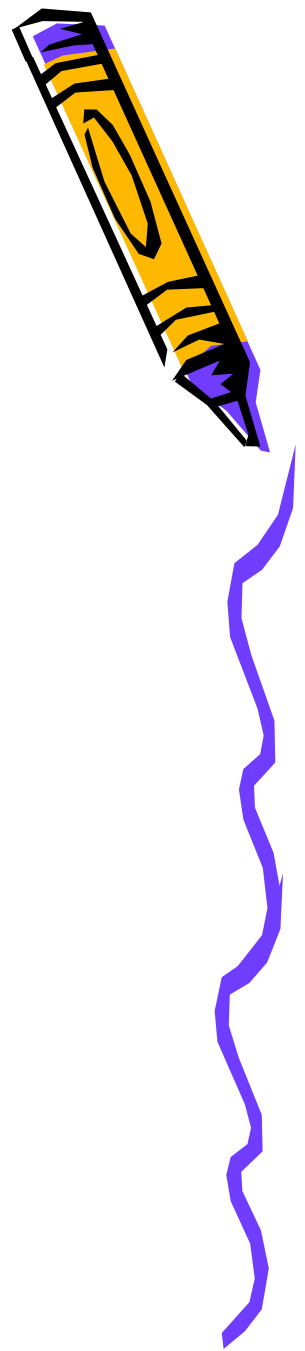
sea air

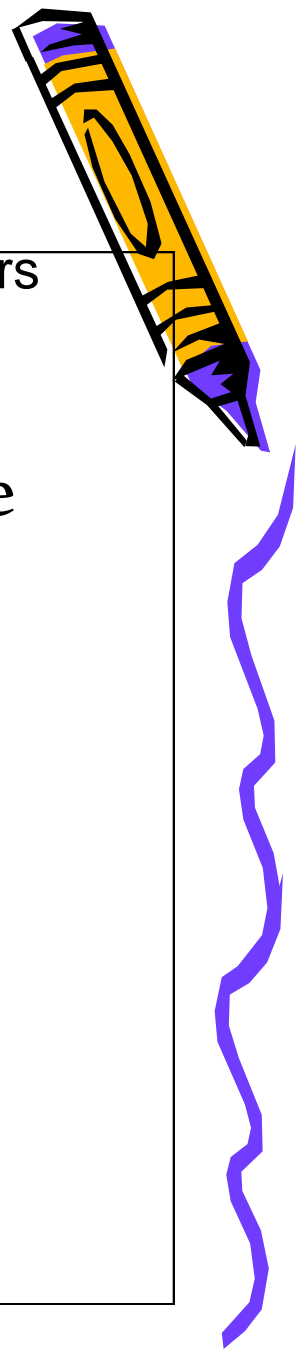
Touch

sand

Taste

ice cream





Introduce setting and main characters

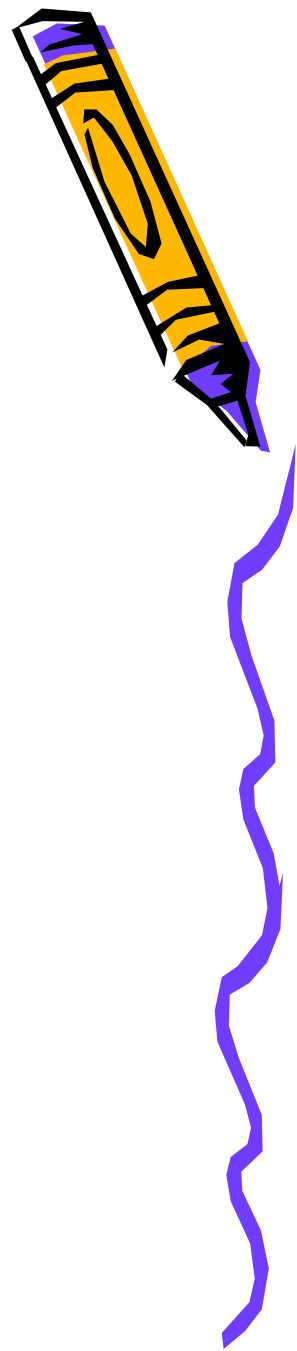
**Opening**

James went to the beach. He could hear the waves and smell the sea air. He liked to touch the sand and he went and got an ice cream. Suddenly something strange happened.



Now can you write an adjective for each noun?

- Beach- Golden, Sandy



Now write one or two adjectives for each.

beach

Golden, sandy

waves

Gently rippling

sea air

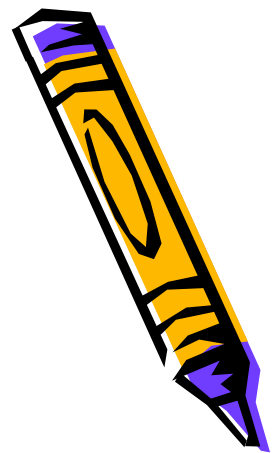
Fresh, salty

sand

Warm, golden

ice cream

Cold, creamy





One fine summer's day, James was sitting on the golden, sandy beach, listening to the gently rippling waves. The fresh, salty sea air blew gently around his face as he settled lazily into the warm, golden sand. "This is the life..." he thought, as he took a greedy lick of his cold, creamy ice-cream.

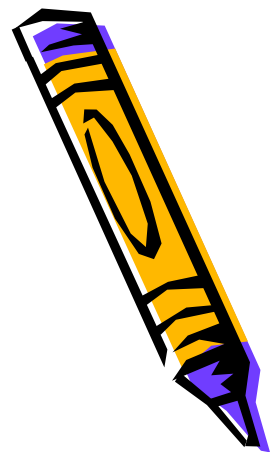
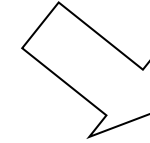
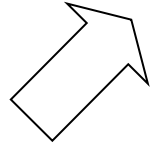
Unknown to James, his peace and tranquillity would not last. For what happened next was to change his life forever...



# A Story Planner

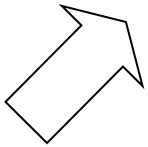
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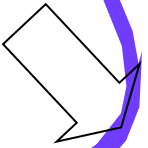
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## Resolution

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## Opening

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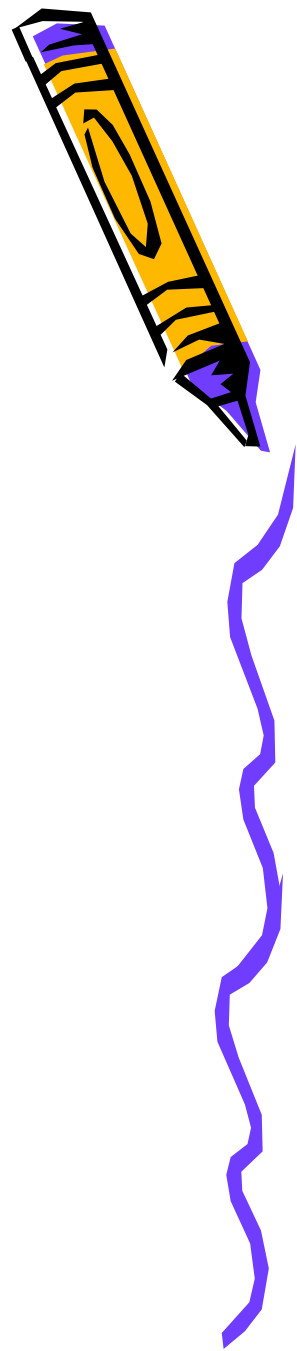


## Ending

The characters look back at the story.  
What has been learned?

If you want to be a great story writer, there is one important rule:

You have to write  
*in a formal way*  
than you speak



# Adjectives – describing words.

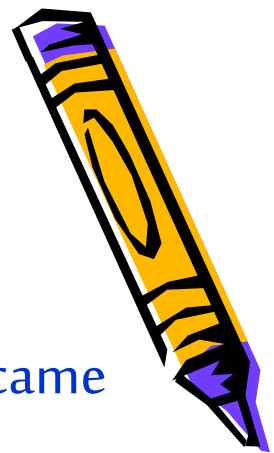
A boy came  
along.



A big boy came  
along.



A big, angry, nasty boy came  
along.



# 'WOW' Words

## **big**

great  
huge  
large  
massive  
monstrous  
enormous  
colossal  
gigantic

## **dark**

dim  
shady  
shadowy  
murky  
gloomy  
pitch black  
depressing

## **magic**

enchant  
charm  
spells  
wizardry  
witchcraft  
illusion  
trickery

## **good**

nice  
lovely  
marvellous  
wonderful  
perfect  
faultless  
thoughtful  
loyal

## **nasty**

disgusting  
dreadful  
horrible  
unpleasant  
unkind  
unfriendly  
revolting  
foul

## **Problem**

difficulty  
worry  
dilemma  
puzzle  
mystery  
riddle

## **cold**

Arctic  
bitter  
chilly  
freezing  
chilled  
frozen  
shivery  
nippy

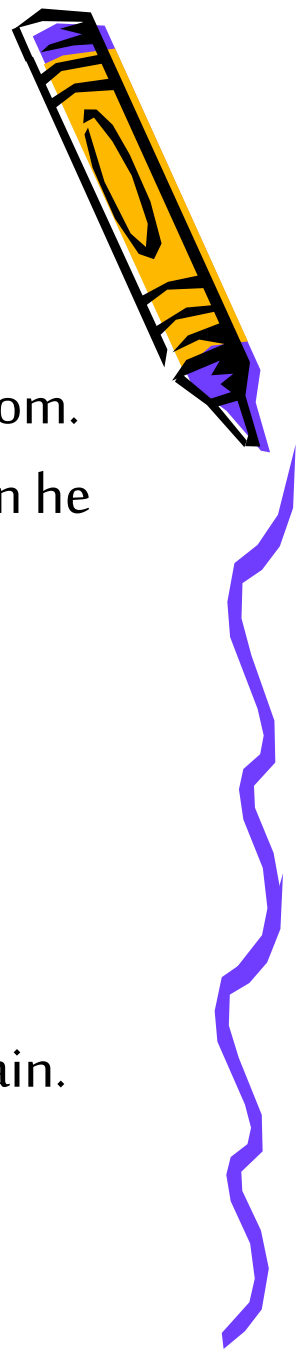
## **Scary**

frightening  
alarming  
shocking  
startling  
terrifying  
upsetting  
petrifying  
creepy  
daunting  
bloodcurdling  
menacing

## **Places**

cottage church school home village house  
shop lighthouse restaurant synagogue  
warehouse bungalow factory prison hotel  
museum garage tower barn pub hospital  
fire station castle cinema

# Sentence Openers – Begin sentences in an interesting way.



The monster went into my school. Then he went into the classroom. Then he found some children. Then he chased the children. Then he started to eat them. Then he went out again.

**First** the monster went into my school. **Next** he went into the classroom. **Soon** he found some children. **Then** he chased the children. **After that** he started to eat them. **Finally** he went out again.





# Sentence Openers



The

My

I

First

Then

Next

Last

But

Soon

Another thing

The last time

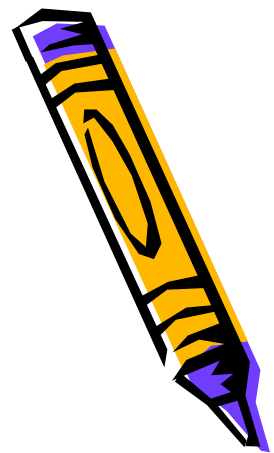
At last

Another time

If



# A Punctuation Pyramid



.

. ?

. ? , !

. ? , . . . ! ' " "

. ? , . . . ! ' " " : ; ( )





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