Year 1
Cross Curricular Learning & Writing Curriculum Workshop
November 2017

Miss Broadbent and Miss Smith
At Wallace Fields Infant School we have very high expectations of all children in all areas of the curriculum. We want every child to achieve their personal best. As a result of changes to the National Curriculum (2014), there has been a particular focus on English and Maths. The bar has been set very high!

This year we are raising the profile of Science and the foundation subjects (computing, geography, history, art & DT, PSHE, RE & PE) and are working hard to continue to provide a creative curriculum with meaningful cross curricular links. Magical moments are being used to capture the children's interest and encourage awe and wonder. It is important that all children are able to access the wider curriculum and have a passion for learning and asking questions. Here are some examples of the exciting cross-curricular learning that has taken place so far:
Cross-curricular links

Science - planning and labelling the monster house, followed by making and creating them!
Cross-curricular links

* Science - Life cycles
Cross-curricular links

* Computing - We used a game called Dance Mat Typing to help the children with their typing skills, to recognise keys and to increase the speed of their typing on laptops.
Cross-curricular links

* Geography - comparison of towns, concentric circles of local area.
Cross-curricular links

* Fact files - designing and writing monster fact files
Children designed and created monsters as part of their English and Art learning.
Practical Curriculum

Children using numicon to investigate bonds to 10 before using a bar model.
Children working on fine motor skills as well as counting. They loved being Peg People.
Here are just a few of the creative cross-curricular learning experiences that will take place in Autumn 2:

* Research artist Georgia O’keefe then designing and painting poppies for Remembrance day (History and Art)
* Seasonal changes art work (science and art)
* Writing a letter to a soldier (Drama, History and English)
* Re-creating the customs and traditions associated with Hannakah – using real artefacts and making Challah bread
* Light and dark – We will be exploring sources of light, making shadow puppets and using these to experiment with. We will also be creating stories with them.
Overview

- What writing involves
- Top tips for each aspect of writing
- Useful terminology
- How to make writing fun!
- Time for questions and comments
What is writing?

When does ‘writing’ begin?

When you put pencil to paper? When you plan? When you hear and enjoy a story?

The Relationship between Reading and Writing

This aspect of learning to write is one that many writers instinctively know because their advice to young writers is inevitably, *if you want to write then read, read, read.*

Good writing makes you want to write yourself. It also acts as a yardstick so that when you are writing and wondering whether what you have written is any good, it is your previous reading that helps you make that judgement’

Pie Corbett (2008)
Task!

Write 2 sentences to start your very own Monster adventure story
Hints for creating enthusiastic writers!

• ‘Drafts’ not ‘work’ – children realise writing can always be improved and is an ongoing process
• ‘Be writers’ not ‘do writing’
• Writing for a purpose e.g. publishing/showing/reading to an audience… building up to a final draft
Task - part 2

We would like to use some of your sentences in this week’s school newsletter!

Are you now still happy with the quality of your sentences?

Would you present your writing any differently?

What might you change?

We are now going to guide you to improve your sentences by giving you some top tips for each aspect of writing, before giving you a chance to edit your sentences.
Planning

- Watching a video
- Retelling a familiar story
- Role play/drama
- Drawing characters/setting
- Noting key words; character names, time words to organise, adjectives, weather, time of day.
- Topical vocabulary
Composition

- Punctuation- using . ! ? ABC for some sentence starts and more consistently names of people and 'I'.

- Letter formation- see handwriting slide soon.

- Conjunctions- joining two ideas using 'and'. Also experimenting with other connectives; because, but, so.

- Suffixes/Prefixes- using 's' 'es' 'er' 'est' 'ed' 'ing' '/un'
  E.g. There were big waves. I saw the biggest waves.
       It was sunny. It was getting hotter and hotter.
       One of the Pirates was mean. One of the Pirate was very unkind.

- Application of Phonics to choose the most likely grapheme for the phoneme.
  E.g. The water was bloo. 'oo' phoneme at the end of the word most likely graphemes 'ew' or 'ue'.
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 the cymbals – sounds that say listen to this, it is important. It makes my writing sing. Beautifully.
Spellings

Keep practising the Year One common exception words at home!

For other Phonics games and support we find these online resources useful...
Handwriting

Year 1 End of year expectations:

* Sit correctly at a table, holding a pencil comfortably and correctly
* Begin to form lower-case letters in the correct direction, starting and finishing in the right place
* Form capital letters
* Form digits 0-9
* Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
* To write from left to right and top to bottom of a page
* To start and finish letters correctly
* To form letters of regular size and shape
* To put regular spaces between letters and words

Useful website: http://www.teachhandwriting.co.uk/

Year 2 End of year expectations:

* Forms lower-case letters of the correct size relative to one another.
* Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined, s, r, p, b, x
* Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
* Uses spacing between words that reflects the size of the letters.
Use these word banks to help you!
Look back at your sentences.

What changes could you make to improve your writing even further?
Left-Handers

Left handed top tips:

* Teachers are mindful of children who are left-handed when seating the children at tables to ensure there is sufficient space.
* Left-handed children are given their handwriting homework or handwriting practise sheets with the example word written at the right-hand side of the page. This means that the example word is not covered by their arm as they write.
* Left-handed children may form horizontal lines in letters e.g. capital A or F from right to left rather than left to right.

Inspirational left-handed people...
Miss Smith - Hedgehog Class teacher
Leonardo Da Vinci
David Bowie
Albert Einstein
Neil Armstrong
Task - part 3

You are now ready for the final draft of your sentences!

Write them out in your neatest handwriting on the pieces of paper provided.
Any questions?