

Writing Parent Workshop



February 2018

Aims for tonight

- You will have a clearer understanding of what a writing lesson looks like at each level.
- You will see examples of a strong stage appropriate piece of work from each class.
- Some of our children will have an opportunity to share their learning with you.
- You will receive a hand out sharing some helpful tips and advice.

What is writing : so many types in a day!

- Handwriting : this is a very important skill as it influences the ability to all of the below
- Imaginative story writing – different genres
- Writing/ Reading tasks e.g. spelling, phonics, comprehension
- Poetry writing
- Report writing
- It may be on paper. It may be on whiteboards. It may be using digital technology

Early level Nursery and P1

- Some children working on pre writing skills. Mark making and early writing
- Knowing that 'marks making' represents communication.
- Linking writing with the spoken word
- Importance of correct letter formation and pencil hold
- Phonics
- Writes CVC words
- Beginning to write in sentences
- Copies over and under writing
- Initial writing is all about 'me' and my environment
- Related to topic work, to reading or to topical events.



My Targets are:

- Capital Letter.
- Spell Common words.
- Full Stop.



If I lived in a snow globe
I would have a snow ball fight
every day.

My Targets are:

- Capital Letter.
- Full Stop.
- Spell Common Words.



When I was young I liked
to play with my rattle.

My Targets are:

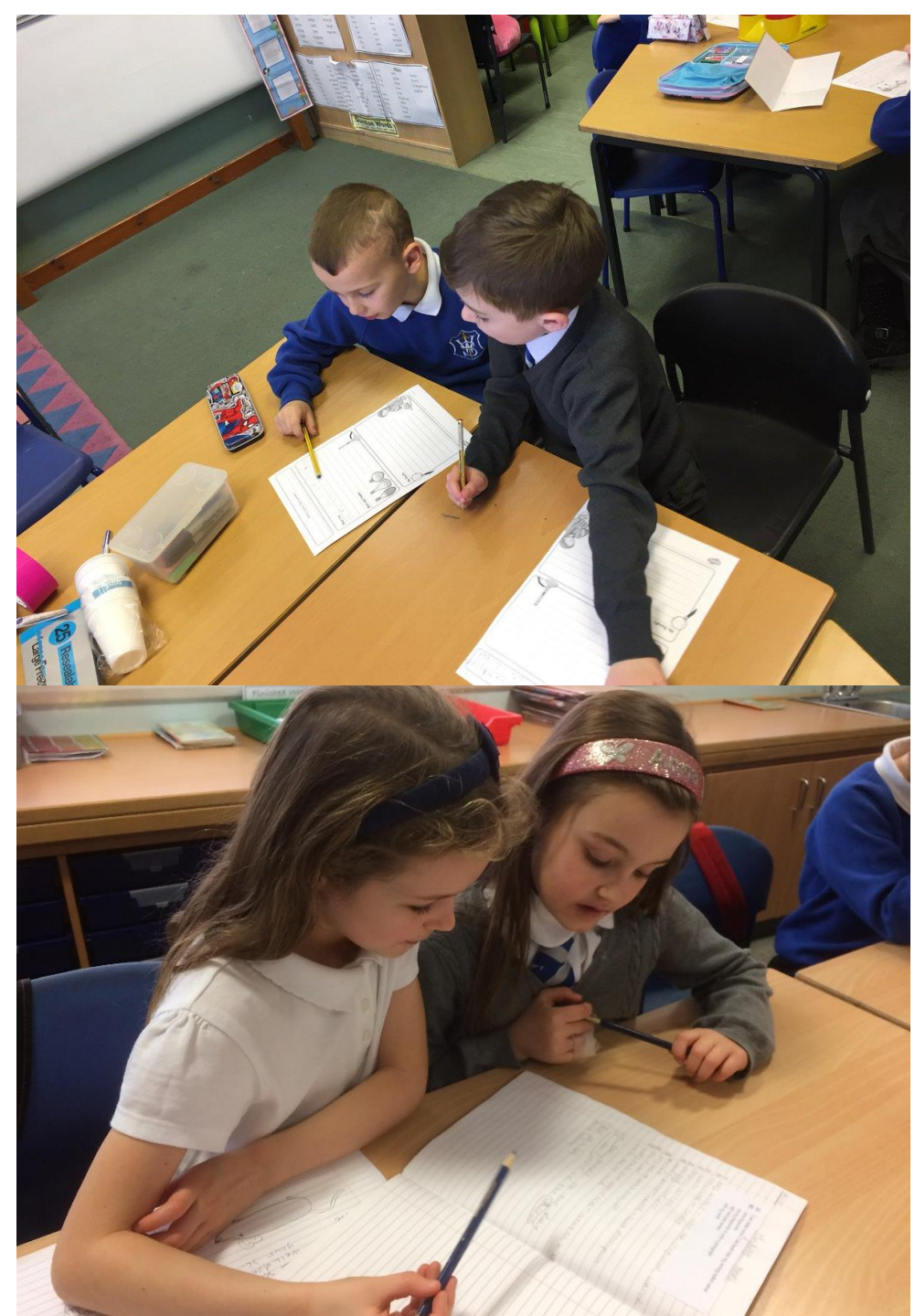
- Capital Letter.
- Full Stop.
- Spell Common Words.
- Connective - because



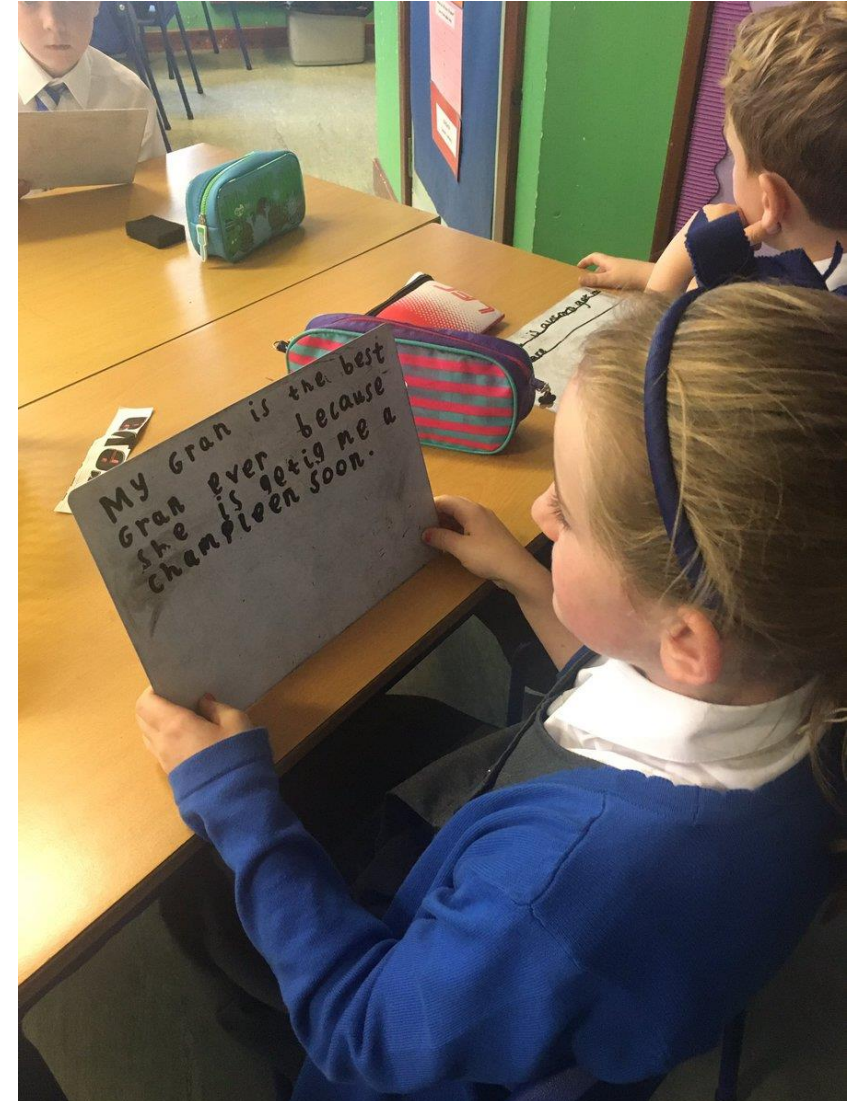
My favourite toy is my
teddy bear because I like to
cuddle it.

First level – Primary 2, 3, 4

- Strong focus on technical skills of sentence structure (vocabulary, openers, connectives and punctuation) and grammatical structures using different verb tenses.
- Increasing independence to form sentences and then develop into paragraphs to group ideas.
- Introduce and develop idea of uplevelling a sentence. Increasing pupil involvement in success criteria – self and peer assessment
- Beginning to develop an understanding of genre (imaginative writing, report writing based on experience – e.g. a trip), personal writing)



Sentence building



Sequencing ideas

First
Then
Next
Finally

Story Sequencing - Chicken Licken

First

An acorn fell
from the sky and
it hit Chicken-
Licken on the head.



Then

All the characters
went with chicken
Licken to tell the King
as they thought the sky
was falling.



Next

Foxy Loxy said he
would take them to the
King but he didn't.



Finally

Naughty Foxy Loxy
gobbled the characters
up and he licked his
lips.



Evaluation

self, peer and teacher

trick

Imaginative Writing			
Trick or Treat			
Success Criteria:	Self	Peer	Teacher
• Use 3 wow words	don't know		1
• Write 5 sentences with capital letters and full stops	✓		✓
• Use 3 connectives	✓		✓
• 100 words *	✓	✓	✓

↓ Great ideas
 * 3 connectives
 wish → Try to use wow words / describing words

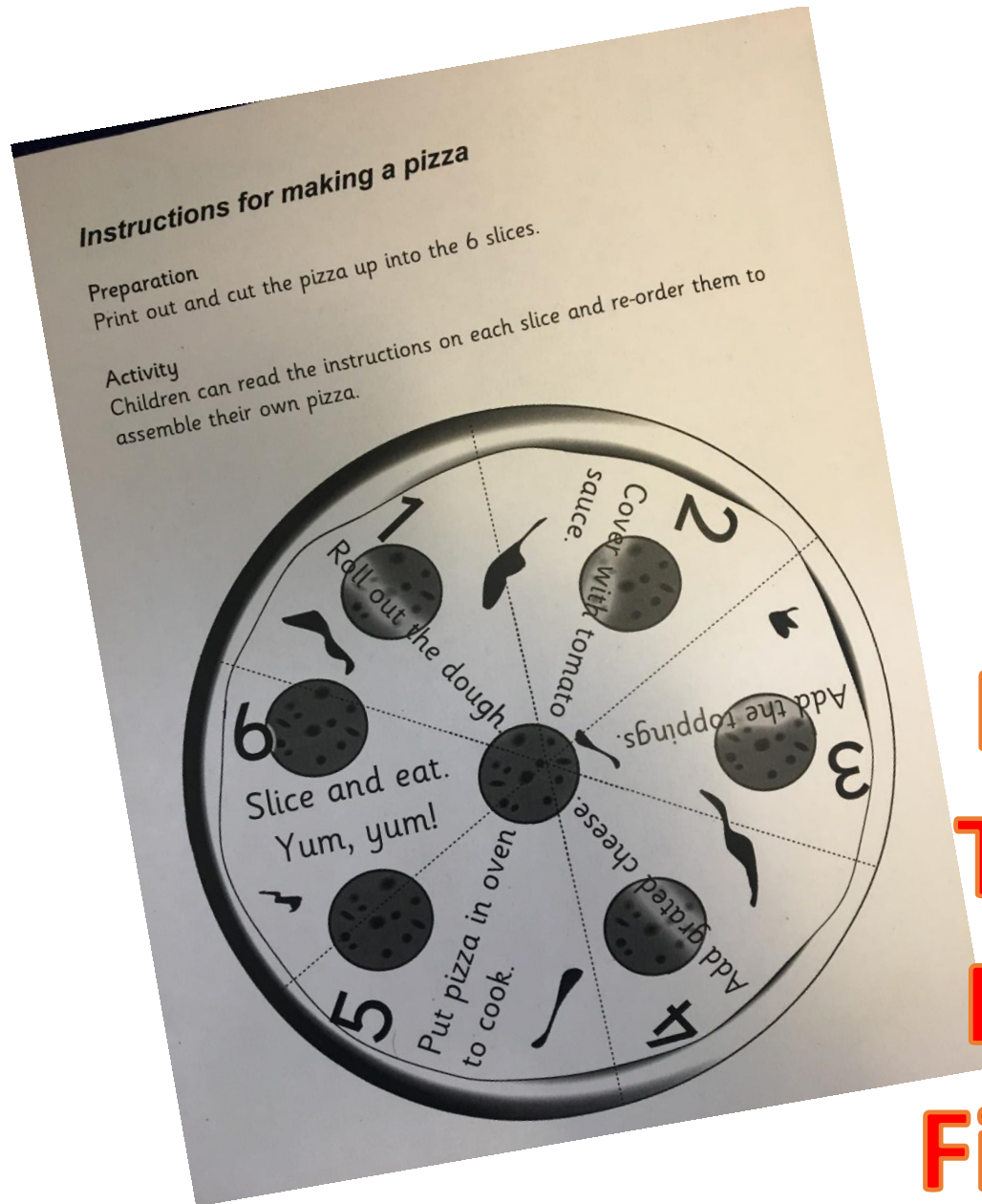
Ones approx a time on hall happen
 I saw a dark lane. I went with my
 friends called Meghan and Nathan
 and Logan. I saw a lane and I went down
 and my friends heard a noise
 the noise was so creepy that
 we creeped out. about that
 haunted house it was creepy and
 we saw a killer no down it was
 so creepy ahhh and we
 saw blood ahhhhh so scary.

or treat
 dan
 Logan
 Dead nurse
 Lily
 Dead nurse

I was creeped out it was so scary
 that I merely ran away because
 a bat flew down from the stairs
 I went up stairs in the attic
 When I went up in the attic and
 ciller down jumped out and the
 witch came and locked me up
 and we were stuck there for ever
 the end.

* Super Star

Sequencing sentences



How to Wash Your Hands

1.
2.
3.
4.
5.
6.

Useful words first next then when after if finally

First
Then
Next
Finally

Different genres – report writing (working on paragraphs)

19th Oct 2017 My October holiday

In my October holidays I went to Abergeldy. We stayed in a cottage. I felt very happy. I saw some shooting stars. We seen a lot of mountains. Me and my brother shared a bunk bed. We stayed for three nights. We also saw some black spooky bats. Then we went back home.

It was Tuesday my friend came for a sleepover. It was exciting. We stayed up quite late. The next day she went home.

Second level – Primary 5, 6, 7

- Continued focus on technical skills of sentence structure and grammatical structures using different verb tenses.
- Developing supporting detail to writing using connectives and clauses.
- Building greater awareness of the Author's Craft through use of text to bridge between reading and writing.
- Applying genre features to give an author's tone to writing.
- Writing for purpose – debating, synthesizing information, to support talking.
- Note taking, summarising, paraphrasing



Author's Craft

The Western Academy of Wizardry,
7th January 2007

Dear Balthasar,
I feel it is my duty to inform you that, unless you apologise to the esteemed Commissioner of the Fun Police, you will be permanently excluded from this Academy. As you know, using a Weather Tampering spell carries the severest penalty. Creating creepy clouds is a very irresponsible thing to do. This spell has been known to go wrong resulting in the trainee wizard being trapped in a spider's web for all eternity. Furthermore they have been known to develop an appetite for flies. Although we do admire your perspicacity, the Academy has a reputation to uphold if we are to attract the cream of magical talent. If students are seen to disregard the rules and fall foul of the Fun Police, this Academy will be bottom of the Magical League Tables! It is clear to me that the Wise Wizard must meet with and appease the Police Commissioner. It is imperative, therefore, that humble pie is eaten and apologised. Failing this, your enemies will win and Balthasar no longer have a place in the Western Academy of Wizardry.

Cool regards,
Jodias.

Context:	Writer's Craft Letter From Balthasar
Success Criteria:	- Include at least 10 - Include at least 10 openers - Use correct letter

Comparison Board		
Settings	Similarities	Differences
Characters	Everything around her is all tall and very dark in both stories. In SW the dragons are mining for diamonds whereas in SWNY she does the same but with The Blue Diamond.	One is set in New York where, as the other one is set in a mythical magical kingdom.
Characters	In both stories there are seven or eight characters: Jazz Men, Dragons, and she also has an evil step-mother who bullies her and then actually kills her. In both stories the characters show who they are again. Also she is a reporter.	The Jazz Men are actual people where as the dragons are mythical. In SW a prince comes to kiss her but in SWNY a reporter kisses her. In SW the step-mother kills her with an apple when in SWNY she is killed with a cocktail.

Primary 5 Lesson Support Materials 1:2

The Cable Car

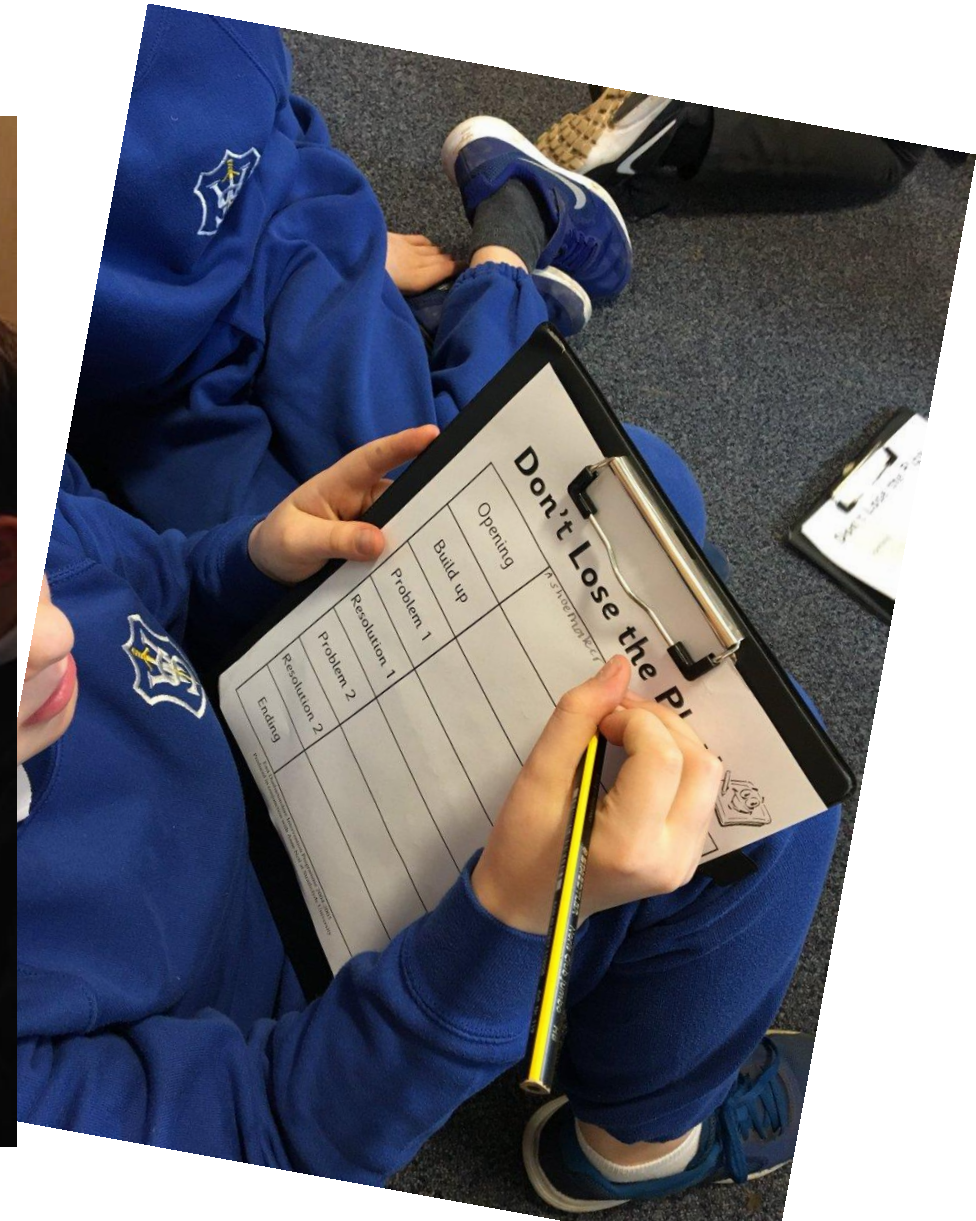
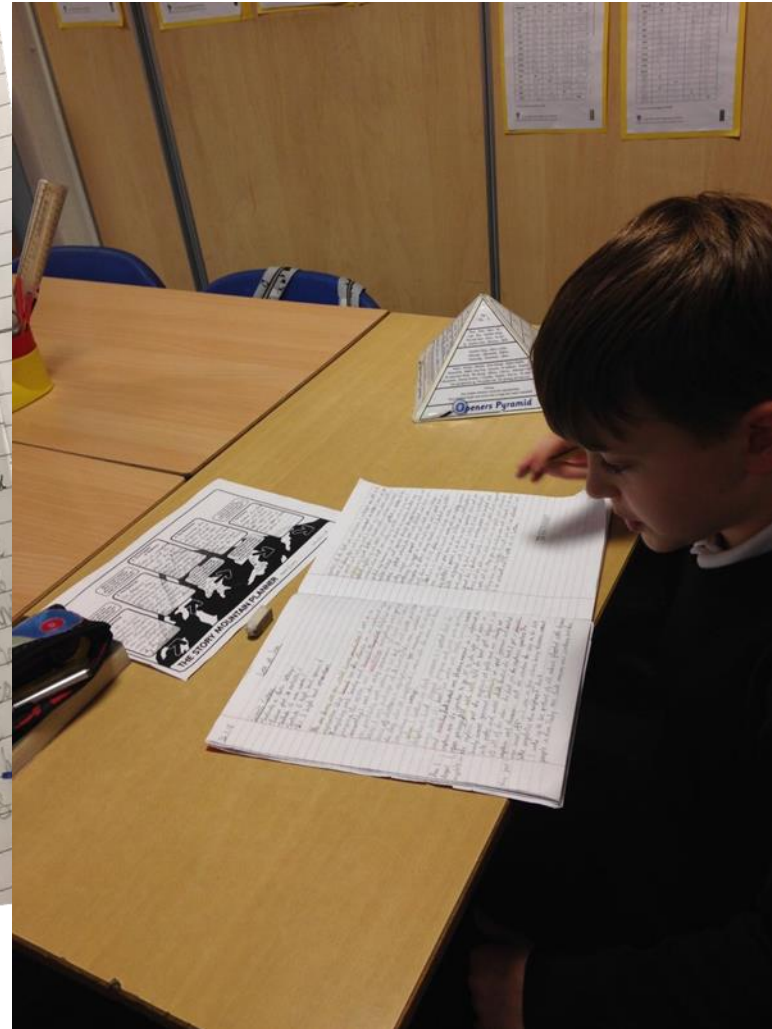
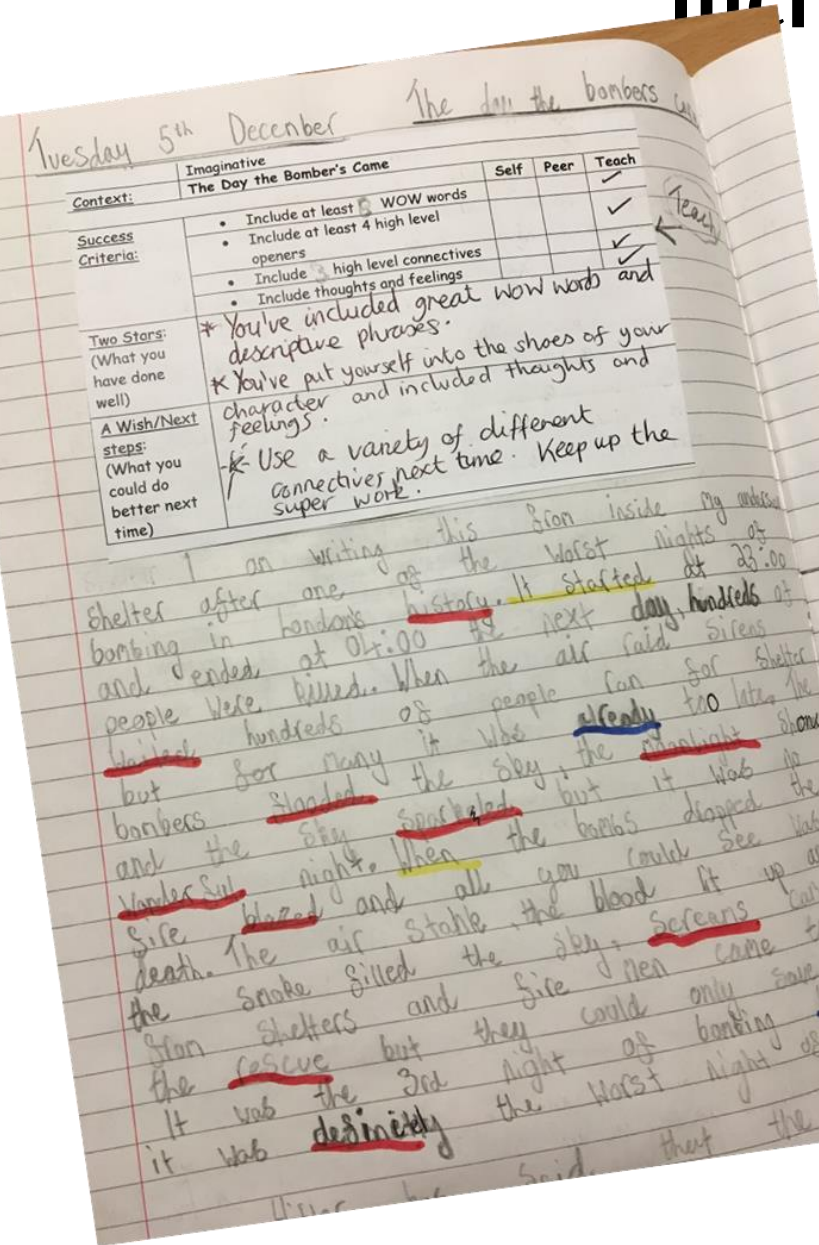
They set off in the cable car up the mountain. The skiers sensed them coming and began to fidget nervously, their skis knocking into each other like skittles hit by a bowling ball. In the crisp, still air every sound was magnified. Linda was really anxious. Her breathing coming in short, sharp gasps. Oh, it was so weird...to be suspended in mid air. She clung on like grim death, her knuckles white with the strain of holding on to the strap hanging from the cable car's roof. Suddenly the car stopped...

Cristina Bowie

A sound like a thunder clap + I made them freeze with fear! The skier weren't waiting + they were skiing like a cheetah was chasing them. The cable car dropped on the snowy slope + the children got out there ears ringing and there eyes blurry, the last word she heard was a valach!...

she opened her eyes she was in a cocoon of snow. She dug out the terrain was covered by the avalanch her sister was there. She was being rescued.

Increasing awareness of genre specific features



Increasing sophistication to vocabulary and grammatical structures



Writing for purpose



Mass/Weight
The mass is another word for weight and you would use a balance to measure the weight of something. Different units of mass are milligrams, grams, kilograms and pounds. The main one used in science is grams and we had to use it three times in experiments. The first experiment was weighing a pebble. We found out that there could be a big difference of the weight depending on the size. The second experiment was that we got a thimble of sand and we had to weigh it. We realised that we couldn't just put it on the balance because the sand would fall out. To fix this problem we got a cup and poured the sand in it. We couldn't possibly count the weight of the cup so we pressed a button called tare and we got the weight of the thimble of sand. The final experiment for weight was that we had to make 50g and then weigh it.

Volume
Volume is the capacity of something. Volume would be measured in a measuring cylinder and some units of volume are milliliters and litres. The main one used in science is milliliters but we only had one experiment for this. We had a chemical A and a chemical B. For chemical A we had to measure 40ml and for chemical B 20ml. Once we had measured it we would pour it into a beaker. Once we had poured both the chemicals into the beaker it turned pink. The lines from the end of the liquid was called the meniscus which had a small dip in it. When we were checking if it was the amount that we wanted, we had to go onto our knees and measure from the bottom of the dip.

Time
The time is how long someone or something has taken to do something. Different units of time are milliseconds, seconds, minutes, hours, days, weeks, months, years, decades and centuries. The main one used in science is seconds. To measure time you could use a clock, watch, stopwatch or stopwatch. The experiment for time was that we had to time ourselves for saying the alphabet forwards then backwards. We also had to do the same for our partner.

Temperature
The temperature is how hot or cold something is. To measure temperature you would use a thermometer or a digital thermometer. The unit of temperature is degrees Celsius and we had three experiments to do. The first one was we had to collect the temperature of how hot it was in our hand and on the table. The second one was we had to measure out 40ml of alcohol, coke and orange juice in our measuring cylinder. Once we done that we had to pour it into three beakers and add some ice cubes. Before we added the ice cubes we had to find the temperature. When we added the ice cubes we had to wait three minutes and then take the temperature. We thought that it would be roughly the same but it wasn't. The final experiment was that we got a beaker and filled it with ice. Then we filled it with tap water. Finally we added as much salt as we could. Adding salt made the water colder so we added as much as it could. It was then a competition to see who could get the temperature.

Gathering and organizing ideas



Paraphrasing



Writing for purpose

started to... going over the very bumpy
Now going under a bridge.

Should we ban petrol and diesel cars?

- Fossil fuels are non-renewable which will run out.
- Fossil fuels cause air pollution which can cause greenhouse gases and it causes pollution.
- It will cost less money.
- Animals will breathe better.
- The air will be less polluted.
- Electric cars are a way to match nature.
- If you use electric cars you might not need a garage.
- You might get better as electric shocks.
- Petrol and diesel cars will be banned.
- Hydrogen cars will be used.
- Low cost cars will be banned.



13/ aemar 6m
Brighton
Falkirk
FK20TB
07.02.18

Dear Provost

I am writing to you to register my objection to the Proposal because I do not think it is a good idea to have an airport in Falkirk.

I have one reason why the airport should not get built. Despite Falkirk being a town it is poor, it does not have as much money as Glasgow and Edinburgh. Glasgow and Edinburgh are cities they have more money than us, that is how they built their airports.

I discovered that noise pollution will increase with an airport nearby. Imagine you are a mother putting your baby to sleep (the baby is not a sleeper) then it gets to sleep then a huge noisy airplane flies above you then the baby wakes up.

Next up it's Glasgow and Edinburgh, they already have airports so if we build an airport here there really is no point of building an airport especially when people from Glasgow and Edinburgh are not going to use it.

Importantly if we build an airport in Falkirk the population will get bigger in a bad way.

How we assess writing

- Twice a year – Formal writing assessment
- Use criteria linked to Big Writing
- Feedback informs pupils' next steps
- Success Criteria for each lesson
- Self and peer assessment
- Teacher feedback – oral, written

P	Success criteria for writing a recipe	T
	I have written a title	
	I have included three subheadings: "Equipment", "Ingredients" and "Instructions"	
	Bullet points or numbers.	
	I have written step-by-step time ordered instructions.	
	I can use bossy verbs e.g. Stir, Grate, Mix, Sieve, Bake.	
	I can use adverbs e.g. carefully, vigorously, delicately, generously.	
	I have used time connectives: First, next, then, when, lastly, finally.	
	I have used a range of connectives to write longer sentences: until, because, also, so as to, because, but, however.	
	I have used a range of punctuation . , ? ! : ()	

Wallacestone Primary School
Raising our Standards in Writing
Second Level 52/3

Name: _____ Title: _____ Date: _____
Genre: _____

For Second Level 52/3 scripts must be approximately 250 - 300 words or more.

1. Can use interesting words or phrases to sustain and develop ideas including at least four examples at this level. (MUST pick up on 'ambitious' from F3 and may be using very adventurous language, although sometimes inaccurately). LIT 2-27a
2. Can attempt a range of sophisticated connectives. (e.g. although however, nevertheless, since, in order to, whilst. Minimum of 3 connectives). LIT 2-27a
3. Can attempt a range of sophisticated openers. (e.g. words ending in ing, ed, ly and connectives as openers). For example, 'Thoughtfully, I watched the stars.' 'Smiling, she embraced me.' 'Amazed, I shrieked in delight.' 'With a ridiculous expression on his face, he...' Minimum of 4 openers. EN6 2-27a
4. Can use sentence punctuation accurately, full stops, commas and question marks and according to genre is using more punctuation (e.g. exclamation marks, inverted commas, ellipsis, dashes, brackets and apostrophes) Allow for 2 errors. LIT 2-22a
5. Can spell approximately 200 common words correctly. (Fry's List and/or High Frequency word list). LIT 2-22a
6. Can spell phonetically regular, or familiar common polysyllabic words, accurately. (e.g. 'sometimes', 'bonfire'). LIT 2-21a
7. Can sensibly link and relate events (including past, present and future): can link points in functional tasks (e.g. afterwards, before, also, after a while, eventually, moreover, furthermore, in addition to this...). LIT 2-25a
8. Can use a designated form appropriately and consistently. (e.g. formal and informal letter, report, diary, dialogue, narrative). LIT 2-26a
9. Can use adjectives and/or adverbs for detail and emphasis (consciously selects the adjective/adverb for purpose, rather than using a familiar one e.g. 'the wicked wolf'). LIT 2-27a
10. Can write in the designated style in a lively and coherent way. EN6 2-31a
11. Can write with some confidence in varying sentence length. EN6 2-31a
12. Can use paragraphs consistently. LIT 2-22a
13. Can use language to express feelings or emotions (may be implicit). EN6 2-30a
14. Can attempt to give opinion, interest or humour through detail. EN6 2-31a
15. Can use correct grammatical structures. LIT 2-23a
16. Can organise ideas appropriately for both purpose and reader. (e.g. captions, headings, bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information, suitably rounded off...). LIT 2-24a

Assessment:
Any 12 - Attained Second Level 52
More than 12 - Attained Second Level 53
Is have at least four examples of Second Level Competent/Secure (52/3) a mixture of
tal. Imaginative and Functional Genres. They are ready to move to Third Level**

Big Writing - VCOP

Vocabulary

Connectives

Openers

Punctuation

Literacy Working Wall

V C O P

beautiful
generously
shelter
enormous
freezing
timidly
awful
first
interesting
maneuverous
create
lonely
stern
accident
fierce
next
courage
worst
quietly
because
bravely
adventure
magic
exciting
gigantic
afraid

so and
next then
when first
finally but
after while
last because

Although Once Soon Before
If First On They
During My Then We
It So However When
After Next I The



THE ALPHABET
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

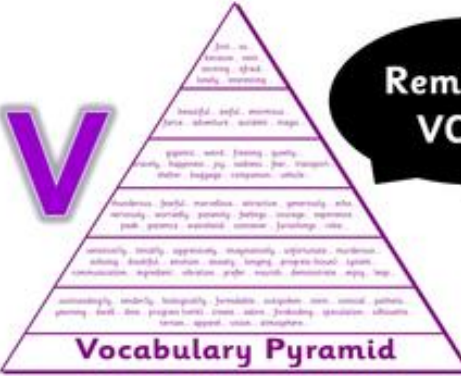
Red Group
shook proof
prune
cure
June
glaze
fate
school
tooth
root

Green Group
ghost danger
energy cage
magic germs
gentle gym
gem stranger

THEY
over
MONEY
valley
TROY
MONEY
HONEY
TUNE
hime

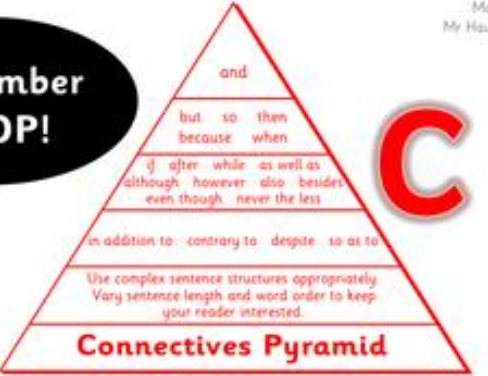
Blue Group
comb
mb
green

V

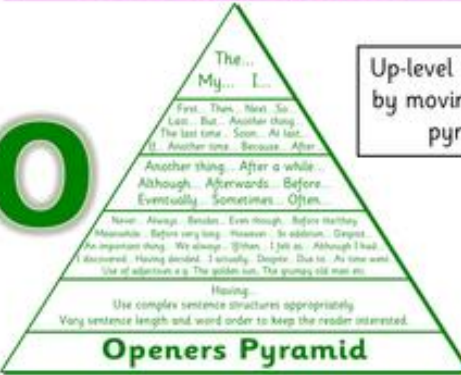


Remember VCOP!

C

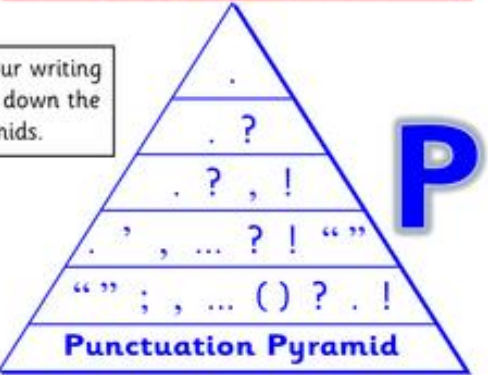


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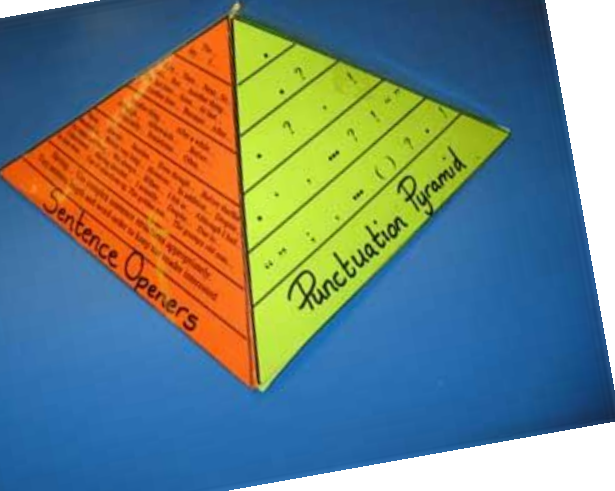


Up-level your writing by moving down the pyramids.

P



Made by My Haughton





The Ghosts

The swirling mist made it very difficult to see anything clearly. Peering closely, the children managed to make out the outline of ... Suddenly, a shocking scream pierced the silence. This was followed by another a few seconds later...then absolute silence. Only the children's pounding hearts and laboured breathing was to be heard. "Ghosts!" someone yelled. They were right: transparent, eerie white shapes were gliding past overhead, while a spooky current of air made the hairs stand up on the backs of their necks.

The ghosts went quite but then they heard the squeaky door open. The terrified children tried to get out ... But while they tried to get out they got shocked even more than they were before. While the spooky ghosts kept creeping the poor children. All of a sudden the children started screaming scaredly. The children tried to sleep but when they tried to sleep they thought the ghosts ^{were} going to get them. The children

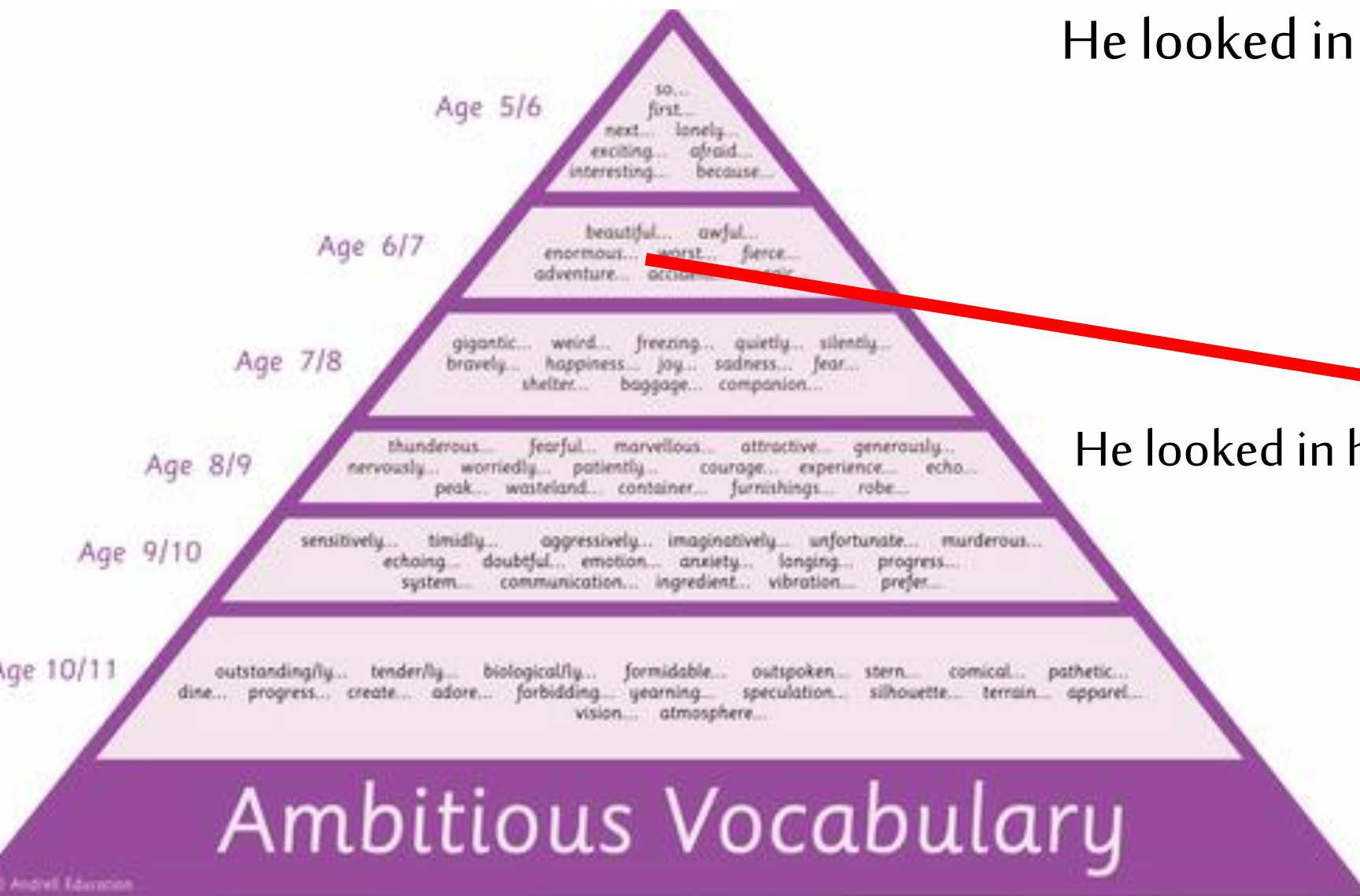
The Quest

In desperation I trudged on, clearing a path through the gnarled branches which were tearing at my body. Ringing loudly in my ears were the frantic warnings of the villagers as they pleaded with me to abandon my quest. "You do not stand a chance!" they cried. "You are going to certain death!" Although I had never in my life known such fear, I knew I had no choice. If I did not face my adversary head on, I would never again in my life know peace. With this thought in mind, I crept up to the iron-gate and edged stealthily along the castle wall. I moved easily despite my wounds. Strangely, the brass-studded door lay open. Where were the guards? Disturbed, I strained to listen... hoping for, yet dreading, the first sound of the THING which had occupied my every waking thought and, yes, many of my dreams.

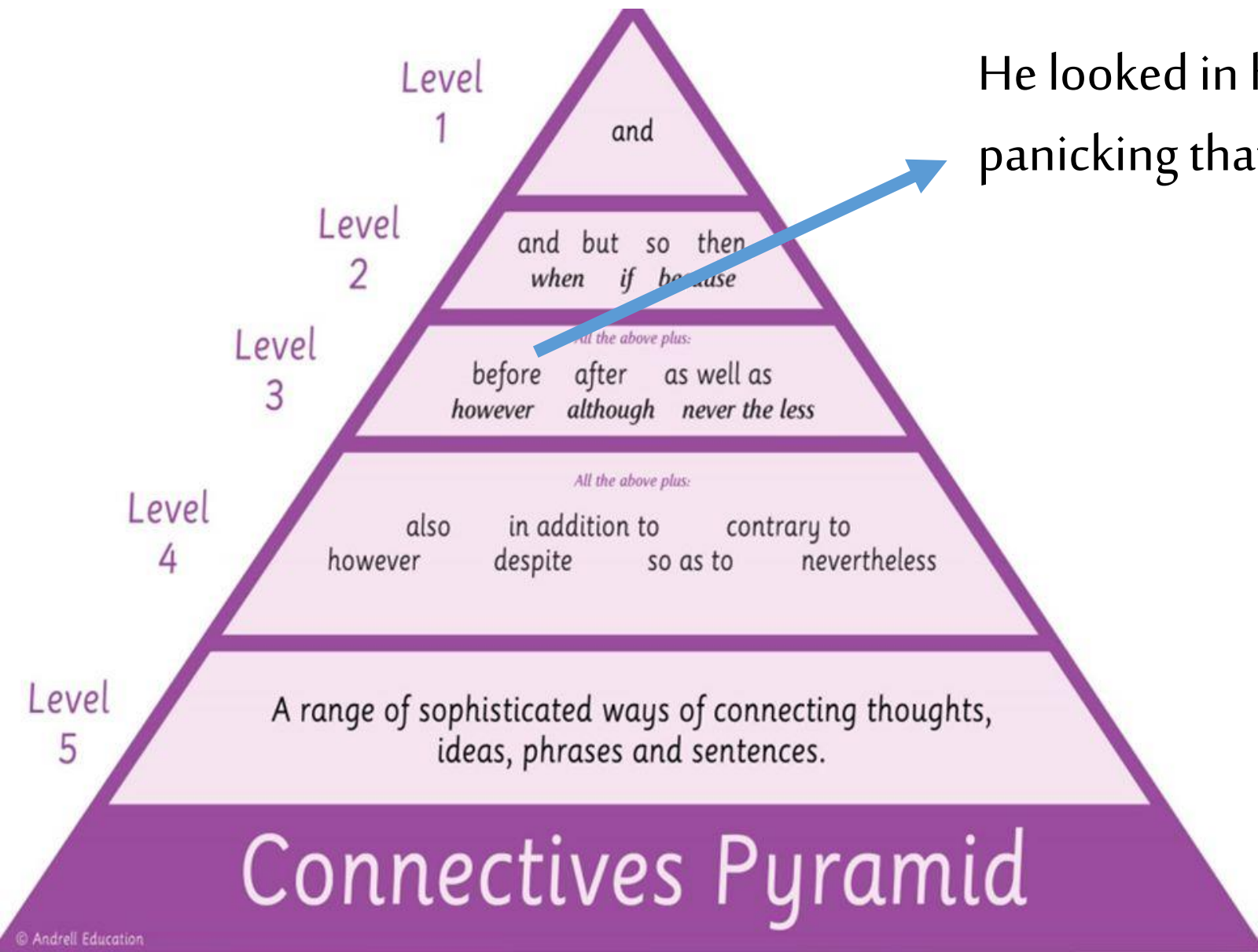
After what seemed like forever but, in reality, was probably only several minutes, I ventured into the gloomy hallway, choosing my steps carefully between the ropes and the heavy chains which lay scattered on the ground. Filled with dread at the sight of these sinister instruments of death yet determined to find and destroy their owner, I pressed on. At that moment a sound burst forth - a sound, which could only have come from hell itself. It shook the foundations of the castle and I felt the blood in my veins turn to ice. It was the crazed cry of the She-Devil, and she was calling for me.

Uplevelling

He looked in his bag.

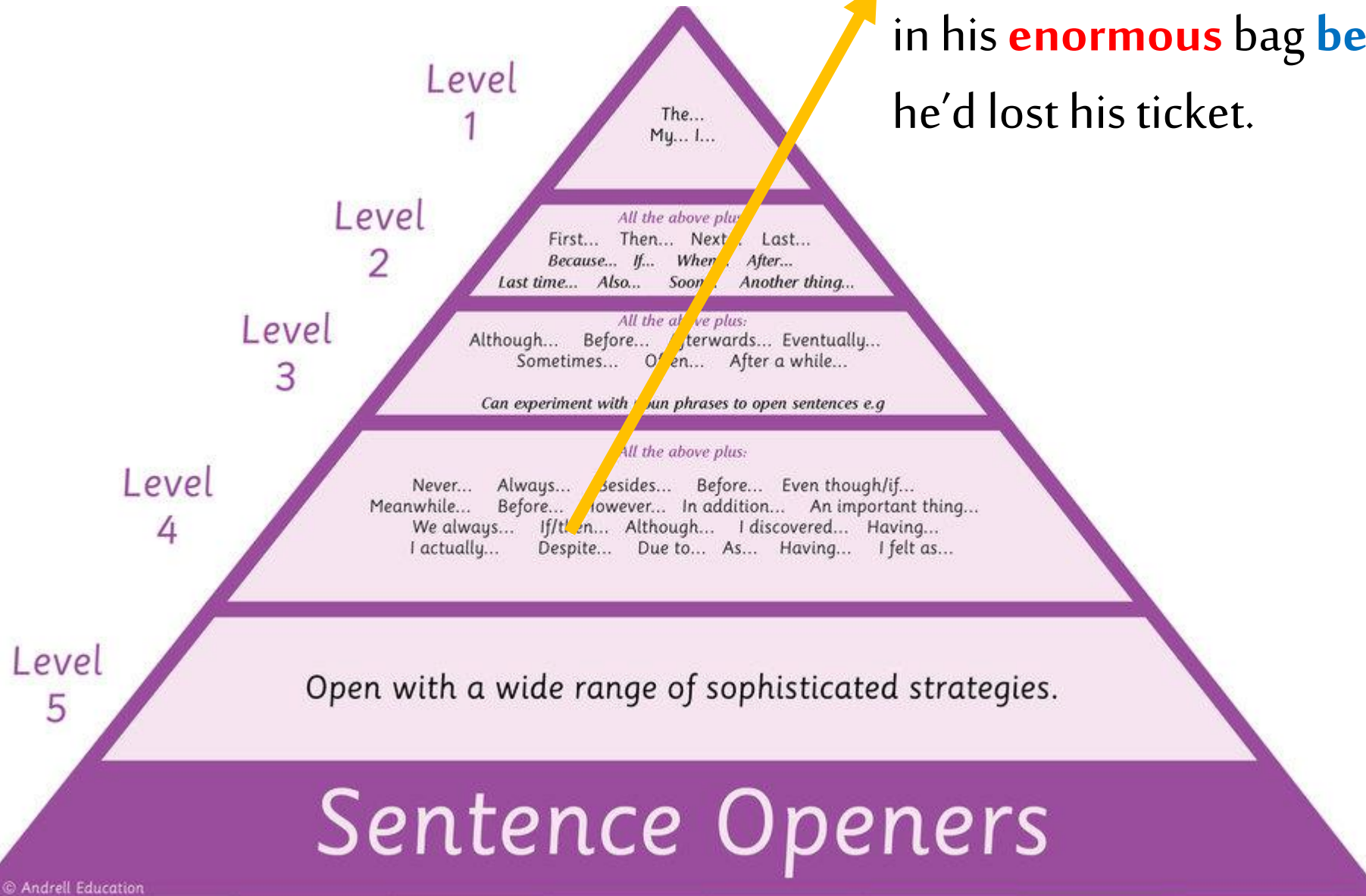


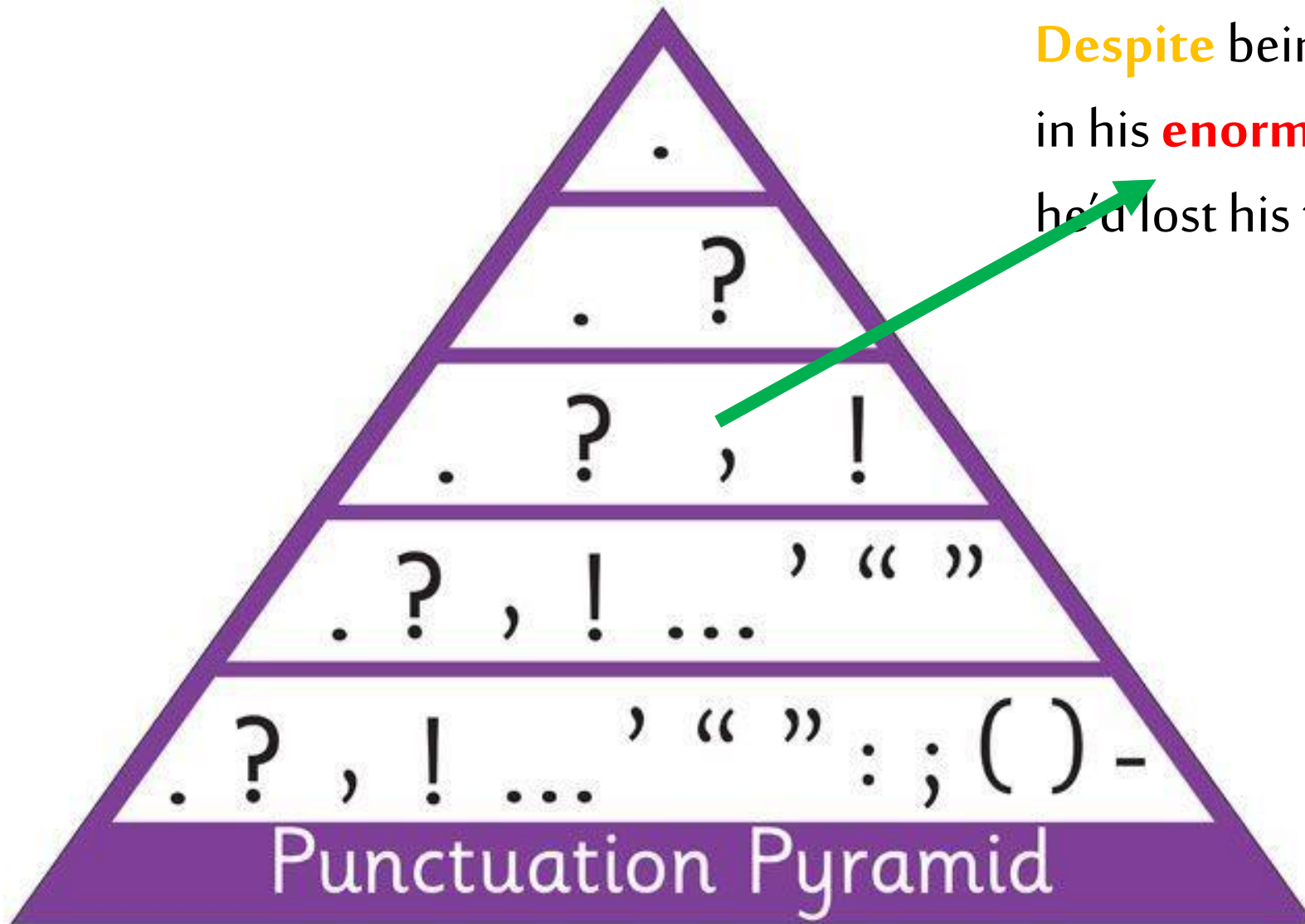
He looked in his **enormous** bag.



He looked in his **enormous** bag **before** panicking that he'd lost his ticket.

Despite being sure it wasn't there he looked in his **enormous** bag **before** panicking that he'd lost his ticket.





Despite being sure it wasn't there, he looked in his **enormous** bag **before** panicking that he'd lost his ticket.

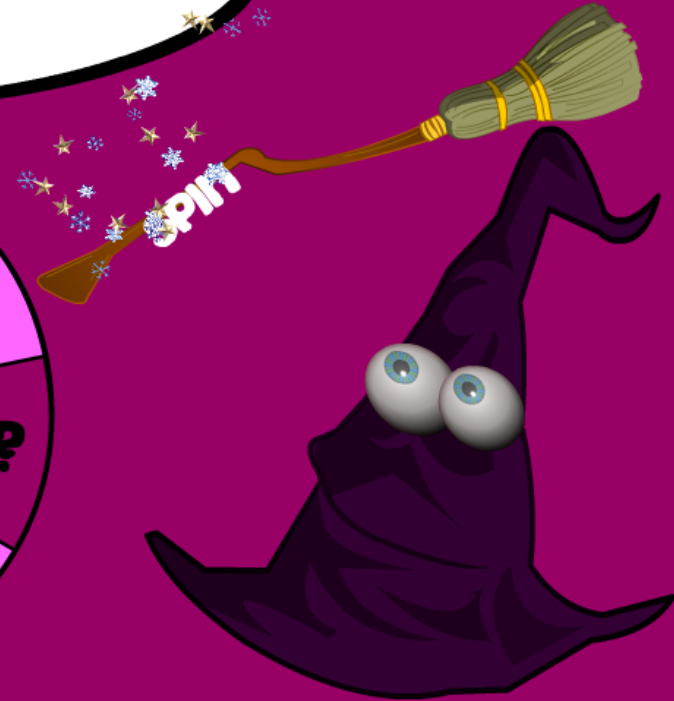
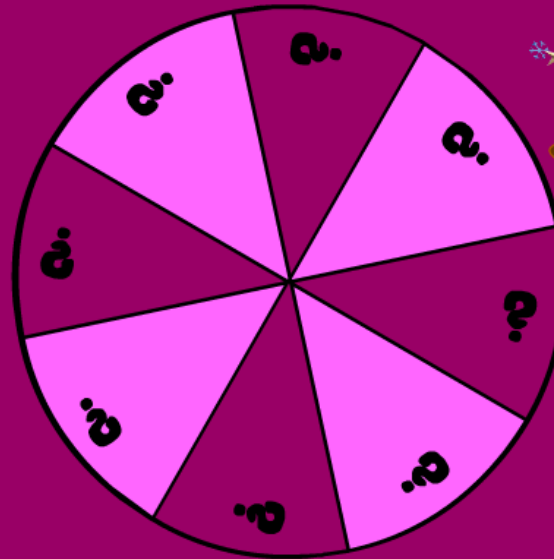
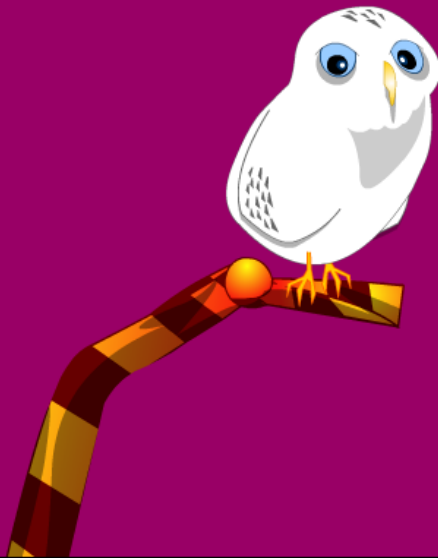


Up Level it!



for 2 points

Add a powerful adjective



What a sunny day!





START



Q

V



C



P

P

C

O

BACK 3

P

C

V

C

P

VCOPS and Robbers

peckish

when

The

!

WOW

SCRAMBLE

3

BACK 3

O

WOW

WOW

C

V

V

WOW

O

O

C

V

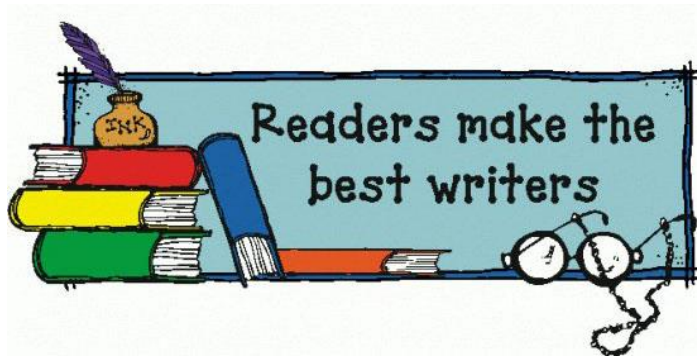
Story Starter Scramble!

Reset Scores



Scramble

Quit



Read to Write

- Focus on our School Improvement Plan during 17/18
- Genre based approach to further strengthen pupils' understanding of purpose, use of language, characters, settings and events.

Familiarise pupils with a genre

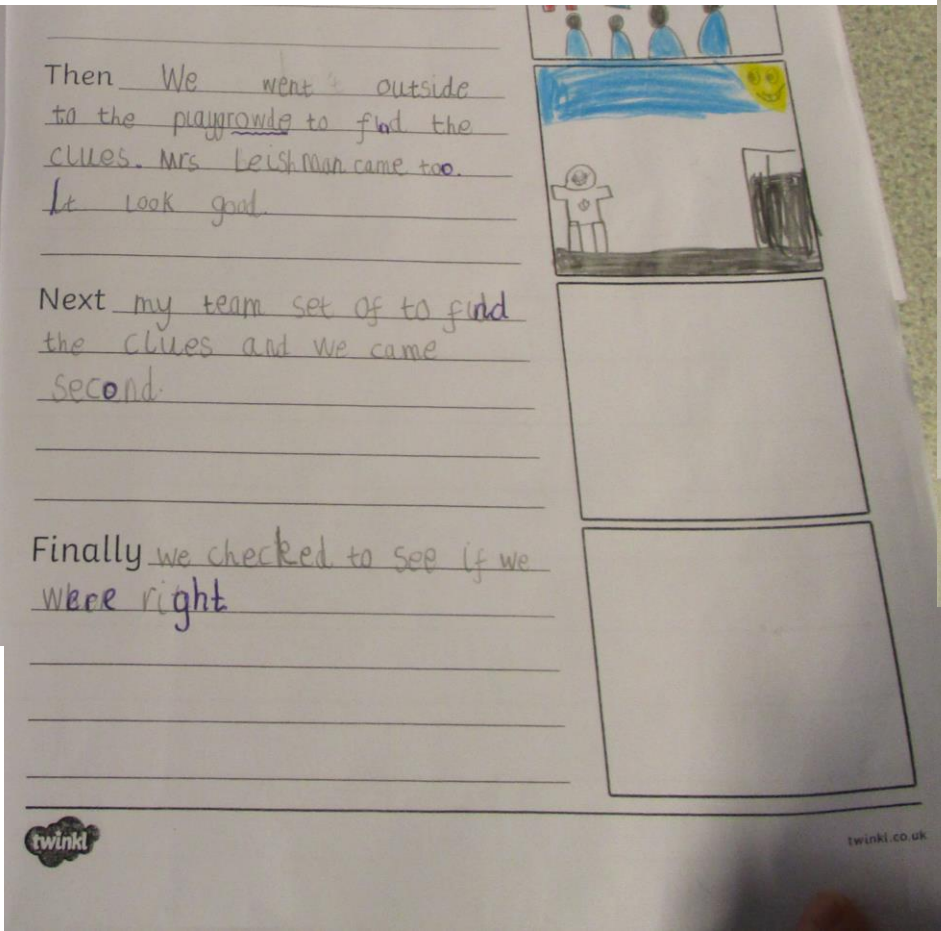
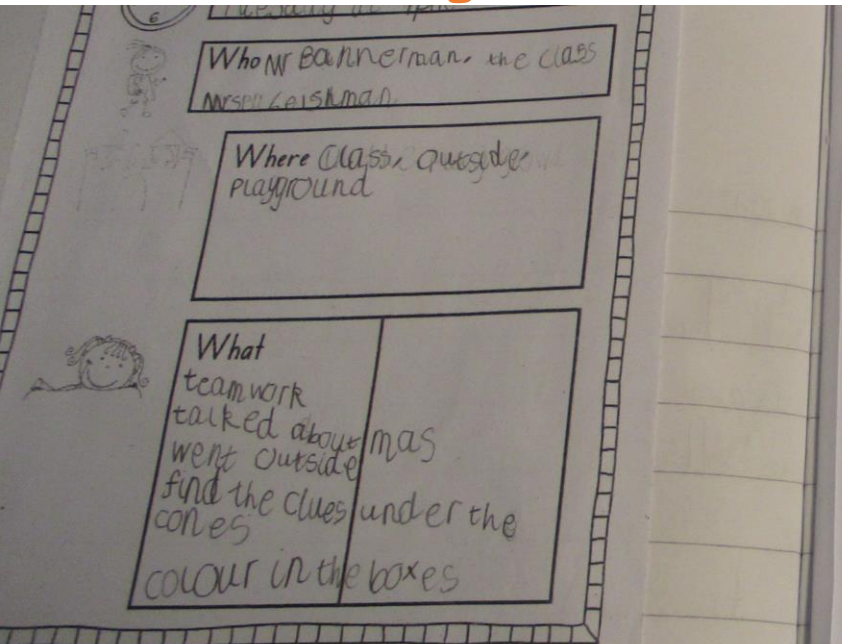
Analyse what is special about that genre

Have a go themselves

Redraft and Review

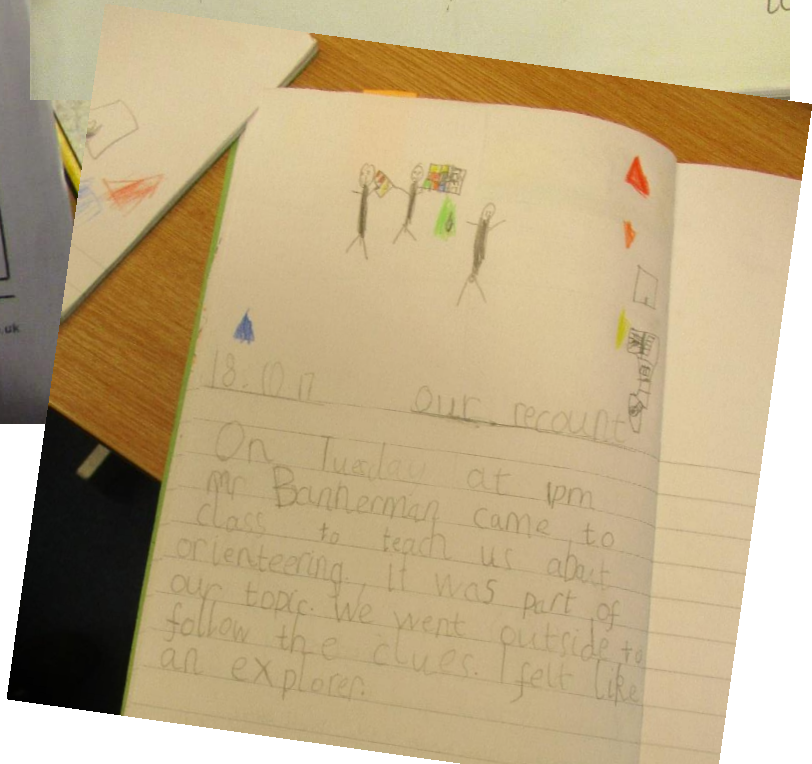


Primary 2 Non Fiction - Recount



Recount writing checklist

	Self Assessment	Teacher Assessment
I can describe the events in sequence.		
I can focus on one main idea.		
I can answer who, what, why, when, where and how.		
I can include details		
I can write clear sentences.		
I can describe feeling in my writing.		



Primary 4 Non Fiction - Recount

August 2017 My Summer Holiday
On my summer holiday I went to Cleve. We had great food. I had a roissant for breakfast. We went swimming every day. For lunch I had breadsticks. The pool was busy. I stayed for a week. Then in the afternoon we flew back. My gran met us at our house. My cousin Ellie came for three nights. Everyone me and went to a castle. Day we played adventure golf. There were 18 holes. It was so amazing. Day three we played in my bedroom. Then she went home.

19th Oct 2017 My October holiday

In my October holiday I went to Abergeldy. We stayed in a cottage. I felt very happy. I saw some shooting stars. We seen a lot of mountains. Me and my brother shared a bunk bed. We stayed for three nights. We also saw the black spooky bats. Then we went back home.

It was Tuesday my friend came for a sleepover. It was exciting. We stayed up quite late. The next day she went home.

Primary 6 Non Fiction - Explanation



- ammonia
- nicotine
- tar
- hydrogen
- stearic acid
- cadmium
- butane
- acetic acid
- anthracene
- arsenic
- carbon monoxide
- rocket fuel

Cigarettes are toxic. When someone smokes the brain sends relaxed messages to your body. Sometimes get an adrenaline rush and causes the heart to beat faster. Smoking your lung black it makes it harder to

Peer Pressure

A lot of people smoke because of peer pressure. Peer pressure is when someone is influencing someone to do something. Some people smoke because they think it's cool - but it's not! It's

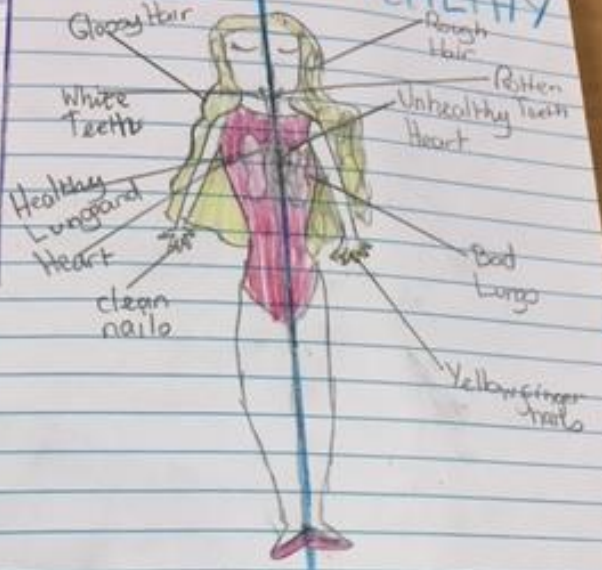
What is in a cigarette

Cigarettes have a lot of poison. A few of the poisons are arsenic, lead, solvent, and rocket fuel. Cigarette smoke is very bad for your lungs, heart, brain and blood stream.

Non-fiction Checklist

	Tick
Contents	
Index	
Headings	
Subheadings	
Captions	
Labels	
Photographs	
Close-up photographs	
Diagrams	
Flow charts	
Cross-sections	
Different font styles	
Glossary	

HEALTHY / UNHEALTHY



Why do people smoke? People usually start smoking because of peer pressure. When they start a cigarette makes them feel the need to smoke it again. This is called craving.

What is a Cigarette

people think a cigarette is just wrapped in paper but there are lots of fowl chemicals in it as well; it's toxic

...the wax series ...et fuel

Effect on your body

The effect smoking has on your body is shocking. You can get many different types of cancer like, kidney and lung. Your teeth and nails go yellow because of the tar in cigarettes. Also the smoke can block your blood vessels which can cause heart attacks.

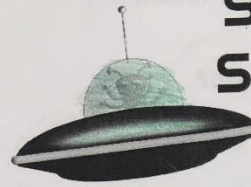
Primary 3 Science Fiction



30th Nov 2017 Science-Fiction Writing

Ogle and Nyan cat fell out. Then MR fingers tries to sort it out. First he tries making one be nice to the other then they were friends again. Then MR fingers goes crazy and tried to kill everyone. They evacuated the planet and they went away in there space ship called the trampos 49 and lived happily on the other planet called fantopandantis.

SCIENCE-FICTION STORY PLANNING



MAIN CHARACTERS:

NAME: Nanny Mc ^{robot} ^{human}
ROBO-BOT
nanny mc
phee human-
computer
vesion.

NAME: Blow-up
^{female}
a bird that is
in shape of a
sphere that
can blow up
with so much air
that it can
crush the UK
from its air
pressure.

NAME: ^{male} Coloto
a furball
that can
make unlimited
potions and
when it jumps
in the air it
turns into a
fireball and
flies about.



SETTING:

WHERE WILL YOUR STORY TAKE PLACE?

On a giant ice cream that is impossible to melt. The sprinkles are cars and strawberry sauce is a lake. The planet is called Sugarush! But Blow-up, JJ Col + Nanny McROBO-BOT

PROBLEM:

WHAT GOES WRONG THAT NEEDS TO BE FIXED?

JJ Col's potions got a bit out of hand and might blow-up (explode) the galaxy.

have a secret
hideaway
inside
the ice cream cone
which is also they're lab?!

Primary 5 Science Fiction

Kulhi (Sci-Fi)
 Grey stone crumbled as green trees
 went through the crabs. sky scrapers
 crumbled and started to look like
 huge trees instead of buildings. The stream
 was shielded by clouds of mosquitoes

suddenly out of a building called
 Haven Nano systems came a huge safe
 just then the hero emerged from the
 shadows and kicked open the box.
 she looked and picked up a phone she
 scanned it but then realised she
 had to run.

she ran and ran as the ship
 emerged from the trees. she ran to
 her motor bike and started to
 ride. she went past rocks and buildings
 dodging cars and stray planes. Then the
 wasp like ship fired two homing missiles.
 our hero threw a grenade that caused
 complete destruction but did not destroy
 the missiles.

Then our hero went into a tunnel
 and had to dodge thousands of cars when
 she was nearing the end she set a
 grenade and threw it on to the
 roof. It blew up the missiles and our
 hero went out into the open. suddenly
 the wasp like space ship came quickly

Sci-Fi

Checklist

Definition/ Purpose

Imagined but possible worlds and their inhabitants feature prominently.	
Often action packed involving a fight against evil.	
To entertain and stretch the imagination.	
The reader has a virtual experience.	



Characters

Often extraordinary invented characters, robots and aliens, recognisable as beings but non-human or exaggerated features.	
Characters live in a future time or another world.	
Good and evil characters.	



Use of Language

Narrative text with some dialogue.	
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Structure/ How To

Begins with characters and setting followed by a series of incredible events where characters battle against challenges.	
Usually a happy ending.	



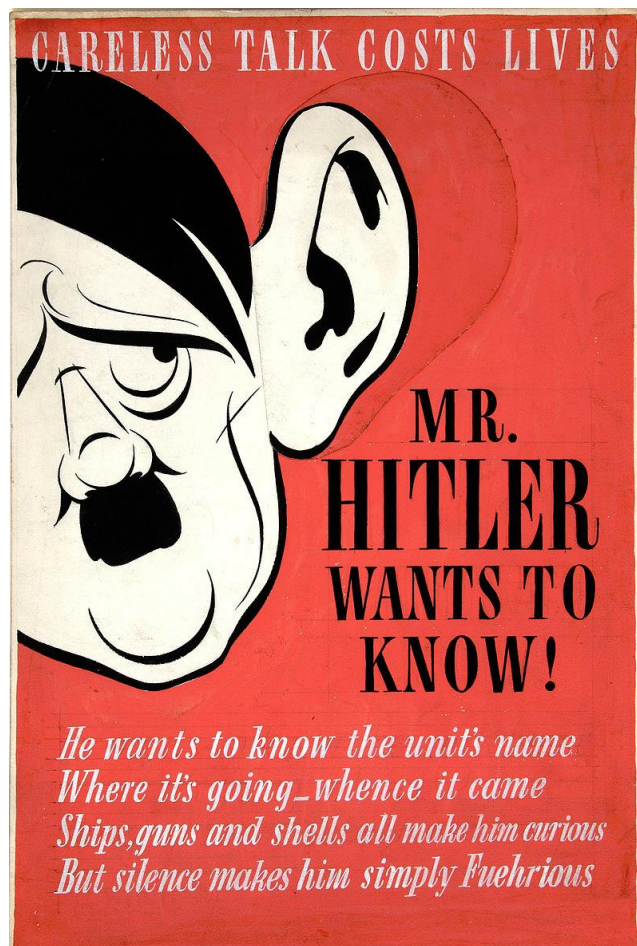
Setting

Future time, outer space, other galaxies or imaginary worlds.	
Sometimes a familiar world with changed elements.	
Often involves travel across time.	
Use of science and technology.	



Primary 7 – World War 2

Newspaper and Propaganda



Primary 7 – World War 2 newspaper

THE DAILY NEWS

NORMANDY VICTORY



stood when Britain... and America... along with other Allied nations... decided to rescue France from... Nazi Germany, which Nazi Germany had invaded France... and it was up to Britain to help them. France was an Allied country... and Britain needed all the help they could get.

Cocky Names

The beaches of which the Allied troops landed on all had code names. Americans landed on beaches with code names of "Utah" or "Omaha". British and Canadians landed on beaches code-named "Gold", "Juno" and "Sword". Also D-Day was going to be called Operation Overlord, but got changed... somewhere along the way... Some suffered great loss.

I interviewed Annie, a widow, to see what she had to say on the matter. "Oh, yes! Some people lost half or even all of their family. I only lost my husband. My three sons are fine. Thankfully, it was a British Victory!"

By Isaac Long

The early hours of 6th June 1944 brought the Allied invasion of Normandy, France. Allied troops fought to rescue the whole of France from Germany and the Nazis. Under 5000 Allied troops were killed, a lower number than had been feared.

A Soldier's Interview

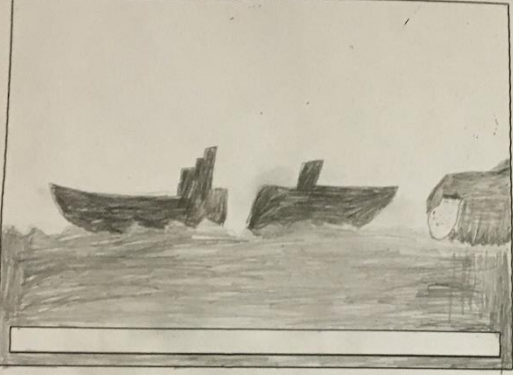
I was lucky enough to interview a surviving soldier, who wished to remain anonymous. It was a terrifying time, but I admit that I am lucky. I might be severely injured, but I'm still alive. Sometimes I wonder how many families Hitler destroyed.

What was D-Day?

D-Day was a battle to liberate Normandy, France. It all...

THE DAILY TIMES

DUNKIRK EVACUATION



rowing boats and others in the end of the first day, two thousand two hundred soldiers were saved.

How did this happen?

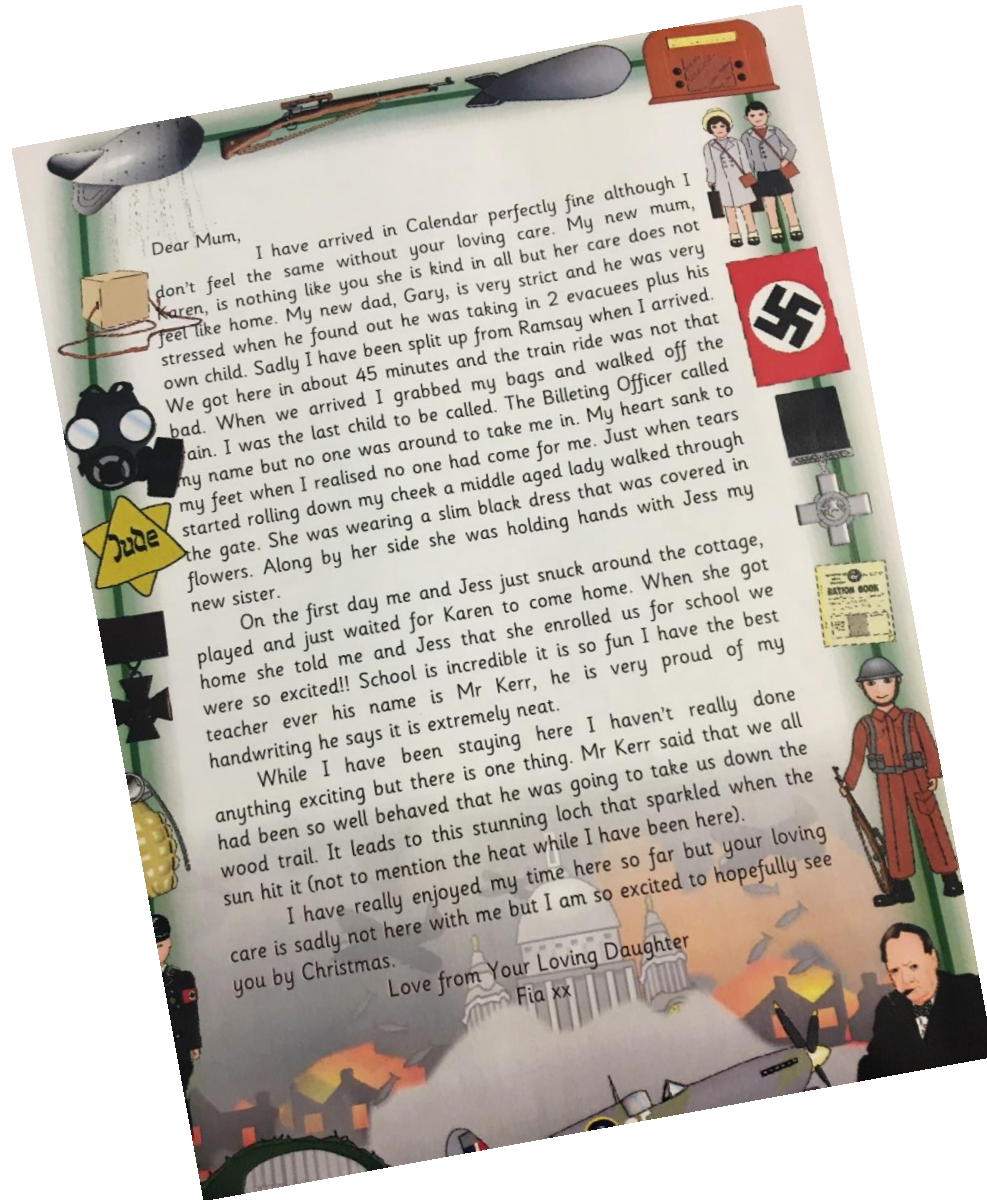
German troops were marching towards Dunkirk to the French. British and Belgian troops launched an attack to stop them. The attack failed and the troops were forced back into Dunkirk. The Germans advanced with troops and ships to trap the troops in Dunkirk. Luckily the Germans stopped the advance and tens of thousands of troops were saved but unfortunately not all troops were returned safely but 330,000 troops were returned which people hope will be enough to win the war.

By Ewan Johnson

Last week on the 26th May 1940 the evacuation of Dunkirk, France would mark the end of the phony war. The evacuation was ordered by Lord Gort, leader of the British Expeditionary Force and battleships like the H.M.S. Vanguard were deployed.

The start of the evacuation seemed like a lost cause. They could get the ships close enough to the shore so on their first trip back they had only saved around five hundred people. On their second trip they got help from fishing boats, naval...

Primary 7 – World War 2 Evacuee Letters



Dear Mum
Hoped
6.2.1940

Dear Jack

So when you began
your letter you had thought of
telling me when to go off.
What made you change your mind.
!Pardon! if your letter nature prevented
it I am very glad it did, unless
if course you have fallen out with
me.

Bimblecrickets

Oh well, perhaps I am not worth your
thought. Oh! you must think so
I do think a lot about you, but
at the, why should I have spent so
much time with you, - with a
you.

The only reason, I do not seem very
angry John, I because you are young
- could easily find someone else, at

How you can support at home

- You can't write a story unless you can tell a story.
- You can't tell a story unless you have heard a story

Importance of talk to support writing

- Talk! Talk! Talk! – ask children to describe anything and everything.
- Write! Write! Write! – encourage them to write letters, a diary, email friends and family, send postcards, make lists, play vocabulary games, write stories and illustrate them.
- Take the opportunity to comment on interesting use of VCOP when reading with your child.
- Use a dictionary or a thesaurus to find interesting words to use.

Importance of talk to support writing

- Encourage children to think about how to improve work completed at home through use of VCOP.
- Be prepared to explain new words to your child and give examples of how to use them.
- Take it in turns to tell a story. One person starts it, the other says what happens next etc.
- Look at a picture or photo and describe it; use it to tell a story or develop ambitious vocabulary.

Examples and Activities to try out tonight

- Station 1 – Writing genres, progression and assessment
- Station 2 – VCOP activities
- Station 3 – Primary 1 and 2 resources to support writing development
- Station 4 – How pupils plan for writing / Non Fiction writing
- Station 5 – Read to Write – Fairy Tales genre
- Station 6 – Read to Write – Science Fiction/Hero's Journey
- Station 7 – Handwriting resources

(Station 7 returns to station 1 until you've visited every group)