

# Composition

- **Gossip** — This is a bit like Chinese Whispers. One player reads a story in a book (or makes up their own) and then tries to write the story. Next player reads the first player's written story, then turns it over and tries to write that story. Continue this with as many people as you have. It is a lot of fun reading back!
- **Consequences** — Use a piece of paper. There can be a set structure but an easier version is where the first person write a line of a story, folds it over and then writes a conjunction or opener for the next person. Next person writes their line, folds it over, and writes an opener. Keep going until one person ends the story.
- **Use spelling words to writing a story** - Use children's spelling words to write silly sentences - the sillier the better!
- **Different stimuli for writing** - Use pictures, picture books, real life objects, film clips to inspire writing.
- **Co operative stories** — Players try to write a story together with the rule being that each player may write only one word on each of his turns. No talking about either the sentences or story is allowed. Each word added must fit what has been written before and be in correct sentence structure. When finished, read the story aloud for enjoyment.

# Encouraging Writing At Key Stage 2

Writing is broken  
down into 3 elements  
at Key Stage 2:

- **Transcription**
- **Grammar**
- **Composition**



# Transcription

- Spelling
- Handwriting

**Spelling and handwriting are linked:**

*"To learn my word I can remember and practise the direction and movement of my pencil when I am writing it."*

**Games to play:**

**Stairsteps** - spell the word in steps.

e.g: Happily could be written as:

h

ha

hap

happ

happi

happil

happily

**Tic tac toe** - Similar to noughts and crosses, but instead of just using a 0 or x, you need to use a spelling word spelt correctly in the space.

**Spelling word hunt** - Use a reading book or other appropriate book, hunt for the weekly spelling words.

**Musical words** - Use a favourite song or piece of music, try to spell out your spelling words to the beat of the track. encourage the reading of more tricky words as well as recognising them in context.

**Spell-a-ma-doodle** - Ask the child to draw a squiggle or doodle. Select a word that you are going to learn to spell. Write the word over and over again around the doodle.

# Grammar

**P: Write a Punctuation Story** - Copy the punctuation marks you find in a paragraph or choose your own. Now, try to write the beginning of a story using those same punctuation marks in the same order you found them.

..... " , " " . . . .

**P: Write a Capitalisation Story** - This is similar to a punctuation story challenges children to vary the opening of their sentences. Write the beginning of a story using those same capital letters used appropriately and in the same order you found them. Try it with the capital letters below:

T C I M M C O M M M M

**O: ISPACE Openers**- Vary the opening of your sentences by using ISPACE:

⇒ ING verb endings - "Dancing around the room, ...."

⇒ Similes - "As graceful as a ballerina, ...."

⇒ Prepositions - "Under the canopy of trees, ...."

⇒ Adverbs - "Enthusiastically, ...."

⇒ Conjunctions - "After a long day, ...."

⇒ ED verb endings - "Exhausted, ...."

**C: Conjunctions** - Retell fairy tale or familiar story without using 'and' or 'then'

**Exact Number Sentences** - Create a series of numbers: 5, 8, 3, 4, 7, 6, 2, 9. You could roll a dice for this (a 0-9 die is best, substituting 0 for 10). Write a story in which the number of words in each sentence equals the numbers listed and in the same order.