# Year 3&4
# Language, Literacy & Communication Workshop

## Autumn Term 2026

# What does LLC include?

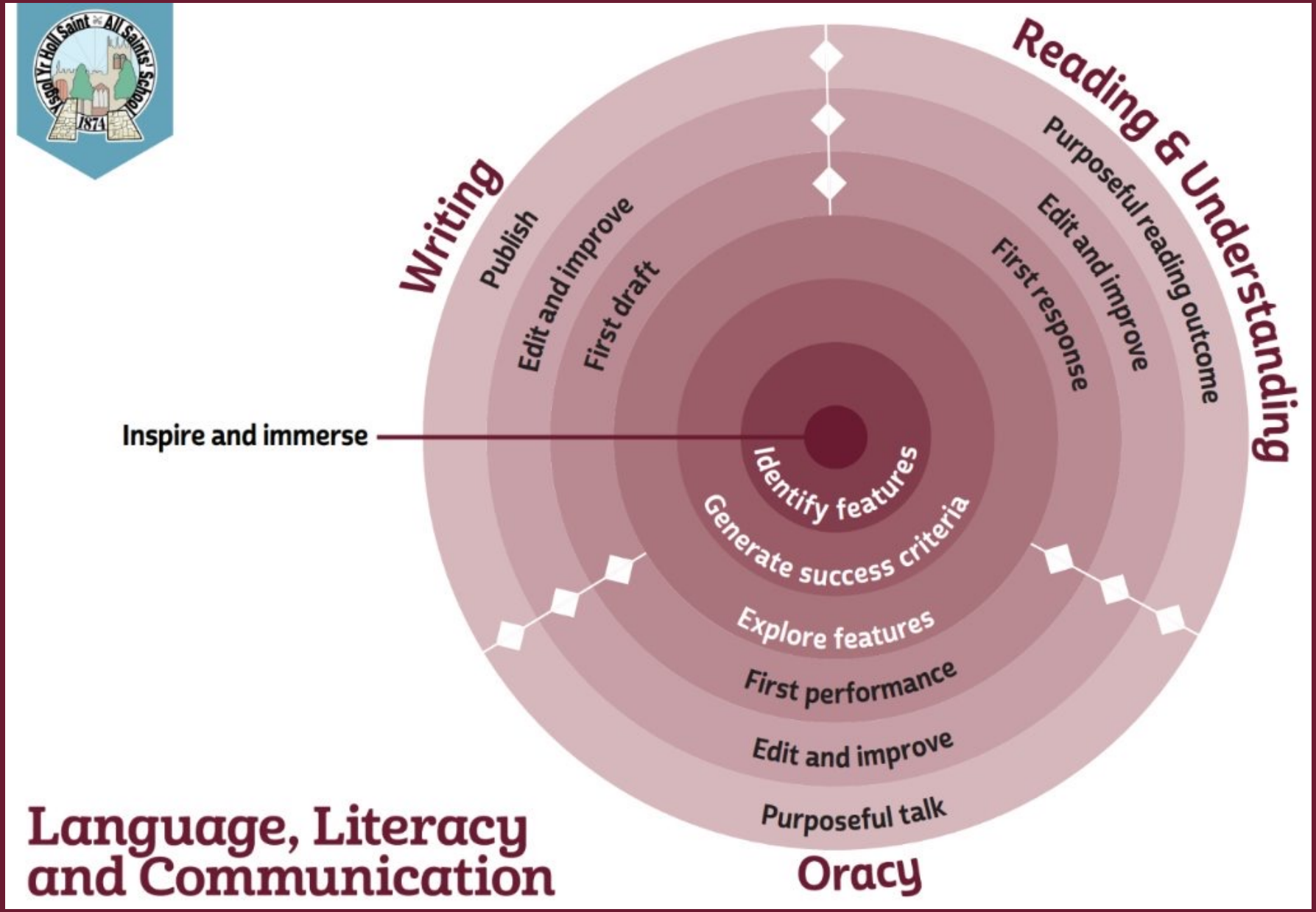
- English Oracy
- English Reading
- English Writing
- Welsh Oracy
- Welsh Reading
- Welsh Writing
- MFL – Mandarin
- Spelling
- Handwriting

# What will we do this afternoon?

Four 10 minute activities focussing in on the following areas.

- Writing – Identifying features of a good piece of writing.
- Reading – How we develop children's reading skills.
- Spelling – How we teach spellings and the research behind our methods.
- Handwriting – How we teach handwriting.

# Writing – Identifying features of a good piece of writing.



# The Writing Process

## Phases

### 1- Immerse, Inspire and Experience

Children look at and experience examples of what they are going to create or learn about. They explore different ideas, discuss what they notice and become inspired by examples.

### 2- Identify key features

Children look closely at examples and identify the important features that make them successful. They discuss what makes a good example and what they should include in their own work.

### 3- Generate a Success Criteria

Often in small groups or pairs, children agree on what a successful piece of work should look like. They create a simple list of things to remember or include, which they can use to plan, create and evaluate their own work.

**4. Explore and Analyse Key Features**

Children are explicitly taught the key features they have identified. They explore how these features are used and why they are important, using examples and guided activities to develop their understanding.

**5. First Draft**

Children have a go at creating their own piece of work, using their success criteria and the features they have been taught. The focus is on developing and applying their ideas.

**6. Edit and Improve**

Children review their first draft and identify ways to improve it. They use the success criteria and feedback to make changes and strengthen their work.

**7. Final Published Piece**

Children create and present their final piece, applying what they have learned and the improvements they have made. They celebrate and share their finished work.

# Guided Reading

When we do guided reading, we:

- Model reading to the children
- Encourage children to sound out words and use their phonic skills if they are unsure
- Use partner reading

We first read the text, then we have a range of questions based on the skills tested in Hwb tests. These questions are to check for skills in different areas:

- Recalling and retrieving information from the text
- Identifying key words and sentences
- Deducing and interpreting based on what they have read
- Using reading skills (skimming, scamming and summarising)
- Phonological and morphological skills (looking at prefixes, suffixes, syllables and meanings of words)

# Spelling – How we teach spellings and the research behind our methods.

**Week 1**

Please support your child in learning their pattern and the spellings ready for a test at the end of the week.
Diolch!

| Initial blends 'sl', 'pl', 'fl' | 'o' sounding 'u' | Suffix 'ion' |
|---|---|---|
| slap | love | action |

**Week 2**

Please support your child in learning their pattern and their spellings ready for a test at the end of the week.
Diolch!

| Initial blends 'sc', 'bl', 'gl' | 'or', 'ir', 'ear' sounding 'ur' | Suffix 'ion' |
|---|---|---|
| clap | word | addition |

**Week 3**

Please support your child in learning their pattern and their spellings ready for a test at the end of the week.
Diolch!

| Initial blends 'cr', 'dr', 'fr' | Homophones 'ai', 'a-e' | Suffix 'ly' |
|---|---|---|
| crab | sail | neatly |
| creep | sale | loudly |
| crisp | mail | glumly |
| drag | male | bravely |
| dress | tail | completely |
| drip | tale | nicely |
| drop | maid | politely |
| free | made | carefully |
| frill | plain | finally |
| frog | plane | usually |

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| Initial blends ‘sm’, ‘sn’, ‘sw’ | Homophones silent ‘k’ | Prefix ‘un’, ‘dis’, ‘mis’ |
| --- | --- | --- |




Working in pairs, write down as many words as you can that contain your pattern.

You have 5 minutes before we share as a group.

No pictures needed!

How many did you have on your list?

Write your pattern out 3 times at the top of your page.

Now copy them neatly in your book.




| Initial blends 'sm', 'sn', 'sw' | Homophones silent 'k' | Prefix 'un', 'dis', 'mis' |
|---|---|---|
| smash | no | unable |
| smell | know | unwell |
| smug | nose | unpick |
| snap | knows | unlucky |
| sneer | new | disagree |
| snug | knew | dislike |
| swam | not | discover |
| swell | knot | misplace |
| swing | night | misfire |
| swot | knight | miscount |

Write a sentence that contains 1 or 2 of your spelling words.

Read it to your partner – can they write it down and spot which words you have chosen?

| Initial blends 'sm', 'sn', 'sw' | Homophones silent 'k' | Prefix 'un', 'dis', 'mis' |
|---|---|---|
| smash | no | unable |
| smell | know | unwell |
| smug | nose | unpick |
| snap | knows | unlucky |
| sneer | new | disagree |
| snug | knew | dislike |
| swam | not | discover |
| swell | knot | misplace |
| swing | night | misfire |
| swot | knight | miscount |

# Spot the right spelling!

| Initial blends | Homophones | Prefix |
| --- | --- | --- |
| ‘sm’, ‘sn’, ‘sw’ | silent ‘k’ | ‘un’, ‘dis’, ‘mis’ |







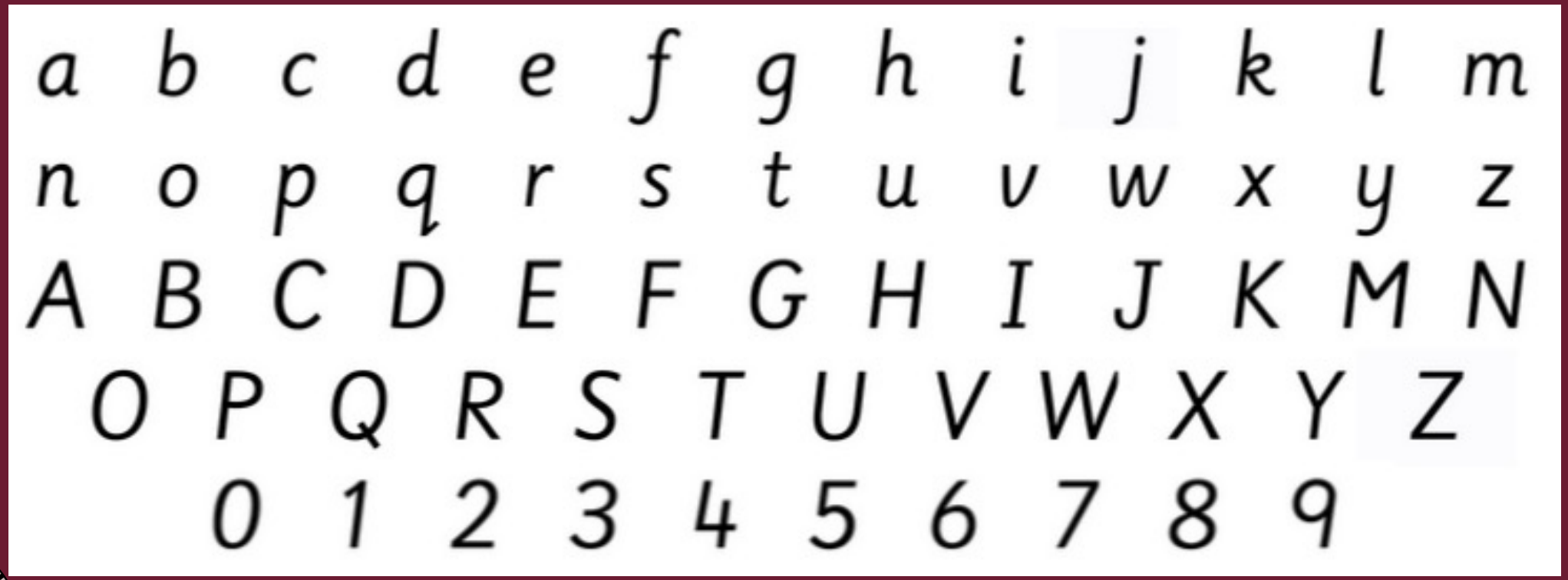
Friday

# Time for the test!

| Initial blends | Homophones | Prefix |
| --- | --- | --- |
| ‘sm’, ‘sn’, ‘sw’ | silent ‘k’ | ‘un’, ‘dis’, ‘mis’ |

# Handwriting – How we teach handwriting.

PENPALS for Handwriting

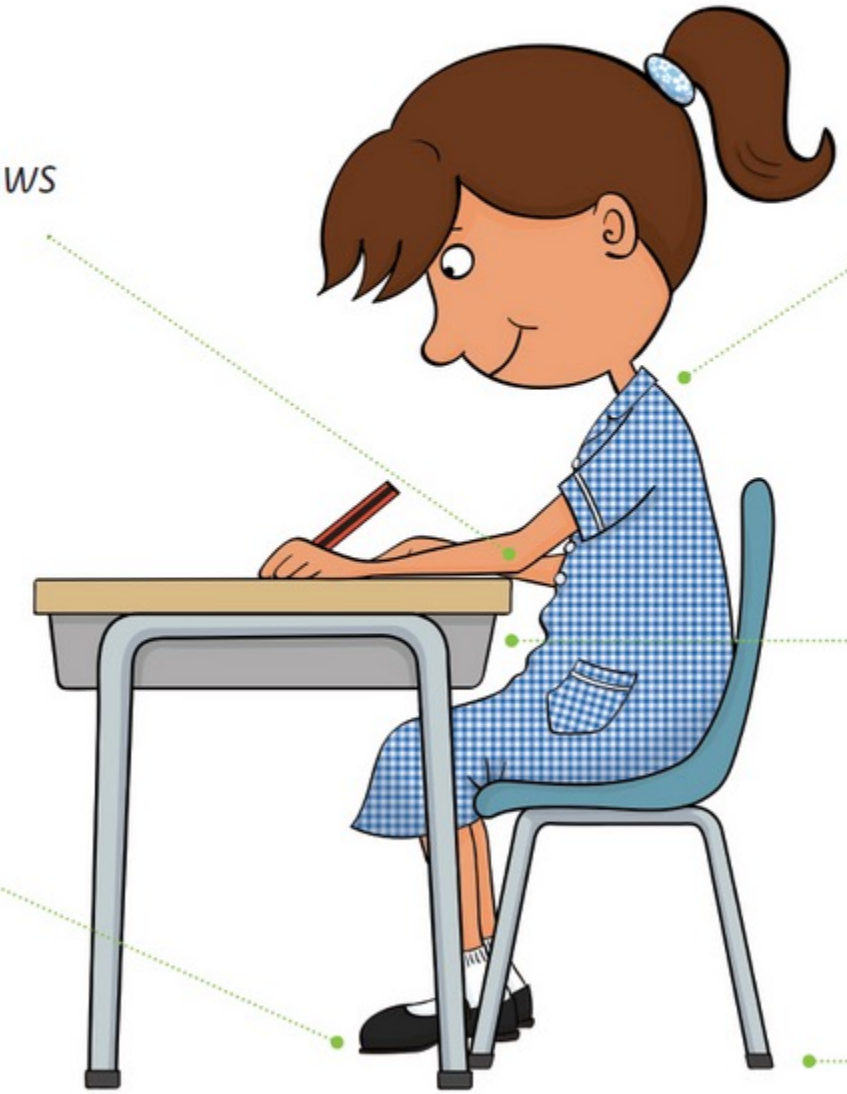



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# Are you ready for handwriting? Relax!



Are your elbows off the desk?

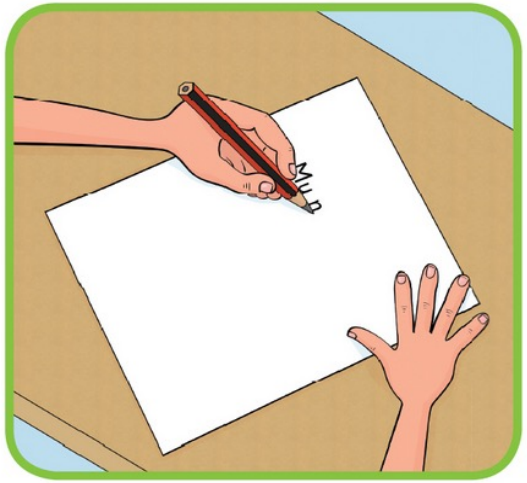
Sit up and lean slightly forward

Is your body a fist width away from the desk?

Are your feet flat on the floor?

Are all chair legs touching the ground?

## Left Handers



*Is there a circle gap between your thumb and finger?*

*Is your paper tilted at a slight angle?*

## Right Handers

*Is there a circle gap between your thumb and finger?*

*Is your paper tilted at a slight angle?*




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# Handwriting

In Handwriting, we use a scheme called Penpals.

We start by doing a gross motor warmup to build core strength and enhance proprioception. Whole-body movements help the brain understand where the body is in space, making it easier to align letters on a line and keep consistent spacing

We follow this up with a fine motor warmup to boost hand and finger strength, improve pencil grip and reduce tension.

If you'd like to some support with this at home, there are some activities you can do!

- Small muscle exercises, like squeezing clay, scrunching paper, or finger-walking along a pencil, strengthen the hand to prevent cramping.
- Activating finger opposition (touching the thumb to each finger) and in-hand manipulation helps build a functional tripod grip.
- Loosening up the hands, wrists, and shoulders for 3 to 5 minutes increases endurance, smooths out letter formation, and lowers frustration during writing tasks.