



Welcome to Alwyn Infant School's Writing Afternoon 2020



Writing includes:

Phonics and spellings

Handwriting

Composition (plan, write, review,
edit, punctuation, grammar)



Starting in Little Alwyn

When your child first starts school, they follow the Early Years Foundation Stage curriculum for learning.

The early learning goal for writing is:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words (keywords).

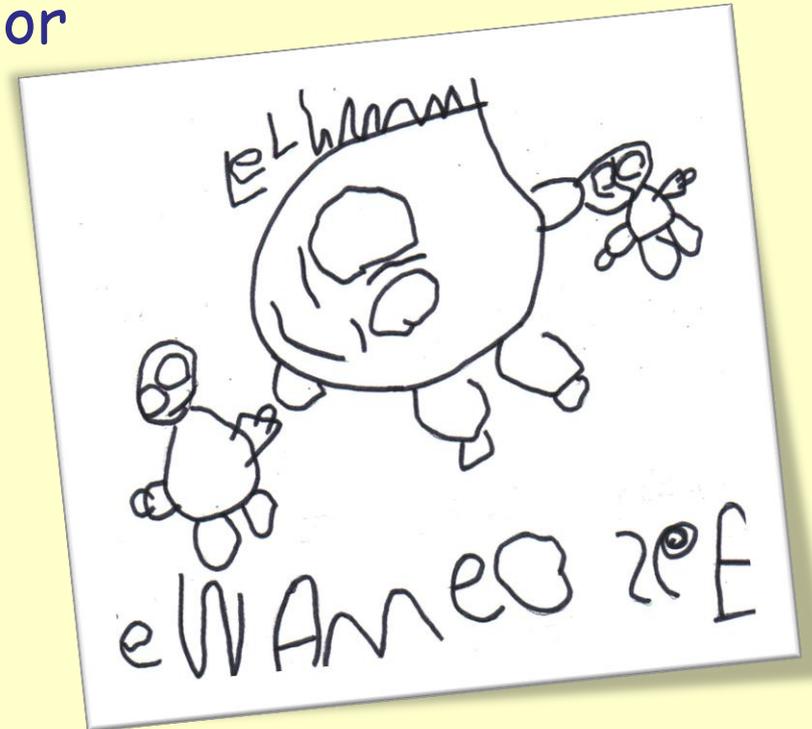
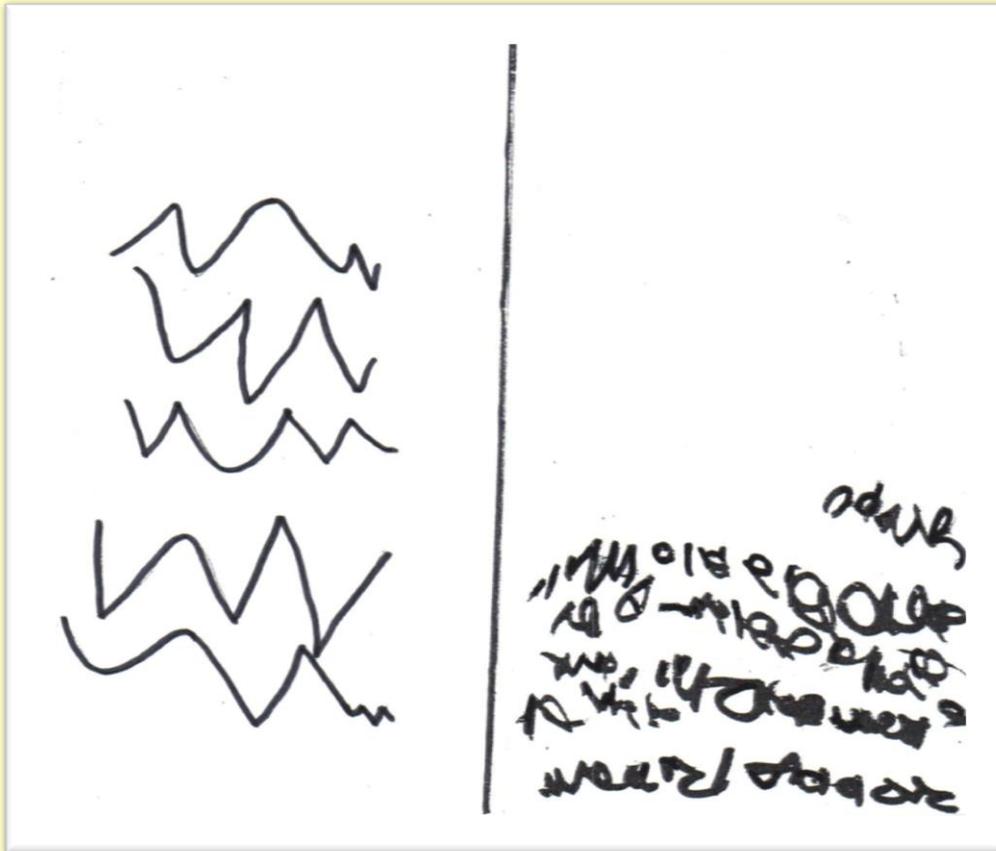
They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Emergent writing

Emergent writing is the way young children begin to write words and sentences. We provide lots of opportunities for this type of writing.

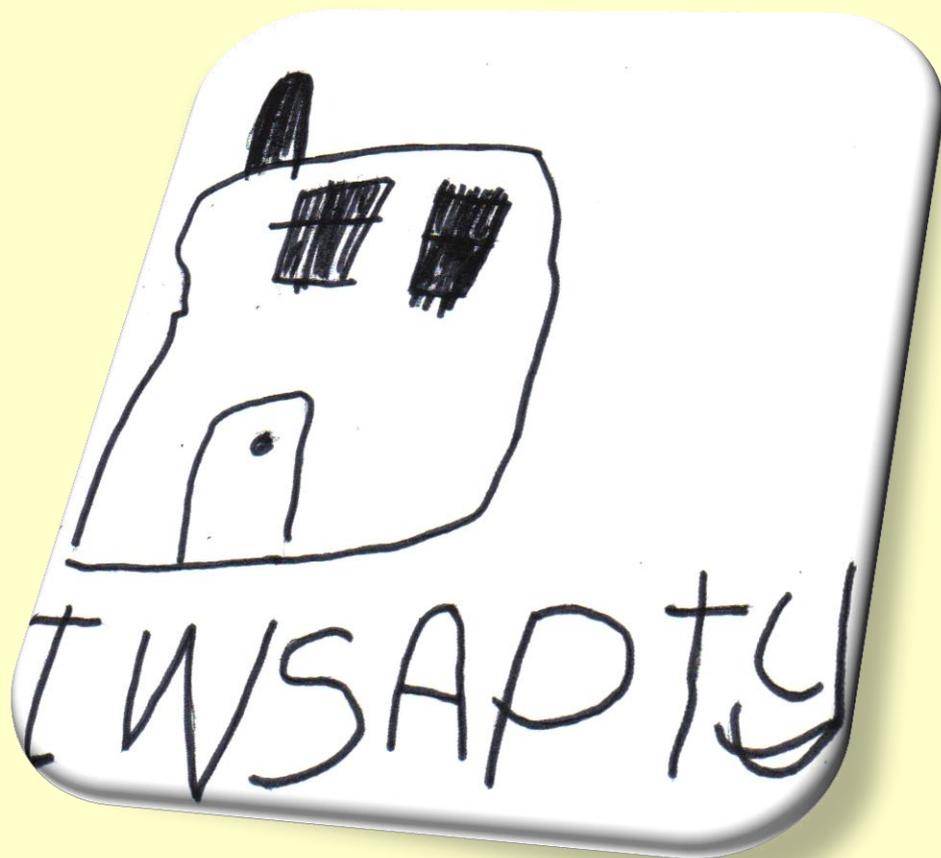


Children will begin to experiment with mark-making and tell you what the symbols mean. This is done for both words and numbers.

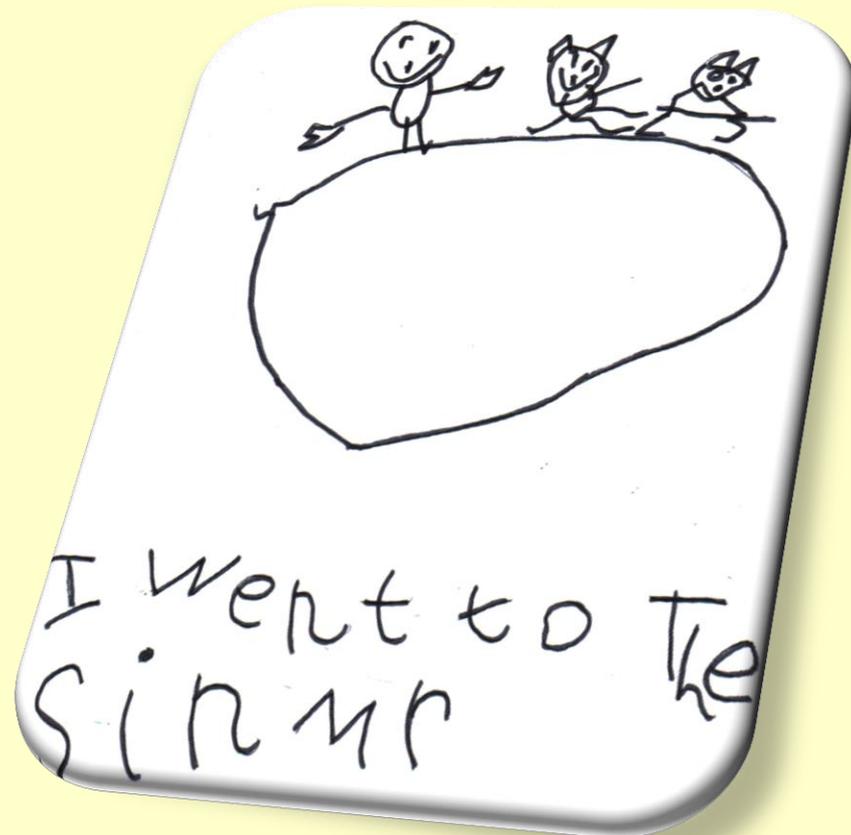


Then clearly identifiable letters to communicate meaning will begin to emerge.

The children begin to use their phonics to write. Can you read this?



I was at a party



I went to the cinema

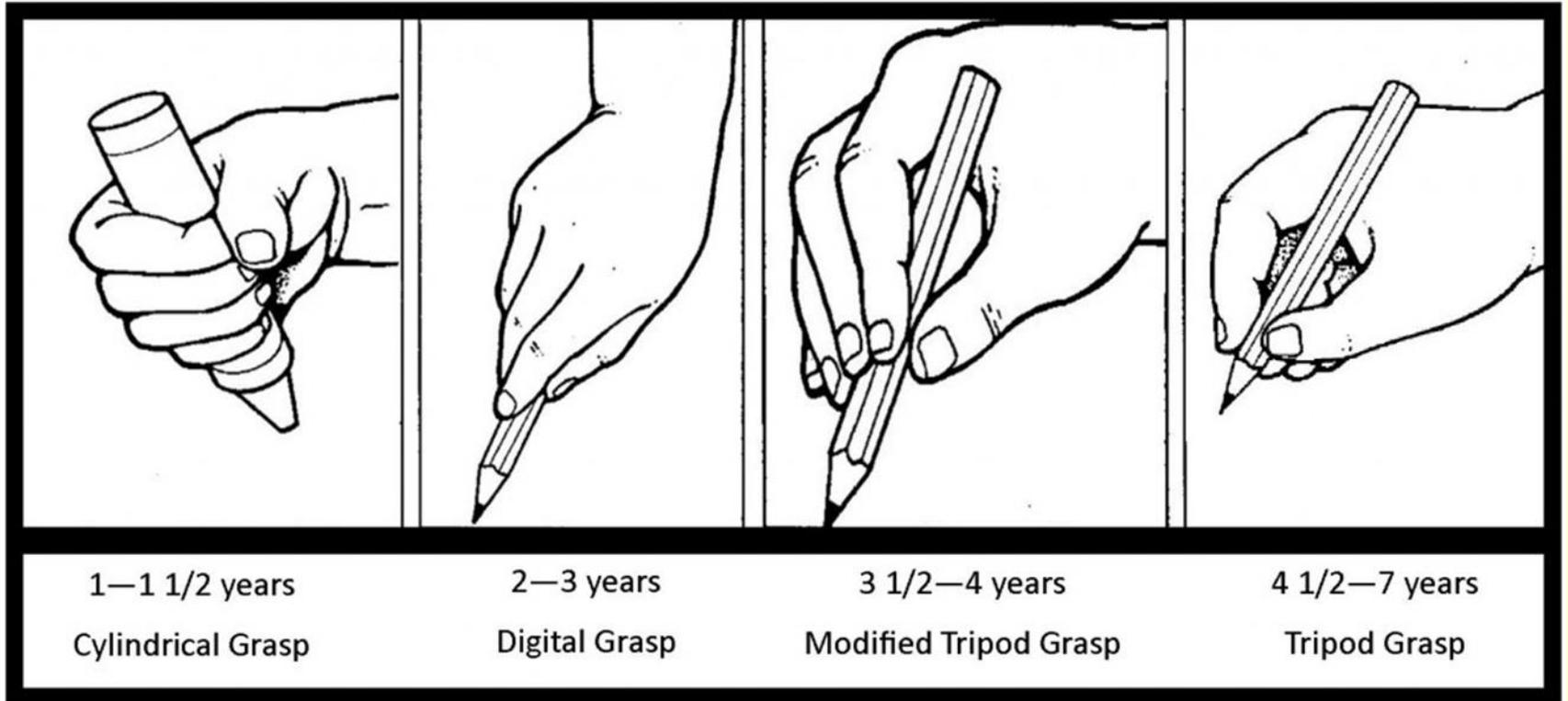
They start to use their keywords and phonics to write a simple sentence that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Fine and gross motor control is a key part of handwriting. To help develop this the children take part in lots of climbing, digging, Lego, using tweezers and rhymes with actions where they can separate and wiggle their fingers.

A good pen grip also helps.



Pencil grip development



Story Telling

- Story telling is an early writing skill as you need to think about sequencing, structure and vocabulary. You also need imagination and inventiveness! A story needs a beginning, a middle and an ending with great characters.
- It is not reliant on physical skill and/or knowledge of spelling and sentence structure so anyone can do it.
- How to help at home:
 - collect objects connected to a known story and use them to retell it, use drawings, talk about stories, record them, type them for the children, act them out, think about exciting interesting words ...

When the children start Year1, they begin working on the National Curriculum.

Look at the requirements for Year 1 and 2.

National Curriculum, Handwriting:

Year 1

- 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.

Year 2

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

National Curriculum, Spelling and phonics:

Year 1

- name and write each letter of the alphabet
- write words using their sound knowledge (phonics)
- write the days of the week accurately
- spell common words (keywords)
- spell words with common prefixes (un) and suffixes (ing, ed, er, est, plurals: s es)
- learn and apply simple spelling rules (yr1 and yr2)
- write sentences from memory (dictation, yr1 and yr2)
- check the accuracy of their spelling by reading the word aloud

Year 2

- segment spoken words into sounds and write the words with the correct letter groups
- learn alternative spellings for the sounds they already know
- spell and use the correct common homophones
- learn to spell common keywords
- learn to spell words with contractions (apostrophes)
- learn the possessive apostrophe (singular) [eg, the girl's book]
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

National Curriculum, Composition:

Year 1

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check for sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leave spaces between words (finger spaces)
- join words and clauses using 'and'
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learn and use year 1 grammatical words (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)

National Curriculum, Composition:

Year 2

- write narratives about personal experiences and those of others (real and fictional)
- write about real events, poetry and for different purposes
- plan or say out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence
- evaluate their writing with the teacher and other pupils
- re-read to check that their writing makes sense and that verbs to indicate time (time words) are used correctly and consistently
- proof-read to check for errors
- read aloud what they have written with appropriate intonation to make the meaning clear
- learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and possession)
- write sentences with different forms: statements, questions, exclamations, commands
- write expanded noun phrases to describe and specify (adjectives)
- write in present and past tense correctly and consistently
- use longer sentences with subordinating conjunctions (when, if, that, because) and co-ordinating conjunctions (or, and, but)
- use some features of written Standard English
- understand and use the correct grammatical words when talking about their writing (singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, text, statement, question, exclamation, noun, noun phrase, command, conjunction, suffix, adjective, adverb, verb, tense- past/present, apostrophe, comma)

Handwriting

How we teach handwriting

- We start big! Children need core strength to sit still and straight at a table. PE, climbing jumping all helps with handwriting so this is easy to do at home. A trip to the play park helps with their coordination and handwriting!
- Then we work on fine motor skills (playdoh, tweezers, beading, buttoning shirts, finger exercises) to develop finger strength, dexterity and finger separation.
- Provide opportunities to use different types of paper, pens, pencils, crayons, chinks, paints, slime, sand etc. to make marks and letters.
- We make patterns so the children get used to moving a mark maker over something.
- We teach the correct letter formation in families (next slides).
- Year 2 learning the joins - horizontal or diagonal.

Long legged giraffe letters



l

i

u

t

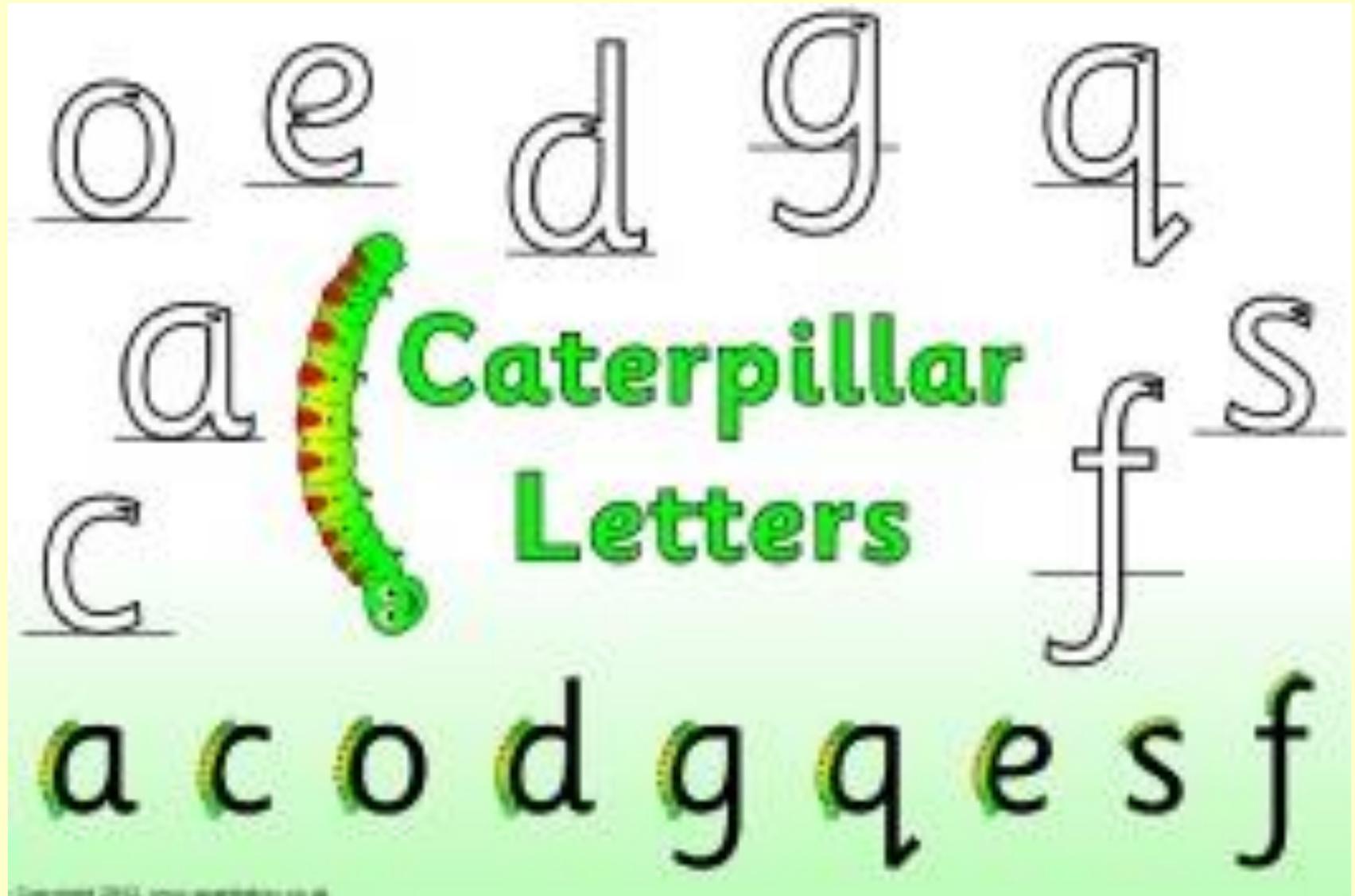
j

y

One-armed robot letters



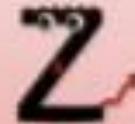
Curly caterpillar letters



Zig-zag monster letters



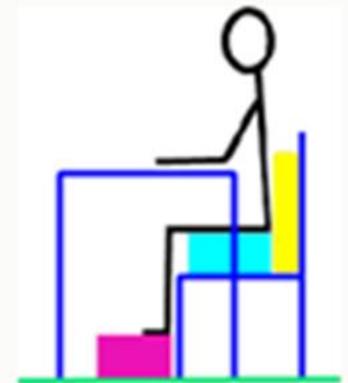
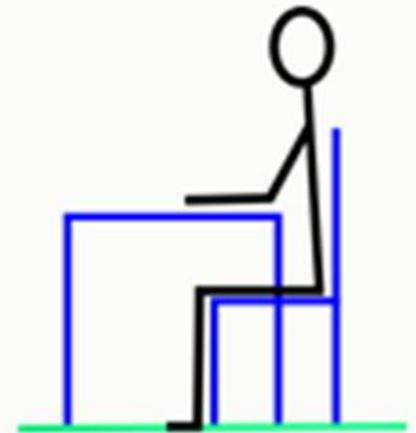
**Zigzag
Monster
Letters**



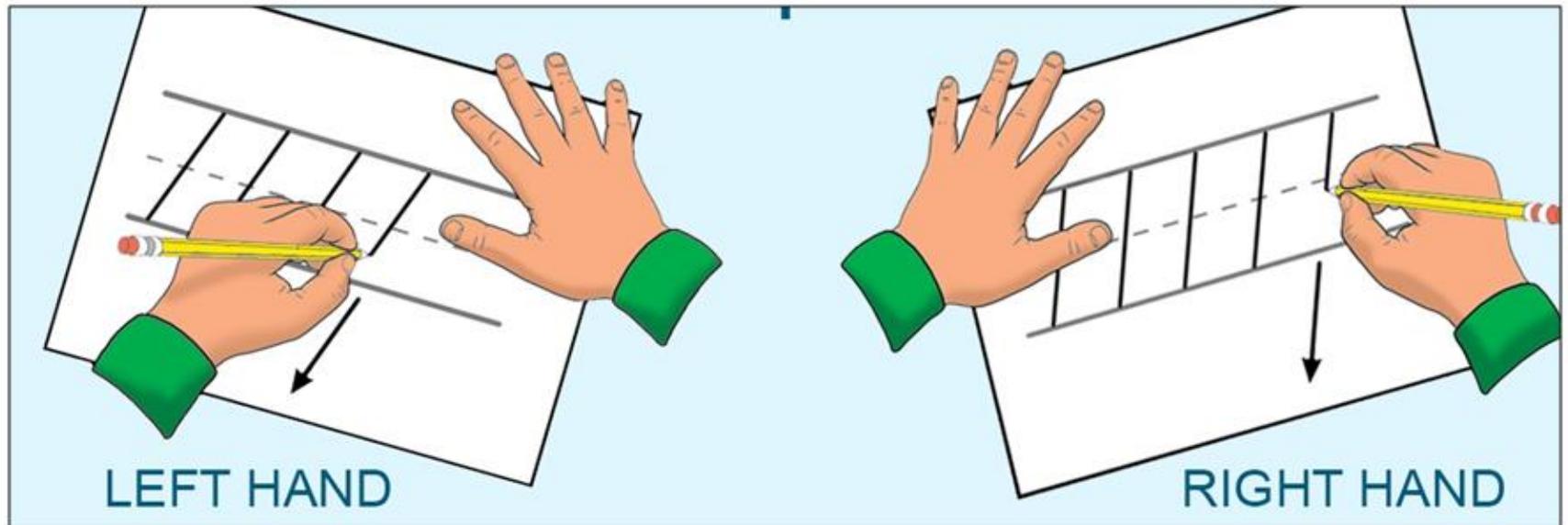
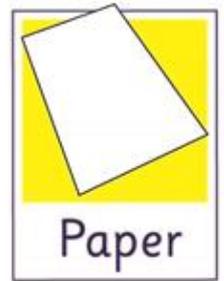
It does help to sit properly, hold the paper at an angle and use a supporting hand.

- Back should be supported by the chair.
- Hips, knees and ankles at 90°
- Feet flat on the floor (or supported on a step)
- Arms resting comfortably on the table
- Tummy - a fist's distance from the table.
- Non dominant hand used to stabilise paper.

Stability before Mobility!



Paper: Position



- Position paper slightly to the *left* of body midline
- Angle paper *clockwise*

- Position paper slightly to the *right* of body midline
- Angle paper *anti-clockwise*

Handwriting Song

1 2 3 4

Are my feet flat on the floor?

5 6 7 8

My chair is in, my back is straight

9 10 11 12

This is how my pencil's held

13 14 15 16

Now I'm ready for my very best writing!



Phonics and Spellings

- We teach phonics with handwriting so the children link the sound to the mark on the page.
- As we introduce each sound, the children practise writing the letter or letters either in the air, in sand, with a finger on their hand, on whiteboards or on paper. Anywhere they can!
- We teach the sounds/letters in systematic order (shared in the reading presentation).
- When the children are ready, we teach them to blend the sounds in order to read words eg. m...a...n. Then we write the words using our sound knowledge and letter formation skills. We encourage them to segment a word into sounds when they are writing.
- For many children there will be lots of words that they want to use but find difficult to spell but we always encourage them to have a go. You can help sound out words and segment words with your child so they learn the process. Don't worry if bread is spelt B R E D.

Spelling Keywords

Some words needed for writing will contain a spelling pattern that the children have not yet been introduced to or have an unusual spelling patterns eg. to, said, any. These are called keywords.

We will focus on how to spell these common key words in weekly spelling tests. If children are writing at home and need a word that can't be sounded out tell them how to spell it or write out words for them to copy.

In Years 1 and 2 children also learn some spelling patterns and rules, such as prefix 'un', adding an s for plurals or common suffixes (word endings). This will also have a cross over with punctuation as they need to learn how to spell contractions with apostrophes.

The next slides show keywords/ spelling slides that you may recognise from the weekly spellings

Year 1 spellings

Phase 2 words		Phase 3 words		Phase 4 words		Phase 5 words		Additional common words	
the	to	he	she	said	have	oh	their	says	has
I	go	we	me	like	so	Mr	Mrs	full	pull
into	no	be	was	do	some	ask	here	push	call
a	is	you	they	come	there	by	your	ball	want
of	and	all	are	little	one		put	last	love
		my		when	what			friend	door
				I'm	it's			more	these
									lots
Phase 2 HFW with a spelling pattern		Phase 3 HFW with a spelling pattern		Phase 4 HFW with a spelling pattern		Phase 5 HFW with a spelling pattern		Additional common words with a spelling pattern	
as	at	yes	six	next	still	day	today	our	school
an	am	then	them	went	just	may	way	over	
up	us	that	this	from	old	name	came	first	girl
in	it	with	much	cold	gold	take	make		
if		took	look	told	hold	made	gave	Challenge words	
not	got	good	too	help	three	home	time	zero	one
man	ran	food	soon	must	stop	nine	five	two	four
can	cat	now	how	long	think	saw	boy	seven	eight
dad	had	town	down			out	about	eleven	twelve
mum	dog	or	for			house	asked	fourteen	seventeen
him	his	her				looked	called	eighteen	twenty
but	get	see	need			nineteen	thirteen	Monday	Tuesday
big	did	been	tree			Sunday		Wednesday	Thursday
ten		right	night					Friday	Saturday
back		air	again						
off	well	fifteen	sixteen						
tell	will	under							

Suggested spelling words for rules to be taught – Year 1 (NC)

v	have	live	give			ay, oy	day boy	play toy	say enjoy	away annoy	stay
ai, oi	rain oil	wait join	train coin	paid point	afraid soil	ph	dolphin	alphabet	phonics	elephant	
y ending	very	happy	funny	party	family	wh	when	where	which	wheel	while
ff, ll, ss, ck, zz	off	well	miss	buzz	back	ea	sea	dream	meat	each	read
ar	car	start	park	arm	garden	ir	girl	bird	shirt	first	third
ee	see	tree	green	meet	week	oe	toe	goes			
er	her	term	verb	person		-tch	catch	fetch	kitchen	notch	hutch
er	better	under	summer	winter	sister	ore	more	score	before	wore	shore
nk	bank	think	honk	sunk		aw	saw	draw	yawn	crawl	
oo	food	pool	moon	soon	zoo	au	author	August	dinosaur	astronaut	
oo	book	took	foot	wood	good	ear	bear	pear	wear		
ur	turn	hurt	church	burst	Thursday	ou	out	about	mouth	around	sound
oa	boat	coat	road	coach	goal	ow	own	blow	snow	grow	show
or	for	short	born	horse	morning	ue	blue	clue	true	rescue	Tuesday
air	air	fair	pair	hair	chair	ew	new	few	grew	flew	drew
ear	dear	hear	beard	near	year	ie	lie	tie	pie	cried	tried
ow	now	how	brown	down	town						
igh	high	night	light	bright	right						

Year 2 spellings

Year 2 List A			Year 2 List B			Year 2 List C			Year 2 List D		
floor	poor	even	every	everybody	everyone	can't	don't	we're	narrator	across	please
mind	find	kind	steak	great	break	didn't	I'll	couldn't	stopped	jumped	liked
behind	child	children	parents	pretty		I've	that's	there's	pulled	suddenly	garden
wild			prove	improve	climb	let's	he's	they're	different	coming	window
only	both	most	any	hour	clothes	really	beautiful		through	thought	grandad
money			sugar	sure		animals	found	live	something	brother	mother
after	fast	half	people	eyes	because	right	write	small	laugh		
past	class	grass	could	should	would	buy	by	bye			
pass	bath	path	water	wanted	Christmas	another	began	before	January	February	March
plant	father		who	where	whole	place	cried	morning	April	May	June
many	busy	move	which	new	blew	hear	here	inside	July	August	September
key	once	things	use	other	each	better	sister	work	October	November	December
eat	along		round	around	shouted	bare	bear	head	red	orange	yellow
why	were	won	mouse			quite	quiet		green	blue	indigo
			never	magic	gone	knight	night		purple	white	brown

<u>al</u>	All	ball	call	walk	talk	<u>-el ending</u>	camel	tunnel	squirrel	travel	towel
<u>all (or)</u>	always						tinsel				
<u>o (u)</u>	other	mother	brother	nothing	Monday	<u>-al ending</u>	metal	pedal	capital	hospital	animal
<u>ey</u>	key	monkey	donkey	chimney	valley	<u>-il ending</u>	pencil	fossil	nostril		
<u>Wa</u>	Want	Watch	wander	quantity	squash	<u>-y</u>	cry	fly	dry	try	reply
<u>qua</u>							July				
<u>Or after w</u>	word	work	worm	world	worth	<u>add es to y</u>	flies	tries	replies	copies	babies
							carries				
<u>Ar after w</u>	warm	war	ward	towards		<u>-ed, -ing</u>	Copied	Copier	Copying		
						<u>-er -est</u>		happier		happiest	
						<u>to y ending</u>	Cried		Crying		
							replied		replying		
<u>s</u>	television	treasure	usual			<u>-ed, -er -est, -y ending</u>	hiked	Hiker	hiking	nicest	shiny
							nicer				
<u>ge</u>	badge	edge	bridge	dodge	fudge	<u>-ed, -ing</u>	Patted	Sadder	Patting	Saddest	
<u>dge</u>	age	huge	change	charge	bulge	<u>-er -est -y</u>	Hummed	Fatter	Humming	fattest	
<u>g</u>	village						dropped	runner	dropping		runny
	gem	giant	magic	giraffe	energy	<u>-tion</u>	station	fiction	motion	national	section
	jacket	jar	jog	join	adjust						
<u>/s/ spelt as c</u>	race	ice	cell	city	fancy	<u>-ment</u>	Enjoyment	Sadness	Careful	hopeless	Plainness
						<u>-ness, ful, -less, -ly</u>	merriment	happiness	plentiful		Badly
											happily
<u>kn</u>	knock	know	knee			Contractions	Can't	Didn't	Hasn't	couldn't	It's
							I'll				
<u>gn</u>	gnat	gnaw	gnome			<u>Possessive Apostrophe</u>	Megan's	Kirsty's	The girl's	The child's	The man's
<u>wr</u>	write	written	wrote	wrong	wrap	<u>Homophone & near</u>	There/their/They're, here/hear, quiet/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, blue/blew, night/knight				
<u>-le ending</u>	table	apple	bottle	little	Middle						

Different genres of writing

There are many different types of writing that we use in school and the children learn to write them by reading examples, examining their features, layout and specific language/vocabulary and sequence.

Before the writing process, the children have the opportunity to read and share the different text types, so there is a specific link to reading and exposure to good examples.

Plus they can become detectives by trying to identify the specific features used. We look at and write:

Non fiction

- Information texts
- Recounts
- Instructions
- Posters/leaflets/flyers

Fiction

- Stories
- Poetry



We teach how to recognise and use different punctuation in writing.

	Capital Letter		. full stop	? question mark	! exclamation mark	, comma	“ ” inverted commas	' apostrophe
	Indicating a proper noun	Demarcating a sentence						
Foundation Stage	- For own name - For personal pronoun 'I'		-Recognise in reading					
Year 1	-For people's names (inc. title), places and days of week	-For the first word in a sentence	-For ending a sentence	-For ending a direct question	-For ending a sentence, expressing strong emotion			-To read contractions and understand it's for letters omitted
Year 2	-For months of the year and special occasion days	-For the first word in a line of poetry				-To separate items in a list		-To indicate the contracted form (write) - To mark singular possession for nouns

How to use different sentence types

- Commands
- Statements
- Questions
- Exclamations (Begin with a phrase (what/how) followed by subject and verb)

Challenge: Look at these sentences. Can you work out what type of sentence it is?

What an amazing day it is?

Stop doing that.

I like ice cream.

Can I have an ice cream?

The children also need to have an understanding of grammar and use the correct vocabulary.

	Word	Sentence	Text	Terminology
Foundation	-use phonics to write words phonetically -some irregular words	-write simple sentence that can be read by themselves and others		Word, letter, capital letter, full stop, sentence
Year 1	-understand singular and plural -name some nouns -use plural suffix -s, -es -add suffixes to verbs with no change to root word	-Join words to write a sentence -leave finger spaces -join clauses using 'and'	-sequence sentences to form narratives	Letter, capital letter, word, noun, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Year 2	-identify nouns, adjectives and verbs (inc imperatives- bossy) -identify adverbs -nouns with suffixes (-ness, -er) -compound nouns -adjectives with suffixes (-ful, -less) -ly suffix to turn adjectives into adverbs	-different forms of sentences: statement, question, exclamation, command -recognise noun phrases -expanded noun phrases to describe and specify -use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) to join clauses	-the present and past tenses correctly and consistently -use progressive (continuous) form of verb to mark actions (she is drumming, she was drumming, has been drumming)	noun, noun phrase -statement, question, exclamation, command -compound, adjective, verb -suffix -adverb -tense (past, present) -apostrophe, comma

We teach a lot of this through games and reading as well as writing.

Shared writing

- The whole class is led by the teacher
- Focus is on a particular learning objective
- A text, picture, sound or drama can be used as a stimulus
- Children work together with the teacher to compose or edit a class text

Modelling

Teacher demonstrates but also involves the children's ideas

Guided group writing



- May continue from work completed in the whole class shared writing session
- Helps children to learn to write independently
- Small group work with an adult
- Individual writing targets are used and referred to with the children
- Like shared writing, specific objectives and structures will be focused on e.g. descriptive writing

All this leads
to
independent
writing!

Assessment and tests

Assessment 'I cans' Year 1

Spellings	Composition	Vocabulary, grammar, punctuation
I can spell words using the phonemes that I know.	I can share my ideas about my writing.	I can leave finger spaces.
I can spell most of the key words from the yr1 list.	I can say a sentence out loud before writing it.	I can join words and ideas with the word 'and'.
I can spell the days of the week.	I can write more than one sentence about an idea.	I can use capital letters and full stops in my sentences.
I can name the letters of the alphabet in order.	I can re-read what I have written to check that it makes sense and can be read by others.	I can use question marks and exclamation marks in my sentences.
I can say the letter names when spelling out a word.	I can talk about my writing.	I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
I can add the suffix -s or -es to make plurals and verbs.	I can read my writing back to a friend/adult confidently and loudly.	I can say what a word, sentence, text and punctuation is.
I can use the prefix un-.	Handwriting	I can use special words when talking about my writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
I can add the suffix -ing, -ed, -er and -est to root words that do not change.	I can sit properly at a table, holding a pencil comfortably and correctly.	
I can use the sound and spelling patterns I have been taught (yr 1 list).	I can begin to write lower-case letters in the correct direction, starting and finishing in the right place.	
I can remember and write a sentence my teacher reads aloud.	I can write the capital letters.	
	I can write the digits 0 - 9.	
	I can show which letters are written in the same way (letter families).	

Assessment 'I cans' Year 2

Spellings	Planning my writing	Composition
I can use sounds in a word to spell them correctly.	I can plan my writing and share my ideas with someone else.	I can write a story with the right features.
I can use a range of spelling patterns	I can record my planning ideas and words I want to use.	I can write about real events with appropriate features.
I can spell most of the keywords	I can write in ordered sentences with a clearly linked meaning.	I can write poetry with correct features and layout.
I can spell contractions with the apostrophe in the correct place		I can write for different purposes and choose the right layout.
	Punctuation, words and sentences	
I can use the possessive apostrophe for the singular person (show belonging)	I can use full stops and capital letters in my sentences.	I can begin to use appropriate openings and endings
I can spell homophones correctly	I can use exclamation marks and question marks.	I can use a range of different sentence openers.
I can add suffixes (ment, ness, ful, less, ly)	I can use commas in a list.	
		Editing and Improving
I can use and apply the spelling rules I have been taught	I can use apostrophes for contractions	I can talk about my writing with someone else.
I can remember/write a sentence read out loud with the correct spelling.	I can use apostrophes for belonging	I can edit my work to check it makes sense.
	I can use a range of sentences (statement, question, exclamation, command)	I can check and make changes to my spellings.
Handwriting		
I can form lower case letters correctly and the same size.	I can use adjectives and expanded noun phrases	I can check my use of punctuation.
I can begin to join some letters correctly.	I can say what an adverb is and use them	I can read my work aloud with the correct expression and fluency.
I can write capital letters of the appropriate size and correct way round.	I can use past and present tenses correctly and consistently	I can recognise and use some forms of Standard English in writing.
I can write digits of the appropriate size and correct way round.	I can use conjunctions for coordination (or, and, but)	Words to know: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb , verb, tense (past/present), apostrophe, comma.
I can leave finger spaces	I can use conjunctions for subordination (when, if, that, because, so)	

End of KeyStage tests

- There will be spelling test with 20 questions

1. I need to _____ my holiday suitcase.

2. The _____ is dark at night.

3. The snail hid inside its _____.

4. My friend has a new _____ sister.

5. After tea I will _____ Grandma.

6. My friend has brown _____.

7. A flock of geese is _____ overhead.

8. The swing was made from a _____ of wood.

End of KeyStage tests

- There will be a punctuation, vocabulary and grammar tests.

Practice questions

a Tick the correct word to complete the sentence below.

We were _____ on our topics.

Tick **one**.

worked

works

working

work

b Write one word on the line below to complete the sentence in the **past tense**.

I _____ to Scotland during the school holidays.

3 Which sentence is a **command**?

Tick **one**.

Pack away your paints now.

You should be proud of your work.

Will you show me your painting?

That's your best work yet!

4 Add a **suffix** to the word fall to complete the sentence below.

The autumn leaves are fall _____ to the ground.

End of KeyStage tests

- Independent writing and the test results are then teacher assessed against specific national descriptors.
- Standards:
 - Good standard
 - Expected standard
 - Working towards the expected
 - Below the expected standard

How to help with writing at home

- Lots of talking
- Developing gross and fine motor skills
- Letter formation
- Blending and hearing sounds
- Positive enthusiasm
- Support
- Model writing
- Opportunity and purpose to write