

ENGLISH

A PROGRESSION IN WRITING

Presented

By

Miss Park Year R

Mrs Kinsella Year 1

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AGENDA

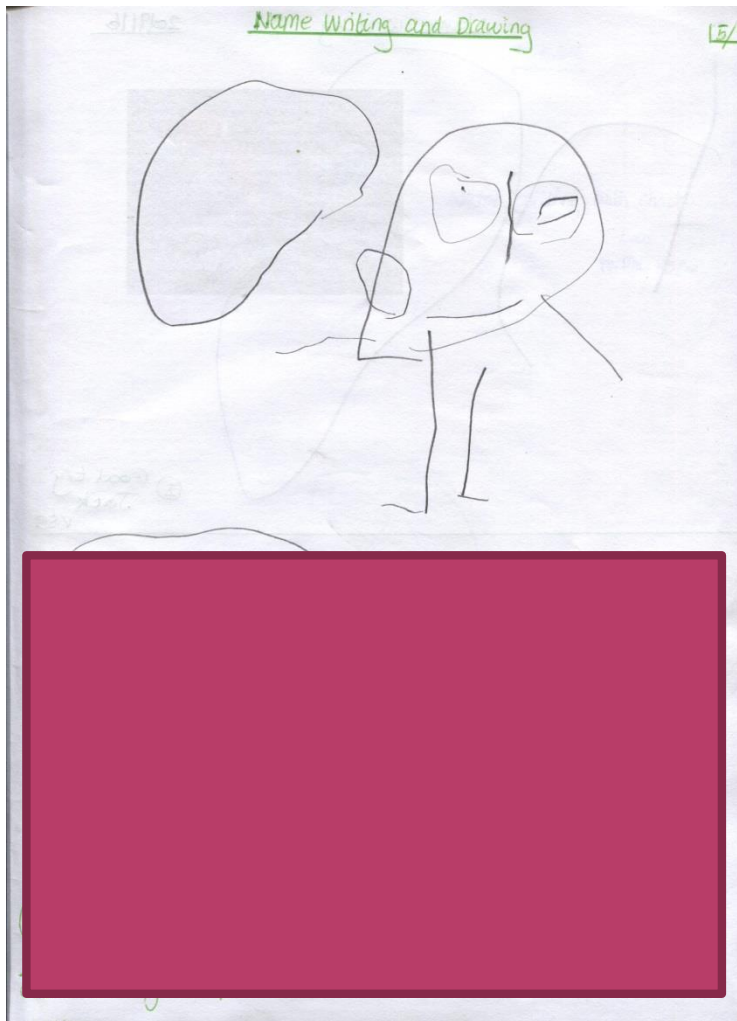
- ◉ What does early writing look like?
- ◉ Writing in Year R
- ◉ Writing in Year 1
- ◉ Writing in Year 2
- ◉ A fun activity
- ◉ Top Tips
- ◉ Our School Handwriting policy

WRITING IN YEAR R

◉ 30-50 Months

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

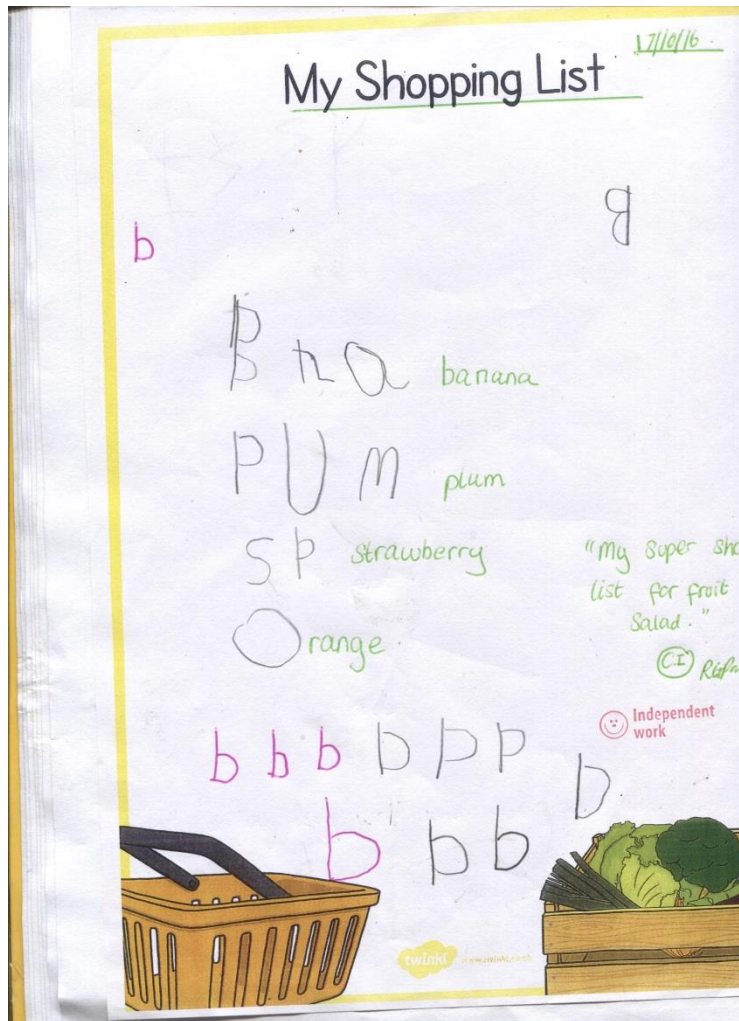
30-50 MONTHS EXAMPLES



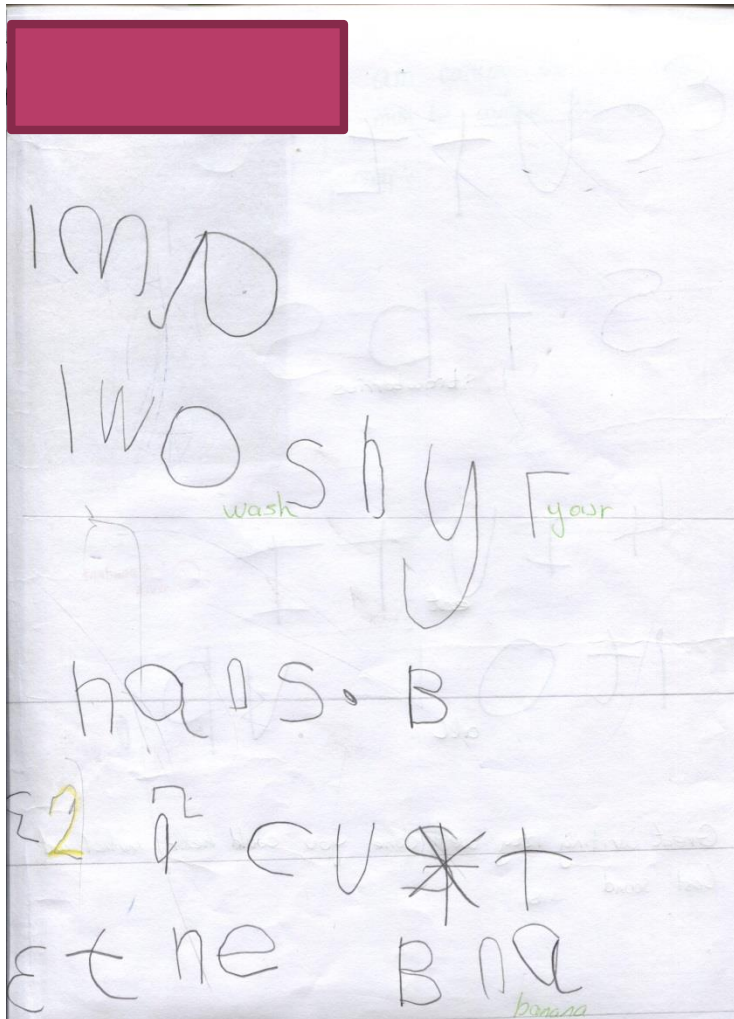
40-60+MONTHS

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
 - Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

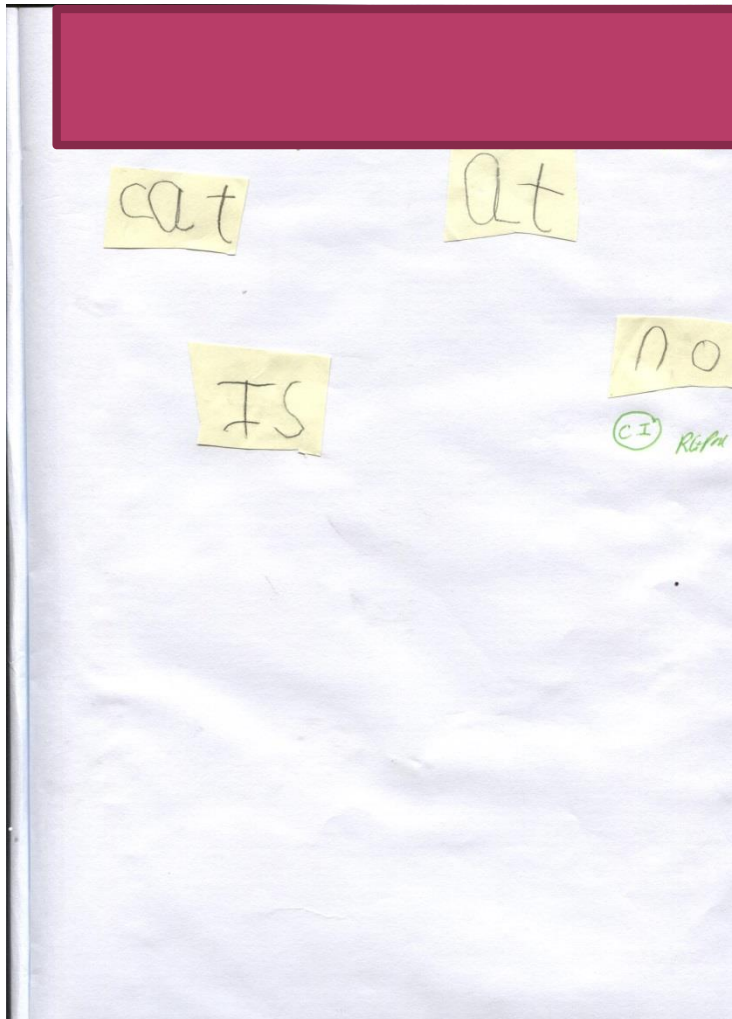
40-60+MONTHS EXAMPLES



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ELG

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

ELG MONTHS EXAMPLES



40-60+MONTHS EXAMPLES

land birds can have both 5/7/2016
land birds have SPOTS
land birds have black
heads

L-W
© RRP

WRITING IN YEAR 1

- ◉ We are now looking for writing that can be read by another!
- ◉ Placing writing in the correct place on the page
- ◉ Spaces between each word (finger spaces)
- ◉ Sentences that make sense and are punctuated with a capital letter and full stop
- ◉ Beginning to use question marks, exclamation marks and speech marks.

WRITING IN YEAR 1

- ◉ Correctly spelling common words and phonetically plausible spelling of other words
- ◉ Using conjunctions to expand sentences e.g. and, but, so, because
- ◉ Varied sentence starters e.g. next, after that, suddenly



WRITING IN YEAR 2

- There is now an assumption that basic sentence structure and grammar mastered, so focus now changes onto more sophisticated grammar (Verb tenses, contracted forms using apostrophes, similies, adverbs etc.) and a focus on editing and redrafting for effect.

WRITING IN YEAR 2

- ◉ Children need to understand sentences structure and a range of punctuation.
- ◉ Children need to spell common exception word accurately and use suffixes, prefixes and have an understanding of alternative spellings e.g. l, ie, igh, i_e, y
- ◉ Children can write for a range of purposes, including redrafting their work for effect and choosing words carefully e.g. big or vast, huge, gigantic
- ◉ They need to have the ability to join letters

A FUN ACTIVITY

Let's have a go at writing at a Year R, Year 1 and Year 2 standard.

- ⦿ Using your non dominant hand, write a simple sentence about your weekend using only sounds, try not to think about spellings.
- ⦿ Write a simple sentence using a little extra detail such as an adjective and spelling an exception word correctly - like, said, the
- ⦿ Write a sentence with an adverb, expanded noun phrase and a simile. Think about which verb tense you will use!

TOP TIPS

- ◉ Encourage independence - be patient!
- ◉ It is really hard to learn to write, start with easier letters and words when writing at home.
- ◉ Fine motor skills are so important- before writing children must have great gross motor and fine motor skills. Go to the park and exercise those shoulders! Have fine motor fun at home-playdough, small Lego, Hama beads for example all help develop that precision.
- ◉ Get capital letters correct- it is so hard to unlearn! Names should only have a capital at the start and we never write in all capitals. It is easier at first to write in capitals but longer term children cannot break the habit- so start capitals correctly early.
- ◉ Remember those full stops.
- ◉ Use things that will help your child- lines are easier to write on, we use pencils in school so try writing with these at home too, sit at a good position at a table.
- ◉ Give criticism sensitively- it is very hard to learn to write, Praise what is going well and use phrases such as “That is a good e- shall we see if we can do two more even smaller than that nice one? Brilliant try at spelling ‘like’ - shall we check and see how many letters we got right? Rather than criticising what they have got wrong- once a child loses confidence in their ability to write, they will become a reluctant writer.
- ◉ **Writing can be fun!!!!** You can use bath crayons, typing on the computer in rainbow letters, water and glitter on your patio, shaving foam letters or spellings, foam letters in the bath to help with spellings- all of these things will help writing. If you make writing activities fun at home, children will enjoy writing and see it is as fun.

HANDWRITING POLICY



FINALLY

- ⦿ Thank you for coming and for your support!