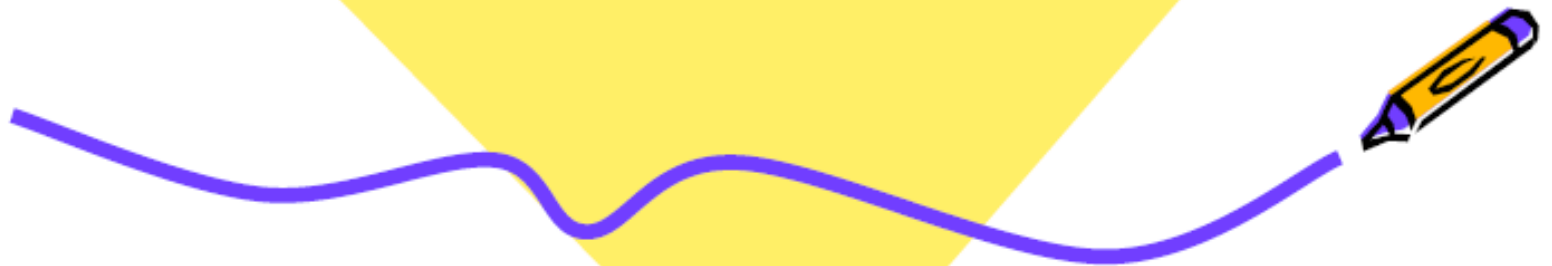




Supporting Children's Writing



Aims of today's workshop:

To gain an understanding of how children's writing develops.

To gain knowledge and understanding of how we teach writing.

To gain ideas to take home 😊

WRITING

Reading

Speaking

Paragraphing

Punctuation

Note taking

Planning

Imagination
and creativity

Mark making

Grammar

Editing

WRITING

Ideas

Letter
formation

Structure

Purpose

spelling

Handwriting

Messages

Audience

Style

Vocabulary

Writing is an essential skill. It is more than just putting words on paper. Writing is a process of communication that plays an important role in your child's life—both in and out of the classroom.

Communication and Language, Literacy

In the Foundation Curriculum (Reception) they have focus areas rather than subjects like in the National curriculum.

Areas of communication and language. That first word - Communication - is vital! In Reception we will be teaching your child to read, to write, and also to improve their speaking and listening skills.

You might think “my child doesn’t need to be taught to speak. The problem is getting them to be quiet.” But there are actually a lot of skills that we hope to develop in your child’s first years at school.

- The Foundation Stage curriculum is a play based curriculum, and there’s a lot of research to show that the language that children use in play is far richer than that they use in more formal situations.
- Use language to imagine and recreate roles and experiences: *role play area, small world play, puppets, garden etc.*
- Extending their vocabulary - through our talk, imaginative and real life play.
- Being able to control their voice: loud enough to be heard in whole class situations, leaving playground voices outside. Whispering, talking, singing etc
- Using talk to organise, explain and clarify their ideas and feelings.
- Being able to use language to ask for what they want and need, and to ask by talking in complete sentences.
- Making up songs, rhymes and stories.

Early writing skills....

Letter formation

- Fine motor skills - (play dough, mark making, building, sorting, cutting, sticking, buttons + zips, threading beads).
- Gross motor skills – (balance, coordination, strength, muscle use, spatial awareness.....throwing, clapping bubbles, hoops, ribbon writing, follow the leader)
- Mark making – in sand, with foam.
- Hold pencil correctly.
- Start the letter in the correct place.
- Go round the letter in the right direction.

- Children will be practicing the correct formation of the letters in their name. Then concentrating on developing their letter recognition, phonic awareness and the motor skills that they need in order to form letters correctly.
- Understanding how to write a sentence - In the same way that the shared reading of big books demonstrates how reading works, shared writing shows children how writing works. There are many skills involved that we take for granted because we have been doing it for so long. But for the children it's all new, and there's a lot to learn:

- Knowing and understanding the language relating to a sentence.
- Deciding what I want to say before I begin to write.
- Where to start writing.
- Remember what first word was - listen for sounds in the word, is it a word I already know?
- Leave a space before I begin to write the next word, otherwise it will look like one big long word and nobody will be able to read it.
- Say the sentence again - remember what I've already written, decide what is the next word is, listen for the sounds again.
- Where to go when you reach the end of the line.
- Read the whole sentence. Did it make sense? Did I miss any words out? Put a full stop at the end.

Quite a lot really, Isn't it? It takes time!

....Putting into context....How easy was it learning to drive?

In School

How do we begin to write?

How do we discuss writing?

Where do we get our ideas from?

What is the purpose to our writing?

What does our writing lead to?

Who sees/hears our writing?

Lots of writing...

- **Modelled Writing**

The teacher thinks aloud (writes aloud) while composing. As the teacher thinks aloud, we are making the writing process more obvious to the pupils. It is generally done with the whole class or a group.

- **Shared Writing**

The teacher and pupils compose the text together. The teacher is still doing the most work and thinking aloud.

More writing...

- **Interactive Writing**

The teacher 'shares the pen' as they collaborate with the pupils composing a piece of writing together.

- **Guided Writing**

Small group of pupils with a common need is brought together for a min-lesson, and pupils are supported as needed. They then practice the strategy independently.

- **Independent Writing**

This time is important, because the pupils are given the opportunity to write independently and develop the sense of being writers.

I can use time connectives.

I am starting to write from a viewpoint.

I am beginning to use commas in lists

I can use the past and present tense.

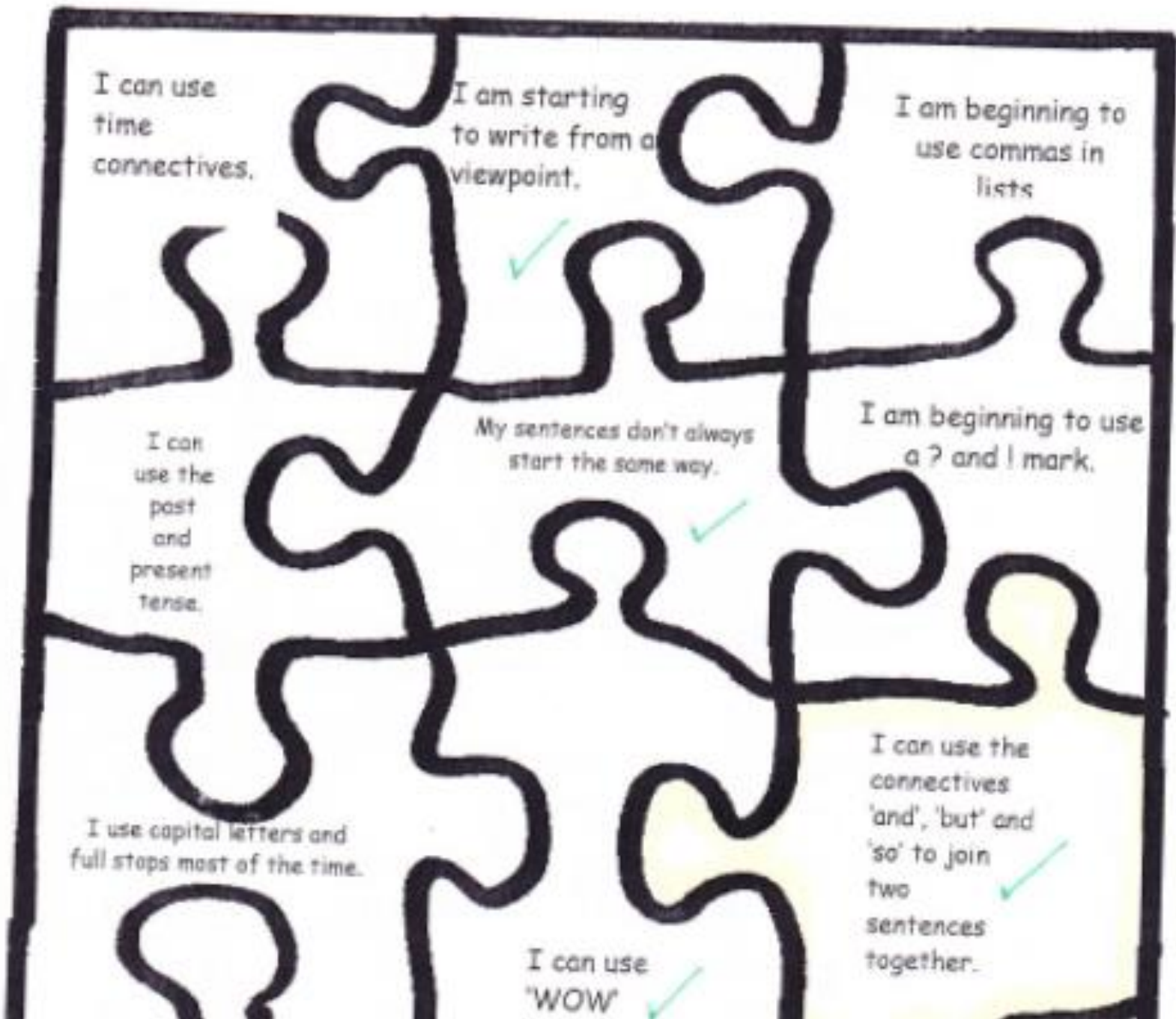
My sentences don't always start the same way.

I am beginning to use a ? and ! mark.

I use capital letters and full stops most of the time.

I can use the connectives 'and', 'but' and 'so' to join two sentences together.

I can use 'WOW'



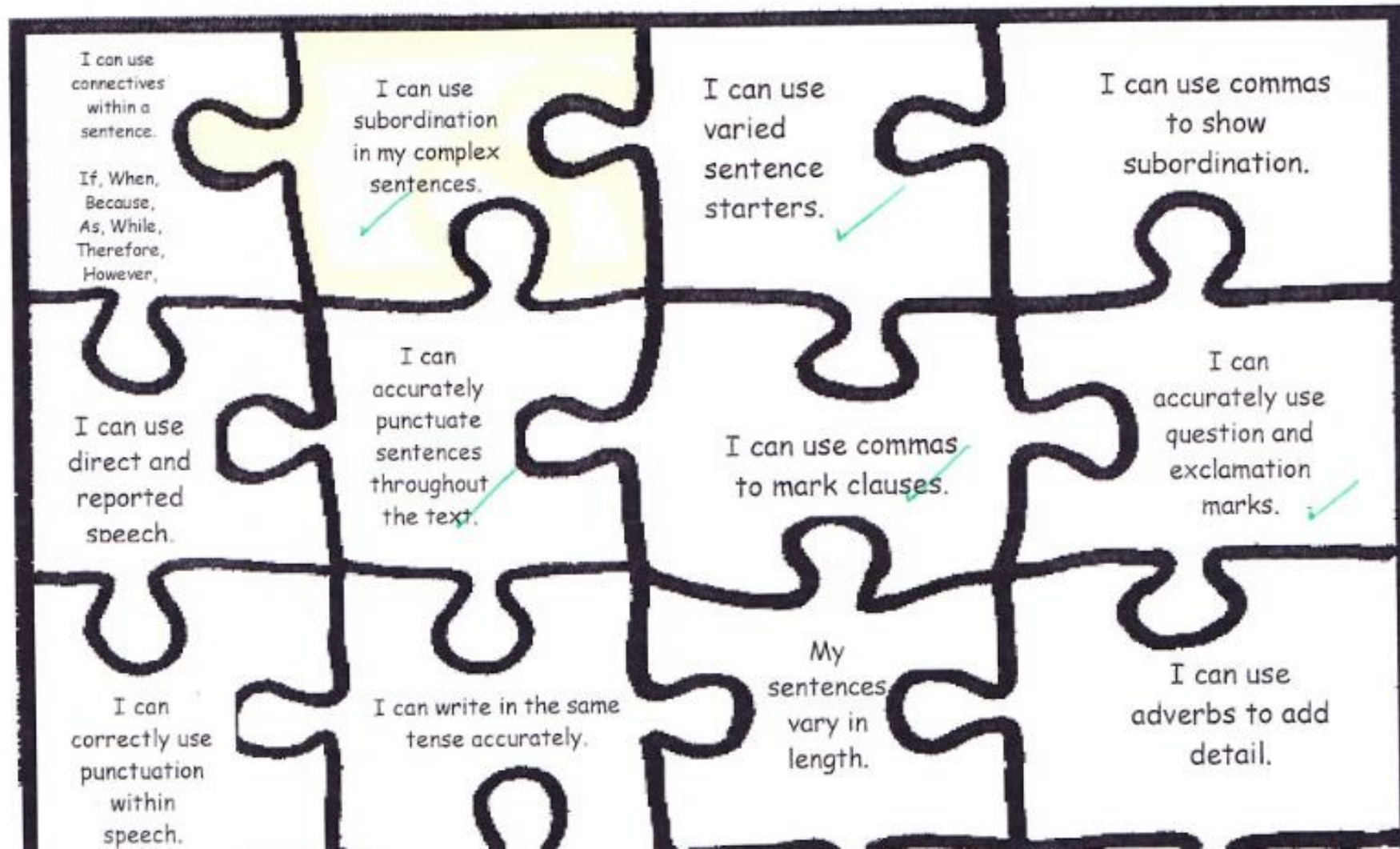
As I opened the box, a spark
light followed by a blinding light.

I was teleported to an evil Land
shouted and a petrifying, ^{goblin} godling shout
to me get ^{our} evil Land.

✓ The evil Land was ^{Frozen} frozen and
^{buried} buried with ice and snow.

My Learning Jigsaw for Writing

Level 4: I can....



Approaching Ithaca, a new calm island came into sight. As we came back from the terrifying Stheria, I just could not believe it! We can finally have a rest. Getting closer and closer, a volcanic eruption echoed in the distance. It was time to pick the brave crew members I was going to take on the journey. Six crew members volunteered for the petrifying dangers ahead. Suddenly a wet moldy smell ^{entered} my light nose. Breathing in and out, we had reached the island, I took my first step...

Fearously, I leaped onto the burning sand.

I can use connectives within a sentence.

If, When, Because, As, While, Therefore, However,

I can use subordination in my complex sentences.

I can use varied sentence starters.

I can use commas to show subordination.

I can use direct and reported speech.

I can accurately punctuate sentences throughout the text.

I can use commas to mark clauses.

I can accurately use question and exclamation marks.

I can correctly use punctuation within speech.

I can write in the same tense accurately.

My sentences vary in length.

I can use adverbs to add detail.

I can write for an audience.

I can use the appropriate style for different genres.

I can use WOW words.

I can use metaphors and similes (elaborate description).

I can use

My ideas are

My paragraphs follow

With a blinding flash of light, Elizabeth found herself in a dark, eerie place. Several hours passed. No changes came to the mysterious place. More and more she waited until a warm flash in the distance which put a twinkle of hope in her heart. Dashing towards the light, which got bigger and bigger, she made out a small object, it was the box!.

There it was, the most beautiful silver diamond ring.
She snatched it! "Come on dear" Elizabeth's mother called. As quick as she could, Elizabeth dashed out of the jewel heaven. Traveling home, her mother was talking non-stop, although her voice was fading away. Suddenly Elizabeth felt stone cold!

Waking up, the golden sun shot across the young girl's room. Many thoughts buzzed around in her head! Elizabeth stumbled to her weary feet. In the corner of her eye she saw a glow then... Whoosh!!! Blinking hard, the

Parent activities.....

We have some activities for you to try out. 😊

These are 'Pie Corbett' style activities which are used at different stages of a writing task.

- generating vocabulary
- sentence building
- editing our work

“Grammar to a writer is to a mountaineer a good pair of hiking boots or, more precisely, to a deep-sea diver an oxygen tank.”

Grammar and Punctuation Knowledge

- One of the basic units of English is the sentence.
- Sentences are defined as a group of words with a VERB, CAPITAL LETTER, FULL STOP.
- A sentence expresses a complete thought and makes sense.
- There are 4 types of sentence.
 - Statement-assert facts/opinions
 - Question-a sentence that could elicit an answer
 - Command-an order which often leaves out the subject of the sentence
 - Exclamation-statements of surprise or strong emotion
 - Word order is crucial

A. Did you empty the dishwasher?

B. You did empty the dishwasher.

C. Empty the dishwasher.

D. You did empty the dishwasher!

A few words about spelling...

We teach spelling in a range of ways and we talk to the children about English spelling patterns.

Early spelling through phonics and developed through SPAG.

....How to help at home? Investigate the patterns/words that come home.

Handwriting.....

We follow a scheme to develop letter formation and joining of letters.

How can I help?

Real Reasons to write

Ways to promote writing for real reasons:

- Let the children see you write;
- Point out environmental print all around us;
- Children can't write stories if they don't hear stories...tell stories, read stories, this allows them to absorb more language, become aware of different types of stories/writing
- Write a daily note to your child or ask a question that needs to be answered;
- Write thank-you cards, invitations and birthday cards;

Write or add to lists ...of groceries, of things to do, of people to visit;

Write letters or e-mails to family and friends (monitor computer carefully);

Encourage your child to write in a notebook his or her dreams, lists of interests, riddles, thoughts, things that amaze him/her;

Have materials readily available: Different types of paper, post-its, crayons, pencils, markers, envelopes, Keep a backpack of writing and reading supplies to take on the road.

Above all.....Talk, talk, talk! 😊 Talk about your day, ask about their day, talk during play, talk whilst doing a task.

Closing thoughts ...

- We are working together to grow readers and writers.
- We need to encourage and be models of reading, writing, thinking and speaking...
- Show your child how to learn along with you:

Say things such as, 'I never knew that..',

'I'm not sure, what do you think?'

'You're right! How did you figure that out?'

- Encourage critical thinking: ‘Do you think that could have really happened?’ ‘Who do you think would like this book?’ ‘Why do you think they wrote that?’

‘I think the author wants us to learnfrom this story. Let’s look for proof.’

- Encourage play with words...‘I love the sound of those words. I’m going to read them again. You could use them in your writing.’
- Enjoy every moment of the bond that is created reading to and with your child and creating pieces of writing together.