



SHINFIELD INFANT & NURSERY SCHOOL



How we teach Writing

From F2 to Year 2



Aims for this evening

- Introduce our writing policy revised for the new KS1 curriculum, this can be found on our website.
- Explain how development in writing progresses from FS to Year 2
- Provide ideas to support your child
- How to use your child's planner to support their learning at home.



Areas we will cover this evening

Writing in F2 and in KS1 from Year 1 to Year 2 including-

Handwriting

Spelling

Grammar

Composition

- **Questions**

Handwriting, What We Expect At The End – F2

- **Physical Development** Early Learning Goal –
- Show good control and coordination in large and small movements,
- children handle equipment & tools effectively, including pencils for writing.

play

Handwriting, What We Expect At The End – Year 1

Pupils should be taught to:

- 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’ (ie letters that are formed in similar ways) and to practise these

Handwriting Year 2

- Daily handwriting practice in lined books
- Letter formation with a focus on correct letter height
- Introduce approach and exit strokes
- Begin to join letters

Handwriting, What We Expect At The End – Year 2

- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- form 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
- GD- use the diagonal and horizontal strokes needed to join some letters

What could you do to help your child...

- F2 – fingers and thumbs type activities to strengthen hands & to develop hand-eye coordination i.e. playdough, fitting Lego pieces together
- F2 – multi sensory ways to practise letter formation
- F2 – let your child see you writing & have writing opportunities at home such as sticki-notes, big pieces of paper & chunky pens
- Y1 – encourage use of pencil and correct pencil grip and letter formation
- Y2 – help the children to make sure that their letters are all the correct size relative to each other. Praise efforts in cursive writing, model correct joins.

Spelling, What We Expect At The End – F2

- **Writing Early Learning Goal –**
- Uses phonic knowledge to write words in ways that match their spoken sounds,
- Can write some irregular common words,
- Some words are spelt correctly and others are phonetically plausible,
- Write simple sentences which can be read by themselves and others.

Spelling, What We Expect At The End – Year 1

Pupils should be taught to:

- spell: • words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet: • naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Spelling – Year 2

- Common exception words

- eg) should, beautiful, because

- Phonic families

- eg) all, call, brown, out, meet, meat

- Weekly spelling tests

- mix of common exception words and phonic family words

- Spelling support when writing

- Use of word banks and phonics charts when writing independently.
Encourage children to have a go.
- When marking work we pick out 1 or 2 words that have been misspelt for the children to practise.

Spelling What We Expect At The End – Year 2

End of Key Stage 1 Assessments in May/ June

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- We look at a range of work in the children's books to assess the spelling.

What could you do to help your child...

- F2 play lots of listening, word & sound games, read all sorts of books, labels, captions, signs
- F2 reasons for writing – thank you letters/ party invitations/ postcards
- F2 refer to ReadWriteInc website information for parents section
- Y1 model correct spelling, point out key words in books. Encourage child to help with a shopping list for example. Continue with ReadWriteInc support.
- Y2 Support your child with weekly spellings that are sent home. Look, cover, write, check.

Grammar, What We Expect At The End – F2

- **Writing Early Learning Goal –**
- Write simple sentence which can be read by themselves and others.
- Aware of ‘sentence’, ‘capital letter’, ‘full stop’, ‘question mark’, ‘exclamation mark’ and attempt to use them correctly.
- Write on the line.
- Leave ‘finger spaces’ between words.

Vocabulary, Punctuation and Grammar

What We Expect At The End – Year 1

Pupils should be taught to:

- * develop their understanding of the concepts of word, sentence, text, punctuation and terminology by:
 - * leaving spaces between words
 - * joining words and joining clauses using and
 - * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - * using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 (verbs, nouns, adjectives, suffixes, plurals)
- use grammatical terminology in discussing their writing. (singular, plural, sentence etc)

Grammar – Year 2

Punctuation

. , ! ? ‘

Sentence structure

Extending sentences by using and, but, so, if, when,
because

Tenses

Making sure that when they speak and write they
are using the correct verb tense.

Grammar What We Expect At The End – Year 2

Children can-

- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Begin to use apostrophes for possession and omission
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

To achieve 'Greater depth' children need to be more accurate and to be able to make simple additions, revisions and proof-reading corrections to their own writing

What could you do to help your child...

- F2 - Point out simple punctuation when you read to your child. Read with emphasis stressing the punctuation and grammar.
- F2 - Talk about punctuation when you write
- F2 – If your child uses the wrong tense, repeat what they want to say using the correct tense or grammar
- Y1 – Identify punctuation in texts. Read the same story repeatedly. Encourage the use of superheroes when free writing at home.
- Y2 – Ask child about their current target and encourage them to use it when writing at home.

Composition, What We Expect At The End – F2

- **Communication & Language: Speaking – Early Learning Goal**
- Children express themselves effectively, showing awareness of listeners needs. They use past, present & future forms accurately when talking about events.
- They develop their own narratives & explanations by connecting ideas or events
- **Expressive Arts & Design – Early Learning Goal**
- Children sing songs, make music and dance, and experiment with ways of changing them
- They represent their own ideas, thoughts and feelings through ... role play and stories.

Composition What We Expect At The End – Year 1

Pupils should be taught to:

- * 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 that it makes 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.

Composition – Year 2

Story writing

recounts

instructions

poetry

Look at good examples from authors and children, what makes it good?
Teachers model how to do it.

Work in pairs/ talk partners to support in the early stages making sure that children can say what they want to write before they write it.

Talk for writing to develop vocab and sequencing skills as in FS and Year 1

BIG write/ Best write as evidence of attainment and progress

Composition What We Expect At The End – Year 2

Children can-

write simple, coherent narratives about personal experiences and those of others (real or fictional)

write about real events, recording these simply and clearly

What could you do to help your child...

- F2 – role play, puppets & other props to re-tell favourite stories. Re-tell story just using the illustrations. Play with stories & make up your own stories with your child. Create your own fact packs. How many things do we know about hedgehogs?
- F2 – talk about stories and the books you share together – what happened at the beginning? Why was s/he the best character?
- Y1- Read and enjoy books together.
- Y2 -Read a wide variety of books with your child, fiction and non-fiction. Talk about them together.

**We hope you found the
evening helpful.**

Time for questions.