



Parent Workshop- Supporting your child with writing

24th January 2023

Outcomes

By the end of the session you will –

- Know a bit more about how children develop writing skills
- Know more about the journey your child takes to create a piece of writing in school
- Have some ideas about how you can support your child at home with writing



Writing is a complex process...

The Simple View of Writing

● Composition

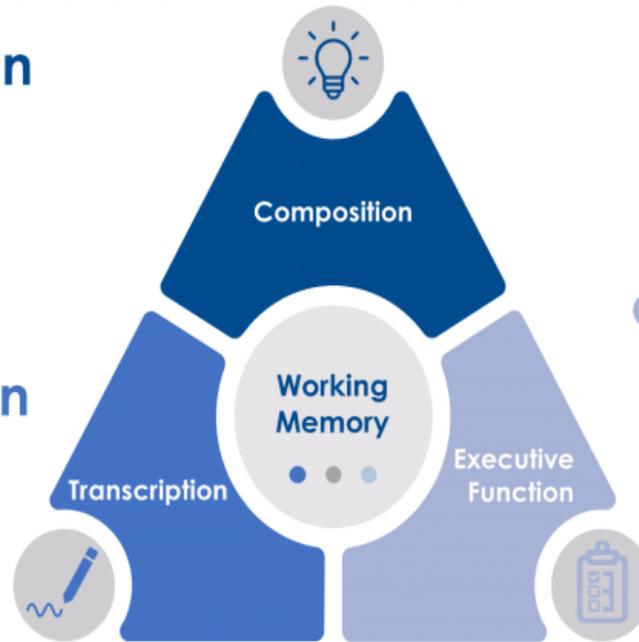
Ideas
Words
Sentences

● Transcription

Handwriting
Typing
Spelling

● Executive Function

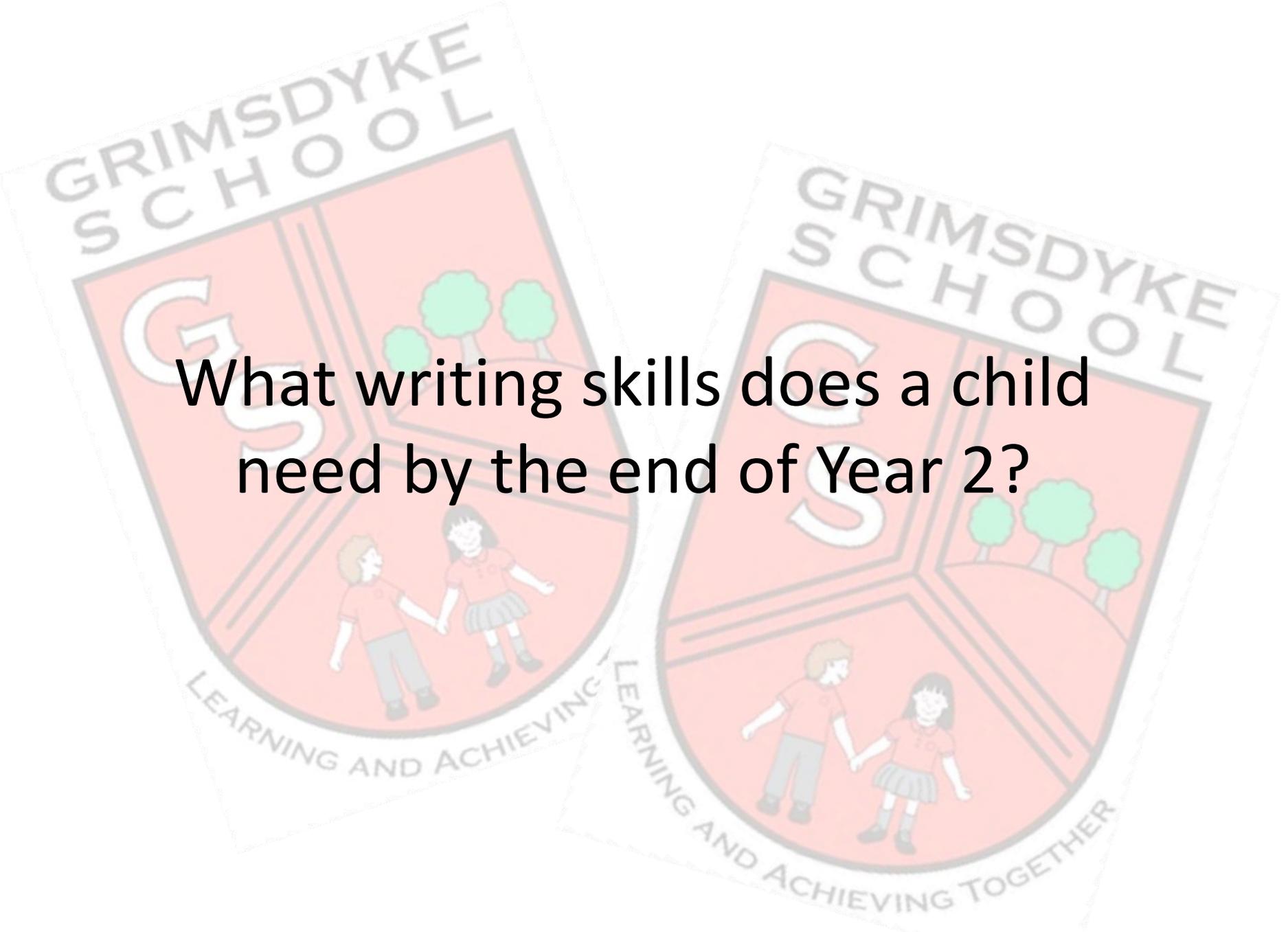
Planning
Motivation
Reviewing



Understanding the Writing Sequence in EYFS/KS1–

Mrs Karadia





What writing skills does a child need by the end of Year 2?

Writing = Author + Secretary

SECRETARY:	AUTHOR:
<p>Spelling/phonics Punctuation Grammar Handwriting</p>	<p>Planning Writing for a purpose and an audience Ideas/Creativity Language/Vocabulary Sentence structures/Grammar Drafting/Editing/Evaluating Sharing</p>



What a lot to do in one piece of writing!

The writing journey – Story writing

What learning experience do the children engage in in order to be successful in their writing?

Pre teach – spelling words, grammar, new vocabulary

Home Learning – Talk 4 Writing/consolidation/revision

Weekly learning involves....

- A 'Hook' (story, mystery object, trip/experience etc..)
- Comprehension
- T4W (Talk for Writing) - whole class reading, discussion
- Sequencing
- Key spelling words
- practice a writing/grammar skill in context > planning
- Apply
- Free Writing – unaided. Chance to consolidate
- Daily phonics/group phonics/shared reading
- Fine motor skills/handwriting

What does writing progression look like?

Children will go through the following stages and its good to know how to support at each of these stages.

Remember- each child is different so the time they spend at each stage may vary.

.....

The writing journey



- As soon as your child starts to make marks, they are writers. Writing is a developmental process; a journey.

I will learn to write...
but first I need to

- Imagine:**

Making up stories as I paint and create will help me to write.

- Scribble and Draw:**

Making marks and shapes to convey my message will help me to write.

- Manipulate**

Using paintbrushes, crayons, pencils and pens will help me to write.

- Climb**

I need strong arm and body muscles to sit up and write.

- Build:**

I need to use my fingers independently to write.

- Play with letters and words**

I need to be interested in letters and words to write.

Look at the differences between a typical preschool child's hand (left) and a typical 7 year old hand (right). Want to know why a preschool aged child isn't able to write yet? This is why! Their hands are still developing and are not fully formed. So what should they be doing to support this? PLAY!! Playdough, colouring, cutting, gluing, playing outside, digging in dirt, sensory play, dress up play, science experiments, beading, puzzles, throwing balls, etc. All of these things help their hands develop. When they are physically ready to write, they will! No need to rush them, they will show you when they are ready!



And I need someone to read to me everyday and show me how important writing is everyday.

The different stages of this journey are described briefly in the following slides...



1. Scribbling

- Scribbling looks like **random** assortment of **marks**.
- marks can be **large**, straight, circular and random.
- Sometimes they resemble drawing.
- Marks do not resemble print but are significant because the young writer uses them to **show ideas** and can sometimes **talk about them**



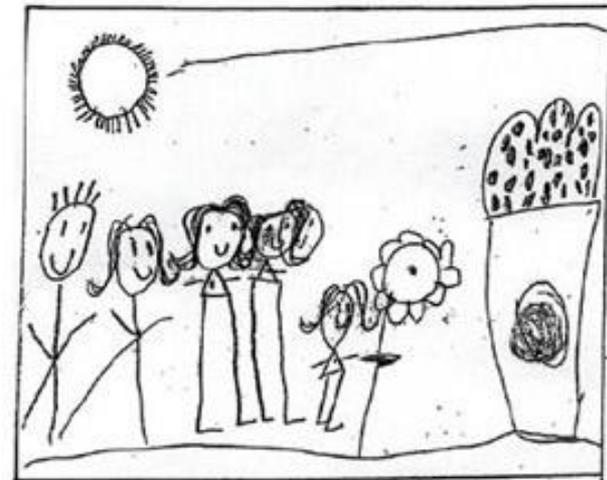
2. Letter-like symbols

- **Letter-like forms** emerge, sometimes randomly placed and often interspersed with other marks.
- children might **talk** about their own 'writing'.
- finger spacing is rare



3. Strings of letters

- **Some legible letters** that tell us they know more about writing.
- Often use letters from their names/**familiar letters**.
- Developing awareness of the sound-to-symbol relationship, although they are not matching most sounds.
- Children sometimes write in **capital letters**
- Not yet begun spacing.



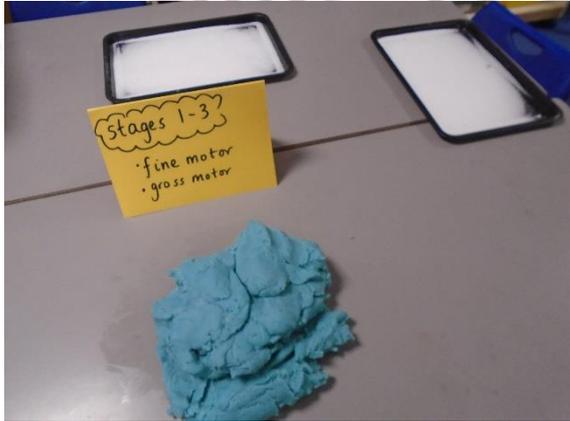
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MITKFKFMDSATMI

DTKTKKPTKMTKMKR

EKPTKMTKMTKMTKI

Stages 1-3 – Developing fine motor skills



Ride a tricycle. Play hopscotch.

Play with a hula hoop. Ride a scooter.

Play catch. Practice dribbling a ball. Kick a ball.

Go to the park. Monkey bars!

Jump up and down from a bottom step

Play with cardboard boxes. Make tunnels. Step in and out of the boxes.

Jump side to side over a shoe lace on the floor.

Make an indoor obstacle course

Indoor fitness – jumping jacks, mountain climbers, squat thrusts, etc.

Jump over paper cups

Put a small ball on top of a paper cup. Practice only kicking the ball off the cup

Keep a balloon up in the air/ hit with cardboard tube

Use recycled water bottles and set up bowling.

Tug of War with a towel

Pretend to ice skate using paper plates

Kick a balloon against the wall and back again.

Play with bean bags (make your own with rice inside socks if needed).

Pre Writing Shapes



1-2 years



2-3 years



3 years



3 years



4 years



4 years
4 months



4 years
6 months



4 years
7 months



4 years
11 months

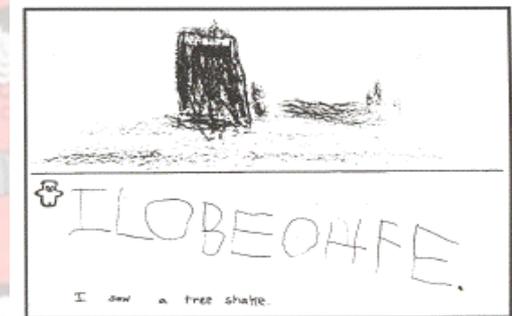
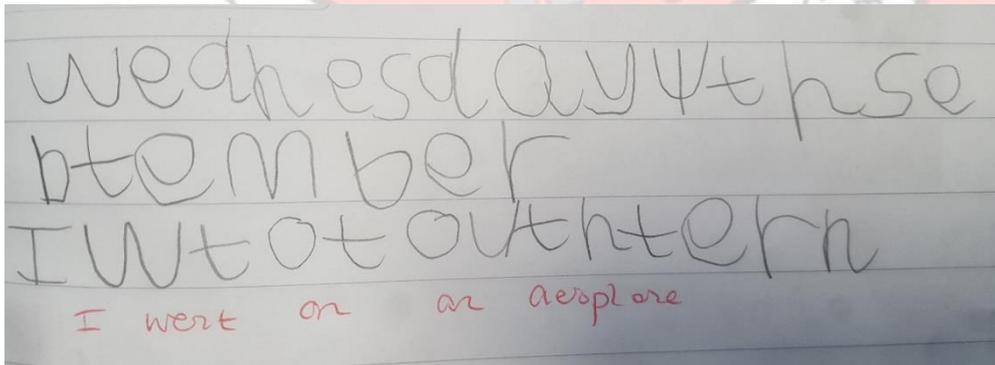


5 years
3 months

www.SensoryLifestyle.com

4. Initial sounds emerge

- Children begin to **see the differences between a letter and a word**
- Not use spacing between words.
- Children are beginning to **match more sounds to symbols.**
- Their message makes sense and matches the picture, especially when they choose the topic.
- Find **difficult to read back** so often memorise and won't match actual writing



stage 4 – Supporting initial sounds

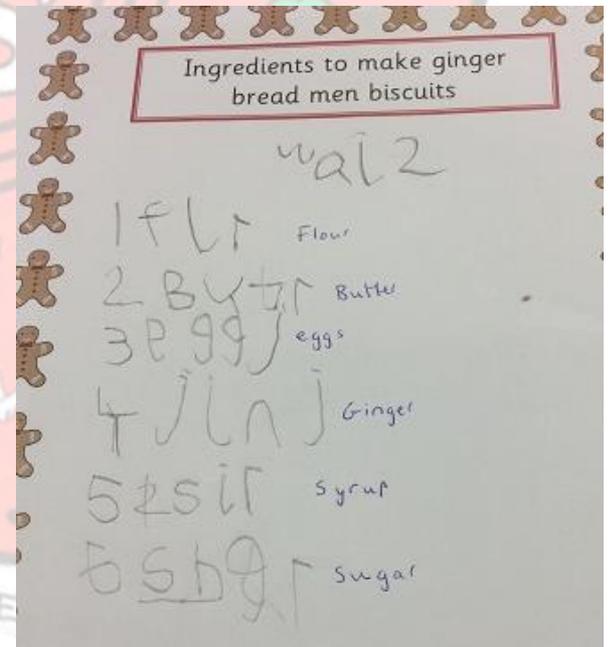


phonicsfamilycom.wordpress.com/

- Sounding out
- CVC words
- Use letter sounds and not letter names
- Write in lower case letters NOT CAPITAL
- Encourage your child to recognise letters in their environment; street names, signs, packets, brand labels
- Writing lists
- Common exception words - memorise
- Repeatedly verbalising the sentence
- Repetitive sentence starters
- Cut and paste sentences
- Books with repeated sentences
- Correct letter formation
- A rich talking environment.
- Experience of many stories that have been read to them.
- Tell stories. Read and recite poetry. Engage in word play: rhyming games
- Being able to join in with stories and adding their own ideas.
- Practising and developing their own story language - 'talking like a book'.
- A range of engaging speaking and listening activities related to drama.
- Visit the library.
- Read aloud and listen to audiobooks together.

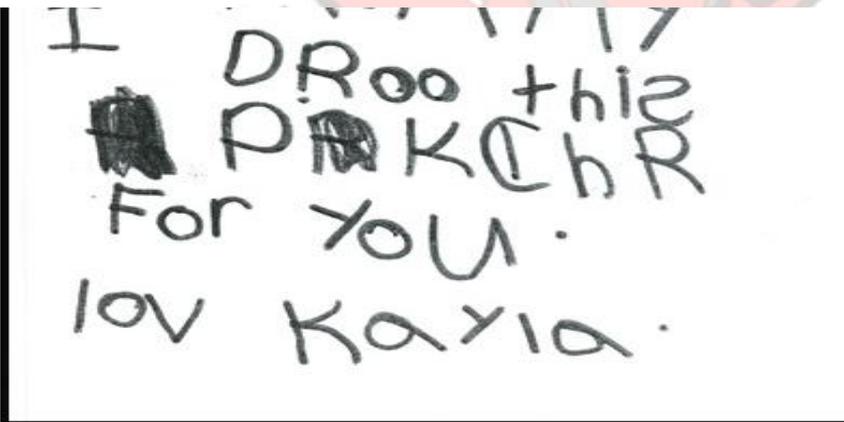
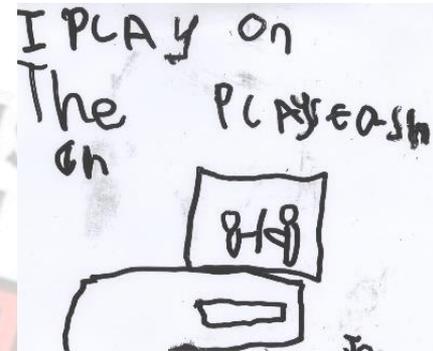
5. Consonants represent words

- Hearing more **dominant sounds**
- The child begins to leave **spaces** between their words
- May **mix upper and lowercase** letters in their writing.



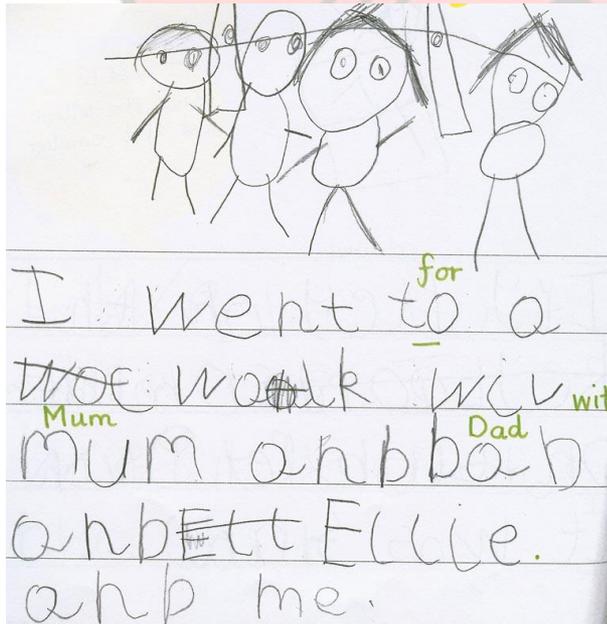
6. Initial, middle and final sounds

- May spell some common exception/tricky words correctly
- May see words that are familiar to them
- words **spelt the way that they sound** (of course they are!)
- **Some writing can be read by adult**
- Phonic **digraphs** might appear



7. Transitional Phase

- This writing is **readable**
- Writing words and understands **syllables**
- Busy being a writer that **can forget finger spaces**
- Writing a little **more**
- **Key words being spelt correctly**



Once upon a time, there was (were) four butterflies. They went on an adventure in the woods.

WANSAPONNA
TIME THERE WAS
FOUR BUTERFIIS
THEY WAT ON AN
AVACHER IN THE
WOOS.

8. Conventional

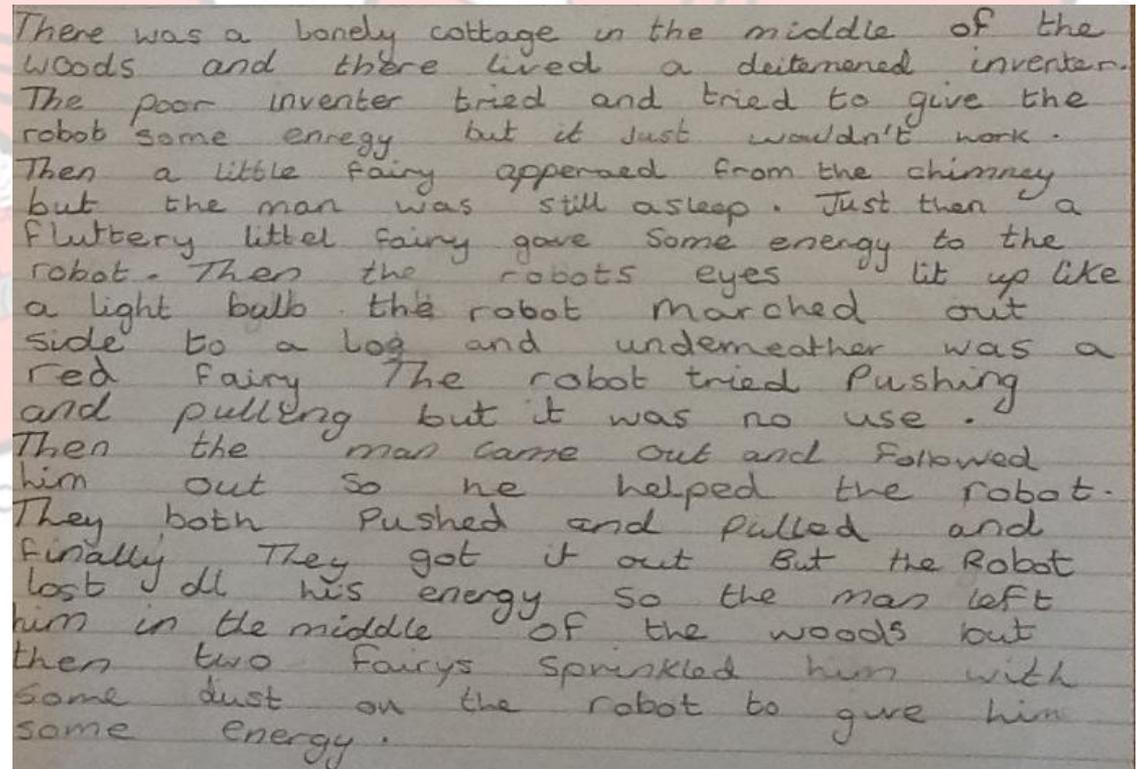
- Spelling many common words correctly
- Phonic based spelling when unsure as not enough experience of spelling patterns
- Basic punctuation
- More adventurous word choices
- Longer sentences structures
- using conjunctions

Saturday I was very sad because I could not go to the doll. I was surprised when my fairy godmother came. I was shy when I was at the doll. I danced with the prince. I was shot when the clock struck 12. I realised that the clock struck 12 and I had to run out of the door and I took my glass slipper.

On ~~the~~ wednesday we all went to London Zoo. ~~first~~ first mis rakli took 8 limingos a cross the ^{road} ~~next~~ next we went through the black gate. ~~after~~ ^{gate} after we went to see the blue birds. Then we went to bugs and I put my brown hand in the bag I said er er. What's in there? ~~after~~ after we had lunch on the green grass and pickin ^{pigeons} pigeons came. ~~next~~ next we went to the shop. I ^{bought} bought some ~~lightly~~ ^{finally} finally we went back to school on the ^{with} with coach.

9. Fluent

- Spelling most words correctly
- Developing an understanding of **root words, compound words, and contractions**. This understanding helps them to spell similar words
- Selecting better choices of **words/ambitious vocabulary**
- Legible handwriting with **clear ascenders and descenders**
- Grammatically correct
- 'Writing like a reader'
- Varied punctuation



There was a lonely cottage in the middle of the woods and there lived a dejected inventor. The poor inventor tried and tried to give the robot some energy but it just wouldn't work. Then a little fairy appeared from the chimney but the man was still asleep. Just then a fluttery little fairy gave some energy to the robot. Then the robot's eyes lit up like a light bulb. The robot marched out side to a log and underneath was a red fairy. The robot tried pushing and pulling but it was no use. Then the man came out and followed him out so he helped the robot. They both pushed and pulled and finally they got it out but the robot lost all his energy so the man left him in the middle of the woods but then two fairies sprinkled him with some dust on the robot to give him some energy.

How we encourage successful writing...

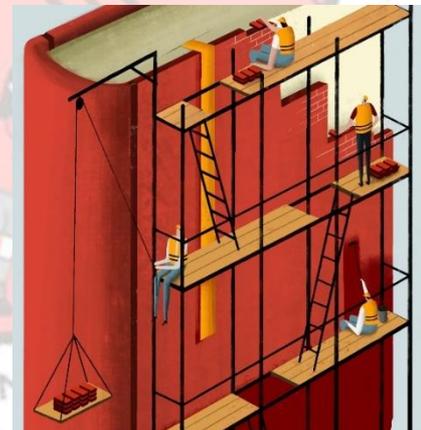
- to build a **positive, confident** attitude to writing
- to learn by **hearing and enjoying** our class story.
- to build the skills we need to write a certain text type by **modelling and scaffolding**
- to learn by **making links** with a topic or theme
- to learn by creating a **'hook with a book'**.
- Using adventurous and wide-ranging **vocabulary**
- to **learn new words and spelling words** from our class book that will help our writing.
- Using a **clear structure** to organise writing
- to learn the **grammar skills** we will need for our writing at the end of the week.
- Using **texts** we read as **models** for writing
- **Sequencing** events and **recount** them in appropriate detail

Demonstration – I do it

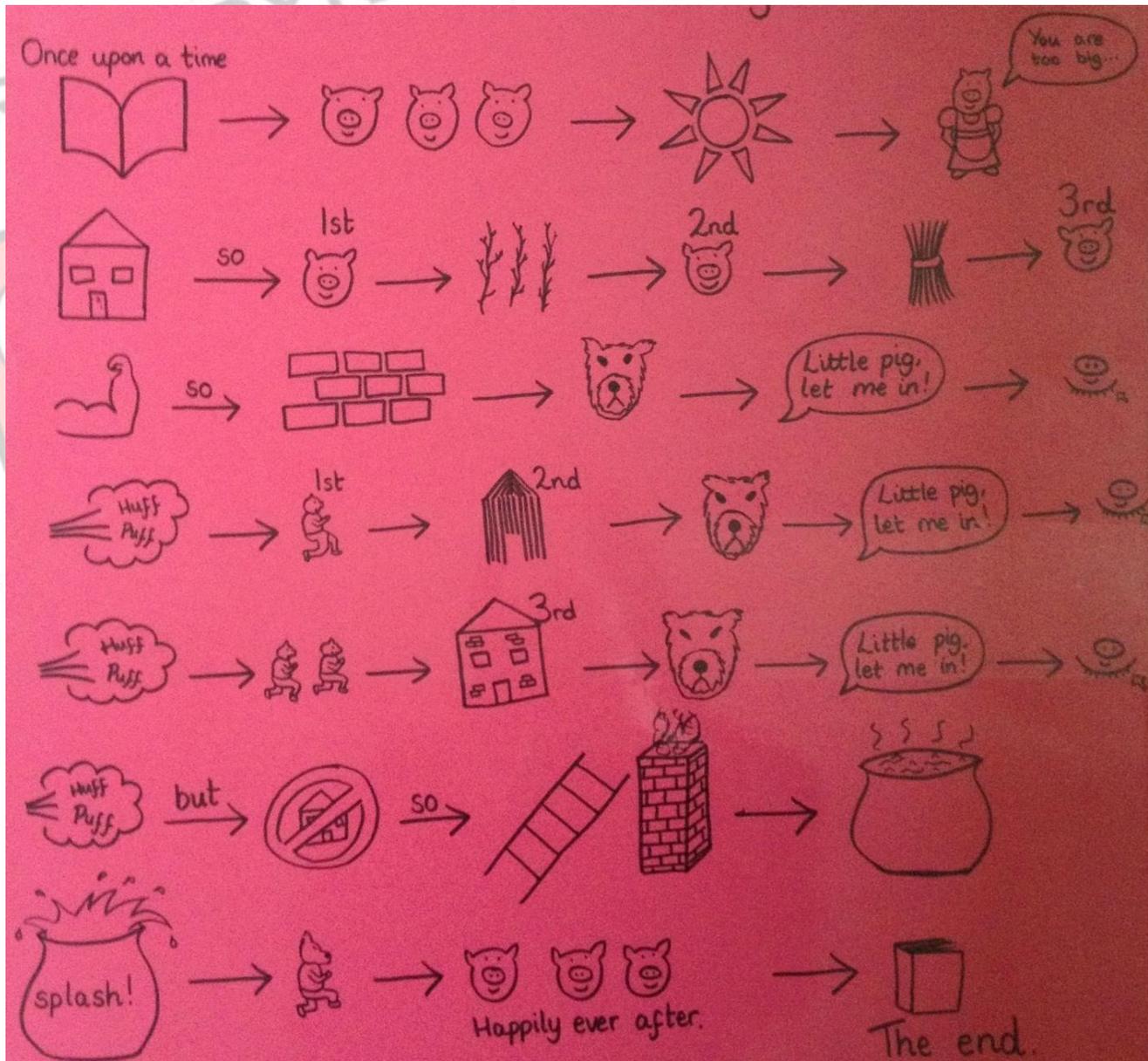
Joint composition – We do it

Guided Writing – You try it

Independent writing – You do it



The 3 Little Pigs – Talk for Writing



How to progress further...

- Add a sentence in between to add details which develops the narrative.
- Swap simple words for more ambitious words/expanded nouns (e.g. sneaky, hungry wolf)

Some different sentence types.

- **3A Sentence** : *Tired, worried and hungry, the first pig arrived at.....*
- **Question sentences**: *What if the wolf came back?*
- **Verb + person sentence** : *Shivering, the second pig ran to....*
- **2 pairs sentences**: *Cold and tired, hungry and worried, the second pig...*
- **Outside (inside) sentences**: *The first pig was pleased to see his brother (but inside, he worried that the wolf would find both of them)*

If you teach the different sentence structures then all children need to do is add the ambitious vocabulary which will come as they read more and experience the world.

Time to reflect...

- The most competent writers in any class are always the 'readers'. Books expose you to what works.
- 'We need to stimulate an interest in words and sentences because they lie at the root of all writing'
- 'If you want to be a writer then read, read, read.'
- 'Writers read deeply'

And remember....

**You can't write a story unless you can tell a story
You can't tell a story unless you have heard a story**

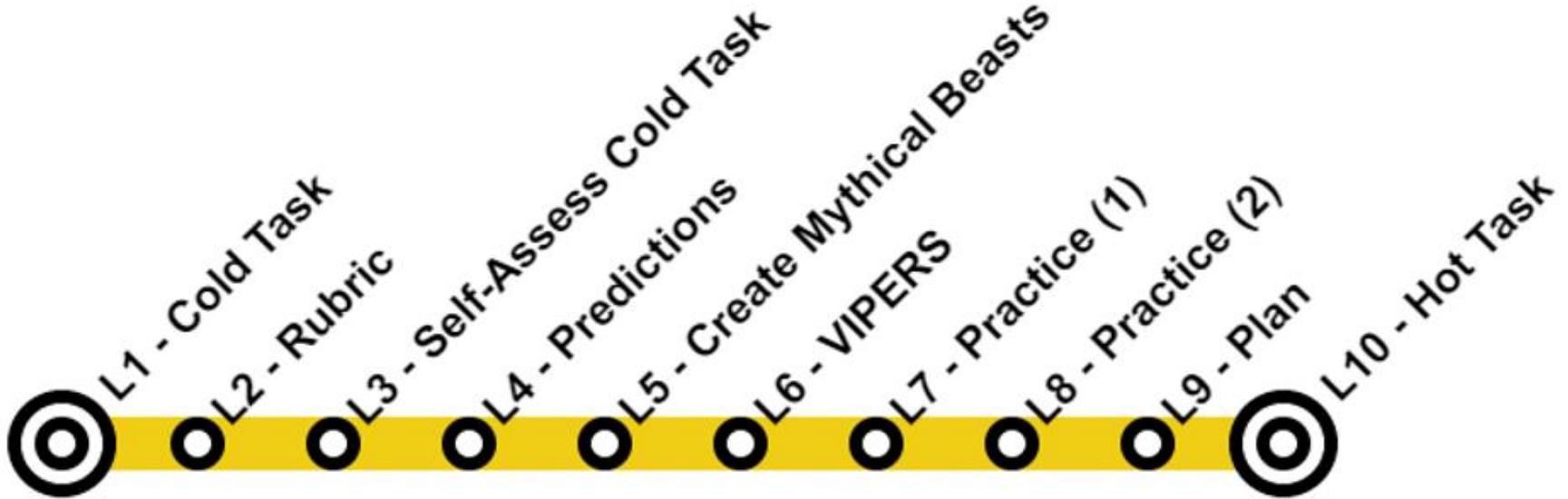
READING AND WRITING CANNOT BE SEPARATED.
READING IS BREATHING IN; WRITING IS BREATHING OUT

Understanding the Writing Sequence in KS2 – Mr Miah and Mrs Dwyer



Year 4

This is the learning journey.



Metacognition Rubric and Slow Write

Year 4 Character Description Rubric		
	Great	Marvellous
Organisation	1. Introduction 2. Appearance paragraph 3. Character paragraph 4. Special abilities paragraph 5. Conclusion	10. Links between paragraphs
Language	6. Formal language 7. 3 rd person 8. Adjectives 9. Conjunctions	11. Ambitious vocabulary 12. Similes 13. Personification 14. Short sentences for effect 15. Commas for lists 16. Fronted Adverbial 17. Ellipsis

Slow Write

1st Paragraph

- Have you included the sender and recipients address? They live in London so can we make an address up?
- Greet your recipient in a friendly manner.
- Give her a brief backstory about why you're writing to her.
- Can you include an idiom?

2nd Paragraph

- Start the paragraph talking about how you feel.
- Explain who your grandad is and some information about him
- Why is he unwell? Don't reveal the curse just yet!
- Include a Y3/4 spelling word (underline this).**
- Explore your emotions as someone who can't tell their family.
- Can you include an idiom?

Writing journey in the juniors

- Read and analyse a text – work out what an author is doing, how and why
- Link to grammar knowledge – how can I apply my knowledge and skills in this text
- Build up ideas, vocabulary and sentence structures over the week by rehearsing and reviewing sections of the writing
- Put it all together in a final text

Year 6 – Rose Blanche



- This text is studied as part of the Twentieth Century Conflicts topic
- In writing this story the students learn how to use dialogue effectively
- They will have been taught how to set out and punctuate dialogue – this is built up from year 3
- Let's look at how this will work in a lesson

Then one morning the whole town decided to leave. People were frightened. They carried bags, and furniture and pets, they loaded wheelbarrows and carts. The mayor was one of the first to leave. He had taken off the bright armband he had once been so proud of.

That was the day Rose Blanche disappeared. Her mother searched frantically for her all over the emptying town. She asked everyone she met if they had seen her daughter.

She's probably with friends, ahead, they told her. Don't worry. Pack your bags and come with us.



ACHIEVING TOG

Look at the following bits of speech from the 'Rose Blanche' story.

- Have you seen my daughter?
- No, sorry. Don't worry though, she's probably with friends.

We need to elaborate and interject this speech to make it more interesting for the reader.

How can we do that?

- Talk partners - how can dialogue effective within a narrative?
 - Use synonyms for said
 - Interject the speech with action and description
 - Use adverbs to modify the verb
-
- Let's have a go together.

When they write the whole story students will have this checklist...

Story opening	Engaging opening sentence	
Description	Personification	
	Metaphors	
	Similes	
	Powerful vocabulary	
Speech	Synonyms for said	
	Interjection with description or action	
	Correct punctuation	
Punctuation	Semi-colon	
	Colon	
	Parenthesis	

Supporting students who find writing tricky – Mrs Curry



Supporting writing at home when your child is finding it tricky...

- If you cannot say it, you cannot writing it – so lots of talking about things, ideas, stories, movies, and word games helps
- Going to the park and swinging on the monkey bars will help their writing!
- Reading and enjoyment of stories build ideas, vocabulary and confidence – and parents reading to children helps what ever their age
- Find real and motivating reasons to write – shopping lists, invitations, letters, emails, diary or journal
- Combine it with something they really love – shopping list for cooking, letter to grandparent, list of animals they want to see and not miss at the Zoo, draw and then label it
- Keep it low stakes – give a starter, set a short target – time or quantity, do a bit today and some more tomorrow – and give lots of positive feedback
- Don't worry about correcting every mistake – if you are going to review writing, pick one thing and focus on that or ask your child to say what they want to improve

Ideas when doing a writing task

Sentence starters

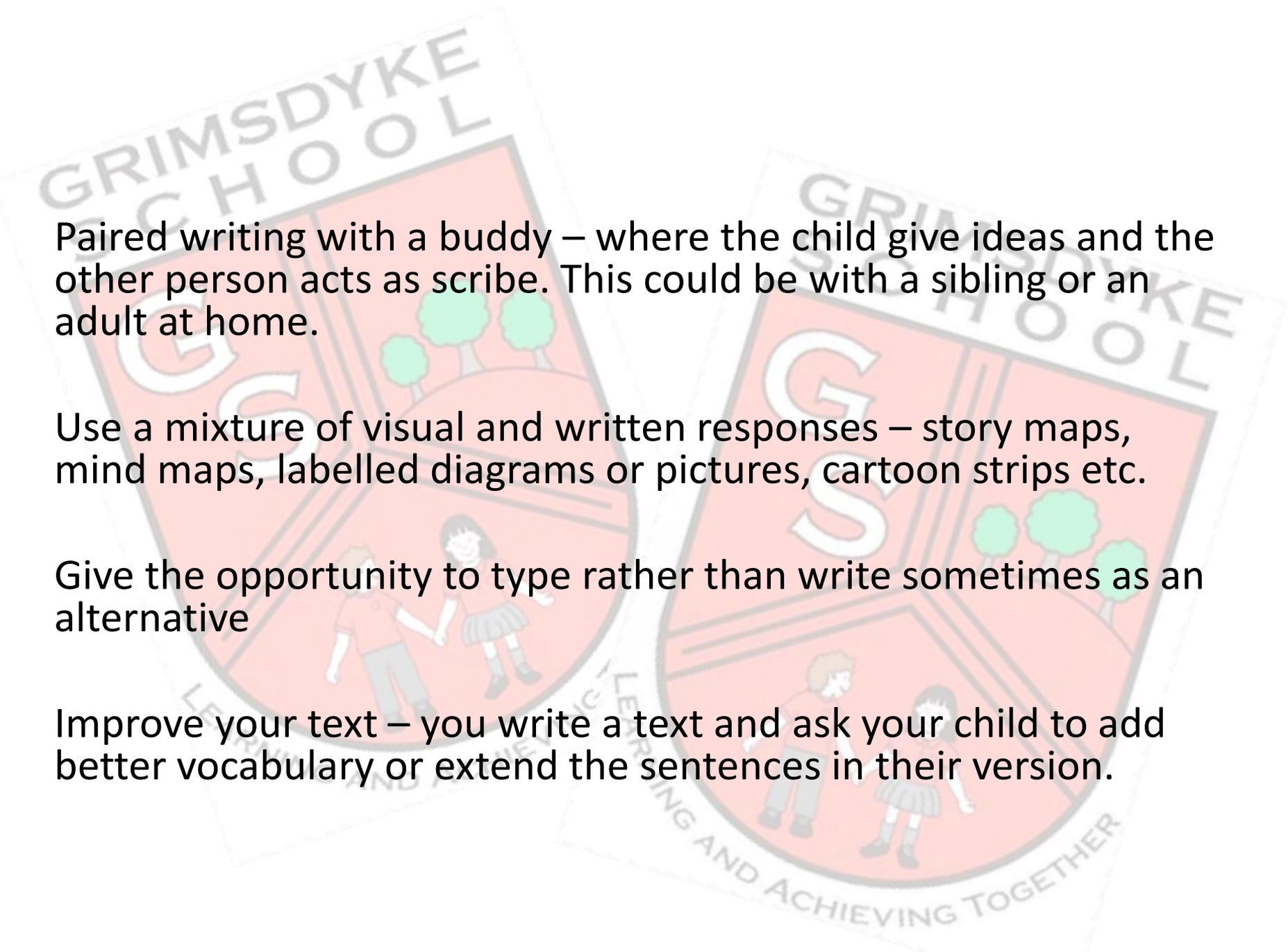
Give your child the openings to every sentence for their text – that they write the ending for. They may just record this next to your writing to reduce the amount of writing they have to do – or dictate them to you and then copy them into their book/ onto the page.

Muddled up text

Provide one sentence at a time as a collection of words for the child to order and sequence into a sentence. They can stick or write the completed sentence to record it. You can also do this with a series of sentences – give them a set of sentences to order to create the text.

Close writing

Give them a prepared text with missing words to inset – you can support putting in the words by giving a word bank – and even giving first letters if needed. If appropriate you can leave the options open. Children can write on the sheet – or copy as appropriate.

The background features a large, semi-transparent watermark of the Grimsdyke School crest. The crest is shield-shaped with a red background and a white border. At the top, it says 'GRIMSDYKE SCHOOL' in white capital letters. In the center, there are three green trees. Below the trees, there is a white circle containing a cartoon illustration of a boy and a girl holding hands. At the bottom of the shield, the motto 'LEARNING AND ACHIEVING TOGETHER' is written in white capital letters.

Paired writing with a buddy – where the child give ideas and the other person acts as scribe. This could be with a sibling or an adult at home.

Use a mixture of visual and written responses – story maps, mind maps, labelled diagrams or pictures, cartoon strips etc.

Give the opportunity to type rather than write sometimes as an alternative

Improve your text – you write a text and ask your child to add better vocabulary or extend the sentences in their version.