Canon Popham CE
Primary Academy
Key Stage 1 Writing
Information to Parents
The purpose of this workshop

- To gain an understanding of how children’s writing develops.
- To understand how we teach writing here at Canon Popham.
- To know how we teach some of the technical aspects of writing.
- To give you some practical ideas about how you can support your children at home with their writing.
Time to reflect

• The most proficient writers in any class are always the readers’
• ‘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.’
• ‘Meagre reading produces thin writing’
• ‘Writers read deeply’
• We only write when it matters to us personally’
• ‘Writing is about who we are. It is particular and personal and individual.’
The writing journey

- Mark making
- Letter strings
- Some recognisable key words and initial letter sounds
- Plausible attempts at spelling
- Meaningful sentences
A young child needs to …

• Have ideas of what to write
• Hold these ideas in their head
• Need to control a pencil or pen
• Try to get letters round the right way and the right way up
• Try to match the right sound to the right letter/s
• Keep the handwriting even and legible
• Think about word order and grammar
• Get the punctuation right
• Try and use the best words in the best place

• And that is just a start!!
Writing = Transcription and Composition

Transcription = Spelling and Handwriting
Composition = Planning
Drafting
Evaluating
Sharing
Revising and editing
Sentence combining
Summarising
Writing for a purpose and an audience
Grammar and punctuation
Year 1

Transcription

• Use knowledge of phonics to segment words into phonemes and then write these phonemes with appropriate graphemes

• Know names of the letters of the alphabet in order

• Know alternative spellings for the same sound e.g. ay, a - e, ai

• Know prefix un- and suffixes -ing, -ed, -er and -est

• Learn how to form letters correctly, taught in ‘handwriting families’
Year 1

Composition

• Compose sentences orally prior to writing
• Write sentences in a sequence to form a short narrative
• Leave spaces between words
• Join words/sentences with ‘and’
• Begin to punctuate a sentence using capital letter and a full stop, question mark or exclamation mark
• Use capital letter for names of people, places, days of week and personal pronoun, I
• Re-read what they have written to check it makes sense
• Clearly read aloud their writing to an audience
Year 2

Transcription

• Spell words using their knowledge of phonics, of homophones and by making plausible attempts.

• Understand root words and how you add suffixes e.g. happy - happiness.

• Use the possessive apostrophe and use the following punctuation marks - . ! ? , and capital letter

• Form upper and lower case letters with correct, relative sizing and correct orientation

• Begin to join up
Year 2

Composition

• Write narratives about personal experiences and of others, write about real events, write poems and write for different purposes
• Plan what they will write about
• Re-read their work, checking the writing makes sense
• Proof read for spelling, punctuation and grammatical errors
• Read aloud their writing
• Use a range of punctuation, adjectives and conjunctions
• Use past and present tense correctly
What we do at Canon Popham

- Daily reading and writing opportunities
- Extended writing opportunities in English and other subjects
- Frequent, discrete handwriting sessions
- Daily phonic sessions
- Daily writing opportunities
- Daily storytime
- Oral rehearsal and oral revision (before and after writing)
- Time to up-level previous writing and improve
What we teach

• Using adventurous and wide-ranging vocabulary
• Using a clear structure to organise writing
• Using texts read as models for writing
• Sequencing events and recount them in appropriate detail
• Varying writing to suit purpose and reader
• Putting ideas into sentences - grammar and punctuation
• Having a positive, confident attitude to writing
What we do

• Demonstration - I’ll show you how to do something
• Joint composition - now we’ll have a go together
• Guided Writing - I’ll support you in a small, focused group
• Independent writing - you have a go on your own
How to support your child

Spelling

• Support their knowledge of phonics and encourage them to use their phonics when segmenting and blending for spelling - say, 'Just have a go'/ 'Use your phonics.'

• Practise spelling words from school little and often. See if you can think of other words with the focus phoneme/grapheme as an extension activity

• Teach 'tricky' words

• Try to avoid 'copy writing'
How to support your child

Handwriting

- Encourage and support the correct pencil grip from an early age
- Ensure your child is sat at a table appropriately
- Make sure letters are formed correctly and are of appropriate size
- Check your child can distinguish between upper and lower case letters (use lower case first)
- Make children aware of spaces between words and the direction of print when reading to and with child
How to support your child

**Composition**

• Look for opportunities to write - thank you letters, diaries, shopping lists, invitations, holiday postcards
• Support homework and projects - be aware of the writing going on in the class
• Make up little books which children can write their own stories in
• Invest in a simple Thesaurus (Year 2)
• Don’t be afraid to use age appropriate terminology e.g. conjunction, adjective, expanded noun phrase
Reading - Writing

- Read to and with your child on a regular basis, discussing what you have read.
- Look at authors use of language, how they vary how their sentences begin, use sentences of different lengths, layout their text on a page e.t.c.
Remember

• Let your child see you write
• Encourage your child to share writing tasks with you
• Provide a range of writing implements and materials
• Show interest in what your child is writing and encourage communication
• Encourage correct pencil grip and posture when writing
• Practise spellings little and often
To become writers, children need something to say, the means to say it, and a reason to say it.