

Alwyn Infant Writing Afternoon Booklet



As the roots spread so the tree grows

September 2016



The national curriculum divides writing into three key dimensions:

- Phonics and Spellings
- Handwriting
- Composition (planning, writing, reviewing and editing written work. This included grammar, punctuation and features of particular text types)

When teaching writing composition in a whole class setting, teachers will often use many different techniques and approaches. The first section of this booklet explains some of these.



Shared writing

Shared writing is planned into the whole class teaching and involves the class composing a text together. The children are encouraged to share their vocabulary ideas or to compose whole sentences that the teacher will scribe in front of the group.

While, scribing the teacher will be explicitly teaching/highlighting the key skills to be used as well as explaining thought processes and choices, such as changing a word to a more powerful one before writing it down. The teacher will model writing behaviours in shared writing which children will emulate when they write independently. Modelling what to do when you 'get stuck' is also very helpful. Not only is it reassuring for the children to know that 'getting stuck' is ok but it also gives them strategies for moving on.

Using this pattern of support, teachers can plan to move children to increasing autonomy in their writing. As they become more familiar and successful in these supported, independent tasks, the props can slowly be removed.

Guided writing

Guided writing will often follow shared writing sessions and aims to help children become independent writers.

The main difference to shared writing is that it occurs in small groups of similar ability children. **Guided writing** provides an additional support towards independent writing, where the onus is on the children to make decisions, compose and revise their own texts but with an adult or their peers supporting them.



Independent writing

Being an independent writer means being self-sufficient and self-reliant.

For your child to be an independent writer it means they are able to write without help from an adult. They will be able to apply their learnt skills to 'have a go' and write on their own.

There are now many skills to master at this level. They know how to write a sentence and link ideas to create a cohesive text with correct letter formation and basic punctuation. Their written work now needs to become more interesting, sustained, range of punctuation, spelt correctly, well organised, clear and imaginative. We encourage narrative and non-narrative writing with legible handwriting!!

Different Genres (Styles of Writing)

There are 6 different types of writing that we commonly teach the children to write.

1. Information texts:

- ✍ The children write information texts by writing facts about a topic, drawing and labelling pictures and adding captions. They need to understand a contents, glossary

and index. There is often key vocabulary specific to the subject matter.

2. Recount

✍ These are diaries or a retelling of a real or imagined event. The children learn to write a clear introduction which gives the information- when? who? where? why? and what? The children use time words (first, then, next, finally etc) to explain the events and must sequence their sentences chronologically. The children then conclude the recount by adding a personal comment about the experience.

3. Instructions

✍ When writing instructions, the children need to include a title, a list of what is needed and then clear, concise, numbered instructions, each instruction starting on a new line. We encourage the children to use time connectives when writing instructions, e.g. next, later, after that. They also have great fun with commanding (bossy) verbs and adverbs.

4. Story

✍ During story writing we encourage the children to use descriptive vocabulary in imaginative and interesting sentences. We also encourage them to use a clear opening, a middle section with a problem that must be solved and an interesting ending.

We read good quality fiction to the children to stimulate their imaginations.

5. Poetry

✍ We use poems as a structure for writing our own by substituting ideas. Writing poetry gives an opportunity to develop the children's descriptive vocabulary and play with words.



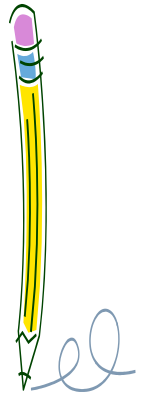


How we teach handwriting

Children begin the handwriting process with finger strengthening and fine motor control activities. They do lots of pattern work using a variety of mediums.

The children either trace over or copy patterns and have the opportunity to use a wide variety of pens, pencils, felt tips, paint and chalk. Sometimes the patterns will be in the shape of a picture to make the activity more exciting.

As they begin learning their sounds we introduce the basic letter formation. We use a multi-sensory approach and provide many opportunities to practise their new skills.

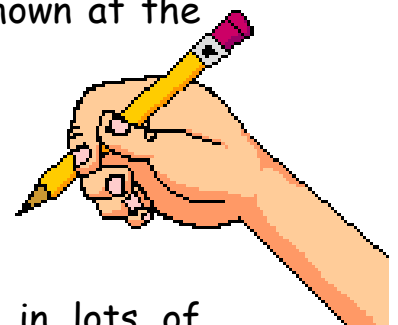


In year 1 we introduce the pre-cursive style which extends their basic letter shape to include a whoosh in and flick out. The children will learn the family groups and be taught to begin each letter on the line and include a flick at the end. When they can form the individual letters confidently, they will begin to join them up together. The idea behind this style of writing is that once you begin a word, you do not take your pencil off the page until you get to the end.

Research has shown that this style of writing also supports spelling practice as it uses our innate motor memory.

The individual pre-cursive letter formations are shown at the end of the booklet.

Phonics and Spelling



In the foundation stage the children take part in lots of activities to develop their speaking and listening skills. These are very important because they pave the way to making a good start with reading and writing.

We teach the children that each letter of the alphabet makes a certain sound using the letters and sounds programme (a copy

is on the school website). As we introduce each letter the children practise writing the letter either in the air, in sand, on another child's back, on whiteboards or on paper as well as repeating the associated sound.

We encourage them to segment (split up) a word into sounds when they are writing. We ask the children to count how many sounds they can hear in a word and hold up a finger for each sound eg. t...i...n is 3 sounds, so we hold up 3 fingers and point to each one as we say the sound. Then the children have a go at writing.



Later on the children are introduced to 2 letter graphemes (a grapheme is a letter or group of letters that represent a sound), such as ch, sh, oi.

We continue to practise reading and writing words by revising learnt ones and introducing new ones, including alternative ways of writing the same sound.


Once the children have a good grasp of the sounds and the letters used to make these, spelling rules are introduced, such as how we make plurals.

The children can then use these to write sentences and texts that can be read and understood by somebody else.



Alwyn Infant School Handwriting Letter Families

Every letter begins on the line.

Curly letters/2 o'clocks		Loopy loops (revision of descenders below the line)			
c	suggested joins to practise letter family: <i>co ca oo oa do</i> <i>cod odd dad add</i> <i>dog</i> <i>sad</i> <i>quad</i> <i>gag</i> <i>ee ea see sea</i>	f	suggested joins to practise letter family: <i>yell yes you jam jog</i> <i>foot fin by bye</i>		
a		y			
o		j			
d			Extras		
s			v	suggested joins to practise letter family: <i>van vet have live</i> <i>gave with went saw</i> <i>swim zip zap buzz</i> <i>zoo fox fix exit</i>	
q			w		
qu			z		
g			x		
e			Capital letters and numbers 0 to 9 are also to be taught alongside the lowercase letters 		
Straight letters					
i	suggested joins to practise letter family: <i>ill lit till lilt</i> <i>to cat sat cot</i> <i>eat heat old cold is</i> <i>us sun</i> <i>yell yes you jam</i> <i>jog</i>				
l					
t					
u					
y					
j					
Tunnel letters					
r	suggested joins to practise letter family: <i>hum run hill</i> <i>mill nil nit mit him</i> <i>tin mum thin</i> <i>kit kilt but bad bill</i> <i>bit bell pit pin pad</i> <i>put</i>				
n					
m					
h					
k					
b					
p					

Punctuation taught and used across the school

	Capital Letter							
	Indicating a proper noun	Demarcating a sentence	· full stop	? question mark	! exclamation mark	, comma	“ ” inverted commas	' apostrophe
Foundation Stage	- For own name - For personal pronoun 'I'		-Recognise in reading					
Year 1	-For people's names (inc. title), places and days of week	-For the first word in a sentence	-For ending a sentence	-For ending a direct question	-For ending a sentence, expressing strong emotion			-To read contractions and understand it's for letters omitted
Year 2	-For months of the year and special occasion days	-For the first word in a line of poetry				-To separate items in a list		-To indicate the contracted form (write) - To mark singular possession for nouns
Year 3	-For addresses formatting of an address	-For the first word in speech				-For greetings and closings in a letter	-indicate direct speech	

Grammar taught and used across the school

	Word	Sentence	Text	Terminology
Foundation	-use phonics to write words phonetically -some irregular words (keywords)	-write simple sentence that can be read by themselves and others		Word, letter, capital letter, full stop, sentence
Year 1	-understand singular and plural -name some nouns -use plural suffix –s, -es -add suffixes to verbs with no change to root word	-Join words to write a sentence -leave finger spaces -join clauses using ‘and’	-sequence sentences to form narratives	Letter, capital letter, word, noun, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Year 2	-identify nouns, adjectives and verbs -identify adverbs -nouns with suffixes (-ness, -er) -compound nouns -adjectives with suffixes (-ful, -less) -ly suffix to turn adjectives into adverbs	-different forms of sentences: statement, question, exclamation, command -recognise noun phrases -expanded noun phrases to describe and specify -use conjunctions: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) to join clauses	-the present and past tenses correctly and consistently -use progressive (continuous) form of verb to mark actions (she is drumming, she was drumming, has been drumming)	noun, noun phrase -statement, question, exclamation, command -compound, adjective, verb -suffix -adverb -tense (past, present) -apostrophe, comma

Useful Literacy Websites

Direct link to National Curriculum for English

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198874/english>

ICT games (originally on the Toftwood Infant school website)

<http://www.ictgames.com/>

BBC website - Oxford Reading Tree Games

<http://www.bbc.co.uk/schools/magickey/adventures/index.shtml>

BBC website - Starship Games

<http://www.bbc.co.uk/schools/starship/english/index.shtml>

BBC website - Words and pictures

<http://www.bbc.co.uk/schools/wordsandpictures/>

BBC website - Dynamo's Den

<http://www.bbc.co.uk/education/dynamo/den/index.shtml>

BBC website – Key Stage 1 Literacy Bitesize games

<http://www.bbc.co.uk/schools/ks1bitesize/literacy/>

Crickweb

<http://www.crickweb.co.uk/ks1literacy.html>

The official Dr Seuss website

<http://www.seussville.com/>

The official Roald Dahl website

<http://www.roalddahl.com/>