

Ballaugh Primary School– Fostering Independent, Aspirational Learners, Supported by Home & Community

Writing Early Learning Goal.

Children use their phonic knowledge to write words in ways that match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible

Where do we start from.

Children can only speak or write within the range of vocabulary and language structures they know. Children need oral discussion and debate, in order to develop the sophisticated language models needed for high level achievement in writing.

Children who are good writers have a lot to say.

We need to share a love of song, rhyme and books with them.

The success of writing is partly determined by children's experiences of reading

What you can do.

Make sure your child sees you writing.

Compose an email together inviting a friend over to tea.

Make words together using magnetic letters.

Make up a story together about one of their toys. You write for them, repeating the sentences as you write. When complete they can draw pictures to go with it.

Buy stickers of a favourite film or TV programme – and make a book about it. •

Let them choose what they want to read remember it doesn't always have to be a book, comics, football cards, top trumps etc have all been successful in helping motivate children to read .

Keep a box of exciting pens, pencils and paper

Praise your child's early mark making efforts

Ensure that it is either fun or **has a real purpose.**

What is the difference between handwriting and writing

Handwriting is about putting words down on paper, a secretarial skill

Writing is thinking about what you want to say and how best to do this. i.e. content. It involves imagination, a wide knowledge of vocabulary and genres, editing skills, confidence with language and an ability to play with words

Please Don't Worry about ~ Pencil grip (improves with control of hand movements) in early stages.

Back-to-front letters (there is a reliance on memory until they become good readers) .

Left handed children

Spelling (links to reading)

Children who are not interested

What can you do now to start supporting your child with their writing?

Practise handwriting and develop physical strength .

Frequent reading and role play linked to stories and experiences.

Ask the children to read back their writing.

To encourage speech we need to give children plenty of good first hand experiences.

Ballaugh Primary School– Fostering Independent, Aspirational Learners, Supported by Home & Community

Step 3 of writing.

Next steps.

Try to develop a routine where you can share **good quality story books** with your child 10 mins a day if possible just before bed time

Try to point out the **connection between oral and written language**, demonstrate that writing conveys a message .

Model the use of reminder **post it notes, post cards, letters** etc.

You can help your child **find their name** at school on their coat pegs.

Encourage your child to **attempt to write their own name**.

Let your child copy under the modelled name rather than copy over it.

Step 4 of writing.

Next steps.

Your child at this point will like to use their **writing in their role play**. i.e. invitations, cards, lists, recipes, train tickets etc.

Make your own **child's name card** as well as the name cards of people who are most familiar to them

Have some **alphabet books**, an alphabet frieze/poster

Keep pointing out the **difference between the spoken and the written language**. Talk about how print works in English i.e. this is where we start to read.

Remember children like to write **indoors** as well as **outdoors** and won't want to sit down to do this for any length of time, please don't make them.

Boys often like to write whilst lying on the floor - clipboards

Step 5 of writing.

Next steps

You can help your child to start to learn their letter sounds and names

Continue to point out words in their environment.

Help children to form their letters especially your child's own name in fun ways without any pressure

Have a go at encouraging your child to hear and then record the first sound in a word

Continue to find excuses to write, your child will love to see you modelling writing and it will encourage them to continue to have a go themselves

Step 6 of writing.

Next steps

At school your child will be reading simple words by sight, they will be building up a bank of words that they can read and write. You can help by supporting the learning of these words, as well as helping with your child's letter formation

You can also help by encouraging your child to practice recording all the sounds that they can hear in words. Children usually just use the first letter, then the last letter and then the middle sound in the word.

Finally remember to model spaces between words Capital letters at the beginning and full stops at the end of a sentence.

Try to encourage them to read back what they have written to check for sense.

In Reception, children will verbally rehearse saying 'full stop' at the end of their sentence.

Ballaugh Primary School– Fostering Independent, Aspirational Learners, Supported by Home & Community

Step 7 of writing.

Next steps

You can help your child by having regular shared writing times, reminding them to use finger spaces capital letters and full stops.

Keep on encouraging correct letter formation To read back what they have written to check that they make sense

Encourage your child to write for a range of different purposes i.e. cards, lists, labelling diagrams, instructions, banners, stories, letters etc.

Writing progression into Year 1

Children learn new vocabulary.

Confident use of phonic knowledge.

Writing simple sentences using capital letters, full stops and finger spaces.

Writing simple sentences, using a word bank. e.g. She went into the forest.

Complex sentences- using connectives and adjectives. e.g. She went into the forest because she needed to find her scared brother.

Ideas for half term Practise phonics
Talk and practise using the correct punctuation (where are the full stops? Move onto question marks etc)