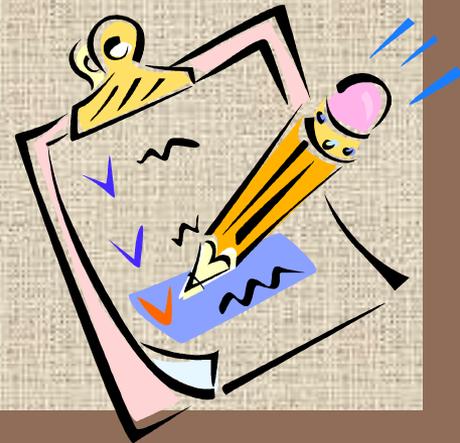


Welcome to our Literacy
information evening
at
Church Aston Infants
School
22nd October 2014



Writing



3 Prime areas of EYFS

- Communication and language
- Physical Development
- Personal social and emotional development

- **Specific areas** for good level of development

- Literacy

- Reading

- Writing

- Mathematics

- Number

- Shape Space and Measure



Talk for writing

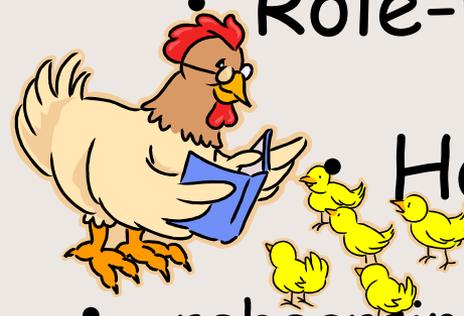
Spoken language

- Pupils should be taught to speak clearly and convey ideas confidently using standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing
- DFES (2013) The national curriculum in England
- Framework document: for teaching 1 September 2014 to 31 August 2015



Ways that we promote talking and communicating

- No Pens Day
- Problem solving
- Investigations
- Building up new vocabulary in topics
- Partner talk
- Role-play
- Hot seating
 - rehearsing exemplar text verbally until it becomes internalised
 - <https://www.youtube.com/watch?v=JdvJZD-cplg>



Writing in the classroom

Shared writing

The teacher works collaboratively with the children to produce a modelled text by thinking aloud, collecting ideas, drafting and then checking through reading for sense, sentence structure and punctuation.



Guided writing

Teacher or teaching assistant works with a small group with a particular objective and focus.

Independent writing

Children write independently.

Writing assessments look at a range of independent writing to assess progress and next steps in learning.

These assessments are done each half term and are moderated with other staff.



Writing across the curriculum



- Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge.
- Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

- DFES (2013) The national curriculum in England
- Framework document: for teaching 1 September 2014 to 31 August 2015

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

transcription (spelling and handwriting)

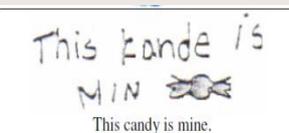
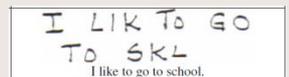
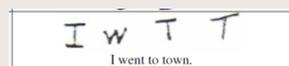
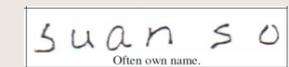
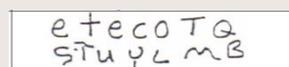
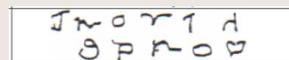
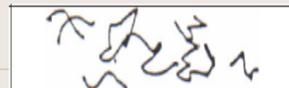
composition (articulating ideas and structuring them in speech and writing)

In addition, pupils should be taught how to plan, revise and evaluate their writing.

What does early writing progression look like ?

Emergent Writing Steps

1	Randomised mark-making	Starting point may be anywhere on the page.
2	Directional mark-making	Left to right progression.
3	Symbolic mark-making	Some recognisable letters (perhaps from child's name).
4	Strings of letters	Left to right (upper and lower case mixed).
5	Groups of letters	Letters with spaces in between, resembling words.
6	Environmental print	Copies letters/words from environment.
7	Letter/Word representation	Uses first letter of a word to represent entire word.
8	1st and last letter to represent word	Use of beginning and final sounds/letters to represent word.
9	Medial letter sound inclusion	Hears and writes words with initial, medial and final sounds.
10	Beginning phrase writing.	Using all of above skills in constructing phrases to convey story of picture.
11	Sentence writing.	Construction of words into sentence formation (upper and lower case letters used more accurately, some punctuation)



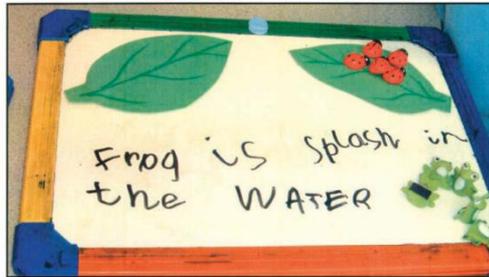
What does writing look like at the end of Early Years Foundation Stage (EYFS)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/360534/ELG10_Writing.pdf

Exemplars of expected level writing

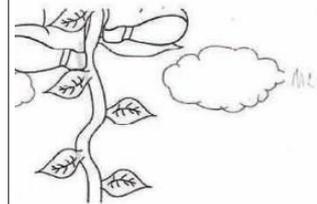
Context
Harry is on the Autistic spectrum continuum and has no speech.

Observation
Harry was observed writing the sentence below independently after singing the rhyme at group time. As he wrote he hummed to himself. After he had done this writing he went to the dressing up box, picked out some green fabric and draped it around his shoulders. He put on some red wellingtons and went outside where he jumped in the puddles



Context
The class had been making card and there was a selection of resources in the mark making area. Scarlet chose to go to this area and independently wrote an invitation to Miss Swaine.

Observation
tomiss swain
you are
invited
to my
party
Love
scarlet
XXXXXXXXXX



once a photo time
there was a boy
with his Mumy
he took his cow
to the market
he saw a old man
who sold the
magic being
mumy shared the
a wal

The rich resources in the writing area inspired M to write her own version of the traditional tale, (from a previous story telling session).

M proudly tells the practitioner, 'I've written my own story, it's like the one in the book.'

Expectations for Year 1

- Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.
- **Writing - composition**
- 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.

- **Vocabulary, grammar and punctuation - Year 1**

- **Word**

- Regular **plural noun suffixes** *-s or -es* [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun

- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

- How the **prefix un-** changes the meaning of verbs and adjectives [negation, for example, *unkind, or undoing: untie the boat*]

- **Sentence** How words can combine to make **sentences**

Joining **words** and joining **clauses** using *and*

- **Text** Sequencing **sentences** to form short narratives

- **Punctuation** Separation of words with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

- Capital letters for names and for the personal **pronoun I**

- **Terminology for pupils** letter, capital letter word, singular, plural sentence

- punctuation, full stop, question mark, exclamation mark

Expectations for Year2

Writing - composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing narratives about personal experiences and those of others
(real and fictional)

writing about real events

writing poetry

writing for different purposes

consider what they are going to write before beginning by:

planning or saying out loud what they are going to write about

writing down ideas and/or key words, including new vocabulary

encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

evaluating their writing with the teacher and other pupils

rereading to check that their writing makes sense and that verbs to indicate

time are used correctly and consistently, including verbs in the continuous

form proofreading to check for errors in spelling, grammar and punctuation

(for example, ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the
meaning clear

Vocabulary, grammar and punctuation - Year 2

Word Formation of **nouns using suffixes** such as *-ness, -er* and by *compounding* [for example, *whiteboard, superman*]

Formation of **adjectives using suffixes** such as *-ful, -less*

(A fuller list of **suffixes** can be found on page 46 in the year 2 spelling section in English Appendix 1)

Use of the **suffixes** *-er, -est* in adjectives and the use of *-ly* in Standard English to turn adjectives into **adverbs**

Sentence **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]

How the **grammatical patterns in a sentence** indicate its function as a statement, question, exclamation or command

Text Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Terminology for pupils **noun, noun phrase**

statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Writing expectations for Year 3
can be viewed at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Handwriting in Early Years

Children's names

Correct letter formation is very important from the beginning

- a common error is 'O' as a clockwise movement.

Please use your sound cards in your Early years box

Children should be taught:

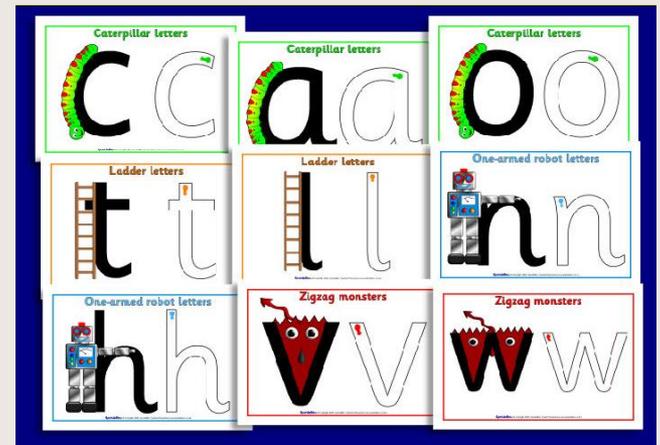
- good gross and fine motor control
- a recognition of pattern
- a language to talk about shapes and movements
- There are basic letter patterns to form basic letter shapes.

l, for example *the long ladder*

c, for example *the curly caterpillar*

r, for example *the one-armed robot*

w, for example *the zig zag monster*



Handwriting

- **Show Penpals**

- Year 1 Handwriting

- 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' (i.e. letters that are formed in similar ways) and to practise these.

- Year 2 Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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

Our letter formation sheet

Church Aston handwriting style

a b c d e f g h i j k l m n

o p q r s t u v w x y z

A B C D E F G H I J K L

M N O P Q R S T U V W

X Y Z

Ways that you can promote talking, communicating and writing at home



Reading and sharing stories

Sharing book bags

These include non fiction books ,fiction books and artefacts relating to the stories



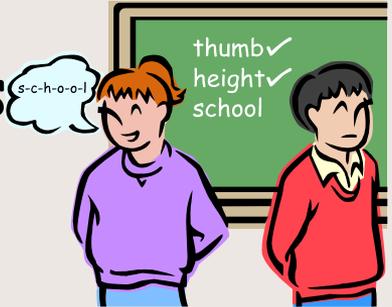
Shared experiences-

visits, cooking, making things etc

These may give ideas for recounts, diary writing, lists, instructions, invitations, thank you cards ... and many more



Learning spellings



And Finally...

- If you need anything clarifying please come in and see us
- Thank you for coming - any questions ?