

Supporting children with writing: *Ideas to try at home*

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Tuesday 26th, Wednesday 27th and Thursday 28th March

Aims for the session

1. Why can children find writing a challenge?

Information about how children learn to write.

2. How does the school teach my child to write?

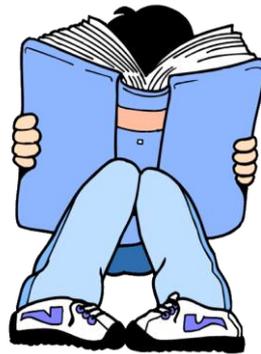
Strategies for teaching writing in EYFS, KS1 and KS2, including information from the National Curriculum (statutory requirements).

3. Ideas to support composition

4. Ideas to support transcription, including spelling and handwriting

5. What resources can support my child? What more can I do to help?

In what order to children typically acquire oral and literary skills?



Musicality of language

- If a child knows **eight nursery rhymes by heart** by the time they are **four years old**, they are more likely to perform at above age related expectations in reading by Year 3.
- Poetry is important when teaching a language.
- Attaching a language to music can help with the recall, recollection and reconstruction of a word or concept.

Spoken Language (Years 1 – 6)

Pupils should be taught to:

- ▶ listen and respond appropriately to adults and their peers
- ▶ ask relevant questions to extend their understanding and knowledge
- ▶ use relevant strategies to build their vocabulary
- ▶ articulate and justify answers, arguments and opinions
- ▶ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ▶ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ▶ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ▶ speak audibly and fluently with an increasing command of Standard English
- ▶ participate in discussions, presentations, performances, role play, improvisations and debates
- ▶ gain, maintain and monitor the interest of the listener(s)
- ▶ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ▶ select and use appropriate registers for effective communication.

Why do some people find writing challenging?

Two components of writing

▶ Composition

Creating ideas and organising them for different purposes and audience, including vocabulary (word choice).

Purpose – the reason we are writing

Audience – who we are writing for

▶ Transcription

Using punctuation, spelling, handwriting and grammar to make what you are writing readable to an audience.

The Writing Process

1. Getting some ideas

2. Planning

3. Writing

4. Editing

5. Redrafting

1. Planning

2. Drafting

3. Sharing

4. Evaluating

5. Revising

6. Editing

7. Publishing

Shakespeare and more (2014) *The Writing Process* accessed online

<http://www.shakespeareandmore.com/the-writing-process.html>

EEF Improving Literacy at KS2 Recommendations

https://educationendowmentfoundation.org.uk/public/files/Publications/Improving_Literacy_at_KS2_Literacy_at_KS2_Recommendations.pdf

How do we teach writing at Riverbridge?

- ▶ Power of Reading (CLPE)
- ▶ Phonics
- ▶ Teaching the writing process
- ▶ Emphasising the importance of reading
- ▶ Using speaking and listening skills
- ▶ Teaching English grammar, punctuation and spelling both implicitly and explicitly

National Curriculum: EYFS

Early Learning Goals

1 (listening and attention), 3 (speaking) and 10 (writing)

- ▶ Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- ▶ Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
- ▶ Children use their phonic knowledge to write words in ways which 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.

National Curriculum: KS1 and 2

Purpose of Study

- ▶ It is essential that teaching develops pupils' competence in transcription and composition. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.
- ▶ Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Power of Reading:

Using a text-based approach

- ▶ ‘What should a developing writer write about? One answer, which seems rather obvious, is something which he or she is familiar. Although “obvious” this answer is problematic for several reasons. One is the enormous variation in the experiences which students bring to task. “Write about your favourite animal” seems a reasonable request. But some students may not know much about any animals, favourite or otherwise, whereas others have choices ranging from home menageries, to zoos, museums and Dr. Zeuss stories. Yet another reason is that the familiar may not seem worth writing about, or may lead to informal writing ...
- ▶ Text-based compositions generate information about both *content* and *quality*, about what students have learnt and how they can communicate it.’

What is the Power of Reading?

- Places high quality children's literature at the heart of the English curriculum
- Creates a whole school reading ethos that allows children to engage with and progress in reading and writing
- Allow for opportunities to refine and consolidate best practice in developing literacy
- Enriches teaching and learning through the promotion of effective and creative approaches
- Ensures English lessons are enriched by: *High Quality Texts, Engagement, Imagination, Risk Taking and High Quality Writing*

School-wide strategies for improving writing and literacy in KS1 and 2

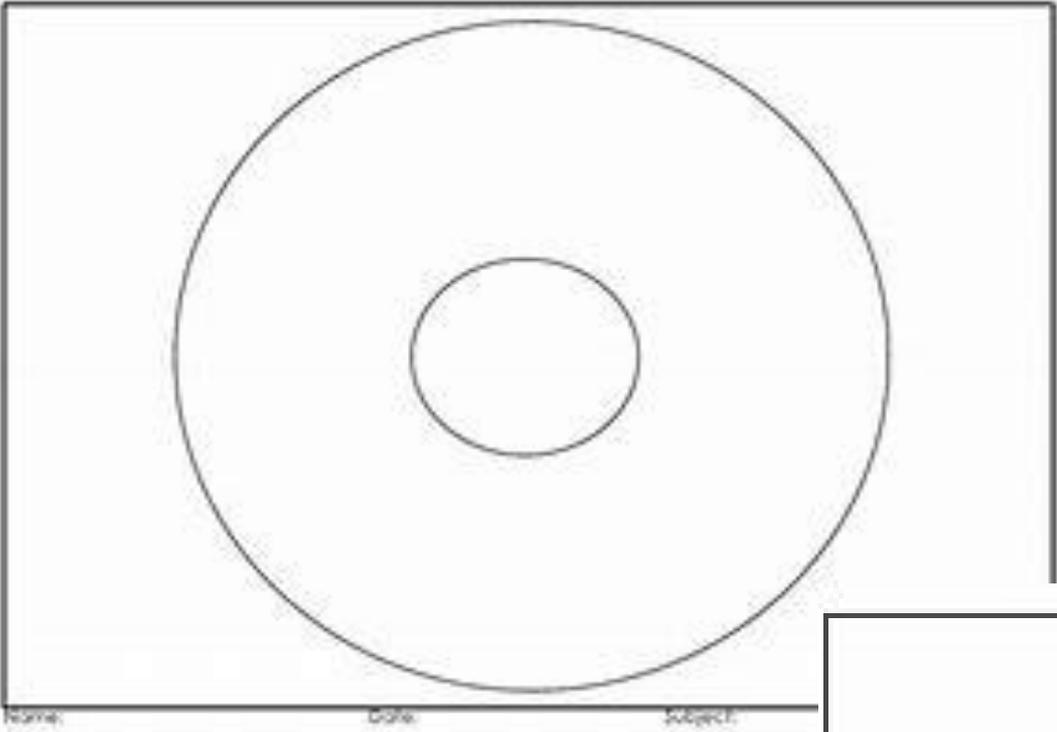
How do we try to improve writing outcomes?

- ❑ high expectations for outcomes
- ❑ emphasis on speaking and listening skills
- ❑ systematic approach to teaching phonic knowledge and skills
- ❑ carefully planned provision, which might include additional support or intervention, to meet individual needs
- ❑ creative use of time, staff and resources
- ❑ high-quality pastoral care

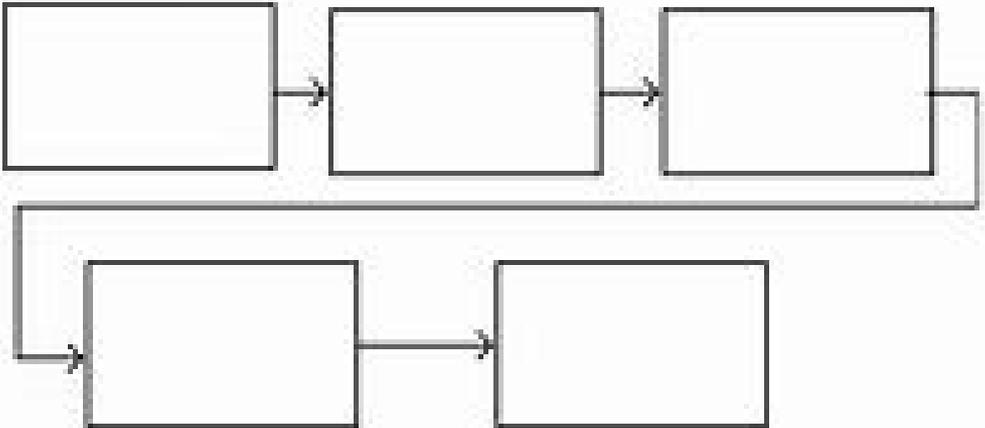
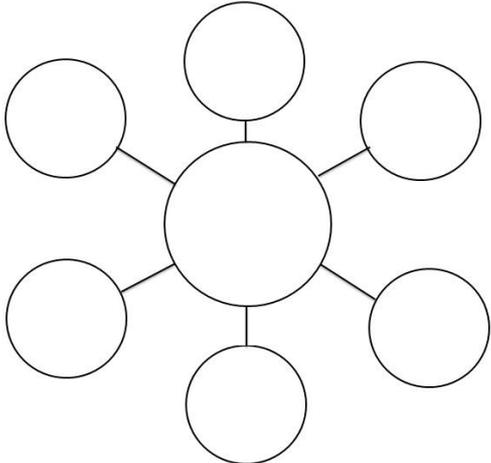
Ideas to support composition

- ▶ Practise what to say before writing it – oral composition of sentences
- ▶ Word banks – list some key topic vocabulary
- ▶ Thinking maps – circle map, bubble map or flow map
- ▶ Drawings – can you draw a picture to support your writing? Is there a photo that can inspire you?
- ▶ Access to dictionaries and thesauri
- ▶ Tell a ‘ten-second tale’ - use fingers to count ten seconds
- ▶ Use of multi-sensory approaches (music, sounds, drama, high quality text)
- ▶ Can you use any strategies from school?

Thinking maps



Name: _____ Date: _____ Subject: _____



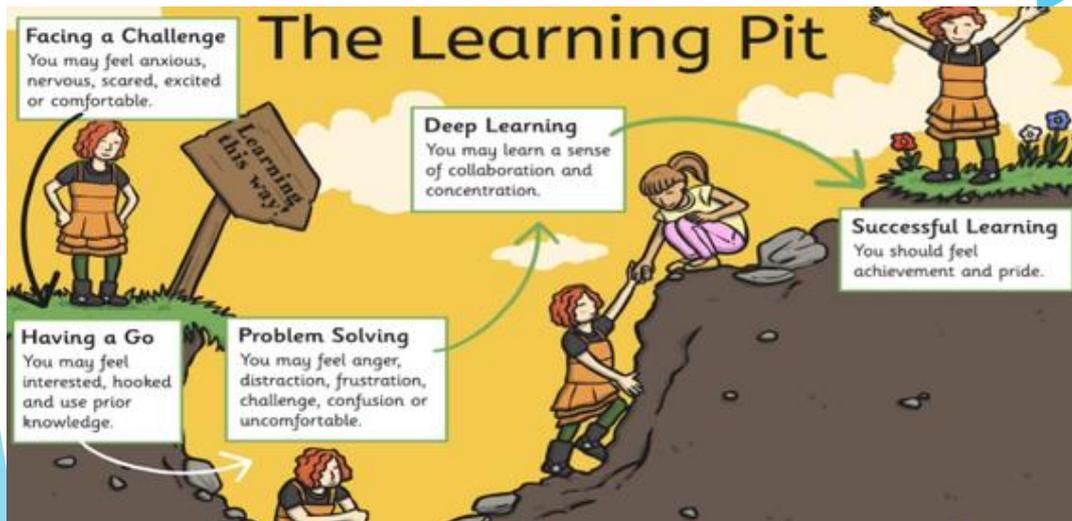
How did staff find the experience of trying to write a KS2 text?

Positive emotions

- ▶ Excitement
- ▶ Embracing the challenge
- ▶ Imagination
- ▶ Playful and successful

Negative emotions

- ▶ Time
- ▶ Anxiety around getting it wrong
- ▶ Fear around transcription
- ▶ Struggling to 'get ideas'
- ▶ Not knowing what the teacher is looking for



Ideas to support transcription

▶ **Spelling**

- ▶ Phonics
- ▶ Homophones
- ▶ Commonly misspelt words (tricky/hfw)
- ▶ Phase word lists

▶ **Handwriting**

- ▶ Pre-cursive and cursive (joined)

▶ **Grammar**

- ▶ Syntax (words into well-formed sentences)
- ▶ Morphology (words using root words)

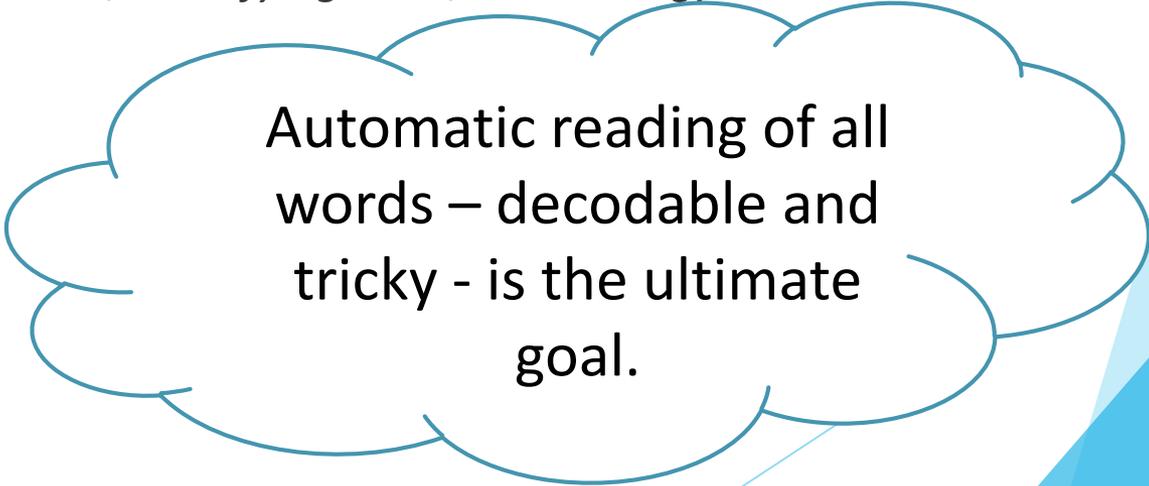
▶ **Punctuation**

- ▶ Structures to support how it should be read

What is Phonics and why do we teach it?

Synthetic phonics enables children to become skilful readers. Through this method children are taught to distinguish between sounds and letters. By using this approach they learn to blend letter combinations to make a word.

Phonics is a way of teaching children to read. When children can successfully read, identifying GPCs, this strategy is less relevant.



Automatic reading of all words – decodable and tricky - is the ultimate goal.

Phonological Awareness

Phonological Awareness is the ability to hear and manipulate sound structures within words.

It includes skills such as isolating sounds, breaking words into syllables and identifying rhyming words.

Poor phonological skills impact considerably on reading and spelling.

Terminology

Blending

Split Diagraph

Grapheme

Syllable

VC, CVC, CCVC

Phonics

Trigraph

Digraph

Segmenting

Phoneme

Grapheme-
phoneme
correspondence
(GPC)

Phonics	Understanding that there is a predictable relationship between graphemes and phonemes, representing the sounds of language in written language.
Phoneme	The smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
Grapheme	A letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
Grapheme-phoneme correspondence (GPC)	The relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
Digraph	Two letters making one sound, e.g. sh, ch, th, ph.
Trigraph	Three letters making one sound, e.g. igh, ing
Split digraph	Two letters, split, making one sound, e.g. a-e as in make or i-e in site
Segment	To split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
Blend	To draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
VC, CVC, CCVC	The abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam

Spelling

- ▶ Phonics Phases 1 – 5 (Letters and Sounds and Jolly Phonics)
- ▶ High frequency words (100 list)
- ▶ Common exception words (Years 1 and 2)
- ▶ Years 3 and 4 statutory word list (p.68 Pupil Planners)
- ▶ Years 5 and 6 statutory word list (p.70 Pupil Planners)
- ▶ Spelling Appendix (KS1 and KS2)

Spelling errors and how to correct



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Mis-spellings

It is probably useful to observe or notice:

- ▶ Around 3 spelling errors per side
- ▶ High-value spellings only

What makes a spelling
of high value?

Process

Don't correct the word yourself.

Pick out the word and prompt the pupil to have another go.

If necessary, give a clue.

The three-prompt approach

1
Have another go.

Tuesday

The three-prompt approach

1
Have another go.

Tuesday

2
Let me give you a clue:
there's a letter missing.

The three-prompt approach

Tuesday

1

Have another go.

2

Let me give you a clue:
there's a letter missing.

3

Let me give you another
clue: there's a letter
missing between the U
and the S.

The three-prompt approach

1
Have another go.

Munday

The three-prompt approach

1

Have another go.

Munday

2

Let me give you a clue:
one letter is wrong.

The three-prompt approach

Munday

1
Have another go.

2
Let me give you a clue:
one letter is wrong.

3
Let me give you another
clue: the letter that's
wrong is U.

Handwriting

- ▶ The purpose of using joined handwriting is to increase legibility and learning of words by sight
- ▶ Children can often develop spellings more efficiently with the use of joined handwriting
- ▶ Year 6 statement for working at expected standard:

“Pupils can maintain legibility in joined handwriting when writing at speed.”

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww
Xx Yy Zz

Grammar and Punctuation

Does it look right?
Does it sound right?
Does it make sense?

Considerations

- ▶ Use of Standard English
- ▶ Subject-verb agreement
- ▶ Consistent use of tense
- ▶ Checking punctuation at the beginning and end of sentences
- ▶ Reading aloud writing for a purpose as part of the editing process

Glossary for the programmes of study for English (non-statutory)

The following glossary includes all the technical grammatical terms used in the programmes of study for English, as well as others that might be useful. It is intended as an aid for teachers, not as the body of knowledge that should be learnt by pupils. Apart from a few which are used only in schools (for example, *root word*), the terms below are used with the meanings defined here in most modern books on English grammar. It is recognised that there are different schools of thought on grammar, but the terms defined here clarify those being used in the programmes of study. For further details, teachers should consult the many books that are available.

Terms in definitions

As in any tightly structured area of knowledge, grammar, vocabulary and spelling involve a network of technical concepts that help to define each other. Consequently, the definition of one concept builds on other concepts that are equally technical. Concepts that are defined elsewhere in the glossary are hyperlinked. For some concepts, the technical definition may be slightly different from the meaning that some teachers may have learnt at school or may have been using with their own pupils; in these cases, the more familiar meaning is also discussed.