



# Supporting And Learning Together

## Year 1 Writing

Thursday 26<sup>th</sup> January  
2023



# Aims:

How do we teach your children to write?

What is the importance of writing?

How can you support your child with writing at home?





# Physical Development

It is important to develop children's gross and fine motor skills in order to support them with their writing.

This would have been happening from birth through:

Tummy time

Crawling

Playing in the garden/ at the park

Pushing/ pulling toys

It is important that we continue to support children with physical development at school.

We do this through:

- ★ Cutting activities
- ★ Tweezers to pick up beans in rice
- ★ Threading pasta
- ★ Funky fingers before handwriting sessions (focused on fine motor skills)
- ★ Providing engaging activities indoors and outdoors (tyres etc)
- ★ PE sessions





# Ways to support your child with Physical development at home

- ★ Ball games
- ★ Tummy drawing/ writing
- ★ Table writing
- ★ Using climbing equipment at the park
- ★ Sweeping
- ★ Tracing
- ★ Colouring
- ★ Drawing
- ★ Dot to dot
- ★ Play dough





# Writing

## The Writing Early Learning Goal

### ELG (expected)

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

### Exceeding

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

# Pencil grip:

Palmer supinate



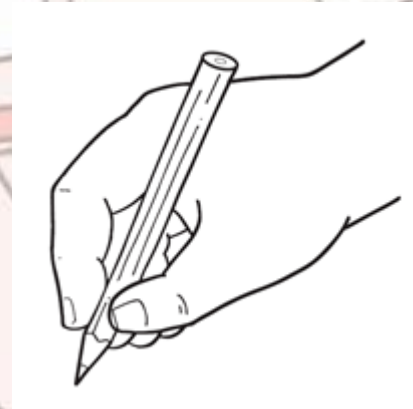
Digital pronate



Four fingers grasp

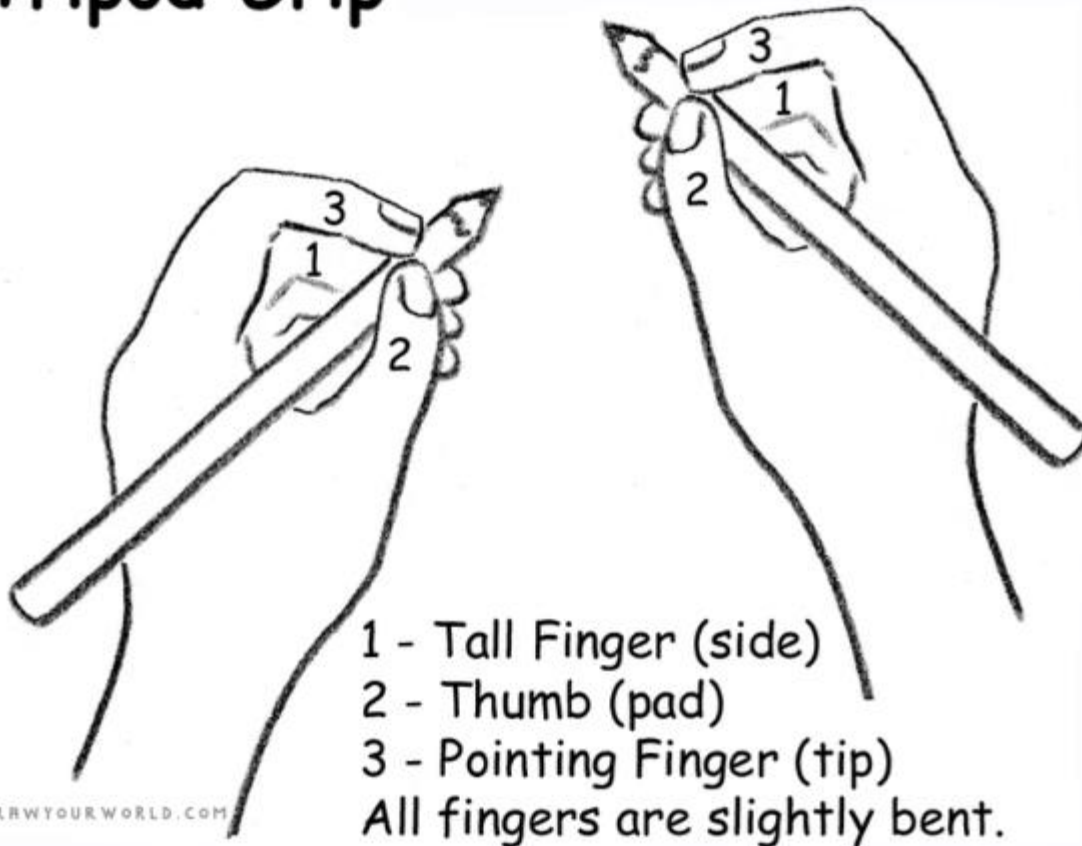


Dynamic tripod





## Tripod Grip

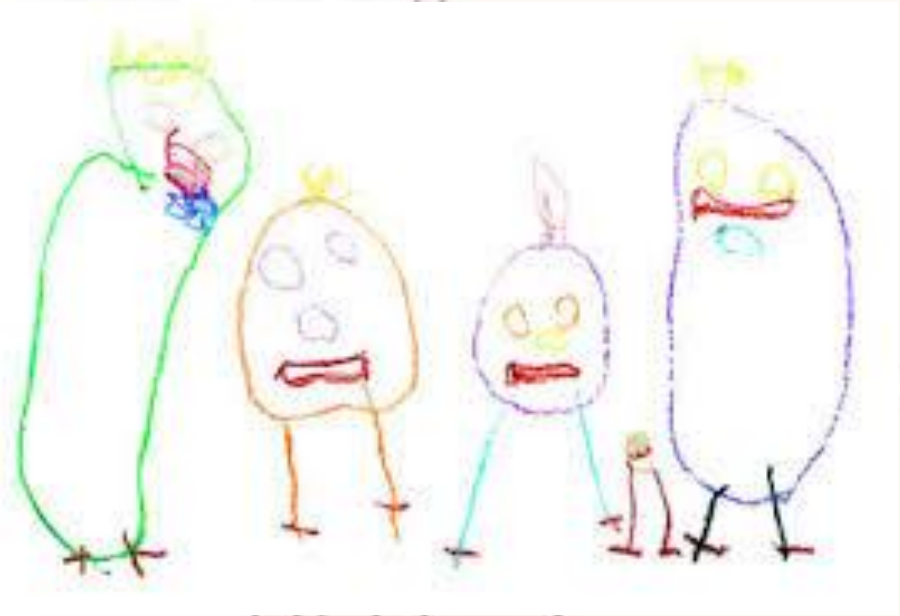
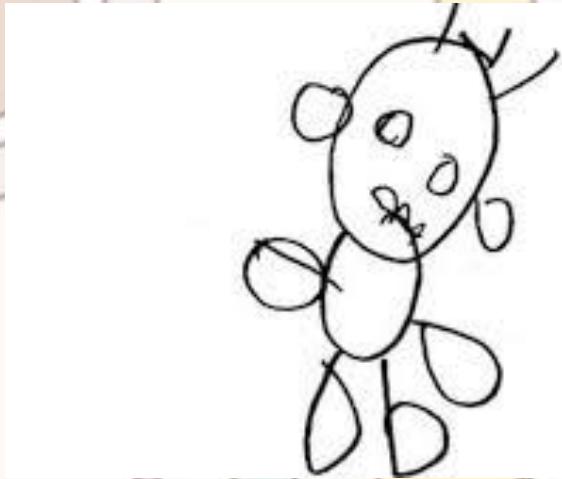




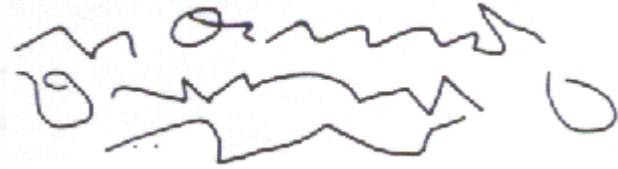
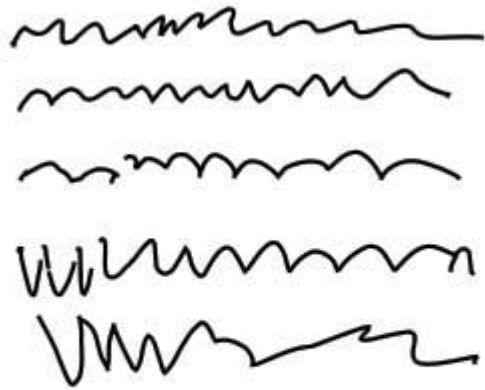


# Developmental Stages of Writing

## Drawing



# Imitative writing





# Letter strings (not linked to phonics)

CHPFDPPEBdP4  
ACRM S OZ + d /

DLfemDLFlie2be  
tksucjM n oZLB4

# Early Phonetic Writing



I H A S

(I have a sister.)





# Phonetic writing

My Dad iz a crpetr.



I haf moyd his sumreey  
it is speshe

dot- EVCH!



# Phonetic/ Conventional writing

BUS STASHUN

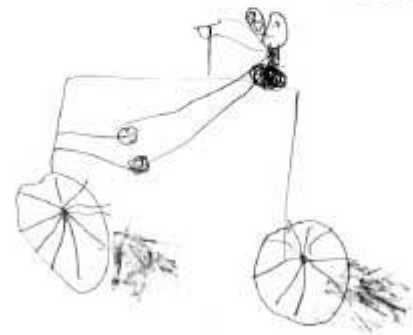


we got to the BUS STASHUN  
and I went to the BathROM.  
I fet BETR.

my bit.

I identify in  
my bigo fast.

I LOVE.



# How do we support your child in school?

- ★ Phonics
- ★ Scaffold lessons
- ★ Focus activities eg story scribing, phonic writing games, writing linked to the children's interests
- ★ Opportunities to write in the indoor and outdoor provision (chalk etc)
- ★ Encourage children to write in full sentences
- ★ Modelling writing for different purposes
- ★ Read and listen to books to broaden their vocabulary and imagination

# How to support your child at home

- ★ Model writing for different purposes (shopping lists, cards, letters, notes, invitations)
- ★ Story scribing (or any scribing!)
- ★ Provide different opportunities for mark making and writing (old envelopes, notepads, post-its, paper)
- ★ Encourage labelling eg if they have drawn mum and dad could they have a go at writing this?
- ★ Practise letter formation
- ★ Praise their efforts!
- ★ Encourage your child to talk to you in full sentences

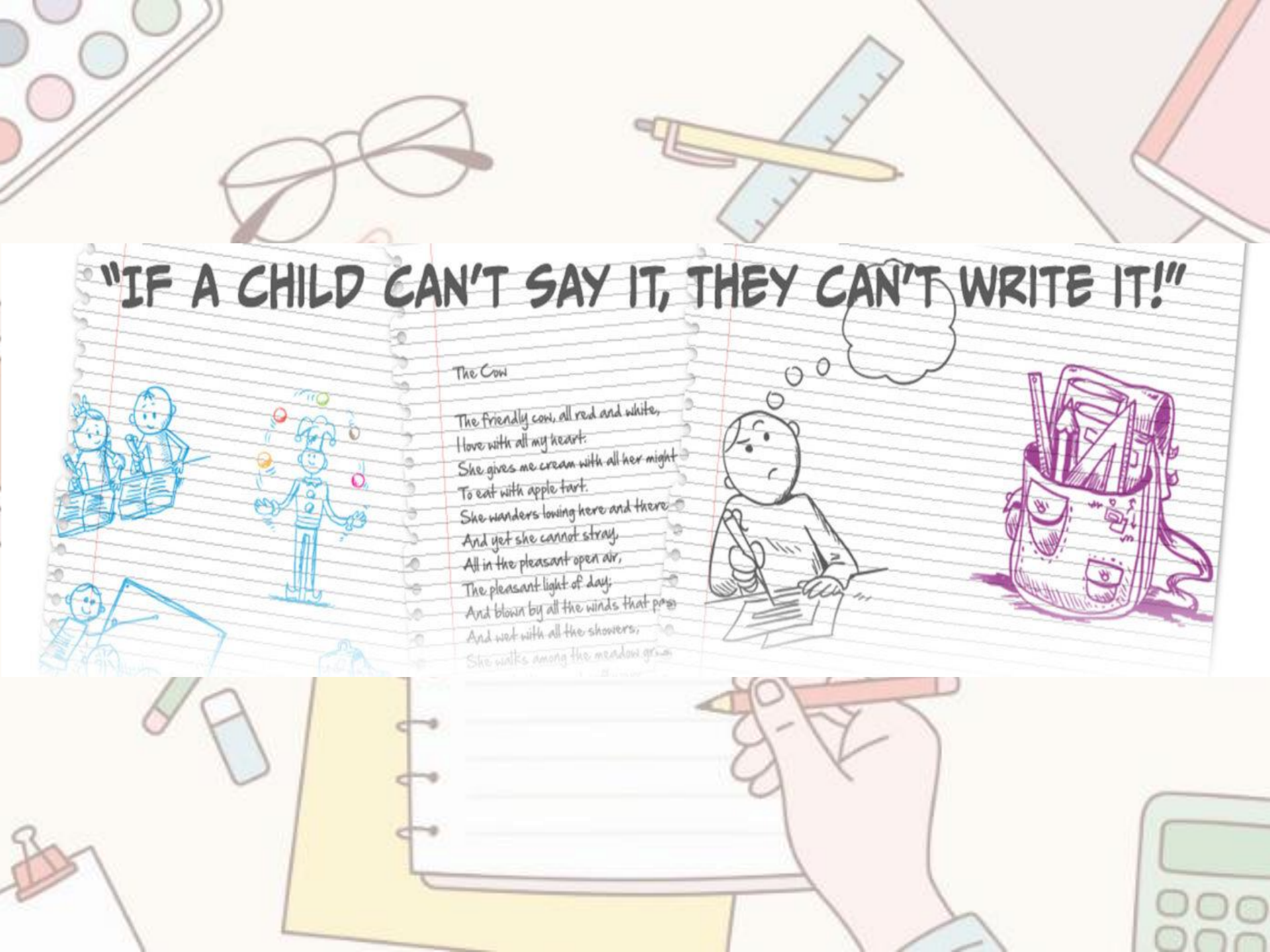
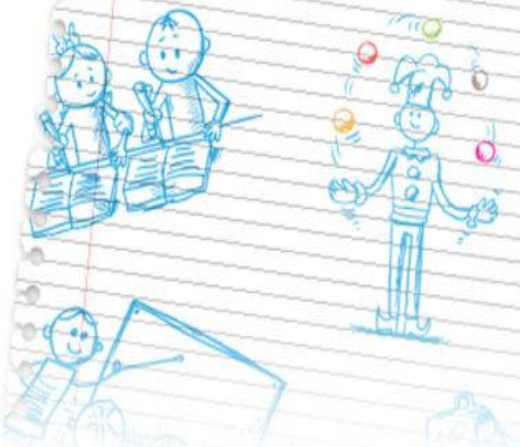
Is there something that you like to do at home with your child to support their writing?



"IF A CHILD CAN'T SAY IT, THEY CAN'T WRITE IT!"

### The Cow

The friendly cow, all red and white,  
I love with all my heart.  
She gives me cream with all her might  
To eat with apple tart.  
She wanders loving here and there  
And yet she cannot stray,  
All in the pleasant open air,  
The pleasant light of day,  
And blown by all the winds that pass  
And wet with all the showers,  
She walks among the meadow grass



# How is writing taught in KS1?



Phonics (20 mins daily)



English lesson (30-40 mins daily)

GPS starters

Handwriting - cursive

Cross-Curricular - through topic

# Phonics – Year 1

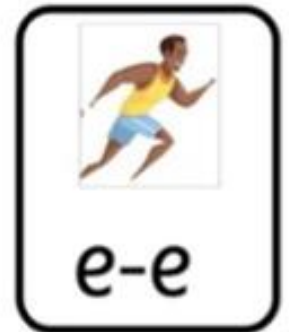
5A	5B	5C
Set 1: ay (play) <u>ou</u> (house) <u>ie</u> (tie) <u>ea</u> (beach)	Set 1: <u>i</u> (tiger) o (open) c (city) g (giant)	Set 1: t (picture) tch (catch) <u>wr</u> (wrap) ere (here) ear (learn) or (worm)
Set 2: oy (toy) <u>ir</u> (shirt) <u>ue</u> (glue) aw (saw)	Set 2: u (unicorn) ow (snow) <u>ie</u> (chief)	Set 2: <u>dge</u> (fudge) <u>st</u> (listen) ere (there) ear (pear) are (bare) <u>oul</u> (could)
Set 3: <u>wh</u> (wheel) <u>ph</u> (dolphin) <u>ew</u> (screw) <u>oe</u> (toe)	Set 3: er (fern) e (me) a (baby) a (swan) y (fly) y (gym) y (pony)	u push
Set 4: au (sauce) <u>ey</u> (key)	Set 4: <u>ch</u> (school) <u>ch</u> (chef) <u>ey</u> (grey)	Set 3: mb (lamb) se (please) a (father) al (half)
Set 5: a-e (cake) e-e (athlete) <u>i-e</u> (kite), o-e (note) u-e* (cube)		Set 4: <u>kn</u> (knit) <u>gn</u> (gnat) o (some) al (all) our (four) augh (caught)

**ASKING THE QUESTION:** a strategy to support children in making the correct spelling choice where there are alternative graphemes for phonemes.

e.g.



"For sweet, is it ee as in tree, ea as in beach, ey as in key or e-e as in athlete?"





"For donkey, is it *c* as in cat, *k* as in kitten (or *ck* as in duck)?"



c



k



ck

"For donkey, is it *ee* as in tree, *ea* as in beach, *ey* as in key or *e-e* as in athlete?"



ee



ea



ey



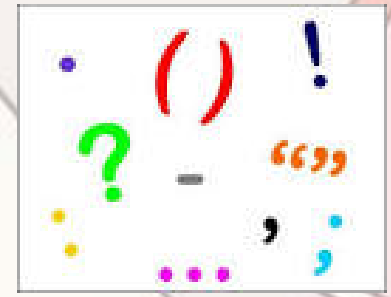
e-e

# What do we teach in Year 1?

- spelling using phonemes
- finger spaces
- capital letters and full stops
- capital letters for names and 'I'
- question marks and exclamation marks
- joining using 'and'
- word classes (noun, adjective and verb)
- adjectives
- sequencing sentences
- plural nouns
- prefix 'un'



# Word classes



- **Noun**- name of person, place, thing,
- **Verb**- an action
- **Adjective**- describing word

Find the nouns, verbs and adjectives in the sentences:

- Jack tiptoed nervously through the narrow hallway.
- The cute baby giggled loudly as the dog wagged its fluffy tail.



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# Punctuation



Full stops- to show the end of a sentence/statement.

Capital Letter – beginning of sentences, names, places

- Tim is best friends with Sam.
- Kate lives in London.

Question marks- when a question is asked.

- Can you help please?
- Do you have a spare pen?

Exclamation marks

- How beautiful the sky is!
- What an exciting journey that was!



# Prefixes



root word	Un-
Happy	unhappy
lock	unlock
fair	unfair

# Year 1 Writing Curriculum

<b>Year 1</b>					
<b>Autumn</b>	<b>weeks</b>	<b>Spring</b>	<b>weeks</b>	<b>Summer</b>	<b>weeks</b>
Stories with familiar settings	3	Traditional Fairy Tales	3	Traditional fairy tales	3
Instructions	2	Recount	2	Cumulative and repetitive stories	3
Performance poetry	2	Poems using senses	1	Instructions	2
Recounts	2	Performance poetry	2	Performance poetry	2
Poems on a theme	1	Instructions	2	Recounts	2
		Pattern and Rhyme	1		

	3 weeks
<i>Genre</i>	Stories with familiar settings
<i>Learning objectives</i>	<p><b>Planning, Composing and Evaluating</b></p> <ul style="list-style-type: none"> <li>• Use ideas from their reading in their writing</li> <li>• Say out loud what they are going to write</li> <li>• Use the sentence by sentence process of think, say, write, check</li> <li>• Use <b>some of the</b> exciting, interesting and engaging vocabulary and the grammatical techniques from the list below.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• Use repetition for effect e.g. <i>In the dark, dark town</i></li> <li>• Use senses</li> <li>• Add adjectives of size and colour</li> <li>• Use exclamation marks to grab the reader's attention</li> </ul> <p>Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.</p> </div> <ul style="list-style-type: none"> <li>• Improve their writing by using some new vocabulary</li> <li>• Re-read what they have written to themselves, in order to check that it makes sense</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use correct grammatical terminology when discussing their writing</li> <li>• Use full stops and capitals throughout a piece of writing</li> </ul> <p><b>Term specific</b></p> <p><b>Planning, Composing and Evaluating</b></p> <ul style="list-style-type: none"> <li>• Plan a 4 sentence story</li> <li>• Write a sequence of sentences</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Join words with 'and' within sentences</li> </ul>
<i>Intended End Point</i>	<p>By the end of the unit, all children will...</p> <p><b>Write a short story (4 sentences) that makes sense that starts with a capital letter and ends with a full stop.</b></p> <p>Some children will progress further and will be able to</p> <p><b>Write a short story (4 sentences) that makes sense that starts with a capital letter and ends with a full stop and uses a variety of adjectives.</b></p>

# Snap shot of how we model writing....



This week we are starting to look at space in class.

Let's write sentences about space using the sentence opener: I can see...

In talk partners discuss in full sentences, 'I can see...'

Encourage children to use their phonics or in small groups write dictated sentences with appropriate sounds for example: I can see the sun, I can see stars

How can we spell? What can we use to help us? Use sound mats with the children

# Working with your child

Now it's time for you to work with your child.

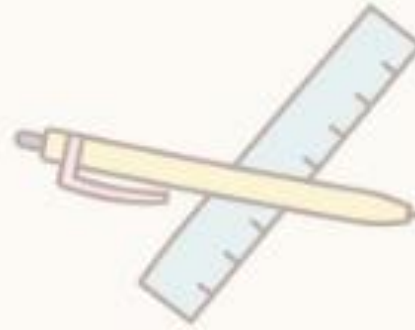
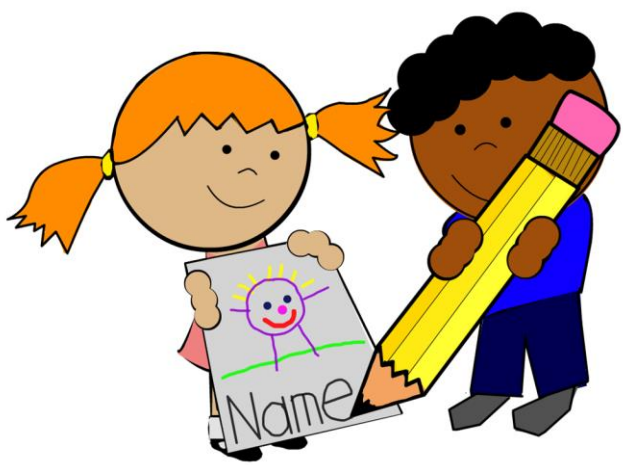
Try and use methods that you just observed.

For example, encourage:

Talking in sentences, ' I can see...'

Encourage children to use their phonics or dictate sentences with appropriate sounds for example: I can see the sun, I can see stars.

How can we spell? What can we use to help us? Use sound mats with the children



**Thank you for  
coming!**

**Any questions?**