








Writing Parent Workshop

Progression of Writing
How you can help!

Phonics – Grow the Code

Grow the code grapheme mat Phase 2, 3 and 5

					yoo		
ai	ee	igh	oa	oo	ue	oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	y	y	oe	ou	ew		
aigh	ey		ow	ui			
ey							
ea							
						zh	
or	ur	ow	oi	ear	air		
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

*depending on regional accent

Reading is the **KEY** to learning

Phonics is the foundation the children need to enable them to become a reader, but also a writer. Letter recognition linked to letter formation and letter sounds linking to spelling patterns.

Process of writing...

3-4 Years (Typical Nursery)



Show a preference for a dominant hand. (lifted from Physical Development)

- Write some or all of their name.
- Use a comfortable grip with good control when holding pens and pencils.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some letters accurately

Process of writing...

The Reception Year



Spell words by identifying the sounds and then writing the sound with letter/s.

Write a simple caption e.g pat a dog / a sad man

- Form lower-case letters correctly.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form capital letters correctly.
- Re-read what they have written to check that it makes sense

Process of writing...



* Writing Early learning Goal

By the end of their time in the Early Years children who are working at the expected level of development should be able too...

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others using a capital letter and a full stop.

Drawing and Scribbling- exploring with marks and mark making materials.

Drawing with meaning- children give meaning to the marks they make. They can continue to draw and still recall back at the end.

This is what a child at the end of **pre-school (nursery)** is expected to achieve.

Letters and Letter-Like Forms- They understand the difference between drawing and writing. When asked to write they make individual marks some may look like letters but have no meaning.

Beginning & most prominent sounds- they can hear and write the beginning sound in words e.g. ssssssss in sun. The stretchy sounds will come first (l, r, m, n, f, s). They may not always be able to find the matching letter independently.

Beginning and Ending Sounds- Hearing and writing more than the beginning sound e.g. hearing c and t in cat. Try to form the letters they can hear using a sound mat to support.

CVC and attempting longer words (but hearing the middle sound too)- hearing c-a-t in cat or r-u-n-g for running

Writing captions/ short sentences children may be putting 2 or 3 words together to make a simple caption e.g. frog on log/ cat on mat

This is the writing early learning goal (ELG) what is expected for a child by the end of **reception**.

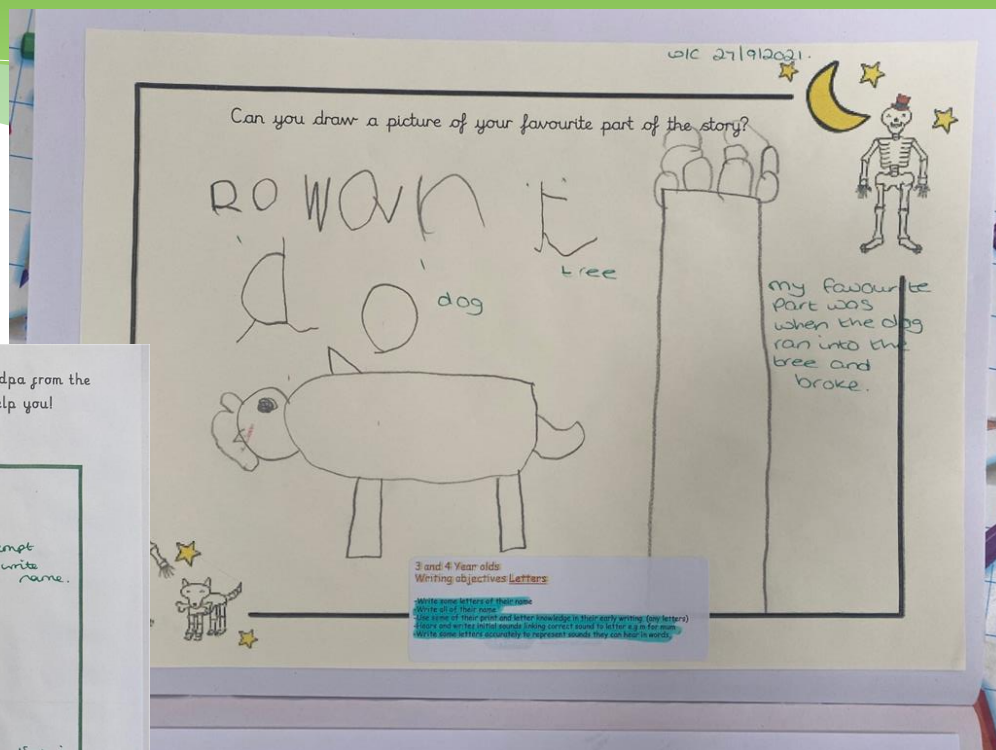
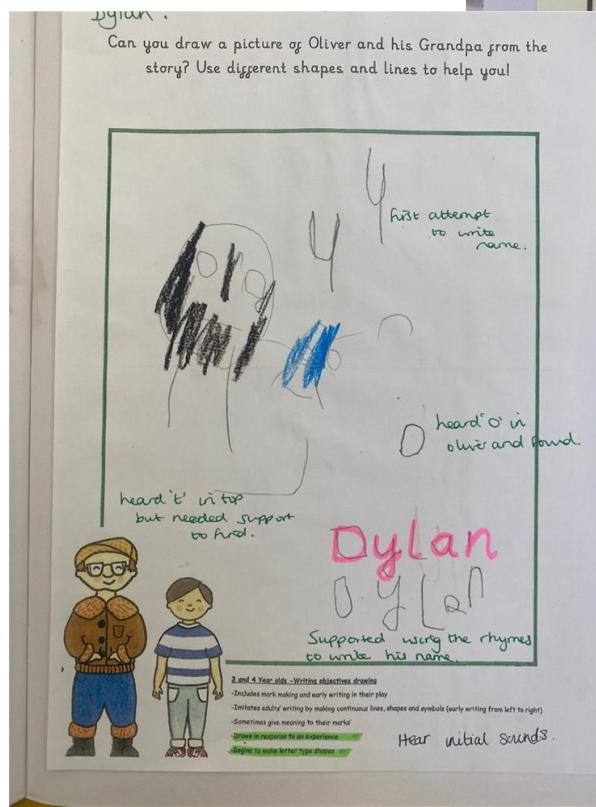
writing more than one simple sentence using finger sp- E.g. I went to the shops. I had sweets.

Attempting to write a few sentences/ Narrative - all spellings are phonetically plausible and some are spelt correctly - a short retell of an event or story. (see example)



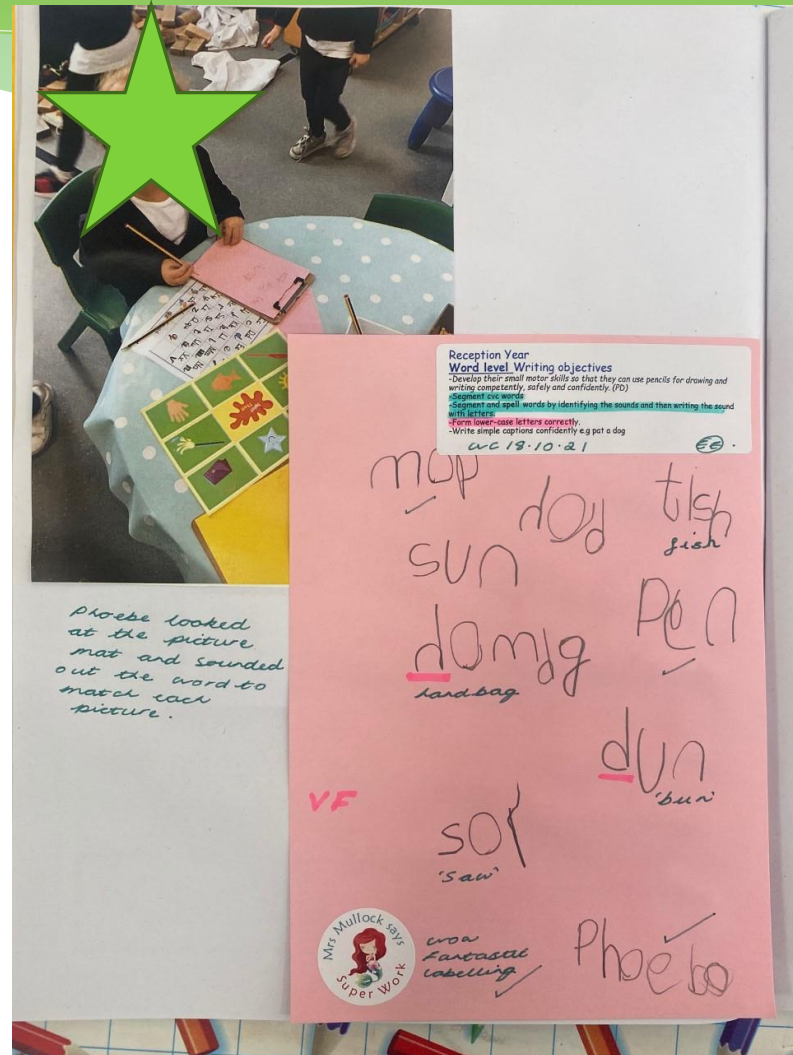
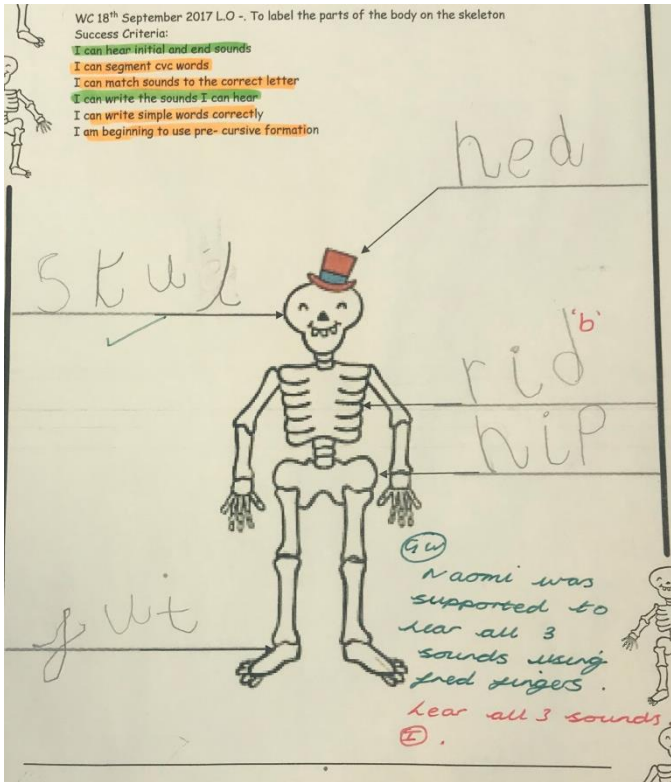
3- 4 years secure (end of Nursery)

- * Hears and writes the initial sound matching the correct letter to the sound. Writes some or all of their name.



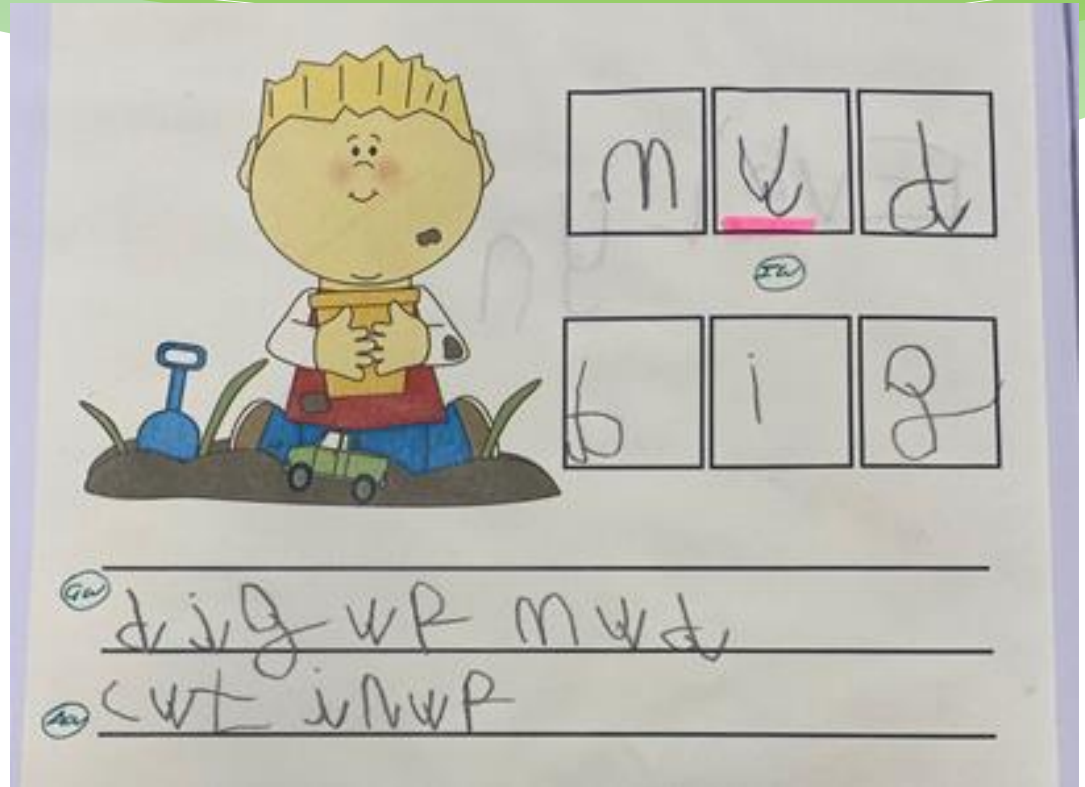
Reception Year entering

* Writing CVC words confidently

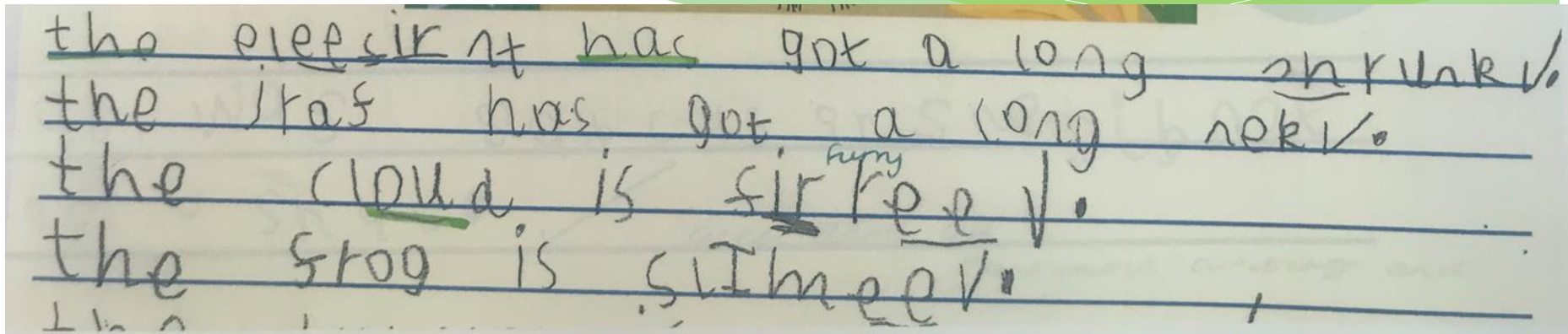


The Reception Year developing

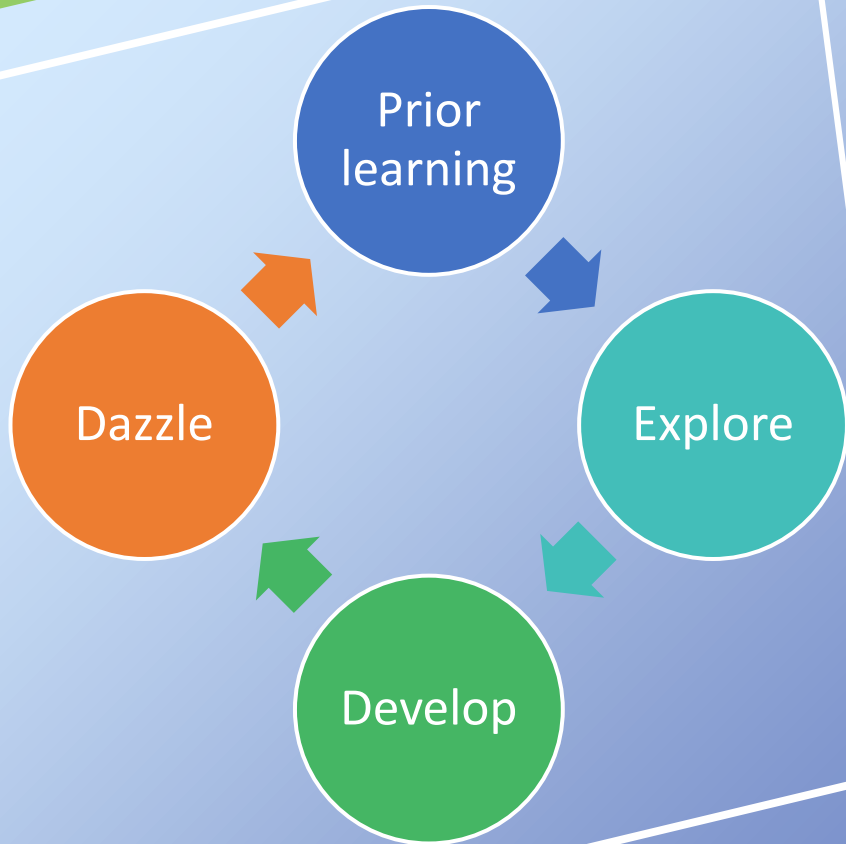
- * Attempting more than one word, writing a caption/string of words.



Early learning goal - emerging/developing



Attempting simple sentences
but they do not always make
sense or no spaces are left
between words.



The Flow of Writing

Year 1 – 4

The Hook

To give purpose.

- * Often text based as we can explore different elements of the story.
- * Film clip
- * Images e.g. characters / setting
- * Objects / Talk for writing opportunity
- * A letter / poem / Front Cover etc.

Explore



Explore

Explore the narrative / style / focus.

- * Identify the features.
- * Explore the narrative / theme / language / style / author.
- * Explore the vocabulary / features in a range of ways.
- * Talk for writing / oracy / exploring the text (characters / setting / problems etc)



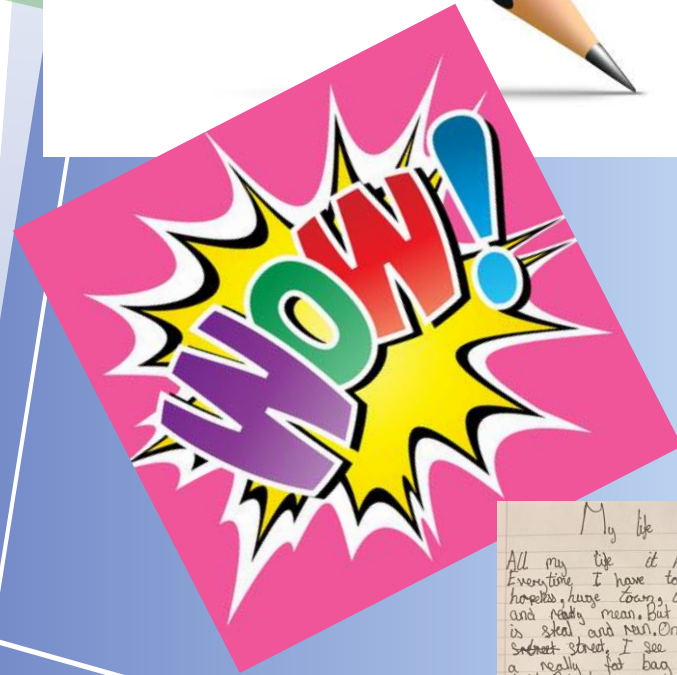
Explore

Dazzle!

Dazzle Writing – Show off what we have learnt and write with flair.

- * Final pieces of writing showing what has been a focus of the explore and develop.
- * Extended writing opportunities to write for purpose and engage the audience.

Develop



My life

All my life it has been dull, grey and dirty. Everything I have to do is a drag. I live in a horrible, huge dump, it is very dark, the dull and rainy mean, but one thing I do post is ~~skid~~ and run. On the alley down the ~~street~~ street, I see an old lady, she had a really fat bag. She was holding really tight, but I know what your thinking stealing is bad but I have to do it because I am a poor teenager and I don't know anyone. Anyway, I kept holding the bag really tight then the lady said, "If only you plant I will let go of this promised" and I ran without a looking back. But when I open the bag all I saw was acorns they were so perfect. Then I started to plant and plant then I forgot about everything and kept going around the place.

Writing in Year 1...

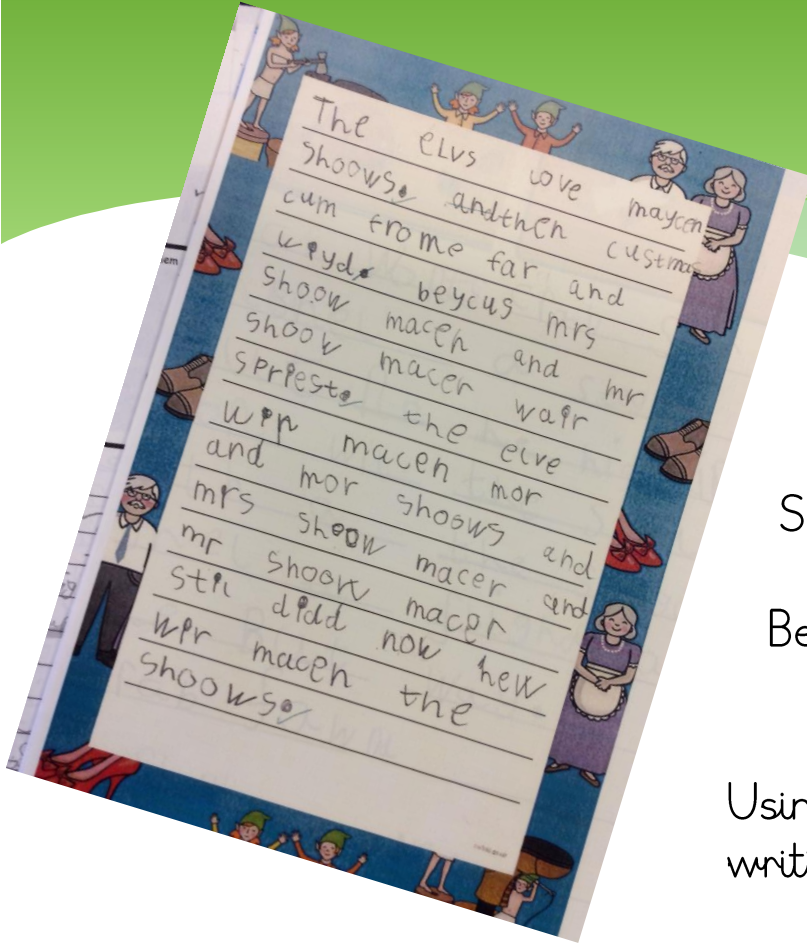
Writing at length,
writing short narratives.
Most tricky words spelt
correctly.

Secure in basic sentence punctuation (Capital letters, Finger Spaces and Full Stops)

Beginning to use adjectives to describe e.g. the fluffy teddy bear.

Using suffixes e.g. ed / ing / er and est to develop writing e.g. The children are playing in the garden on the swing.

Beginning to use a range of conjunctions to extend sentences e.g. and / but / or.



FRW/LOLO To write a new problem and plan for the story.	Backe 1 can 2 can 3 can use full strips independently	for the story
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superworm kept a snail. The snail
 lost his shell. superworm found
 his shell under a rock. The snail
 said fangyou put thail was
 a nuther problem. The spider
 lost one of his legs. superworm
 left the spider find his
 leg. superworm found his leg
 in a drain pipe.

FRW Fantastic ideas for a new problem
 VE- slow down to avoid

spiders in the
 pits

Most Year 1 & 2 Common Exception Words Secure

Beginning to use adjectives to describe e.g. the fluffy, brown teddy bear.

Using suffixes e.g. ed / ing / er and est extend to
ful, er & begin ness to develop writing e.g. The
children played in the garden because it was a
wonderful sunny day.

Beginning to use a range of conjunctions to extend sentences e.g. and / but / or & extend to because / so:

There were lots of spiders in the
attic. Some thing was creeping its
wings behind a * enormous box. I
wonder what is in that box thought
Eloise. He crept closer to open
the box. Pigeon came out
from behind the box. Go away! Said
Eloise. The pigeon * went out
the window. & ew
close

Writing in Year 3...

Writing stamina builds and the children are beginning to use a range of sentence types and writing styles. Most Year 3 Common Exception Words are Secure

Consistent Sentence Structure (non-negotiables for basics)

Using a wide range of adjectives to describe and add detail to the reader.

Using a wide range of suffixes confidently and spelling them accurately using key rules e.g. ed / in / ful / ness.

Writing at length, rereading own writing to check and edit / up-level writing.

I heard the birds chirping and I could see lush green grass. The sun cloudless sky was a clear blue. I decided I wouldn't join in so I sat on a bench. "I need the toilet, I'll be back soon," I said whilst putting my backpack on my back.

"Well, hurry up then!" grumbled the leader. As soon as I got back, they told me to meet at the same place.

I got home and I was asleep and I could hear echoes in my head telling me to stop helping them, but I didn't listen. The very next day, I woke up with a headache and I eventually got to school.

George the Giant Tortoise



George thought that Oliver was the best owner any tortoise could wish for. That made just that to a tortoise owner, especially in a world where tortoises are so rare. George was very happy to have been found by him. He was very happy to have been found by him. He was very happy to have been found by him.

As a young tortoise, the perfect opportunity came for George. The owner of George was looking for a new home for him. He was looking for a new home for him. He was looking for a new home for him.

Just when George thought he was going to be sold to a new owner, he was told that he was going to be sold to a new owner. He was told that he was going to be sold to a new owner.

First Paragraph

Second Paragraph

Third Paragraph

Fourth Paragraph

Fifth Paragraph



Year 3 - Speech Marks

L.I. I can use speech marks to punctuate direct speech.



Writing in Year 4...

Writing at good length and consistent in a range of sentence types and writing styles. Most Year 3 and 4 Common Exception Words are Secure

Consistent Sentence Structure (non-negotiables for basics)

Using a wide range of adjectives to describe and add detail to the reader. Using thesaurus' to develop vocabulary.

Using a wide range of suffixes & prefixes confidently and spelling them accurately using key rules e.g. ed / in / ful / ness / un / micro etc.

Writing at length, rereading own writing to check and edit / up-level writing. Well presented neat handwriting style and using reading to support their writing.

Description of Elizabeth

Elizabeth is a female who also a convict aboard the Lady Penryn on the first fleet to bring boys, Australia. She is approximately ten years old. Elizabeth has long brown hair and a happy face like to time with woolen, torn and buttoned clothes. She is unfortunate to not be able to read and write but with Tom's help she one day will be able to read and write. She takes care of everyone and every thing. Elizabeth loves horses as much taking care of them makes her happy inside. She isn't happy at all not having a clue about her parents, she also is upset about the things going on around her like Tom being sick the old lady dying and feeding the horses flour and water so they are it absolutely worse. She thinks of stuff like why did Tom come down the other way and how old lady and then will Tom handle the new place and how will I handle looking after?

How?	Where?	When?
Quietly,	In the train station,	Yesterday,
Carefully,	Under the bed,	In the morning,
Gently,	In the garden,	After lunch,
Quickly,	Next to the road,	Before sunrise,
Slowly,	On the table,	During the match,
Nervously,	In the forest,	In the evening,
Anxiously,	On the opposite side of the road,	When I have finished my homework,
Courageously,	On the bus,	After Charlie had brushed his teeth,
Helpfully,	In front of the museum,	At midnight,
Happily,	In New York City,	At breaktime,
As quick as a flash,	On the beach,	All of a sudden,
As quiet as a mouse,	Below the surface,	On Tuesday,
As fast as she could,	Above the clouds,	Just then,
Without a sound,	In the fire,	Meanwhile,

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I can choose adventurous and precise vocabulary to tell the readers exactly what I want them to know.

I can use adverbs and adjectives to make my writing more interesting.

I can use a range of adjectives to describe things.

copy and attach to the end of your writing

check all chosen words, add any more vocabulary and begin to read out loud

be vocabulary

Any Questions?

