



BENTLEY CE PRIMARY SCHOOL

SUPPORTING YOUR CHILD WITH WRITING

AIMS OF THE SESSION

- 🎯 Understand the different aspects of writing that are taught in school and how they are taught
- 🎯 Understand how you can support your child's writing development at home
- 🎯 Understand the requirements for meeting age related expectations in writing at the end of each Key Stage



There are four strands within writing;

🎯 Spelling

🎯 Handwriting

🎯 Punctuation and Grammar

🎯 Composition



SPELLING

🎯 Why is spelling so hard?

26 letters, 44 sounds,
185 different ways to spell the 44 sounds!



HOW WE TEACH SPELLING AT BENTLEY

Year R and Year 1

- 🎯 Daily phonic sessions for reading and spelling
- 🎯 Precision teaching – where the same word is repeatedly practised
- 🎯 Words sent home to learn
 - YR high frequency words ‘teddy words’



Year 2 and above

- 🎯 Weekly spelling lessons which focus on a spelling rule
- 🎯 Words to learn sent home each week (focusing on the rule for that week as well as words from the statutory word lists)
- 🎯 Weekly spelling tests to check and monitor which words children are able to spell and where there are gaps in knowledge
- 🎯 Monitoring of children's spellings in books to check that words learned are consistently being spelt correctly
- 🎯 Using the dictionary to check how to spell words and to check the meaning of unfamiliar words



HOW YOU CAN HELP AT HOME

- 🎯 Support children by learning the words that are sent home
- 🎯 Play word games e.g. which is it? and word web
- 🎯 Regularly check children can remember spellings from previous word lists
- 🎯 Discuss the meaning of new words when reading, look at their shape, the context they are in as well as which letters are in them
- 🎯 Practise, practise, practise!
- 🎯 Handout - Top Tips for Learning Spellings



HANDWRITING

End of Key Stage One

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet ^{cat} behaviour.

First of all I ^{am} ~~so~~ sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very dissapointed and upset because of it.

End of Key Stage Two

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ ^{crept} across the landing. As his heart raced he stared into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs-even the seventh one that makes an earsplitting creak ~~noise~~. He could see the ~~re~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~Then~~ ^{She} He could feel pair of eyes watching ~~her~~ ^{him} in the darkness. Who was it? Had he been seen?...? His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

HOW WE TEACH HANDWRITING AT BENTLEY

Infants

- 🎯 Fine motor skills developed to ensure children are able to hold a pencil correctly e.g. lego, playdough, threading beads, tweezers
- 🎯 Emphasis on the correct posture for writing – sat on bottom, feet on floor, non-writing hand on table
- 🎯 Cursive writing taught from Year R – letters formed with lead ins and lead outs (this also helps spelling)

Juniors

- 🎯 Weekly handwriting lessons
- 🎯 Emphasis on handwriting and presentation in all written work
- 🎯 Work towards pen licence – different levels



HOW YOU CAN HELP AT HOME

🎯 Make it fun

Use a special pencil or coloured ones. Try simple word puzzles, anagrams or a game of hangman to practise (you could use the spelling words).

🎯 Encourage drawing and puzzle games

This will help to develop the physical requirements of writing e.g. holding a pencil correctly, control and coordination — the more time your child spends manipulating objects, the better.

🎯 The Right Tools

If your child's struggling with a regular pencil, try a smaller or different shaped one.

🎯 Writing Outside the Box!

A foggy mirror, patch of mud, or bowl of leftover sauce make great surfaces.

Whether your child's practising with their fingers, a stick, or a pencil helps develop the fine motor skills needed for writing.



GRAMMAR AND PUNCTUATION – END OF KEY STAGE ONE

Rewrite the verb in the box to complete the sentence in the correct **tense**.

Emily _____ to school and met Li at the gate.

run

Circle the **two** adjectives in the sentence below.

The new supermarket is the biggest in town.

Use only the words in the box below to write a **statement**.

flower the grow will

Remember to use correct punctuation.

What type of word is flew in the sentence below?

The green parrot flew to the top of the tree.

Tick **one**.

an adjective

☐

a noun

☐

an adverb

☐

a verb

☐

GRAMMAR AND PUNCTUATION – END OF KEY STAGE TWO

Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

Circle the two words that are **antonyms** in the sentence below.

What looked like a worthless collection of rusty metal turned out to include ancient coins and valuable jewellery.

Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.

The vital clues were discovered by the detective.

Which sentence contains a **relative clause**?

Tick **one**.

The boy who I met at the park is in my class.

☐

The team is going to play a match tomorrow.

☐

Sue said that she wanted to learn to play the drums.

☐

Whenever they have time, they like to go cycling.

☐

Complete the sentence below with the **simple past tense** of the verbs in the boxes.

I _____ netball last weekend, but I only _____

↑
to play

↑
to know

where the match _____ the day before.

↑
to be

HOW WE TEACH GRAMMAR AND PUNCTUATION AT BENTLEY

- 🎯 Incorporated into our writing learning journeys – taught and then applied when creating written pieces of work
- 🎯 Grammar and punctuation learning supported by homework



HOW YOU CAN HELP AT HOME

- 🎯 Support your child with their homework
- 🎯 Point out grammatical features and punctuation when reading



COMPOSITION – WHAT CHILDREN ACTUALLY WRITE!



KEY STAGE ONE

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet ^{cat} behaviour.

First of all I ^{am} ~~sorry~~ ^{got} bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I ^{will} also try not to ~~scrath~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

KEY STAGE ONE

Apostrophes for possession.

Additions and revisions that impact on the writing.

Punctuated correctly.

Cohesive with a clear structure.

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Clear opening and closing indicates the purpose.

Subordinating conjunctions.

Expanded noun phrases to add further information.

KEY STAGE TWO

Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ across the landing. As his heart raced he stared ^{crept} into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit.

Suddenly a THUD!... He raced down the creaking stairs-even the seventh one that makes an earsplitting creak ~~noise~~. He could see the ~~re~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~Then~~ ~~she~~ He could feel pair of eyes watching ~~her~~ in the darkness. Who was it? Had he been seen...? His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

KEY STAGE TWO

A tense atmosphere is created through short sentences and effective word choice.

Appropriate changes have been made with a focus on pronouns to clarify meaning.

A range of cohesive devices are used – pronouns, adverbials, repetition of key details, an ellipsis to create suspense.

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Simple, compound and complex sentences are used appropriately.

Selection of verb forms to move from the past to the present.

A range of punctuation is used correctly.

HOW WE TEACH COMPOSITION AT BENTLEY

- 🎯 Through our learning journeys – high quality texts to stimulate writing and use as a model.
- 🎯 We look for specific grammar and punctuation features as well as word choice when using the text driver
- 🎯 Establish key objectives for that piece of writing which are based on grammar, punctuation, word choice, cohesion
- 🎯 Plan what to write
- 🎯 Write in different genres
- 🎯 Write for different purposes
- 🎯 Write for different audiences
- 🎯 Evaluate and edit what's been written



HOW YOU CAN HELP AT HOME

- 🎯 Take time to read and share books with your child, this really helps to develop their language base
- 🎯 Orally tell well-known stories or make some up
- 🎯 Write a shopping list or a note
- 🎯 Write thank you cards - birthday/Christmas presents
- 🎯 Write Christmas cards
- 🎯 Labelling pictures of drawings
- 🎯 Let your children see you writing - how much do we write at home now?



Reading helps with all of this.
The better readers they are,
the better writers they will be.



USEFUL WEBSITES

<https://hungrylittleminds.campaign.gov.uk/>

Ideas for language development

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

Recommended reading books

<https://www.theschoolrun.com/teachers-tricks-make-spelling-easy>

Ideas for supporting spelling

<https://www.bbc.co.uk/bitesize/topics/zhrrd2p>

Grammar support