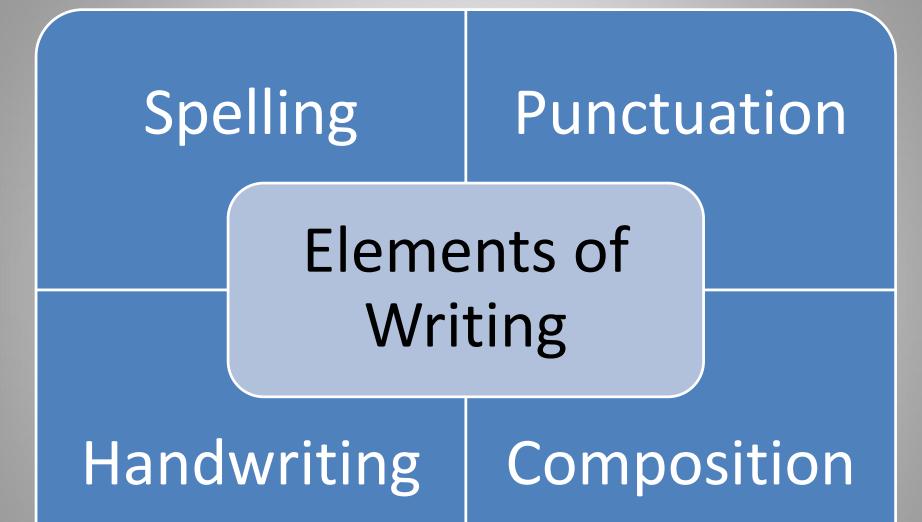
# HOW TO IMPROVE YOUR CHILD'S WRITING





## Spelling

### Handwriting

## Barriers to Writing

Composition – getting ideas

Low Self-Esteem

## SPELLING

- Share weekly spellings
- Discuss the sound,
   letter pattern or rule
   used in the list
- Practise writing out spellings using our joined handwriting style





## HANDWRITING

- •Know the school's handwriting model
- Prompt your child to use the school's handwriting model at home
- •Do a little handwriting practice

PUNCTUATION Ask your child to proof-read their homework Check your child's writing and point out any missing punctuation





## COMPOSITION

- Interact with your child
- •Take time to talk and reflect on experiences
- •Go on visits
- Share a wide range of books / texts
- Share stories



## COMPOSITION

- •Use real purposes for writing
- Let your child see that you value writing
   Let your child write out
   the shopping list,
- f invitations, letters to Grandma etc

# What Can You Do to Help Your Child? Low Self - Esteem Praise all your child's real attempts at writing

•Use your child's ideas when composing with your child

•Be patient!



### How Do We Teach Writing At School?

### Reading

• Sharing and enjoying texts together as a class.

### Talking

- Generating ideas (from text, picture, drama, etc)
- Sharing our thoughts about a text
- Identifying key characteristics of the text type, vocabulary, grammar, etc.

### Modelling Writing

 Teacher models writing, externalising the composition process: generating ideas, selecting 'best' ideas, organising and putting them on the page

### How Do We Teach Writing At School?

### Shared Writing

 Teacher scribes whilst the class contributes to the collection of ideas, words, phrases or how ideas go down onto paper

#### **Guided Writing**

 In small groups or pairs, children compose, edit, improve or reflect upon writing (usually linked to a child's writing target)

Paired / Independent Writing

 Using the skills and ideas already shared, children produce a piece of writing, proof read, edit and improve their work

### **Assessing Writing At School**

At school we assess writing against the following Assessment focusses

- AF1 Write imaginative, interesting and thoughtful texts
- AF2 Produce texts that are appropriate to task, reader and purpose
- AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events
- AF4 Construct paragraphs and use cohesion within and between paragraphs
- AF5 Vary sentences for clarity, purpose and effect
- AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
- AF7 Select appropriate and effective vocabulary
- AF8 Use correct spelling

### **Setting Targets**

We set the children writing targets based on 4 generic elements of writing:

- Vocabulary use of ambitious words
- Connectives joining words eg but, also etc
- Openers- different ways of opening a sentence
- Punctuation using a range of punctuation

- Discuss the task and ideas before preparing to write. It can also help to 'sleep on it' - after a talk about the expected task and the sharing of ideas. Wait until the next day to put pen to paper.
- Stress the importance of rereading during composition to check for flow of ideas. Proof—reading their work **aloud** will enable them to hear whether the writing flows well and whether any words have been omitted, for example.
- Coming back to a piece of writing the following day can also help a child to freshly identify ways in which to improve their work.
- Ask your child whether they think that they have met one of their targets in this piece of work.
- Celebrate the writing and give lots of praise!