



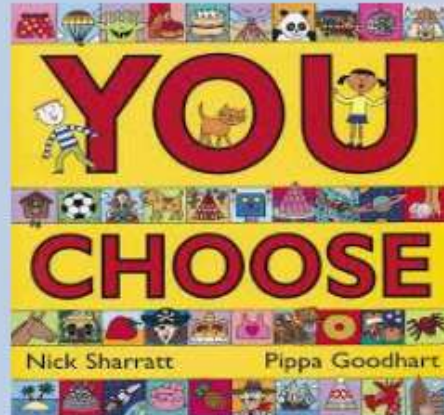
Muswell Hill Primary School

## Y2 Writing

# This session aims to give you.....

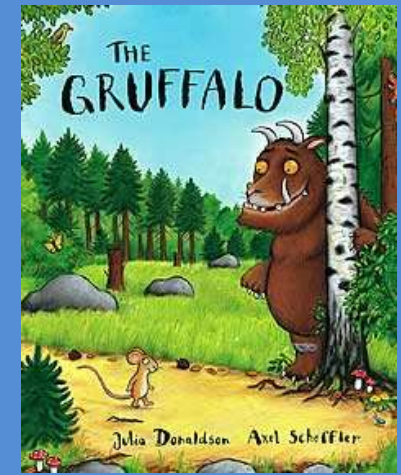
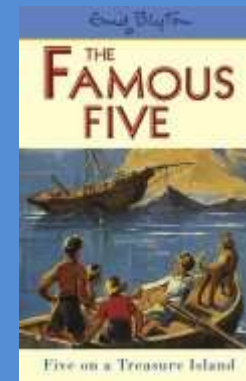
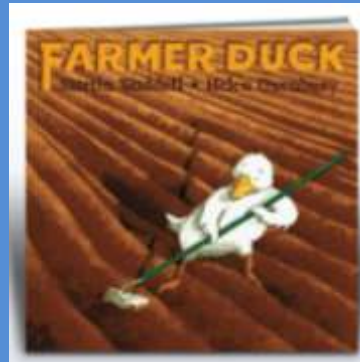
- An understanding of how children's writing develops over time.
- An overview of the progression of skills
- An insight into how we teach writing at Muswell Hill Primary to enable you to support this learning at home
- Ideas for supporting at home and an understanding of how important this partnership is in your child's progress

# TALK!

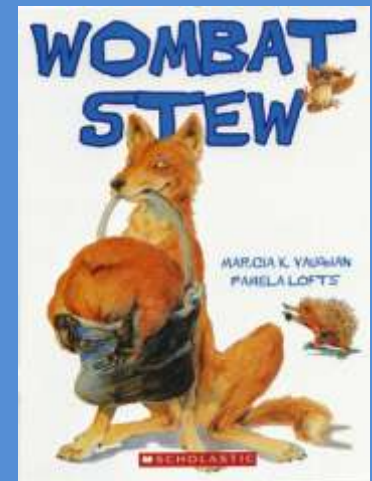
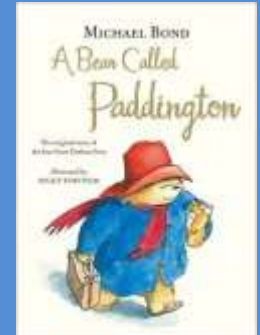
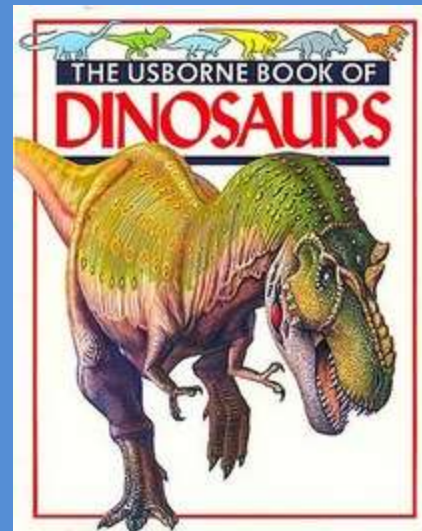
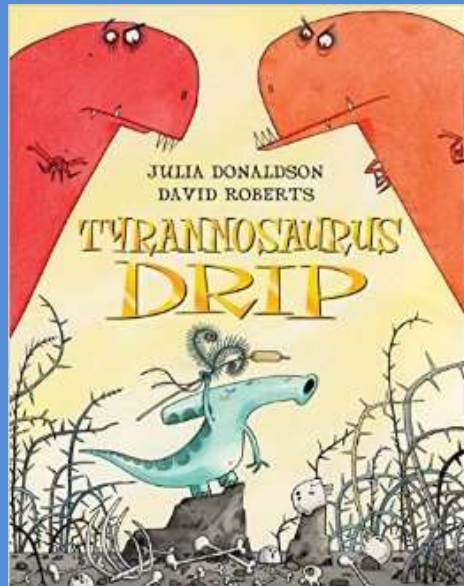


Listening and speaking are a child's introduction to language and literacy. Activities such as talking and singing will teach your child the sounds and structures of language, making it easier for him or her to learn to read or write.

- Encourage your child to tell you about his or her day – about activities, sports and games.
- Ask lots of questions so that your child knows you are interested in what he or she is thinking about.
- Talk with your child as much as possible about things you are doing and thinking.
- Encourage your child to tell you what he or she thinks or feels.
- Don't interrupt! Let your child find the words he or she wants to use.
- Sing songs, such as the alphabet song, and recite nursery rhymes, encouraging your child to join in.
- Play rhyming and riddle games – make it FUN!



**Books, books, books...  
and other things to read will all  
Support your child in becoming a writer**





# MONKEY PUZZLE

My mum isn't a great grey hunk.  
She's got no tusks and she's got no trunk.  
She doesn't hiss and she doesn't croak.  
Butterfly, butterfly, please don't joke.

It's a monkey puzzle.  
Butterfly, butterfly, can't you see?  
It's a monkey puzzle.  
None of these animals looks like me.



**Whenever possible,  
allow children to  
have access to the  
Written version of  
songs/ poems/  
Nursery rhymes**

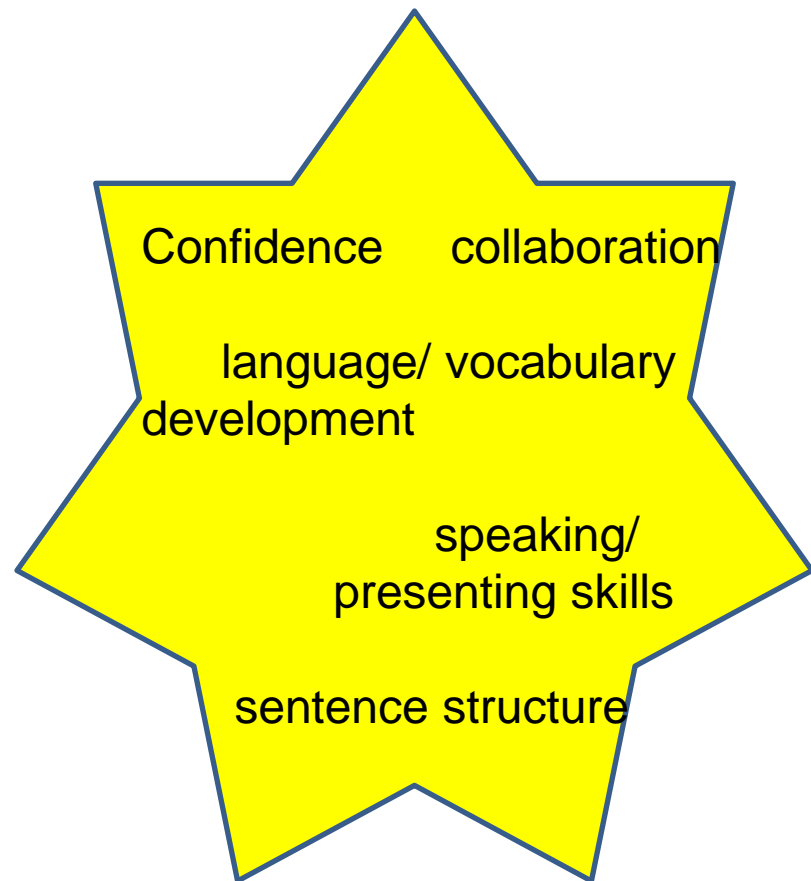




**STORY MAPPING HELPS CHILDREN SEQUENCE THEIR IDEAS**

It also helps them to develop their use of story language. If they become skilled at retelling the story verbally, writing it will be a much less daunting task.

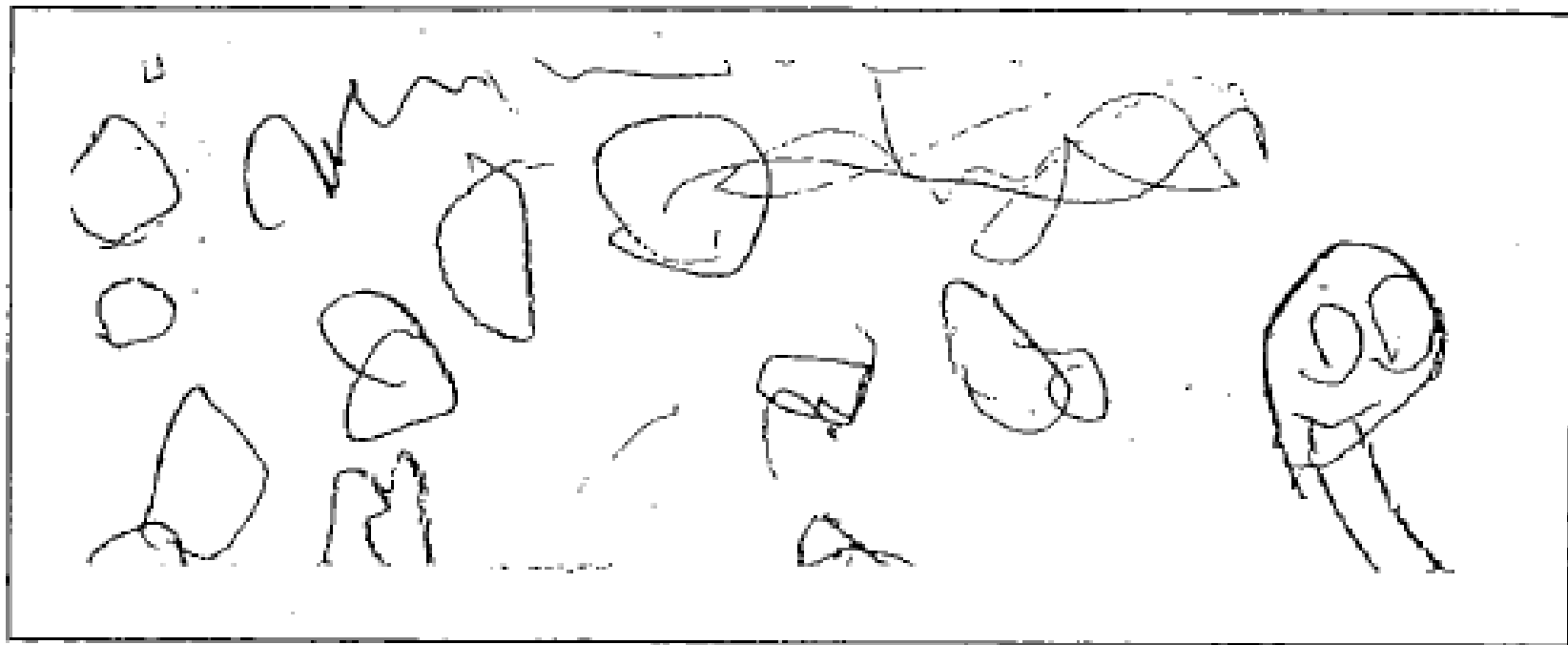
- “Just then...”
- “So...”
- “After a while...”
- “All of a sudden...”
- “Suddenly...”



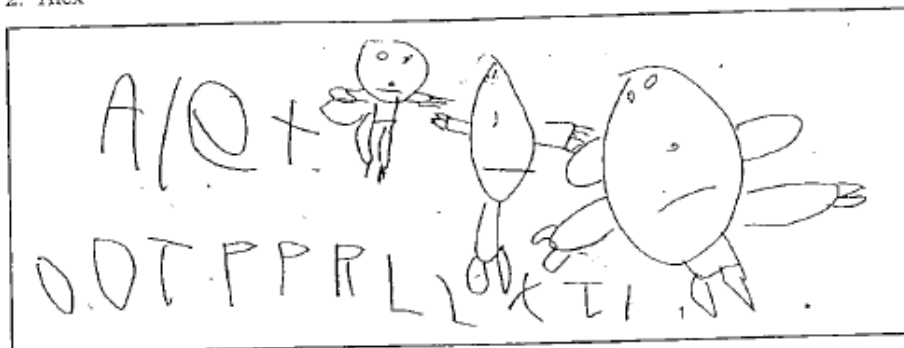


# The writing journey...

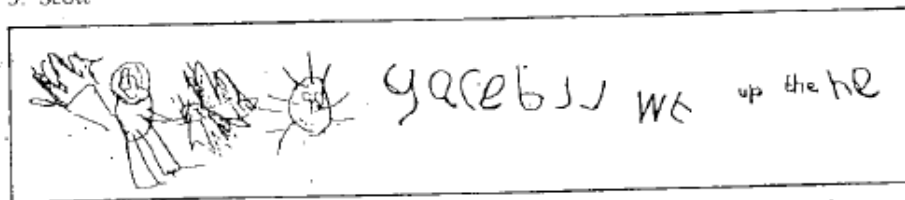
## 1. Michael



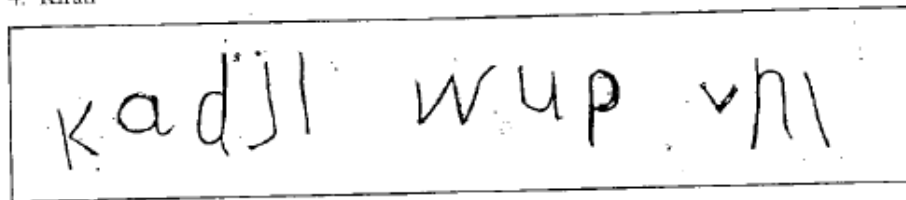
2. Alex



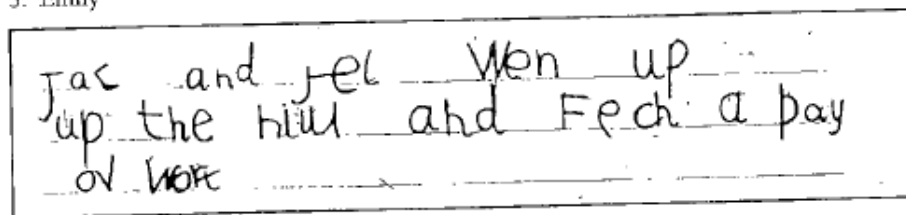
3. Scott



4. Kiran



5. Emily



Oh saturday I

Went to the  
met for doam.

Is wama and plaja wivsa  
I went on the side:

Leaf Man lived in a  
castle next to my friends  
house. Then he flew to the  
sky. And then he got lost.

In a big house it was  
very dark in there. A giant  
was living in there. He was  
very big. Leaf Man saw him  
the giant was very angry.

Leaf man lived in a pile of leaves  
next to a shiny slide. one day  
a nasty storm whether came and  
blowed him away. Next he flew  
Past the yellow ducks.

After that he went past a beautiful tree.

Finally he went past a old bench.

after that he went past a big swing and a small swing.

next he went past a Tall climbing frame.

next he went past a chick.

next he went past a acorn.

he still didnt find a home.

# What writing looks like in our **Year Two Classrooms**

- Phonics/ spellings
- Handwriting
- Shared text
- Shared writing- I,we, you
- Independent Writing;
  - Picture cues, sentence openers, word banks/ lists

# Skills Practice

- 5-10 minute sessions
- Local stationery shops will have a range of books to support

# HANDWRITING

Pencil grip – start with, and encourage the correct grip



Letter formation – incorrectly formed letters are difficult to correct once established and delay progress in writing

[www.teachhandwriting.co.uk](http://www.teachhandwriting.co.uk)



# SPELLING

## With spelling flashcards:

- **Pairs:** Create a double set of the words your child is finding tricky. Pick up two cards at a time until they find a pair. Can they verbally spell it out to you?
- **Flip, Read, Letters and Write:** Your child can learn their spellings in 4 quick steps. Have the child flip over a card, read it, spell out the letters and then write it down.
- **Trace, Copy, Recall:** Fold a piece of paper into three columns and label them trace, copy and recall. Write the word in the first column and have your child trace it. Next, get them to copy the word in the next column by looking back at the letters. Finally, get them to fold and hide the first two columns and practise writing the word in the final column.
- **Pocket Cards:** Make small cards to keep in your pocket or bag and when you are walking to school, making breakfast or sitting in the park ask the children to spell the words to you.

# SPELLING

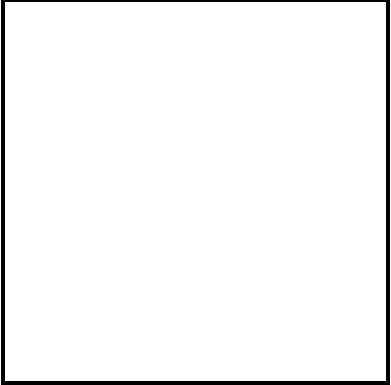
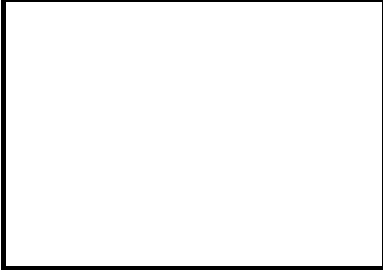


## With pen, pencil, marker and paper:

- **Spelling Word Race:** Create two teams with a player from each team taking the 'pen' at a time. Someone calls out the word and the two players race to write the word first.
- **Spelling Puzzle:** Make a home-made puzzle by writing the words in large on a piece of card. Get your child to cut it up and then can they piece it back together again?
- **Stairs:** Write the words as if they are stairs, adding one letter each time:  
S, Sp, Spe, Spel, Spell
- **Tic-Tac-Toe:** This game is a favourite of the children's and is often best known as Os and Xs. Using the spelling words the child needs to make get three in a row of the words spelt correctly. They can compete with you or a friend.
- **Chalk:** If you have any chalk (and don't mind getting your paving a bit messy) get the child to write the words on the ground and then the rain will wash it away.
- **Water Paint:** Use water and a paintbrush to water paint the spelling words. On a hot sunny day the words disappear quickly so they need to paint fast!

## With a computer or tablet:

- **Type it out:** Open up a document to type on. Call out the word for the child to spell. They can then play around with the word; increase the font size, change the colour etc.
- **Voice record:** Using a recording device have your child spell out the word and get them to listen back.

Along with skills practice, be sure to encourage free writing tasks.

 <hr data-bbox="459 596 852 601"/>	<hr data-bbox="929 187 1327 191"/> <hr data-bbox="929 239 1327 244"/> <hr data-bbox="929 297 1327 301"/> <hr data-bbox="929 354 1327 358"/> <hr data-bbox="929 411 1327 415"/> 
 <hr data-bbox="465 1118 852 1122"/> <hr data-bbox="465 1175 852 1179"/> <hr data-bbox="465 1232 852 1236"/> <hr data-bbox="465 1289 852 1293"/> <hr data-bbox="465 1346 852 1350"/>	 <hr data-bbox="933 1118 1327 1122"/> <hr data-bbox="933 1175 1327 1179"/> <hr data-bbox="933 1232 1327 1236"/> <hr data-bbox="933 1289 1327 1293"/> <hr data-bbox="933 1346 1327 1350"/>

- **Ideas for writing tasks at home for children in Reception and Year 1**

- Keep a diary
- Keep an “I like....” or “I can....” book
- Menus
- Lists-shopping and other.....eg top 5 animals, cakes, colours etc
- Write letters to relatives and others
- Postcards
- Use a picture stimulus to support writing about a favourite animal, TV programme, place etc
- Write up and illustrate a familiar nursery rhyme/song/poem-see sheet available from this meeting
- Handwriting practise
  - Make cards/ posters/ signs/ labels
- Dictate a sentence –write it out-then cut it up and put it in order. Turn over some words and then re write the sentence correctly
  - Make a book-see sheet and rewrite a familiar story of film
- Make a poster/ sign/ labels
- Write a menu for a home cafe
- Use LOTS of different paper, pens-have a free writing box with nice scraps of paper, pens (glitter, golden ) and pencils.

## Helping your child with writing at home...

Either revise a skill for 5-10 mins (phonics/ spelling/ handwriting/ punctuation/ speaking)

**OR**

encourage/ set up a free writing task. Try not to 'correct' during or after but you could state one 'thing you are looking for' (e.g. letters on lines, b/d the right way round, word 'the' spelt correctly etc)

- Oral rehearsal of sentences.
- Segment a word into its constituent phonemes
- Link with reading; segmenting and blending
- Visual recall of letters in a word (tricky words)
- Learning by reading, looking, copying, writing
- Remember although we use the letter name, we use the sound when spelling –Encouragement and praise!