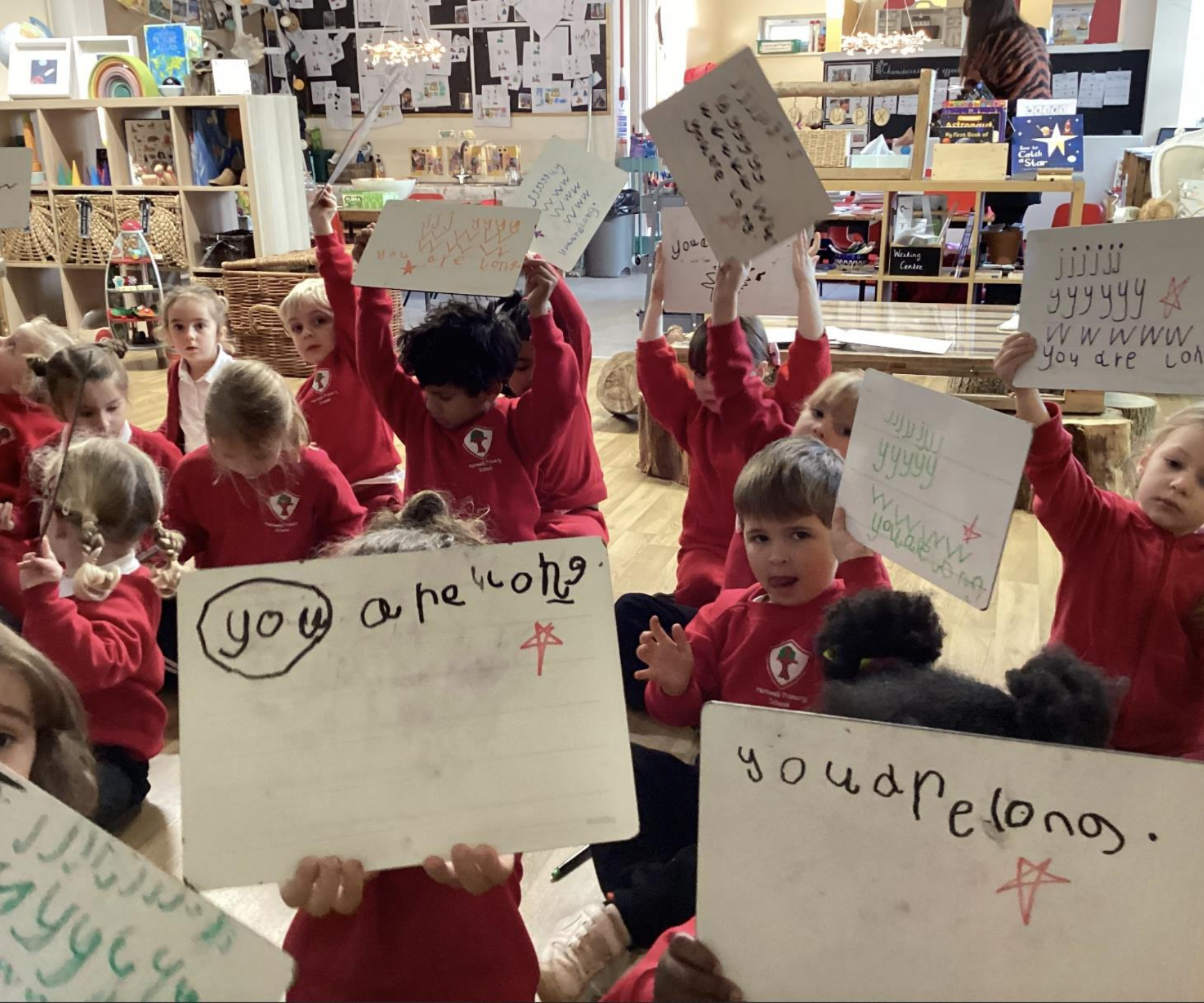




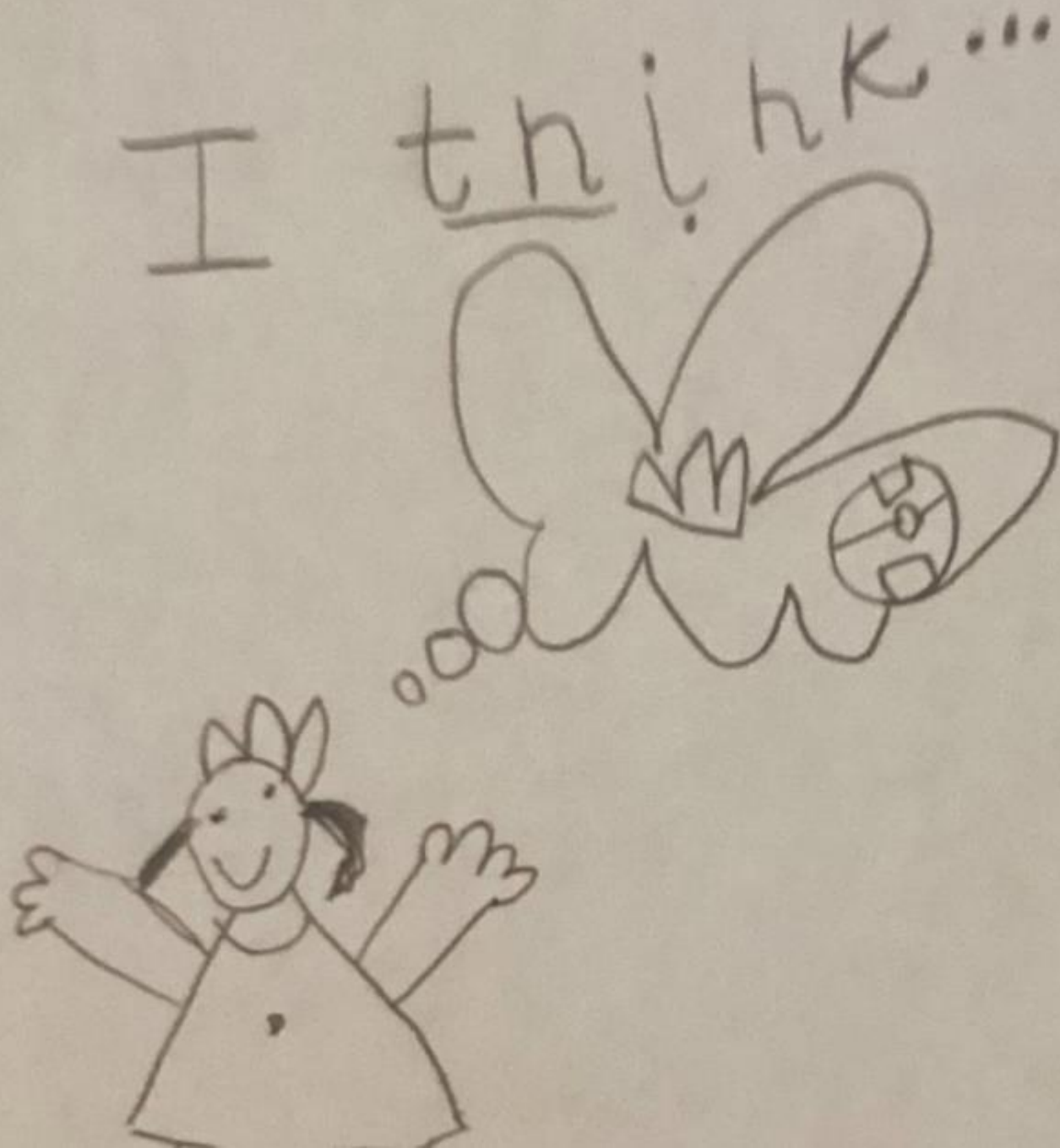
Learning to write is one of the most important things that a child will learn. Children use their writing in almost all other subjects of the curriculum. Good writing also gives children a voice to share their ideas with the world.

For a child, learning to write can be a tricky business, not least because good writing involves handwriting, spelling, grammar and punctuation not to mention what we want to write and who we are writing for.



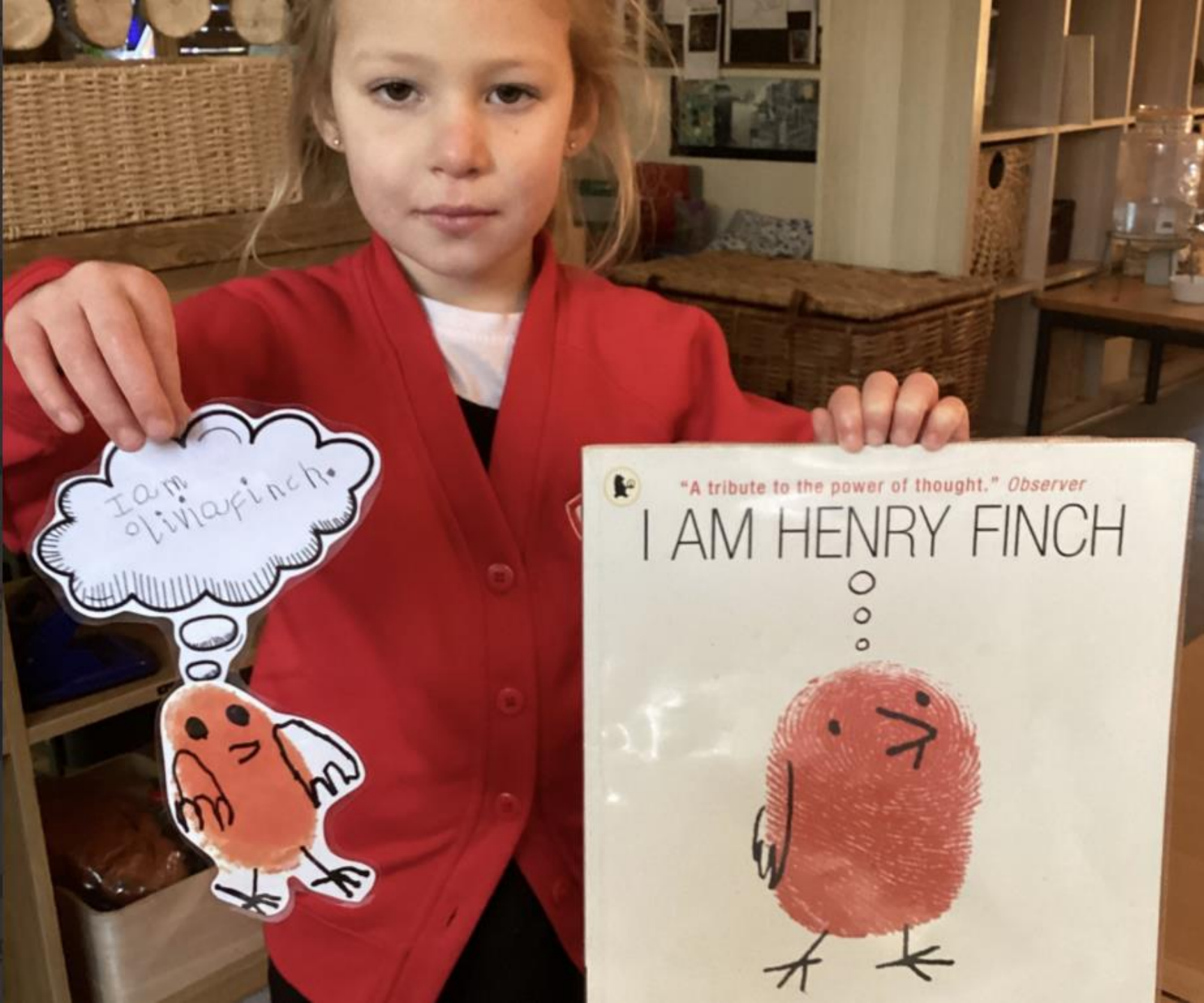
Early learning Goals:

- 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.



Development matters:

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.



Teaching writing is complex, and teaching it effectively is challenging. To teach writing well, we have to consider every aspect of the writing experience and crucially, model how to write.

We do this in 3 'chunks':

Morning work-handwriting focus

Phonics session-sounds of letters and the structure of a sentence

English work-writing through exploration of texts and stories.



Handwriting



Our morning work allows the children to consolidate the letter formation that they have learned in their phonics session.



Each letter has a rhyme that the children know and follow.



We use lined paper; this allows the children to position their letters on the line and helps them to form the letters to the correct size.

Phonics:

Introducing new sound:

the new sound is

introduced to the children
which they orally rehearse.

We then model the writing
of the letter to the
children, reinforcing the
rhyme as we write it i.e.

“curl round the
caterpillar”.

 <p>a</p>	 <p>b</p>	 <p>c</p>	 <p>d</p>	 <p>e</p>	 <p>f</p>
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaur's bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
 <p>g</p>	 <p>h</p>	 <p>i</p>	 <p>j</p>	 <p>k</p>	 <p>l</p>
Around the girl's face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
 <p>m</p>	 <p>n</p>	 <p>o</p>	 <p>p</p>	 <p>q</p>	 <p>r</p>
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirate's plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robot's back and curl over his arm.
 <p>s</p>	 <p>t</p>	 <p>u</p>	 <p>v</p>	 <p>w</p>	 <p>x</p>
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
 <p>u</p>	 <p>z</p>				

Phonics:

Fred spell:

Fred Fingers are used for spelling. Children hold up the hand that they do not write with. They sound out the word they are spelling and put up the correct number of fingers for the word.

They then write the word.



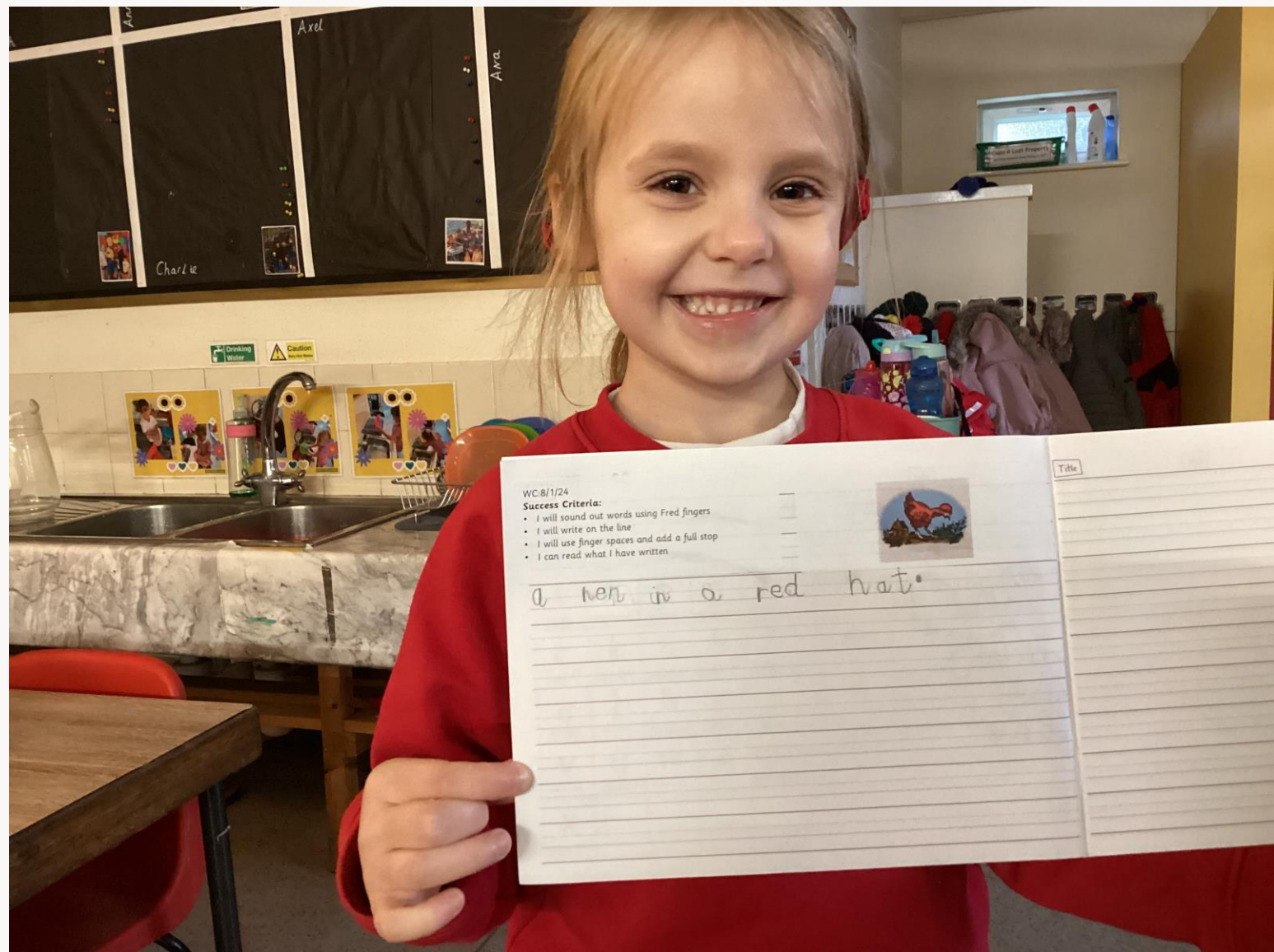
Phonics:

Hold a sentence:

is a process that teaches the children to remember a whole sentence in their head before they write it down with the correct punctuation and spelling. The sentences we ask the children to write include words that they have already been taught how to spell. We show the child a picture and orally rehearse the sentence i.e., 'a hen in a red hat.'

We count how many words are in the sentence, we practice the spelling of each word using Fred Fingers and remind the children of the use of finger spaces, capital letters and full stops.

The teacher models the sentence, hides it and then the children write the sentence independently.



English sessions: 'Teach through a text'.



Thematic link: These inferences are about 'getting the gist' of a text.



Discovery point: creating a 'hook to get the children excited about a text.



Embed comprehension: explicitly imbed through prediction and inference.



Embed grammar: explicit grammar skills for writing taught in context.



Spelling and vocabulary: explicit spelling skills are taught and new and exciting vocabulary developed.

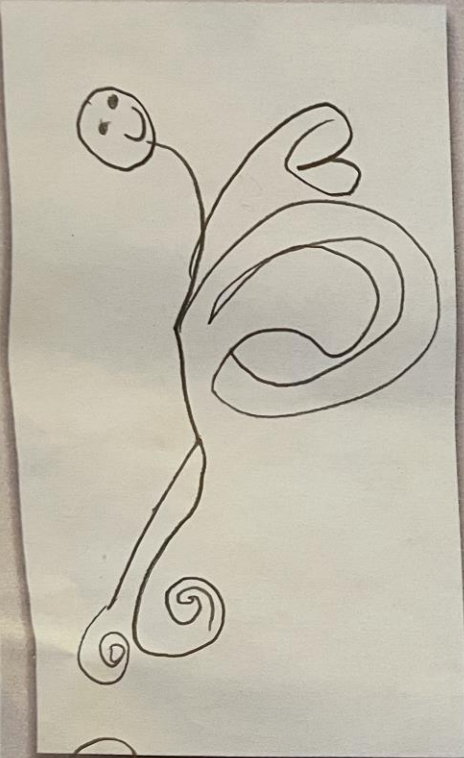


Literary language: explicitly taught and style or format applied in writing.

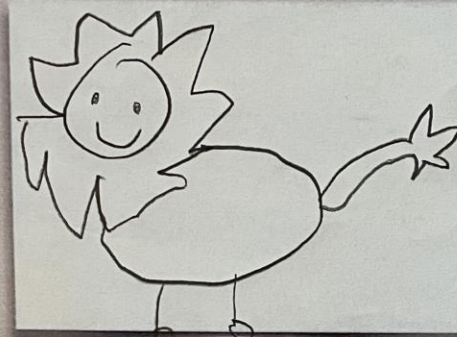
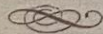


Purpose & audience: writing letters to a variety of people, posters, information booklets etc.

Bringing the
rain to Kapiti
Plain



Giraffe



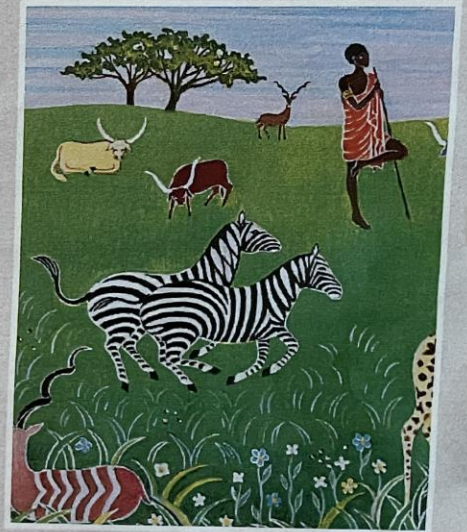
lion



zebra



Kapiti Plain Safari
park



Kapiti Plain is in a beautiful
area of Kenya.
You will love it here, come
and see the 'Big 3'.

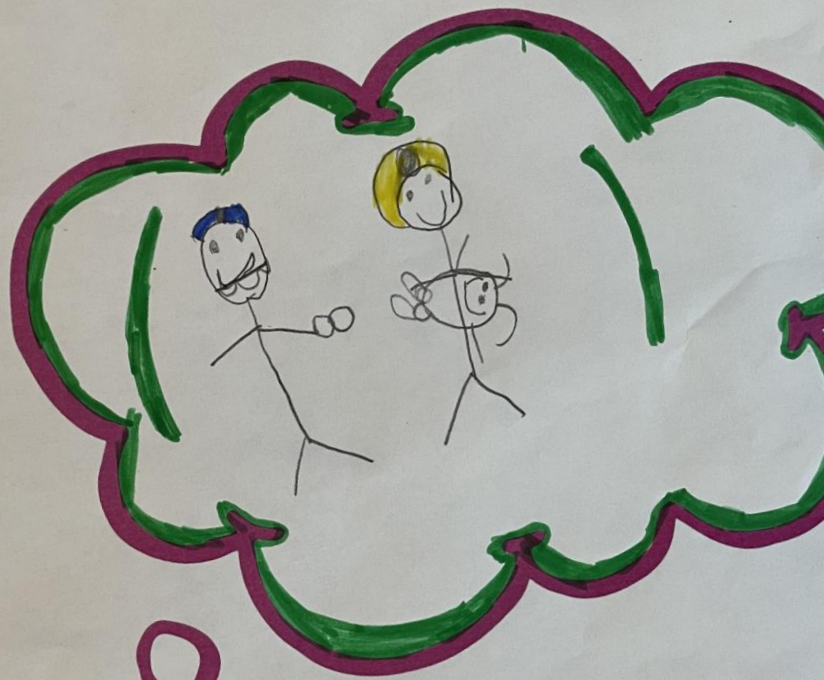


Look Up!



I am Rocket!
I look up.

I am
Henry
Finch



One day I will be a poles and doctor

You are

already.
Fabulous
I Love
you xoxo



Halibut
Jackson



to your *job.



to the beach



to a party

So much!

There were about four lessons in the run up to writing this final piece-focusing on :

Drama

Literary language

Grammar

& Verbs



Mum and I are waiting.

Dingdong!

It's Tadea I like to sing with
Tadea so much!

Dingdong!

It's Hakeem I like to
jump with Hakeem so much!

Dingdong!

It's Eden, I like to run
with Eden so much!

We sing and jump
and run we had so
much fun!


Now it's time for bed
I loved my party so much!

How you can help your child at home.....

Letter formation practice & Homework sheets:

Other writing opportunities:

- Letters and thank you cards
- Shopping lists
- Recipes
- Diaries
- Book making
- Story telling



 Class R Phonic Home Learning

Please support your child to practice and reinforce the phonemes and graphemes we are learning in school. More information on how we learn these can be found on:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Phonemes we will be learning this week in school:				
ee	igh	ow	oo	oo
We will be reading and spelling the words				
been	nigh	low	look	zoo
seen	tight	blow	book	too
tree	light	slow	took	zoom
free	night	glow	shook	pool
We will be learning the tricky words				
the	put			
Can you write one sentence for each phoneme:				
ee				
igh				
ow				
oo				
oo				