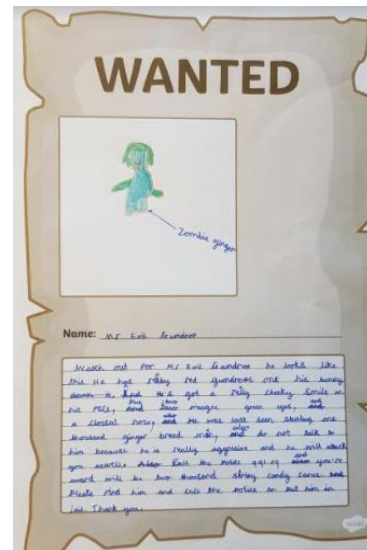


# All Saints, Sharnford and Ullesthorpe C of E Primary Schools Hub



## Writing in Key Stage One



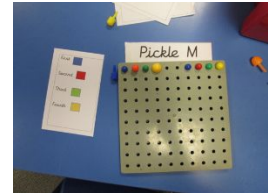
We want all our children to be proud writers. Writing is important because it communicates their ideas, knowledge and emotions and we want children to be confident in doing this. Some children love to write, and some are more reluctant, but there are lots of simple, fun things you can do at home to engage your child with writing.



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## Fine Motor Skills

Building on the skills developed in EYFS, it is still important for year one children to continue refining their hand-eye coordination skills and strengthen the muscles in their hands. To support this, we provide lots of opportunities to use the hands in different ways. This could be through writing using different types of pencils and pens or other instruments, or using scissors, picking up/organising small objects, even doing up their own buttons and shoe laces. All of these skills will improve coordination.



dexterity and



**At home** you might find opportunities through everyday activities such as eating (e.g. use of cutlery), cooking, wrapping and unwrapping items, threading, using tweezers, pegs or paper clips, personal hygiene (e.g. cleaning teeth, brushing hair). As well as playing games, construction and mark making (using different instruments to make marks or write).

activities such



## Gross Motor Skills

Gross motor skills involve the large muscles of the arms, legs and torso. Since good posture is needed for good handwriting, then any physical activities that support muscle strengthening in the body will also support their writing skills.



**At home** you can support this through outdoor play, practise using different toys/vehicles, and playing games that involve the use of appropriate force, timing and action.



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## Letter formation

At the start of year one, children are often still developing their letter formations. Backwards formations, large letters, and not writing on the line are all common at this age. Throughout year one, we would expect to see some good progress with this and spend a lot of time working on their letter formations, taking every opportunity to practise. As much as possible, we use paper and pencil to practise handwriting rather than marker pens or thick pencils, because the children need to learn how to write neatly on paper, but we use other instruments and mediums in other areas of learning to further develop fine motor skills and pattern making.

At first, the children are taught to start each letter on the line ready to join. This is then developed throughout key stage one to build up to joined handwriting, starting with joining just two letters at first, then working towards joining simple words.

The size of the letters is also important, with an emphasis on making the tall letters tall, and descending letters go below the line.

"up we go...down the  
long leg...and off we go."



Up we go... down the  
long leg... and off we  
go



































**At home** you may wish to practise letter formation in fun ways such as writing outside with a water and paintbrush, tracing letters into trays of sand and creating letters out of playdough or other pliable materials. If children are secure with most of their letter formations, it is helpful to provide as many opportunities to write as possible, in all different places all over the house! Different types of paper, wallpaper rolls, even cardboard boxes!























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## Pre-cursive letter formations

 <p>Up we go... around the apple and down the leaf - and off we go</p> 	 <p>Up we go... down the laces to the heel then around the toe ... and off we go</p> 	 <p>Up we go... curl around the caterpillar</p> 	 <p>Up we go... around the dinosaur's bottom, up his tall neck and down to his toe. and off we go</p> 
 <p>Up we go... lift off the top and scoop out the egg</p> 	 <p>Up we go... down the stem and draw leaf</p> 	 <p>Up we go... around the girl's face, down her hair and give h. curl</p> 	 <p>Up we go... tall and down the head to the hooves then across his back... and off we go</p> 
 <p>Up we go... down the insect ... and off we go... dot for the head</p> 	 <p>Up we go... down his body, curl and dot for his head</p> 	 <p>Up we go... down the kangaroo's body, tail and leg... and off we go</p> 	 <p>Up we go... down the long leg... and off we go</p> 
 <p>Up we go... Maisie, mountain, mountain... and off we go</p> 	 <p>Up we go... down Nobby's net... and off we go</p> 	 <p>Up we go... around the orange... and off we go</p> 	 <p>Up we go... down the pirate's plait and around his face</p> 



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 <p>Up we go... around her head, up past her earring, down her hair and flick</p> 	 <p>Up we go... down the robot's back and curl over his arm...</p> 	 <p>Up we go... slither down the snake... and off we go</p> 	 <p>Up we go... down the tower ... and off we go... across the tower</p> 
 <p>Up we go... down and under, up to the top... and off we go</p> 	 <p>Up we go... down the wing, up the wing... and off we go</p> 	 <p>Up we go... down, up, down, up... and off we go</p> 	 <p>Up we go... down the arm and leg, repeat the other side... and off we go</p> 
 <p>Up we go... down a horn, up a horn and under the head</p> 	 <p>Up we go... zig, zag, zig ... and off we go</p> 		



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## Word building and sentence writing.

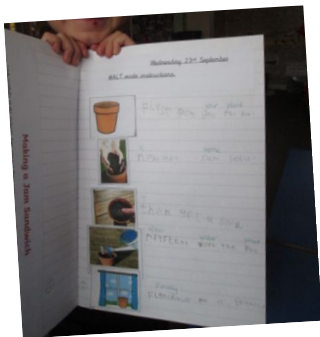
Alongside our focus on letter formation, we also build on the children's word and sentence writing skills. This requires lots of modelling first! The children don't yet know how to spell most of the words they might want to write so we support them by giving them the spelling or helping them to sound the word out using their phonics.

Verbalising the sentence first is key to developing their ideas! Before we write, we talk, talk, talk. We want the children to understand that writing has a purpose – it sends a message or shares an idea.

When the children are ready, we help them to verbally practise their sentence first, keeping it short and simple. From this, we build the sentences into longer, more detailed sentences. To do this we might introduce conjunction words such as 'and', 'but', or, 'so', and add another idea. Or we might insert one or two adjectives. Whatever we are writing about, the skill of being able to **hold a sentence** in their heads then write that same sentence down is one the children have to learn.

In class, we will use strategies such as dictating sentences for the children to write, asking them to tell us the sentence before they write it, or, for longer more organised pieces, making plans to map their ideas. We may also give them the start of a sentence first and ask them to complete it, or give options of words to put into a pre-written sentence.

**At home** some helpful strategies are to encourage writing for fun in different, everyday settings such as writing shopping lists, birthday cards, notes, or adding labels to items of interest to them. Some children enjoy having notebooks or diaries in which they are free to write whatever they want so they can let their ideas and creativity flow.





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## **Progression through Key Stage One**

The children's writing progresses at a remarkable rate throughout Key Stage one – from backwards letter formations to whole pages of writing organised into paragraphs! TO help understand the expectations, here are the main focuses for each year;

### **The focus in year one will largely be on;**

- letter formation,
- writing on the lines,
- learning to spell words using sounds (and spellings) they know,
- learning some red words (that can't be sounded out),
- verbalising then writing simple sentences to share an idea,
- using capital letters and full stops
- developing writing stamina to produce a paragraph or more (up to a page) of writing

### **Year two build on this to further develop skills to;**

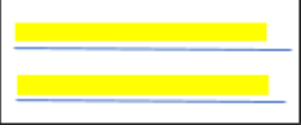
- extend sentences to include more detail and conjunctions (and, but, if, so, when)
- organise writing using subheadings and paragraphs
- writing coherent pieces with a strong writers voice (i.e. you can almost hear the child reading this out loud to you)
- consistent use of capital letters, full stops, commas, question marks and exclamation marks
- editing and improving their own work



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## **OUR TOP 8 TIPS FOR SUPPORTING WRITING AT HOME**

1. Make writing fun! Provide writing opportunities everywhere whether it be on scraps of paper, envelopes, notepads, postcards, greetings cards – all forms of writing is welcome!
2. Write in different places using different instruments – chalks, pens, sticks, wet paintbrushes...any idea will do and is especially great for practising letter formation!
3. Build up written pieces slowly – don't try to push your child to write long pieces in one sitting. Start with an introduction one day, re-read it the next and add a little more, and so on until the piece is complete. Children need time to build stamina for writing.
4. Insist on capital letters and full stops in EVERY sentence! If your child can't see where they should be, try writing each sentence in a different colour to make them stand apart.
5. Use a highlighter along each line can help children who struggle to write ON the lines. If you mark it as shown in the diagram, it can help children see where their letters need to be. The tall letters would be taller than the yellow highlight and the descending letters would go below.
6. Encourage children to sound out the words they want to spell. Even if they haven't spelt it correctly but it is spelt as it sounds, then the child is still practising the right skills.
7. If your child struggles to see their own mistakes in their work, try writing a sentence for them that is incorrect and seeing if they can be the teacher and mark it!
8. Listen to your child read their work out loud – this is a lovely way to celebrate their efforts but also improves coherence, expression, and allows them to hear their own mistakes.

