



YEAR 1 PARENT WRITING WORKSHOP

Thursday 8th November 2018



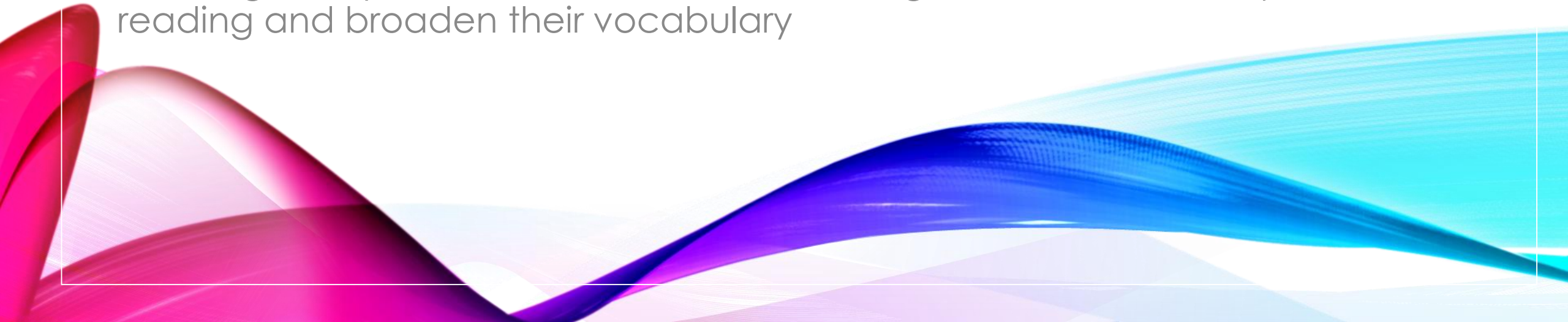
AIMS OF THE SESSION

- Year one curriculum
- What is writing and what does it look like in school
- How you can support your child at home
- Activity time with your child

NATIONAL CURRICULUM 2014

READING

- Building on work from Foundation stage.
- Phonics – recapping sounds taught in foundation stage and learning new ones.
- Phonics check in June.
- Children then learn to blend sounds to read words and then use this skill to write them.
- Alongside phonics, they also learn how to read and spell tricky words that cannot be sounded out.
- Reading – they will read and hear a wide range of texts to develop a love of reading and broaden their vocabulary



NATIONAL CURRICULUM 2014

WRITING

This develops at a slower pace than reading:

- Children need to write the sounds they hear in words
- There is always more than one way to make each sound
- Develop the physical skill needed for handwriting
- Learn how to organise their ideas for different forms of writing.
- Oral vocabulary is key to being able to write well – flair!



ASSESSMENT IN THE NEW CURRICULUM

Since September 2014 children are not tracked with levels:

- Working towards expected standard
- Working at expected standard – most children
- Working at Greater Depth within the expected standard
- The same wording is used in Year 2 but for Year 2 standard.

WHAT DOES WRITING LOOK LIKE IN SCHOOL IN YEAR 1

- In Year 1 writing is taught both as a discrete subject as well as taught through other subjects e.g. History, science, etc.
- We have weekly extended writing sessions where we encourage children to write for an extended period of time. This can be independent or teacher led.
- Daily phonics lessons teach different sound patterns every week. These are linked to your child's spellings.
- Weekly handwriting sessions, focusing on correct letter formation. Moving later on in the year to joining up when your child is ready.
- SPAG (Spelling Punctuation and Grammar) sessions weekly.
- We have writing books for the children to write in. The children are heavily involved in the marking and evaluating of their own work. Therefore, making them aware of their next steps as writers.

DEVELOPING A CONFIDENT WRITER

- At the root of every confident and creative 'writer' is a confident reader who has a wealth of words.
- You can not write unless you can read or have ideas of what you want to write.
- Writing needs to be personal to children, especially at this age – recounts, fairy tales, etc
- Writing of all types should be praised.
- Writing needs to be modelled and encouraged by everyone.
- Editing – improving on your writing by checking for punctuation and adding adjectives, etc.

THINGS WE LOOK FOR IN YEAR 1 WRITING

- Finger spaces
- Good sounding out – not necessarily spelt correctly but using the sounds you know to make writing readable.
- Conjunctions – words to make sentences longer – ‘I went to the park. It was sunny’ becomes ‘I went to the park **because** it was sunny.
- Conjunctions include – and, because, so, but, also, then.
- Adjectives – describing words – ‘I had an ice-cream’ becomes ‘I had a delicious ice-cream’.
- Using a capital letter and full stop.
- Using a capital letter for a name or proper noun.

THE GRAMMAR GANG

Naomi Noun – a thing (boat) or proper noun (name of person or place).

Adam Adjective – describes the noun (a massive boat).

Veronica Verb – a doing word or action (skip)

Adil Adverb – describes the action (she skipped happily, she happily skipped, happily, she skipped).



SENTENCE TYPES

- Questions
- Statements
- Exclamations
- Commands



MARKING AND FEEDBACK

A star and a wish is given each week to help your child understand what was good about their writing and 1 thing they can try and improve.

Later in year 1 the children will have the opportunity for peer and self assessment.

PHONICS

- Phase 3 – 2 letters to make one sound – they learn 1 way to make each sound – ai, ee, igh, oa, oo
- Phase 4 – consonant clusters – cl, pr, str, nch, etc – you can hear all sounds but you need to blend them together.
- Phase 5 – they learn alternative ways to make sounds – ay/ai, ee/ea
- Within phase 5 is also split digraph – what used to be magic e – cake, mine.
- They learn how to read them then write them.
- Phonics check is just reading and that happens in June.
- If your child has been selected for extra phonics session on Tuesday mornings this is really important.
- If a child does not meet the expected standard in phonics, they have to take the phonics check again in Year 2.

HOW CAN YOU SUPPORT YOUR YOUNG WRITER AT HOME?

- As many different opportunities to write as possible
- Be a role model to them (Male role models are especially powerful)
- Writing shopping lists, thank you cards, notes to family, tooth fairy letters, letters to Father Christmas etc.
- Making them write their own homework!
- Write about your weekend- bring them into school for us to see.
- Read, read and more reading! Give them ideas ready for when they need to write.
- Try and make it personal and exciting.
- Play phonics games on phonics play.


ANY QUESTIONS?

- Some good websites:
- www.ictgames.co.uk
- www.phonicsplay.co.uk
- www.teachingideas.co.uk
- www.primaryresources.co.uk




ACTIVITY WITH YOUR CHILD

Writing Bonfire night Acrostic poems



Bombs go Bang !!!
Out of the window I watch
Noises make me frightened
Flames go very high
I am very happy
Rockets zoom
Everyone is looking at the
fireworks.



Boom Bang Zoom!
Over my head
November the 5th
Fireworks explode
In the darkness
Racing rockets
Every colour mixes in the
sky.