



# *Writing Workshop Spring 2024*

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# Writing

Handwriting - how it is taught and how can you support handwriting at home.

How writing is taught at Russell.

What should my child be able to do by the end of their year?

How can reading support my child's writing?

How writing intervention is taught at Russell.

# Handwriting

Russell Lower School teaches cursive writing from the very beginning of school. Good early practice in cursive handwriting with 'lead in' strokes seeks to establish secure foundations from the beginning we then practise, refine and extend skills these skills throughout KS1 and KS2. Continuity and consistency are essential factors in helping children retain movement patterns by establishing this practise in reception the children do not have to alter movement patterns at a later stage.

We follow 'Switch on handwriting' and have a clear plan for progression throughout the school.

Capital letters must be taught at the same time as lower-case letters.

# Handwriting

## Foundation Stage

Pupils are taught to (Reception year. **ELG**):

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.
- **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.**
- **Write recognisable letters, most of which are correctly formed.**

Number formation and writing the numerals in order is also covered over the year, as learned about within and matched to the maths planning.

# Handwriting

## Year 1

Pupils are taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

# Handwriting

## Year 2

Once children enter Year 2, handwriting sessions are all focused on whole words and practising any joins causing difficulty:

- Diagonal joins to letters without ascenders
- Horizontal joins to letters without ascenders
- diagonal joins to letters with ascenders
- Diagonal joins to letters with ascenders
- Mixed join

Teaching will focus on developing **speed and consistency**, especially in size and direction.

- Developing speed and consistency takes time and practice
- Writing short rhymes, riddles, jokes etc. offers the opportunity to develop speed and consistency effectively
- Children should be expected to write cursively across the curriculum, and build up pace by being given targets to improve upon each time

Across the year children are taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

# Handwriting

## **Key Stage 2**

Within key stage 2 children develop the use of joined handwriting throughout their independent writing.

Teaching will focus on increasing the fluency with which pupils are able to write down what they want to say. Which, in turn, will support their composition and spelling.

### **Across year's 3 and 4 children are taught to:**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

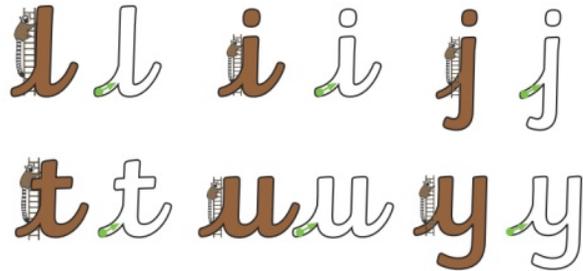
### **Across year's 5 and 6 children are taught to:**

- To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.
- To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
- To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task.
- To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
- To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.

# Handwriting

All the letters are split into four handwriting families. Do you know what the families are?

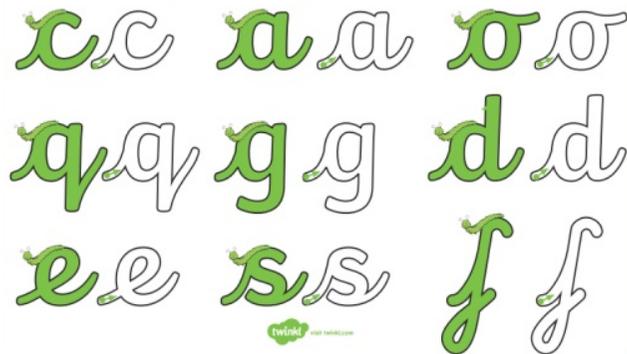
## Ladder Letters



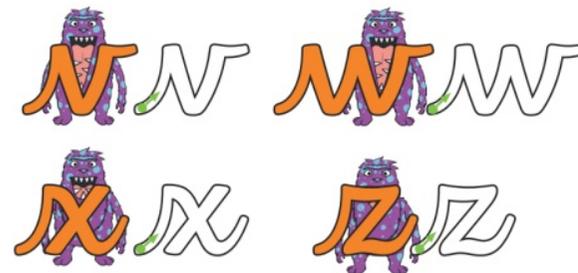
## One Armed Robot Letters



## Curly Caterpillar Letters



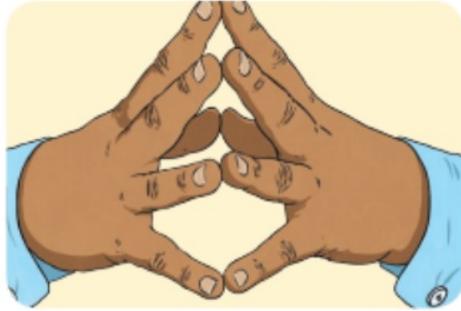
## Zigzag Monster Letters



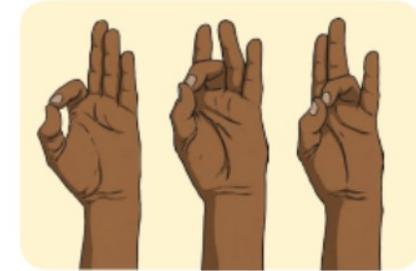
# Handwriting

*Let's warm up our hands!*

- Make sure you are sitting comfortably and upright.
- Place your fingertips together.
- Press your fingers together, as if they are doing "push ups" against each other.
- Repeat a number of times.



- Open your hand out so that the gap between the thumb and the forefinger form an L shape.
- Touch the thumb to the forefinger and press.
- Stretch open the hand.
- Then touch the thumb to the middle finger and press.
- Stretch open the hand.
- Press the thumb together with the third finger.
- Stretch open the hand.
- Press the thumb to the little finger.
- Stretch open the hand.
- Repeat five times.



- Put the palms of your hands together.
- Now push them against one another.
- Fold your fingers around one another.
- Try to pull them apart.
- Repeat a number of times.



# Handwriting

Let's look ready to write!

1. Place both feet flat on the floor.
2. Move your elbows so they are resting off the edge of the desk.
3. Move your bottom to the back of the chair.
4. Lean your head and shoulders slightly forwards.
5. Keep your knees bent at 90° angle.



# Handwriting

Letters that join at the top.

or

for

ow

cow

# Handwriting

How can you help your child with their handwriting at home...?

- \* Practice their fine motor skills.
- \* Practice their pencil grip.

# Handwriting

## What Are Fine Motor Skills?



- Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes.
- Efficient fine motor skills require a number of independent skills to work together to appropriately handle the object or perform the task.



Fine Motor Skills



# Handwriting

When your child is writing at home, make sure they are holding their pencil correctly.

## Pencil Grip

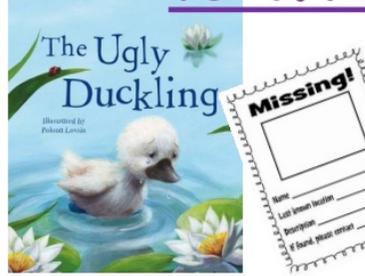
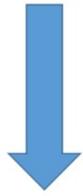
How a child holds a pencil is also dependent on their age and the stage of their development.

We use language like:  
"Use your birdy fingers."

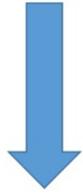


# 3 Phase Approach to Writing

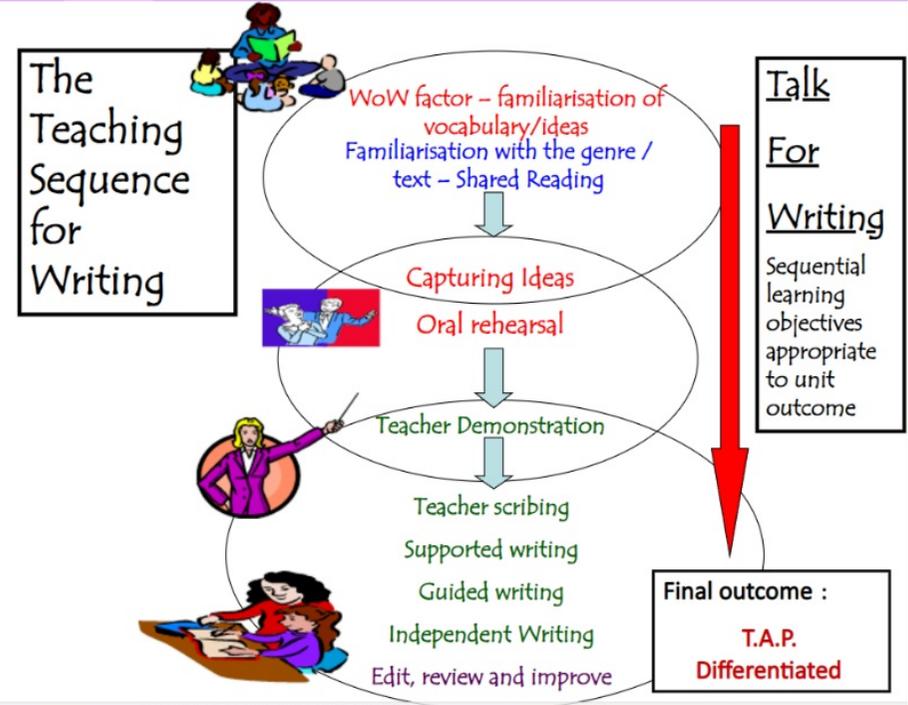
Learn a story through drama and immersion.



Plan a new story based on the structure of the original story



Write the new version of the story.



Talk 4 Writing happens at 3 levels

Teacher models, leads class discussion	Teacher guides through activities	Children participate in pairs and groups
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Talk 4 Writing – Modelling

1. Imitation Stage

- Multisensory makes it memorable
- Teachers model a short story based on the cold task which children learn and recite with accompanying action
- Multiple reads
- From this, teachers choose the focus (verbs, adjectives, characters, connectives, etc.)

At Russell we follow a process for writing, which is the same in each year group.

*Cold write* - We usually start with a cold write or 'have a go' to assess where the children are and what skills we need to teach.

*Planning* - Decide on key language focus.  
Adapt model text and decide how it can be innovated.  
Text model - box it up, analyse it, plan a toolkit.

*Imitation* - Creative hook and context.  
Warm up/embed words, phrases, grammar and shortburst writing, revisit throughout.  
Internalise model text - story/text map.  
Deepen understanding e.g through drama.  
Reading as a reader; - vocabulary, comprehension.  
Reading as a writer, box up text, analyse features, re construct tool.

*Innovation* - Create a new plan/story map and talk the text. (five finger retell)  
Shared writing - innovate on model.  
Children write their own versions and guided writing, peer assess.  
Teacher assesses work - feedback and editing.

	FS Dinosaur Discovery	Year 1 <u>Medium Term Plan</u>	Year 2 <u>Medium Term Plan</u>	Year 3 <u>Medium Term Plan</u>	Year 4 <u>Medium Term Plan</u>
Week 1	Home visits	<b>Description of class bird</b> <u>Non-fiction Fact file</u>  To use some adjectives for description e.g. Colours, sizes	<b>Dear Teacher</b> <u>Fiction - dilemma</u>  Write a short letter to their teacher introducing themselves. Develop positive attitudes towards and stamina for writing	<b>Reading focus week VIPERS</b> Make predictions/inferences. Authorial intent.	<b>Letter from Farmer Weir</b> <u>Non-fiction Formal letter</u> Open and closed questions Features of a letter Plan, draft and edit formal letter.
Week 2	<b>Week 2 Home Visits</b> <b>Week 3 Writing assessment</b> <b>write name</b> Spell CVC using picture prompts (mark making, initial sounds) Photograph of pen grip for tapestry	<b>Supertato</b> <u>Fiction - Adventure</u> Role - play Retell key stories, fairy stories and traditional tales and consider their particular characteristics through familiarity	<b>Dear Teacher</b> <u>Fiction - dilemma</u> Exploring a character from the book, Dear Teacher. Create a story map to plan an imaginary letter. Develop positive attitudes towards and stamina for writing	<b>How to be an Anglo Saxon</b> <u>Non-fiction Instructions</u> To write a set of instructions VGP: Using conjunctions, adverbs and prepositions to express time and cause.	
Week 3		<b>Supertato</b> <u>Fiction - Adventure</u> Character description. Labels and captions To describe a favourite <u>Supertato</u> character. To use some adjectives for description e.g. Colours, sizes	<b>Dear Teacher</b> <u>Fiction - dilemma</u> Write an informal letter to their teacher. Develop positive attitudes towards and stamina for writing		<b>Apple crumble instructions - Model Write</b> <u>Non-fiction Instructional writing</u> Features of instructions Following instructions Plan, draft and edit recipe.
Week 4	<b>BASELINES</b> <b>Book: Colour Monster goes to school</b>	<b>Supertato</b> <u>Fiction - Adventure</u> Character description Sentence writing Before writing, plan sentences by saying out loud what they are going to write about	<b>Lila and the Secret of Rain</b> <u>Fiction - Story from other cultures</u> Understand what a story from another culture is. Use prediction and inference skills. Retell and sequence a story. Speaking and Listening Giving <u>well structured</u> descriptions, explanations and narratives for different purposes, including: expressing feelings, participating in discussions and role play.		
Week	<b>BASELINE</b> <b>Book: If I had a dinosaur</b>	<b>Superworm</b> <u>Fiction - Fantasy</u>	<b>Lila and the Secret of Rain</b>	<b>Roger Rock</b> <u>Non-Fiction Explanation text</u>	

What are the expected outcomes in each year group?

Year 1

Composition

Grammar and punctuation

Transcription

**Working at the Expected Standard:**

**Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:**

To write sentences in order to create short narratives and non-fiction texts.

To use some features of different text types (although these may not be consistent).

To reread their writing to check that it makes sense and make suggested changes.

To use adjectives to describe.

To use simple sentence structures.

To use the joining word (conjunction) 'and' to link ideas and sentences.

**Has an awareness of and is beginning to use:**

capital letters for names, places, the days of the week and the personal pronoun 'I'.

finger spaces.

full stops to end sentences.

question marks.

exclamation marks.

To spell most words containing previously taught phonemes and GPCs accurately.

To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).

To use -s and -es to form regular plurals correctly.

To use the prefix 'un'.

To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).

To write lower case and capital letters in the correct direction, starting and finishing in the right place.

To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.

# Year 1 Expectations

## Year 1

- Children have good handwriting skills. Their sentences are well structured and always make sense. They remember about spaces between words, capital letters, full stops, etc. They use adjectives, adverbs, longer sentences.

I was outside in the garden picking flowers. My mum and dad told me not to, but I still carried on. I went to the forest. I still carried on. I carried on until the hairy wolf came. Sing me this sweetest song.



One winter Day  
I went to the snow with my brother  
I saw a lot of snowflakes. First  
I played a snowball fight. Then  
I build a snowman. Next we  
made a snow angel. We ate an  
chicken soup. Then we made a  
camp fire. Next I made a tent.  
After that we made a flower. I

# Year 2

*Composition*

*Grammar  
and punctuation*

*Transcription*

## Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

## Year 2 Expected Standard.

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~<sup>snack</sup>. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a nest. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the

## Year 2 Greater Depth

### Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a crickety, old and wooden house. They got their precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return <sup>for</sup> some money?"

"Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious, and she was so

At the start of year 3 the children begin the Key Stage 2 curriculum. In writing there is more focus on spelling, punctuation and grammar. The children are expected to edit their work for improvements.

They are given time to edit their work at the beginning of each lesson after the teacher has marked their work.

# Monday 11th September 2023 Year 3

## LO: To identify the features of instruction

Look back at any feedback you have from last lesson.

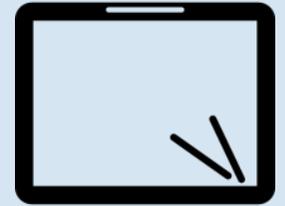
Correct any **errors** and complete any **next steps** or **challenges**.



### Starter

00 : 00 : 00

Write as many **verbs** as you can!



A graphic with the word 'Verbs' in large, bold, orange letters in the center. Surrounding it are several other verbs: 'jog', 'draw', 'laugh', 'cook', 'work', 'sing', and 'play'. The entire graphic is enclosed in a rounded orange border. At the bottom, there is a definition: 'A verb is a doing or action word. (This includes 'to be' or 'to have').' and a Twinkl logo with the website address 'www.twinkl.co.uk'.

# Year 3

Composition

Grammar  
and punctuation

Transcription

## Working at the Expected Standard:

### Pupil(s) are beginning to independently apply their knowledge:

To begin to use ideas from own reading and modelled examples to plan their writing.

To demonstrate an increasing understanding of purpose and audience.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To proof-read theirs and others' work to check for errors with increasing accuracy, and make improvements.

To make deliberate ambitious word choices to add detail.

To begin to create settings, characters and plot in narratives.

To start to organise their writing into paragraphs around a theme.

To maintain the correct tense (including present perfect tense) throughout a piece of writing.

To use the full range of punctuation from previous year groups.

To use inverted commas in direct speech.

To use subordinate clauses.

To begin to use conjunctions, adverbs and prepositions to show time, place and cause.

To use 'a' or 'an' correctly most of the time.

To spell many words with prefixes correctly, e.g. **irrelevant**, **autograph**, **incorrect**, **disobey**, **superstar**, **antisocial**, etc.

To spell many words with suffixes correctly, e.g. **usually**, **poisonous**, **adoration**, etc.

To begin to spell homophones correctly, e.g. **which** and **witch**.

To spell some of the Year 3 and 4 statutory spelling words correctly.

To use a neat, joined handwriting style with increasing accuracy.

Tuesday 12th December 2023

△ O. to write and edit our own narrative.



On a hillside overlooking the sparkling seashore of Naples <sup>SP</sup> there was a <sup>been just</sup> mighty Roman city called Pompeii. Pompeii was so lovely and <sup>gorgeous</sup> the sun couldn't stop <sup>gazing</sup> at the town even morning. From his window young Leonardo heard the noise humming <sup>market</sup> book shops and bakeries all around and busy tradesmen haggling to their customers in the streets below. <sup>cobbled</sup> Beyond the massive city walls, Leonardo could see Pompeii's greatest protector looming in the distance. They called it Vesuvius the gentle mountain. It's its age Leonardo wondered mysteriously <sup>is anything</sup> more magnificent.

Ⓢ  
Speech

Sometimes at the break of dawn Leonardo would <sup>play</sup> hide and seek with Luigi the baker's son. Luigi stop eating your breakfast dramatically and come <sup>hide</sup> and seek. "I love hide and seek," said Luigi excitedly. "I know so well on this." "I've just got a good hiding space," I hid you can't find me!" said Leonardo. On other occasions Leonardo would take Luigi to <sup>the</sup> amphitheatre to see the man actors rehearse. Leonardo loved to watch the sword fights and strutting <sup>the</sup> clowns. These <sup>horror</sup> actors played things and devils and leaping <sup>the</sup> acrobats took their breath away.



Suddenly, the earth shook. Everyone in the amphitheatre <sup>gazed</sup> around in amazement and panic. Crash! Tiles from the roof above fell <sup>all</sup> singly <sup>at</sup> their feet. Birds flew up to the sky <sup>entirely</sup> <sup>and</sup> squawking loudly. What was going on? It's an EARTHQUAKE! More tremor. Leonardo and Luigi <sup>stood</sup> <sup>trudged</sup> to the spot <sup>mouth</sup> open. RUMBLE. RUMBLE. RUMBLE! "Run!" A man shouted,

gazing at the <sup>the</sup> rocks in the walls. "It's not SAFE!"

Leonardo and Luigi ran. Through the <sup>cobbled</sup> streets they <sup>clad</sup>, smoke all around them. Smoke and ash billowed into the air, they couldn't see because <sup>was</sup> of it. Luigi couldn't see anything. Everyone was running in all directions, goats were charging and dogs were <sup>woofing</sup>. They could hear the desperate <sup>eyes</sup> of mothers calling to their <sup>lost</sup> children <sup>any</sup> in their <sup>ears</sup>. They... BOOM! BANG! The loudest <sup>they</sup> had ever heard. "Look Leonardo! it's mount Vesuvius!" Luigi cried, <sup>pointing</sup> <sup>excitedly</sup>. "We need to escape!" <sup>he</sup> pleaded. "Now!" Looking in each other's eyes, <sup>one</sup> on!

They started to run, but <sup>the</sup> sky <sup>was</sup> dark and thick <sup>dark</sup> <sup>begin</sup> to <sup>cloudy</sup> <sup>drifted</sup>. Luigi <sup>cried</sup>. "Leonardo please can we go back." Luigi asked <sup>a</sup> <sup>woman</sup> <sup>grabbed</sup> <sup>her</sup> hand. "We can't. There's too much dust. Quick the harbor! RUN! JUST RUN!" No one getting two <sup>or</sup> children climb on the Italian cargo ship and hide under some <sup>logs</sup> but <sup>as</sup> they <sup>left</sup> the <sup>poison</sup> captain untied the rope. The wind <sup>pushed</sup> the boat away. The air got <sup>unbearably</sup> hot. The sun <sup>dimpled</sup>. W. Leonardo and Luigi <sup>made</sup> up Pompeii was getting <sup>just</sup> and <sup>with</sup> away. Black smoke and ash <sup>filled</sup> the sky. In one terrifying <sup>endless</sup> moment their mighty <sup>mountain</sup> Vesuvius <sup>roared</sup>. The <sup>mountain</sup> top exploded. The <sup>flames</sup> <sup>rippled</sup> <sup>silhouetted</sup> ash <sup>rose</sup> to the <sup>heaven</sup> twisting and <sup>bubbling</sup> until everything was in total

to / or / in  
direction



# Year 4

Composition

Grammar  
and punctuation

Transcription

## Working at the Expected Standard:

<b>Pupil(s) are beginning to independently apply their knowledge:</b>
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
To write narratives with a clear beginning, middle and end with a coherent plot.
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
To create more detailed settings, characters and plot in narratives to engage the reader.
To consistently organise their writing into paragraphs around a theme.
To maintain an accurate tense throughout a piece of writing.
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
To use the full range of punctuation from previous year groups.
To use all the necessary punctuation in direct speech mostly accurately.
To use apostrophes for singular and plural possession with increasing confidence.
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
To spell homophones correctly, e.g. which and witch.
To spell all of the Year 3 and 4 statutory spelling words correctly.
To consistently use a neat, joined handwriting style.

# Year 4 expected standard.

Wednesday 17th January 2021

LO-16 summarise the main events in a person's life by writing a biography

## Hot Task

Write a biography about your David Walliams life so far.

Points to mention:

- Where and when they were born
- His family
- Important events and achievements in their lives



## The Amazing David Walliams

author/comedian

David Walliams a classic author, comedian and actor. He is well loved by audience young and old both off and on the screen.

## Childhood

born

David Walliams was born 20th August 1971. He had a older sister 2 years older in fact. He never liked reading when he was little but one day an author called Roald Dahl

audience comedian  
Parents

unexpectedly

became famous and David loved his books at the age of 12 his favourite book was Charlie and the chocolate factory. When he was younger he wanted to be James Bond because he loved the films

## Family and Friends

David's parents are really called Williams and David he changed it to Walliams when he became an actor. Unexpectedly, he and his sister loved dressing up as in girls clothes. He also has a son. He first met Matt Lucas at the National Youth Theatre. David counts his followers of or fans as friends.

## Career

David Walliams is a charming actor when on stage. He was on BT as a Judge and was very funny. His first book that he wrote was Boy in the dress. He's sold fifty million copies and they're in fifty four languages

## Achievements

In 2017 the Queen awarded David an OBE for his work in charity and the arts. He swam the river Thames and the English Channel for sports relief. He has made so much money. David is a very funny man. David has written 12 chapter books and 6 younger

the books  
childrens books

\* Unexpectedly, he has a son but he wants his son to have a normal life not on the TV.

\* David is very funny whenever you see him

Biography Writing Unit features			Biography Writing Unit features		
Use of third person nouns and pronouns but avoid repetition.			Add prepositional phrases to expand noun phrases to develop sentences.		
Summarise the main events in chronological			Use headings and subheadings to organise paragraphs in your		
Written in the past tense			Use fronted adverbials with commas.		



Katie, what a delight to read your biography. Super use of fronted adverbials

→ Keep adding more non phrases.

# How to encourage and support your child with writing at home.

## How to encourage and support your child's writing at home.

At a very early age encourage your child to play outside in the garden or the park, this will help hone gross motor skills before you can develop fine motor skills for writing such as painting, Lego, Hama beads, threading, using scissors, drawing etc.

Write wish lists for birthdays and Christmas.

Shopping lists

Write party invitations.

Encourage children to write thank you letters after birthdays and Christmas.

Write postcards when on holiday.

Write a menu for a family meal or party.

Email a family member or friend.

Make a scrap book with labels and captions - maybe after a holiday or special event.

Write short stories involving the adventures of their favourite toys.

Write an information leaflet about something they find interesting e.g. dinosaurs, sports etc.

Write a letter to a favourite author.

Invent and write rules for the house, bedroom etc. and put on a poster.

Draw, label and explain their own inventions. Make up silly sentences and tongue twisters.

## How to encourage and support your child with writing at home.

More confident writers.

Write a secret diary.

Make up song lyrics.

Plan their own party.

Write a story for a younger family member, the style of their favourite book.

Write a holiday journal.

Write instructions for an X box game, Minecraft or similar.

Write a recipe.

Look for writing competitions ~~e.g.~~ Radio 2's annual 500 word story.

## How to encourage and support your child with writing at home.

It's also an incentive to write if there is a range of exciting writing materials available - pencils, crayons, felt tips, sparkly pens, writing icings, writing soaps for bath time, coloured papers, different shape and sizes of paper etc.

Most of these things are available quite cheaply these days in places like Pound land.

Try to remember to focus on and praise the content of any writing your child shares with you, rather than dwelling on any mistakes they may have made. Hopefully, the variety of activities listed here have provided you with plenty of ideas to help and encourage your child to have a go at doing some writing at home.

How can reading support my child's writing.

## Encourage Reading.

Reading is crucial for developing strong writing skills. Good writers are often avid readers, so encourage your child to read regularly and explore various genres. It can be great to discuss the stories that your child has read and the characters involved in each book to foster critical thinking and comprehension skills.

Encourage your child to read widely and provide them with a diverse range of reading materials, this significantly enhances their writing skills. It fosters language development, expands vocabulary, stimulates imagination and exposes them to different writing styles and perspectives.

Young children need **writing** to help them learn about **reading**, they need **reading** to help them learn about **writing**; and they need **oral language** to help them learn about both.