

HOW TO IMPROVE YOUR CHILD'S WRITING



Spelling

Punctuation

Elements of
Writing

Handwriting

Composition

Spelling

Handwriting

**Barriers to
Writing**

Composition –
getting ideas

Low Self-
Esteem

What Can You Do to Help Your Child?

SPELLING

- Share weekly spellings
- Discuss the sound, letter pattern or rule used in the list
- Practise writing out spellings using our joined handwriting style



What Can You Do to Help Your Child?



HANDWRITING

- Know the school's handwriting model
- Prompt your child to use the school's handwriting model at home
- Do a little handwriting practice

What Can You Do to Help Your Child?

PUNCTUATION

- Ask your child to proof-read their homework
- Check your child's writing and point out any missing punctuation



What Can You Do to Help Your Child?



COMPOSITION

- Interact with your child
- Take time to talk and reflect on experiences
- Go on visits
- Share a wide range of books / texts
- Share stories

What Can You Do to Help Your Child?



COMPOSITION

- Use real purposes for writing
- Let your child see that you value writing

Let your child write out the shopping list, invitations, letters to Grandma etc

What Can You Do to Help Your Child?

Low Self - Esteem

- Praise all your child's real attempts at writing
- Use your child's ideas when composing with your child
- Be patient!



How Do We Teach Writing At School?

Reading

- Sharing and enjoying texts together as a class.

Talking

- Generating ideas (from text, picture, drama, etc)
- Sharing our thoughts about a text
- Identifying key characteristics of the text type, vocabulary, grammar, etc.

Modelling Writing

- Teacher models writing, externalising the composition process: generating ideas, selecting 'best' ideas, organising and putting them on the page

How Do We Teach Writing At School?

Shared Writing

- Teacher scribes whilst the class contributes to the collection of ideas, words, phrases or how ideas go down onto paper

Guided Writing

- In small groups or pairs, children compose, edit, improve or reflect upon writing (usually linked to a child's writing target)

Paired / Independent Writing

- Using the skills and ideas already shared, children produce a piece of writing, proof read, edit and improve their work

Assessing Writing At School

At school we assess writing against the following Assessment focusses

- **AF1 Write imaginative, interesting and thoughtful texts**
- **AF2 Produce texts that are appropriate to task, reader and purpose**
- **AF3 Organise and present whole texts effectively, sequencing and structuring information, ideas and events**
- **AF4 Construct paragraphs and use cohesion within and between paragraphs**
- **AF5 Vary sentences for clarity, purpose and effect**
- **AF6 Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences**
- **AF7 Select appropriate and effective vocabulary**
- **AF8 Use correct spelling**

Setting Targets

We set the children writing targets based on 4 generic elements of writing:

- Vocabulary - use of ambitious words
- Connectives – joining words eg but,also etc
- Openers- different ways of opening a sentence
- Punctuation – using a range of punctuation

What Can You Do to Help Your Child?

- Discuss the task and ideas before preparing to write. It can also help to 'sleep on it' - after a talk about the expected task and the sharing of ideas. Wait until the next day to put pen to paper.
- Stress the importance of rereading during composition to check for flow of ideas. Proof—reading their work **aloud** will enable them to hear whether the writing flows well and whether any words have been omitted, for example.
- Coming back to a piece of writing the following day can also help a child to freshly identify ways in which to improve their work.
- Ask your child whether they think that they have met one of their targets in this piece of work.
- Celebrate the writing and give lots of praise!