

Guidance on Supporting Writing

Process of writing: 'Think it, say it, write it!'

In Year 1 we are working on building **writing stamina**. Not all children may be ready to write lots of sentences initially.

- Focus on 'holding a sentence' and building and developing their ideas and basic sentence composition.
- Focus on building **fine motor strength** to enable the children to become more ready to write. Ideas and everyday activities on how to do will be posted on Dojo alongside this document, as well on the Year 1 class page via the school website.

Below are some techniques and guidance on how to approach writing:

Scaffolding - for composing initial ideas and responses to a text

- Helpful if your child is struggling to compose an idea for writing based on what has been read.
- We provide a 'scaffold' - the beginning of the idea and allow the child to complete it. For example, in Beegu you could say *The teacher looks _____*. *The teacher might be saying 'what is _____'*. You have provided a scaffold, but still allowing the child to use their understanding of the story to complete the idea.
- Scaffolding can be increased or decreased and can be done through questioning. *What do you notice about the teacher?* Here you've provided a focus for them to start from.

'Hold a Sentence' - for saying our sentences aloud to help us write them down.

- Repetition, repetition, repetition.
- After composing an idea mentally, we have to 'hold it in our head'. Encourage children to repeat their idea aloud to help them remember it. As they are writing, encourage them to repeat their sentence from the beginning as they work their way through it.
- Work through each word at a time with a focus on spelling/phonics. Build up the sentence to ensure more accurate sentence composition (spaces, full stops etc). For example in Beegu: *The teacher was cross.*
 - *The* is a tricky word. What do we need at the start of the sentence? Capital T. What letters do we need? *t..h..e*.
 - *The teacher*...What sounds can I hear in the word *teacher*? *T.....ea.....ch.....er*. Let's write these down. *T....ea....ch...er*
 - *The teacher is*
 - *The teacher is cross*. *C...r...o....ss*. What do we need at the end of a sentence? A full stop.
- Works with a range of sentences and helps a child to remain focused on one sentence at a time. For longer sentences it is worth breaking it down into chunks.

Word Frames - to help order the words within a sentence

- Child thinks of an idea for writing.
- Adult writes down the child's idea on paper, discussing sounds within the words. Adult then cuts up each word and punctuation.
- Child orders their words to create their sentence.
- Child writes their sentence underneath and can visually see what it is meant to look like.

Writing during remote learning:

Going with the child's interest

- Ideally, we want the children to be following the activities set for them. However, if your child is really struggling with the activity, work with their own interests.
 - Use one of their favourite texts (fiction or nonfiction).
 - If you're using fiction, you could list different adjectives about this character.
 - Creating fact files about characters, or nonfiction fact files.
 - Story maps to retell a story.
 - Creating captions for illustrations.

- Creating labels and lists
- Writing with for a purpose
 - Helping with shopping lists
 - Ingredients in recipes; ordering instructions within a recipe
 - Writing birthday cards, thank you letters etc.