

# Springfield Infant School



## Writing



## Parent Workshop



Springfield Infant School  
Writing  
Parent Workshop

Welcome and thank you for coming to our whistle stop workshop all about writing. Today we are going to be focusing on:

- *The importance of talk*
- *The links between reading, phonics and writing*
- *Getting ready for writing*
- *Springfield 'non-negotiables' for writing*





## Talking and Vocabulary

It is so important to talk to your children! This helps them to build their vocabulary, make sense of the world around them and express themselves / make themselves understood. Research suggests:

*"Children with a language deficit at the age of 5, are 4 times more likely to have reading difficulties when they are adults. Spoken language proficiency also has a positive effect on later well-being, and on happiness and mental health.*

*Developing spoken language, including vocabulary, is essential for the academic progress of all children. This is because broad underpinning knowledge, such as of vocabulary and syntax, supports later reading success*

*Developing vocabulary explicitly, especially in the early years, is therefore critically important. Without action to tackle it, the word gap grows." Ofsted 2022*





## Talking and Vocabulary

What we do in school:

- Model the correct language and terminology.
- Lots of spoken rehearsal before the pen goes to the paper.
- Teach the children new vocabulary and the meaning of these words.
- Model these new words orally and in written sentences.
- Constantly find opportunities to broaden the children's vocabulary.

What could you do at home to support your child:

- ✓ Talk to your child at every opportunity!
- ✓ Model any new vocabulary in sentences, and encourage your child to participate in this.
- ✓ Teach your child new words when the opportunity arises and build up their vocabulary and sentences orally.

*"There is a big bus." "There is a huge, red bus." "There is a big, red bus with 4 black wheels and many windows."*

If your child can say it, it will help them to be able to write it.



Springfield Infant School  
Writing  
Parent Workshop



## Reading and Writing

Reading, truly unlocks children's academic success. If the children can read, this provides them with skills, which are transferable to other curriculum areas and their future endeavours.

If the children can decode words and use their phonics to read, they will be able to apply the phonic sounds they know to their written work. We encourage the children to use their phonics when writing and breaking the words down that they want to write into the sounds that they can hear. Moreover, if the children are reading regularly they will also become familiar with how words 'look' and this helps the children with spelling too. In addition to this, reading deepens the children's vocabulary.



Springfield Infant School  
Writing  
Parent Workshop



## Reading and Writing

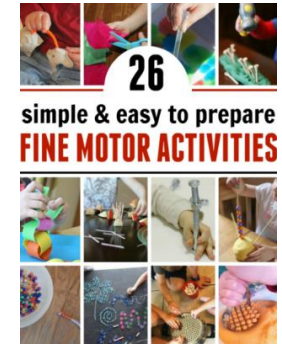
What we do in school:

- Lots of opportunities to read - 1:1 / group reading / reading for pleasure.
- When reading with the children we use phonic strategies for decoding.
- Encourage and highlight when we are reading and writing across the curriculum.
- When modelling writing, will use our phonics to write and spell words.
- We discuss our reading - this will start with basic retrieval comprehension and then build onto inference, sequencing and prediction discussions.

What could you do at home to support your child:

- ✓ Use phonics and 'Fred Talk' (sounding out) for unfamiliar words.
- ✓ When reading, highlight the special friends. *For example: "beach - I can see 2 sets of special friends they are ea / ch." What special friends can you spot in the word 'float / cake / time?'* Discuss with your child, what they have read. *For example: "What happened in the story? What do you think might happen next? How is the character feeling and why?"*
- ✓ Model good reading behaviour to the children. *For example; using phonic sounds for polysyllabic or unfamiliar words, using punctuation and expression.*





## Getting Ready For Writing

Before the children can put pen to paper, they need to 'warm up' and strengthen the muscles in their fingers and hands. With young children, when they first start to write, they can find the physical action of gripping a pen, challenging, tiring and some cases painful. Therefore, it is important that we build up the children's fine motor skills, so that they are ready to write.

If the children's motor skills are developed than this will support their handwriting, letter formation and won't be a block to their writing.

Springfield Infant School  
Writing  
Parent Workshop



## Getting Ready For Writing

What we do in school:

- Before we write, we conduct 'warm-up' exercises for the children's fingers and hands, so that physically they are ready to write.
- We ensure that they have the correct equipment to use from the children's starting points.
- We provide additional fine motor intervention for children who need some additional support with this.
- Teach handwriting lessons to work on letter formation and providing opportunities to practise any letters, which might be reversed.

What could you do at home to support your child:

- ✓ Complete fun activities at home, which encourages the children to build-up the muscles in their fingers and hands. This could be playdough, threading, finger painting and building with construction.
- ✓ Support your child to have the correct pen and pencil grip.
- ✓ Support you child with forming the letters of the alphabet correctly.
- ✓ Forming letters and words in a fun way with playdough, water, sand and glitter.







## Springfield's Writing Non-Negotiables

Now that the children are in Year 2, there is a specific set of criteria that the children need to be using in their writing to meet the end of year expectation. We call these our non-negotiables and they are displayed in our classrooms. These are:

- ❖ Capital letters
- ❖ Finger spaces
- ❖ Full stops
- ❖ Letters formed correctly
- ❖ Reading back writing and checking that it makes sense
- ❖ Editing writing in purple polishing pen.

If the children are using these independently, then they are on track to make the end of year expectation.

# Springfield Infant School

## Writing

### Parent Workshop



#### Piece B: Description (setting)

There were lots of spiders in the  
attic. Some thing was flapping its  
wings behind a \*enormous box. I  
wonder what is in that box thought  
Eliott. He crept closer to open  
the <sup>box</sup> but suddenly a <sup>pigeon</sup> ~~pigeon~~ came out  
from behind the box. Go away! said  
Eliott quietly. The <sup>pigeon</sup> ~~pigeon~~ went out  
the window. <sup>w</sup> <sup>f</sup> <sup>al</sup> ~~st~~ <sup>at</sup> Eliott that was  
close.

In this piece of writing we can see that full stops and capital letters are mostly correct.

The child is using the conjunction 'but' to extend their ideas.

The child has used exciting vocabulary such as; suddenly, crept and quietly to make their writing exciting to the reader.



# Springfield Infant School

## Writing

### Parent Workshop

Piece F: Information

Missing one dragon

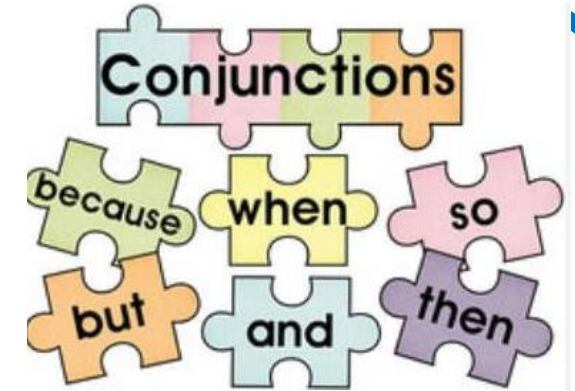
Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 30441300 999 013. If seen and not reported you will be locked in jail for three years! You will be rewarded €900 or 309306 bucks if yo report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. [redacted] class 3 year 2.

In this piece of writing we can see that full stops and capital letters are mostly correct. Also different punctuation is being used, including exclamation marks and commas.

The child is using the conjunction 'and' to extend their ideas.

The child has used exciting vocabulary and sentences to make their writing exciting.





## Sentence Writing

As well as the non-negotiables, there are also certain elements that the children should be including in their sentences in Year 2.

- ❖ Writing from left to right - it is important that the children understand that we write across the line, not starting in the middle or going down the page. We model this to the children, when we are completing shared writing tasks.
- ❖ Spelling - we do not expect the children to spell every word correctly. However, we do ask the children to use the in-class resources to help them with their spellings (vocabulary displays, word mats etc.) 'Red words' or words they see on a regular basis in their reading, such as; there, when, was, like, have, what. We do encourage the children to spell correctly, again with the support of the in-class resources.
- ❖ Adjectives - these are describing words and we encourage the children to use adjectives in their writing at all times, again this is why reading and vocabulary are so important.
- ❖ Conjunctions - these are words, which either join ideas together or extend the idea further by giving more information.

Springfield Infant School  
Writing  
Parent Workshop



## Let's Recap!

The main things to remember:

- Read with your child daily if possible and have lots of discussion around the books that you are sharing together.
- Model and teach new vocabulary to your child.
- Try to make writing fun at home, so using paint, playdough, water, sand and glitter, will make writing fun and engaging to your child. Or using their own special pens and paper, will encourage them to write too!
- Encourage your child to write about things that they are interested in and model the correct letter formation and spelling of 'red words.'

Springfield Infant School  
Writing  
Parent Workshop



Thank you for your support and for coming today!