



Birley Primary Academy
A L.E.A.D. Academy

Writing in Key Stage 1 Parents Information Presentation



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Welcome

Session aims:

What does writing look like in Year 1?

What does writing look like in Year 2?

How is writing taught at Birley Primary Academy?

How you can help your child learn to write at home.



Writing at Birley

Writing is taught everyday across the whole school for around one hour per day.

Writing lessons are based on high quality texts which are studied for around 2 or 3 weeks. This is so children can focus in depth on specific genres and structures of writing.

Generally, the texts studied in writing link to that in reading.





Writing at Birley

Talk for Writing

- Being able to speak a sentence is the first step of being able to write a sentence.
- Oral rehearsal is a vital step in the writing process.
- Imitate – At this stage we will create and orally rehearse a story map, focussing on the grammar and sentence structure.
- Innovate – During this stage we use the story structure and change parts of it such as the characters or setting to create a ‘new’ version of the story, following the learnt structure.
- Invent – To finish the process, the invent stage allows the children to use the learnt structure to create their own text, mostly independently to check their understanding. The invent stage becomes increasingly independent as children move through school.





Active English

RECALL and LEARN



Active English is taught daily in Year 2 to support children with their grammar understanding. There are different symbols to represent different grammatical features to help with understanding. We practise skills which will be used in our current writing.



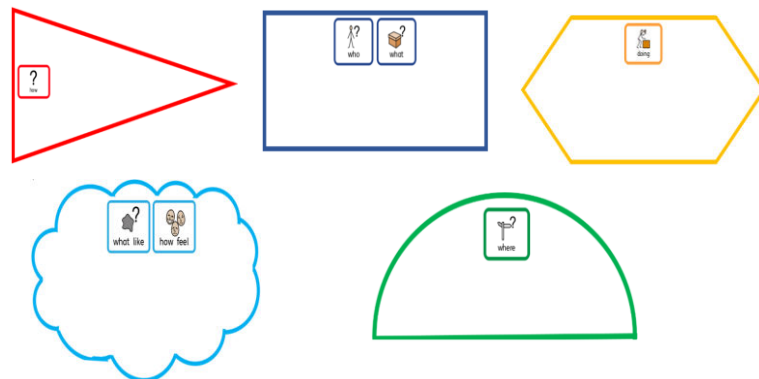
Support for Writing

Communication in print

Ideas bank



Communication in print is used to associate words to images, making the creation of sentences easier.



Clicker



Clicker is used to support sentence formation, giving the parts of the sentence for children to choose from. This can be used digitally so children can hear their selection to check it makes sense.

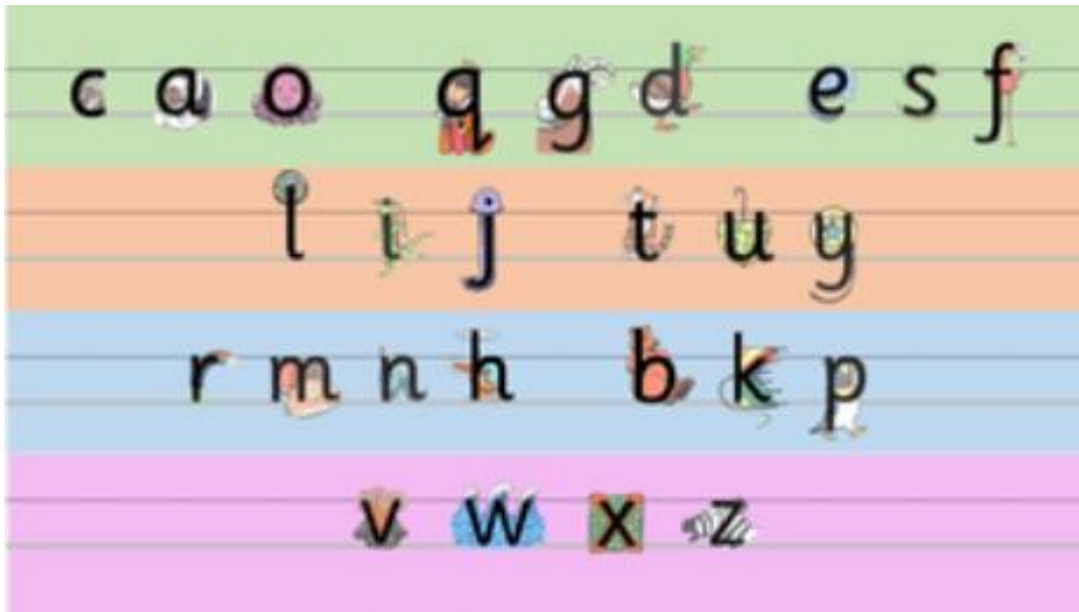
Shape Coding

Shape coding teaches each grammatical part of the sentence as a shape. Children begin with basic sentences and add in more detail. The shapes begin to show children what a sentence needs and how to extend them.



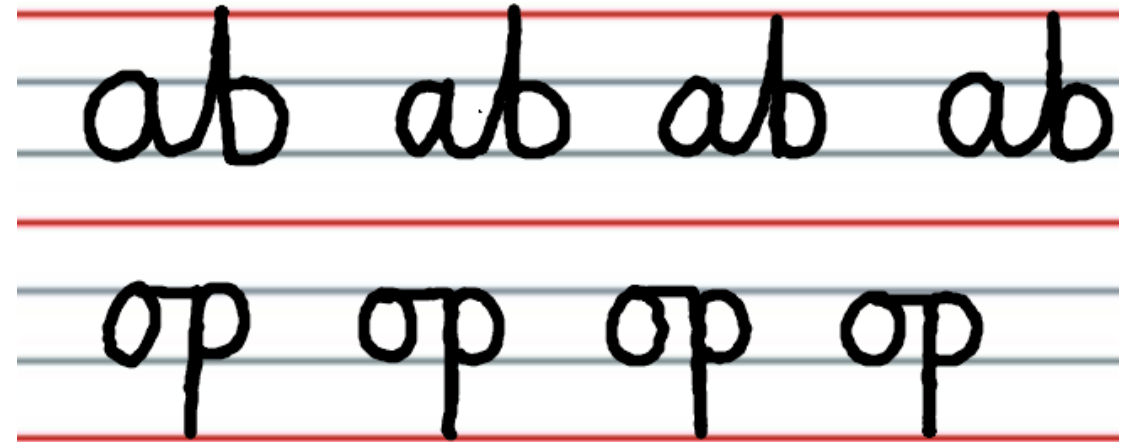
Handwriting

Year 1



In Year 1, the focus is on letter formation. Children are taught where letters should begin and end and their place on the line.

Year 2



In Year 2, the focus on letter formation continues and handwriting lines are used in both handwriting and literacy books. Once there is good formation, children begin to learn some simple joins.



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Year 1

These grids show what Y1 children are assessed against in Writing. We hope to have several pieces of writing showing these statements to give an accurate assessment. Children have to be able to do each statement independently.

Working Towards the Expected Standard for Writing in Year 1	
I can give meanings to the marks I make when writing	
I have used some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	
I can write my own name and other things such as labels and captions	
I have attempted to write short sentences in meaningful contexts	
I have begun to break the flow of speech into words	
I have linked sounds to letters, naming and sounding the letters of the alphabet	
I can hear and say initial sounds in words	
I can segment the sounds in simple words and blend them together	
Working At the Expected Standard for Writing in Year 1	
I can combine words to make a sentence.	
I have written sentences that are sequenced to form a short narrative (real or fiction)	
I have used spacing between words	
I have used a capital letter at the beginning of a sentence	
I have used capital letters for names, places, the days of the week and for the personal pronoun <i>I</i>	
I have used full stops to indicate the end of a sentence	
I am beginning to demarcate sentences with question marks	
I am beginning to demarcate sentences with exclamation marks	
I am joining words and sentences using <i>and</i>	
I have segmented spoken words into phonemes and represented these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
I have spelled some common exception words correctly	
I can hold a pencil comfortably and correctly	
I can form lower-case letters in the correct direction, starting and finishing in the right place	
I can form capital letters correctly	
Working at Greater Depth in Year 1	
I can write simple coherent narratives about personal experiences and those of others	
I can join sentences with <i>and</i> , <i>but</i> & <i>because</i>	
I can use question marks and exclamation marks accurately	
I am spelling many common exception words correctly	



Year 2

These grids show what Y2 children are assessed against in Writing. We hope to have several pieces of writing showing these statements to give an accurate assessment. Children have to be able to do each statement independently.

Working Towards the Expected Standard for Writing in Year 2
I have written sentences that are sequenced to form a short narrative (real or fiction)
I have used capital letters and full stops to demarcate some sentences
I have segmented spoken words into phonemes and represented these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
I have spelled some common exception words correctly
I have formed lower-case letters in the correct direction, starting and finishing in the right place
I have formed lower case letters of the correct size relative to one another in some of my writing
I have used spacing between words
Working At the Expected Standard for Writing in Year 2
I have written simple, coherent narratives about personal experiences and those of others
I have written about real events, recording these simply and clearly
I have used capital letters and full stops to demarcate most sentences in my writing
I have used question marks correctly when required
I have used the present and past tense mostly correctly and consistently
I have used co-ordinating conjunctions to join clauses
I have used some subordinating conjunctions to join clauses
I have segmented spoken words into phonemes and represented these by graphemes, spelling many words correctly and making phonically-plausible attempts at others
I have spelled many common exception words correctly
I have formed capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
I have used spacing between words that reflect the size of the letters
Working at Greater Depth in Year 2
I have written effectively and coherently to match the purpose of writing
I have made simple additions, revisions and proof reading corrections to my writing
I have used all taught punctuation at KS1 mostly correctly
I have spelled most common exception words correctly
I have added suffixes to spell most words correctly in my writing
I have used the diagonal and horizontal strokes needed to join some letters



Helping at Home

- Read frequently at home. We believe that reading encourages children to be ambitious writers and broadens their vocabulary.
- Give your child a purpose to write. E.g. writing a shopping list, invitations, cards, stories, songs, playscripts.
- Write with various tools e.g. pens, chalk, paint, water, typing, whiteboards, easels.
- Practice reading writing aloud - does it make sense?



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Thank you!

Many thanks for your support and attending our workshop.

Teachers are available for any questions or advice.