

Writing

Information for parents in Years 1 and 2

Writing Tasks

During Key Stage 1, the children will progress at their own pace within their writing. We do not expect perfect writing; we encourage children to take risks and make mistakes and improve on their own learning. We encourage the children to put a line through their mistake and continue writing rather than rubbing it out. The children are then taught from Year 1 to use a blue pencil and reread their writing looking for mistakes such as missed capital letters, full stops, common spelling errors. As they progress into Year 2, they begin to focus on different vocabulary and adding variety to their writing.

Over the next few slides we have provided some examples of work and further information on how you can support with writing at home.

Year 1

- We encourage the children to use the sounds and tricky words they have learned when writing unfamiliar words. This will mean they do not always spell words 'correctly' but this is fine.
- In school, we only scribe where we feel a word could not be worked out by an adult.
- When your child has completed their writing, ask them to read it through and check for finger spaces, capital letters and a full stop at the end of the sentence.
- Letters are clearly formed and sitting on the line ensuring their descenders are below the line (p,g,y) and ascenders (h,b,d) are taller than the other letters.
























Year 1 Spelling patterns include:

Adding ing,ed, er to verbs \implies hunt, hunted, hunting, hunter




























Adding er and est to adjectives \implies grand, grander, grandest

By the end of Year 1, children will have learnt Phase 2, 3 and 5 in phonics. We encourage children to use their sound mats and begin to use their sounds in their writing.























My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure  Pure	er 					

My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 		

Children will also be taught to spell and apply the following tricky words in their writing (words that you can't sound out).

Year 1

the	a	do	to	today
of	said	says	are	were
was	is	his	has	I
you	your	they	be	he
me	she	we	no	go
so	by	my	here	there
where	love	come	some	one
once	ask	friend	school	put
push	pull	full	house	our
then	them	her	all	like
into	when	have	their	out
little	two	what	came	

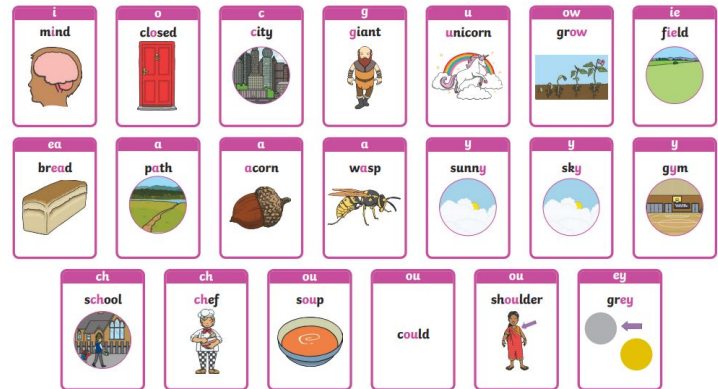
Year 2

door	floor	poor	because	find
kind	mind	behind	child	children
wild	climb	most	only	both
old	cold	gold	hold	told
every	everybody	even	great	break
steak	pretty	beautiful	after	fast
last	past	father	class	grass
pass	plant	path	bath	hour
move	prove	improve	sure	sugar
eye	could	should	would	who
whole	any	many	clothes	busy
people	water	again	half	money
Mr	Mrs	parents	Christmas	

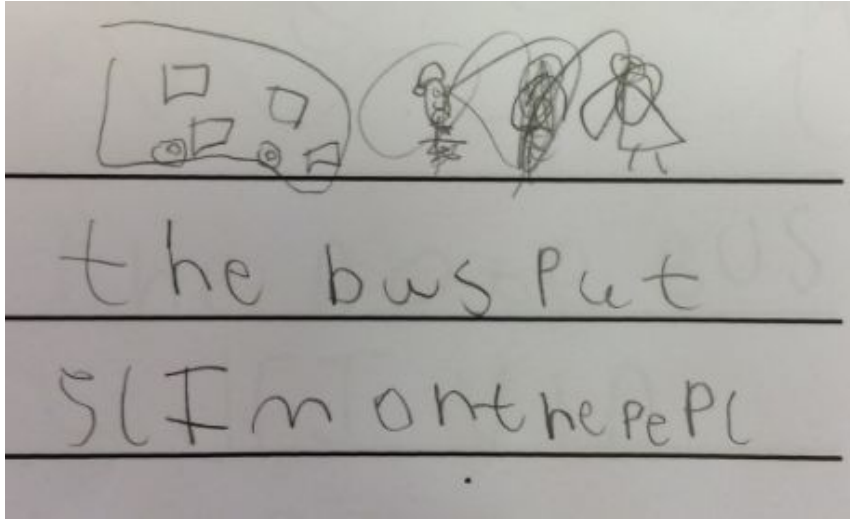
Year 2

- Children will be learning to apply the alternative pronunciations in their writing and the emphasis can be on spelling words correctly and identifying the correct spelling for each word and developing their spelling pattern knowledge.
- Examples include:
 - Soft C and hard C \implies cat, city.
 - Suffix rules \implies -ment, -ness, -ful, -less and -ly e.g. enjoyment
 - Prefix rules - undo, untie
 - Possessive apostrophe - Megan's pencil
 - Contractions - can't couldn't didn't.

Phase 5 Alternative Pronunciation



Example 1



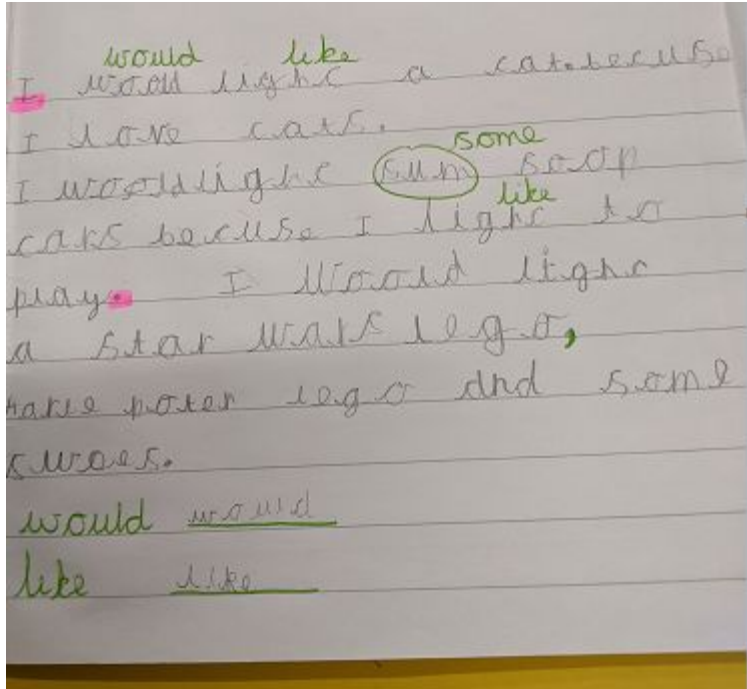
This child was able to read this sentence back and it is decodable. The child has sounded out 'slime' by hearing the word 'I' in the middle, hence 'slIm'.

People has been sounded out as 'pepl'. The child has heard the sounds and it can be read.

Next steps:

- Consistent use of finger spaces, capital letter to start sentence and full stop at the end.

Example 2

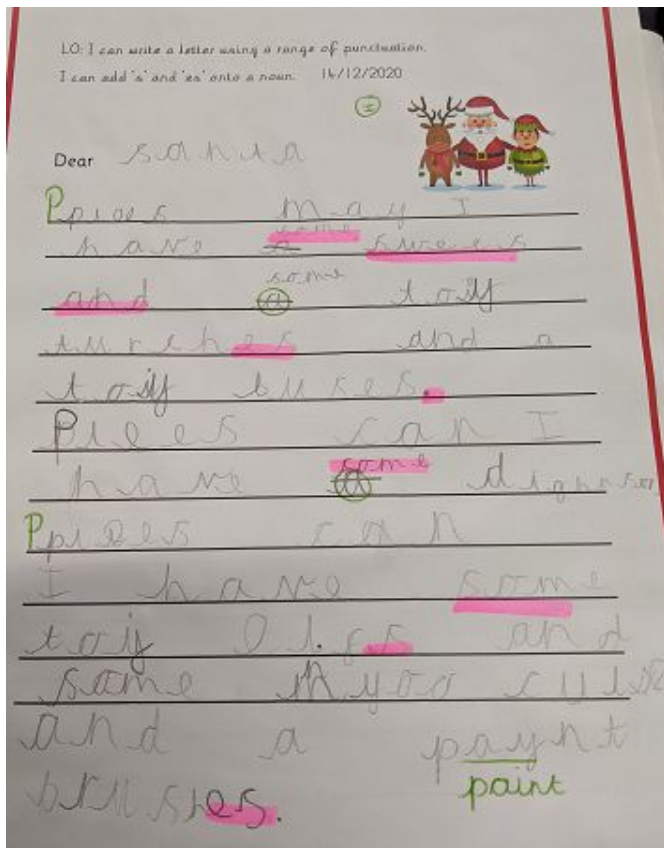


Here we can read the paragraph, the letter formation and finger spaces are clear. The words which have been corrected and highlighted are all tricky common exception words which children will need to spell frequently in their writing. The child has spelt wood but it has the wrong spelling for the meaning.

Next steps:

- Using the right spelling for the correct word - would / wood
- Tricky words - like, some, would.

Example 3

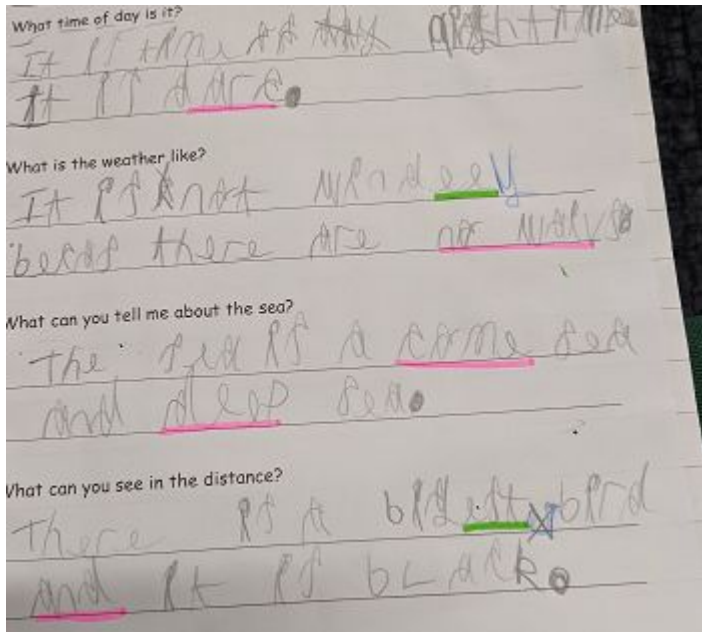


Here we can read the letter and the child has clear finger spaces. This child has used the 'ee' digraph in sweets. As well as this, they have joined their sentence with 'and' and used a full stop in the right place followed by a capital letter. They have also used the correct spelling (es) lunches to show the plural.

Next steps:

- Use the correct 'a' sound in words - may / paint
- Capital letter at the start of a sentence
- Turning a word from singular to plural elves - elves.

Example 4

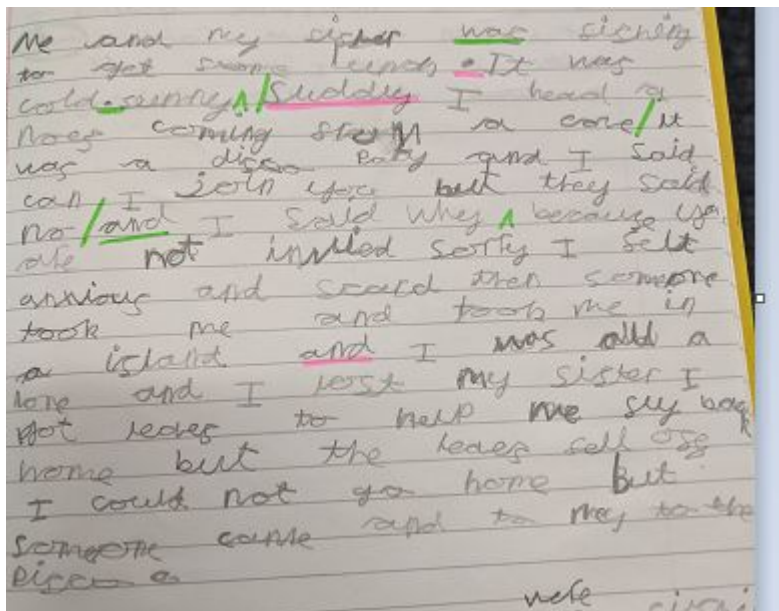


Here we can read the writing and whilst the handwriting is slightly harder to read, this child is able to transfer some of their phonics accurately - deep, dare. In this piece, you can see the child has used a blue pencil to further the learning - windee - windy.

Next steps:

- Handwriting - to form letters carefully and keep them a consistent size. Ensure 'p' in deep goes under the line and ensure the b, l, and k are taller than the a and c in black.

Example 5

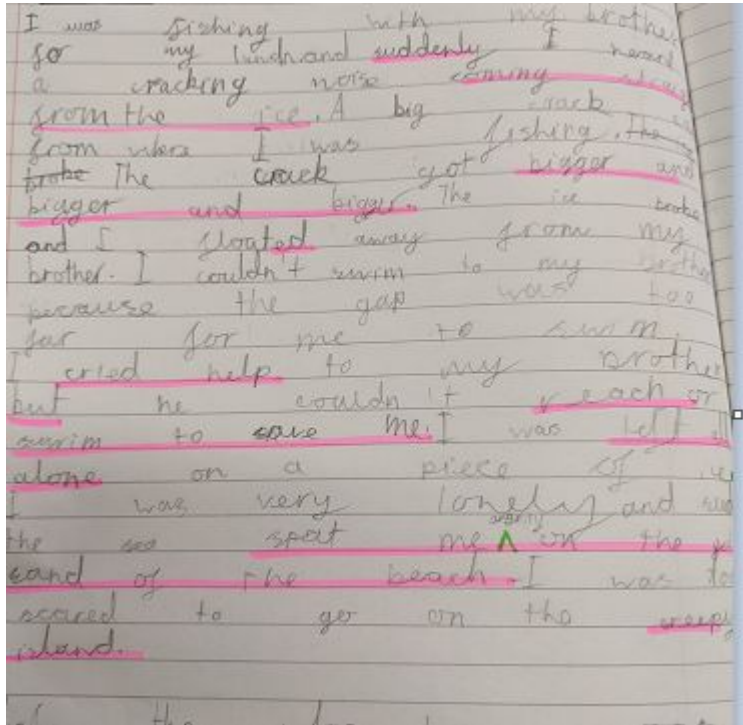


This child has used the 'ing' in fishing suffix correctly. They have used suddenly as a sentence starter for variety and interest. As well as this they have used 'but' and 'because' to join to two parts of a sentence. We have adventurous vocabulary such as anxious and this child has used the correct digraphs for the correct words such as home, heard.

Next steps:

- To use the correct tense was / were
- To use a full stop at the end of a sentence within a paragraph.
- To remove the full stop between cold and sunny and join with and.

Example 6



This child has used the 'er' suffix in bigger and the 'ed' suffix in floated. They have also used contractions in couldn't and have begun to use different words for said such as cried. In addition to this, this child has transferred their phonetic knowledge correctly such as using the 'ea' digraph in reach and adding the 'y' in lonely accurately.

Next steps:

- To start sentences with a different word other than I such as next, finally.
- To begin to use similes in the writing and add further detail i.e. instead of I was fishing with my brother.... In the middle of the night I ... as well as including How? Where? details into this writing.
- To use a thesaurus to add and learn new and varied vocabulary.