

# Top Tips for supporting your children's writing.

*We have put together this booklet that we hope will be helpful for when you are working on writing with your children at home. It contains a few ideas of how to get the best out of your child's writing as well as some resources that you could use to help.*

<b><u>TOP TIP</u></b>	<b><u>How can you help?</u></b>
<b><i>Provide a good working environment for the children</i></b>	A clear desk space and comfortable chair with all the equipment needed e.g. special pencil pots, pens and pencils and pencils, writing / text books rather than pieces of paper as this makes the writing more meaningful)
<b><i>Write in pre-cursive or cursive strip consistently</i></b>	See <b>Annexe A</b> to see how the letters should always be formed (clips are also available on the website to show the correct letter formation). Placing the <b>letter formation guide</b> in front of the children when they write can serve as a good reminder.
<b><i>Ensure letter sizing and ascenders (tall letters) and descenders (low letters) are clear</i></b>	Always use <b>lined paper</b> and ensure children always sit their letters on the line. Tall letters must be taller than small letters and letters that dip below the line must do so. Show the children how to do this if they are not sure.
<b><i>Every word must be separate by a clear finger space.</i></b>	Children can physically put a finger between each word or they can use a lolly stick (decorated if they want) to help them to get into the habit.
<b><i>All sentences must start with a capital letter and end with a full stop</i></b>	If these are being forgotten for a few days, ask the children to start every sentence with <b>GREEN</b> (for go) capital letter and a <b>RED</b> (for stop) full stop. <b>eg The cat sat on the mat.</b> Repeat this exercise if it starts to slip again.
<b><i>Make sure the children segment the sounds (hear the sounds) in the words to help them with spelling.</i></b>	Encourage them to listen out for the phonic sounds that they will have learned and piece the word together bit by bit. <b>Eg for the word “igloo” they should hear “i” “g” “l” “oo”</b> . When they have picked out those sounds, they can write. To help with this, it may be helpful to have a list mat containing all of the graphemes (sounds for writing) that they have learned. See <b>Annexe B</b>
<b><i>Ensure key year group spellings are always correct.</i></b>	For every year group there is a list of words that the children simply need to learn how to spell and <b>MUST</b> spell correctly when writing. Again, a <b>word mat</b> with these for the children to use to copy is helpful until the spellings are embedded. If you notice that the children are misspelling lots of the words for their year group, practise these separately using a look cover say write check sheet. See <b>Annexe C</b>
<b><i>Make sure before you start the children are very clear on what the purpose of the writing is and what they must include to make it successful.</i></b>	When we teach writing we will always include some planning. This can either be a shared plan with an adult where we bounce ideas around and make notes and suggestions about the content and the structure, or the teacher will direct towards the sort of features such as grammar focus’ that the children need to include. E.g. “We are going to use this piece to really practise writing speech”.

<p><b><i>Quality over quantity</i></b></p>	<p>Very often the children think that the more they write the better. This is not often the case. <b>One great paragraph can be better than three mediocre ones</b> that contain lots of mistakes and are not filled with thoughtful ideas. Getting the children to stop every few sentences to <b>reflect</b> on where their writing is going and what they think they need to include or where they need to go with it next. Some good prompt questions are:</p> <ul style="list-style-type: none"> <li>➤ What interesting vocabulary do you want to include?</li> <li>➤ What is the character thinking /feeling and how can you show that in your writing?</li> <li>➤ Can you make the reader feel like they are in the setting using some thoughtful descriptions?</li> <li>➤ Have you seen / heard any ideas from books or films before that you liked that you could magpie to help you move this writing forward?</li> <li>➤ Have you made a plan / is there some TOP TIPS or a “Toolkit” for your writing and do you need to check it?</li> </ul>
<p><b><i>Children must ALWAYS self-check their own work</i></b></p>	<p>When the children have finished writing a small amount, they should ALWAYS read back their work. They should do this independently at first and make any corrections / improvements. It is then advised for an adult to go through it with them and pick up no more than 3 or 4 errors for them to change (any more could dishearten the children)</p> <p>They should be checking for:</p> <ul style="list-style-type: none"> <li>➤ Sense</li> <li>➤ Secretarial errors, e.g. missed finger spaces, incorrect letter formation</li> <li>➤ Spelling errors</li> <li>➤ Grammatical errors</li> <li>➤ Can I make it even better (e.g. improving word-choice)</li> </ul> <p><b>Annexe D</b> has a visual reminder of the points above that we use in school and the children are encouraged to tick off each box when THEY have checked for it in their writing. Please note, we use these for all pieces of writing, no matter the curriculum area.</p>

For further information, you can check our school website where you will find a writing progression booklet that breaks down what the children will be learning and focusing on in their writing each year as well as more information about how we teach and develop writing across the school.

[Westfield Primary School and Nursery » English](#)

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z

# 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

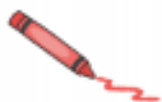


# My Phase 3 Sound Mat

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 	 visit <a href="https://www.twinkl.com">twinkl.com</a>				

# 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



\*even

# Complex Speed Sounds

## Consonant sounds

f	l	m	n	r	s	v	z	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti	nk
ph	le	mb	kn	wr	se	c	s	ci	
					ce		se		

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



# New Curriculum Spelling Lists Years 1 and 2

the  
a  
do  
to  
today  
of  
said  
says  
your  
they  
be  
he  
me  
she  
we  
no

come  
some  
one  
once  
ask  
friend  
school  
put  
are  
were  
was  
is  
his  
has  
I  
you

go  
so  
by  
my  
here  
there  
where  
love  
push  
pull  
full  
house  
our  
door  
poor  
find

mind  
floor  
because  
kind  
behind  
whole  
any  
child  
wild  
most  
both  
children  
climb  
only  
old  
many

clothes  
cold  
gold  
hold  
told  
every  
great  
break  
steak  
busy  
people  
pretty  
beautiful  
after  
fast  
last

past  
father  
class  
water  
again  
grass  
pass  
plant  
path  
bath  
hour  
move  
prove  
half  
money  
improve

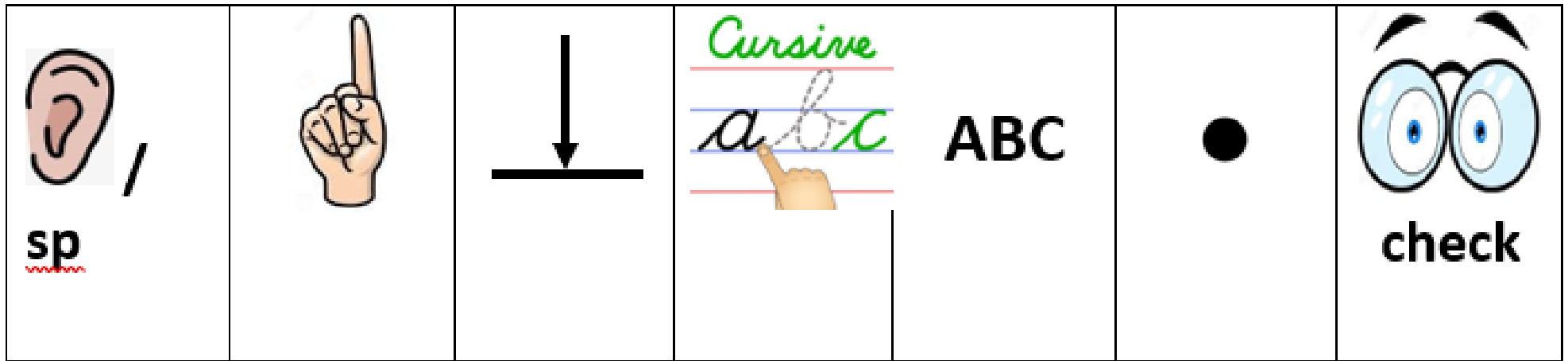
sugar  
could  
would  
sure  
eye  
should  
who  
Mr  
Mrs  
parents  
Christmas  
everybody  
even

## New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

# Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



Have you heard  
the sounds in  
the word /  
checked your  
spelling list?

Are there clear  
finger spaces  
between  
words?

Is all writing sat  
on the line?

Have you  
formed you  
letters correctly  
and joined  
them (if  
appropriate)?

Do all  
sentences  
begin with a  
capital letter?

Do all  
sentences  
finish with a full  
stop (or ? /!)

Have you  
checked  
through you  
work?