GLOSSARY

Adjectives

These add information to nouns and are usually used before the noun e.g. sparkling white diamond
You must not use too many.
They must serve different purposes.

Adverbs

These may be single words or phrases and describe **how, where** or **when** something happens . E.g. *The cat sat quietly on the mat all afternoon.*
Adverbs can be moved around the sentence for effect. E.g. *All afternoon ,the cat sat quietly on the mat.*

Grapheme

The letter or letters used to make a sound (phoneme) e.g. 's' 'sh' 'ea'. There may be more than one way of pronouncing a grapheme
e.g. 'ea' as in *bread, heal,*

Nouns

These label or name a person, place, object or idea. NAME IT! Be specific.
Common Noun The name of a thing, person or place.
Proper Noun The name of a specific thing, person or place. Always starts with a capital letter.

Noun Phrases

A group of words that work in a sentence like a single noun. e.g big, round ball

Phonemes

Individual sounds which are segmented to spell a word. There are 44 of these in the English   language and they may be represented by one or more letters eg. /c/ /ch/ /igh/. There may be more than one way of writing a phoneme
e.g. /igh/ may be written as in *fight, fly,*

Sentences

A simple sentence includes just one clause and may be a statement, command, exclamation or question.
e.g The big dog was barking loudly right beside her bedroom window. What a beautiful day it is!
A compound sentence links the main clauses together with co-ordinating conjunctions e.g and, but, so, or
A complex sentence indicates the relationship between ideas by using subordinating conjunctions. e.g. because, if, that, when

Verbs

'Doing' words that tell you what is happening e.g. *The cat is happy sitting on the mat.*
Powerful verbs tall us more precisely what is happening e.g. 'ran' or 'rushed' instead of 'went'.

If you have any questions about supporting children to develop their writing skills, please ask your child's class teacher.

Helping Children to Write

When we help children to write we are aiming to support them in developing their confidence and skills so that they can write for a variety of different
purposes and audiences.

Enclosed is information on the different aspects of writing that children need to develop and the ways in which you can support this.

At all times, gentle encouragement is key, so that children are not afraid to have a go, make mistakes and learn from them!

Baddow Hall Infant School

Choosing what to write

In school, children write a wide range of different types of text (stories, instructions, labels, captions, lists, poems, information sheets and booklets) related to the topics that we cover.

At home we encourage children to write about subjects that interest them. This may be a TV programme, a sport, a visit or a pet—whatever catches their imagination.

Encouraging children to read different types of texts and discussing them will help the children to improve their writing. Giving children sticky labels on which to leave messages and make lists, as well as having notebooks available in which they can try out their ideas, are both useful ideas for encouraging writing.

The important thing is that children see themselves as writers or authors and that they are not afraid to have a go at spelling new words or expressing their ideas on paper.

Strategies for Writing

Segmenting

This is the primary approach used to spell unfamiliar words and involves saying the whole word and then sounding out each phoneme e.g. /sh/ee/p/ and working out what grapheme to write for it. Remind the children to check that the word looks right and, if not, think about whether they have used the correct graphemes. In EYFS and Year 1 children usually write 'phonically plausible' spellings where the word can be read but the correct grapheme has not been used, e.g. 'bred' instead of 'bread'. By the end of Year 1 children are learning to choose between the graphemes that represent a phoneme and select the correct one. E.g. /ee/ can be spelt: 'ee' 'ea' 'ie' 'e_e'. Children also sometimes reverse adjacent consonants when spelling, e.g. 'slpit' instead of 'split', and need to support to check and correct these.

- **What other grapheme do you know for that phoneme?**
- **Can you read the word you have written and check that your letters are in the correct order?**

Does it make sense?

Children need support to organise their ideas into sentences that make sense. We encourage the children to:

THINK IT

SAY IT

WRITE IT

If they cannot speak in sentences then they will find it tricky to write them, so please encourage children to speak in whole sentences. Holding discussions and debates at home, not only helps children to learn to express their ideas clearly, but also encourages them to develop a wide vocabulary that they can then use in their writing.

Being a Successful Writer

Being a successful writer involves a lot more than just being able to form letters and spell the words correctly. Through their written work the children are learning to punctuate their sentences correctly as well as developing their sentence structure. When writing a series of linked sentences, the children learn to re-read what they have written and check that the ideas flow between sentences and that there is no repetition.

In class the children will learn to write different text types for different audiences and purposes. The children need to know how each type of text is organised, what tense it is written in and the key features e.g. A story must be written in the correct order, in the past tense and should contain long descriptive sentences to paint a picture as well as short sentences to stop the action.

You can support your child at home by encouraging them to read widely, asking them questions about the text that they are reading and its key features, which will support them in writing similar kinds of texts.

- **What kind of a book is this ?(story, poem, information)**
- **What tense is the book written in?**
- **What features can you spot on this page?**
- **What kind of words are used in this book ... can you give me an example?**