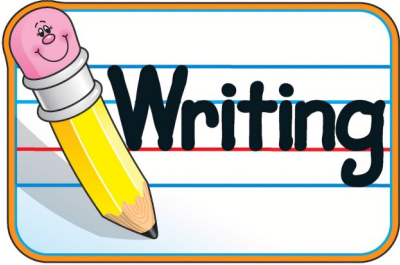
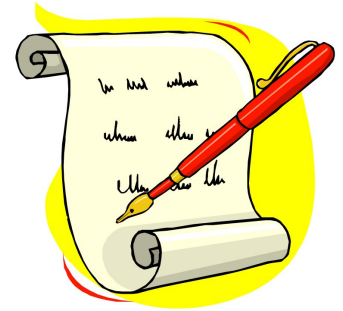


Supporting Your Child with Writing



Grange Academy Writing Guide for Parents



What can parents and carers do to help?

Ensure they have:

- opportunities to write at home- time set aside, a desk or table to use
- pencils, pens, crayons, chalk etc.
- paper, scrapbooks, notebooks, whiteboards, card or folded paper to make booklets,
- opportunities to see you as a writer, for example, writing emails, lists or notes

Grange Academy is happy to help with providing any writing materials you may need, just ask.



Belong

Believe

Achieve



Grange Steps 1—10

Getting started:

- ♦ Help them to use the tripod grip (three finger grip) to hold their pencil.
- ♦ Make sure they always have pencils and paper at hand so they can do 'pretend' writing while they play.
- ♦ write with them, prompting them with suggestions when they get stuck

Engage with their writing through:

- ♦ take an interest in what they write, e.g. ask them to read their writing aloud to you and respond to it.
- ♦ saying what you liked in it
- ♦ asking where their ideas have come from
- ♦ asking them to show you where a sentence begins and ends
- ♦ help them reflect on their writing, e.g, what they were pleased with, how they might develop or improve it.

Help them to organise and sequence their writing by:

- ♦ asking them to talk about their ideas or to draw a sequence of simple pictures to show how the main events in a story might be organised.

Encourage them to write more by writing:

- ♦ to draw, paint and crayon. Just getting used to holding the pencil/ pen/ crayon, brush.
- ♦ encourage writing in play
- ♦ a shopping list
- ♦ reminder notes
- ♦ record the result of their favourite sports team
- ♦ drawing cartoons and writing captions or speech bubbles
- ♦ a plan for a party or family celebration,
- ♦ a story that they can email to grandparents

Grange Steps 11—16

Getting started:

- ♦ Allocate a writing station for them, maybe a desk in their room or a corner of the kitchen table.
- ♦ Make sure there are pencils, pens and paper or notebooks available for them
- ♦ If you can encourage writing on a laptop too.

Engage with their writing through:

- ♦ ask them to tell you what the best features of their writing are.
- ♦ Tell them the parts you enjoyed
- ♦ Ask them to read their stories or writing to other family members
- ♦ talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject
- ♦ help them to use their reading to support them as writers, e.g ask them to look at how a writer they like uses varied sentences or organises paragraphs
- ♦ Talk with them about how they might improve or rephrase sections, for example, by including more descriptive detail or using connectives (such as 'and', 'but') to combine sentences.

Help them to organise and sequence their writing by:

- ♦ discuss possible improvements, for example, how to include more detail, vary the pace of a story, or rephrase a sentence
- ♦ Help them to reflect on their writing, particularly the effect they hoped to have on the reader, for example, is the reader sufficiently prepared for the ending
- ♦ Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

Encourage them to write more by writing:

- ♦ encourage their personal writing, e.g, a journal or diary, or blog
- ♦ write a letter to someone famous
- ♦ produce a fact file on an animal that interests them
- ♦ write a story for a younger sibling, then read it to them
- ♦ write an acrostic poem
- ♦ Link ideas to role play so that children act out and write in role e.g. as a receptionist, travel agent etc.
- ♦ Diary of trips/visits
- ♦ Write postcards/ notes to family and friends
- ♦ Make up stories - tell story first - use toys, an old watch as a starting point
- ♦ create a new country and describe different aspects of it and write a list of rules.
- ♦ Produce instructions for something they enjoy e.g. how to fly a kite, how to make cupcakes

Grange Steps 17-23

Getting started:

- ♦ Allow them a private and quiet space to write if possible
- ♦ Make available personal pens and paper or notebooks
- ♦ If you can encourage writing on a laptop or PC too.

Engage with their writing through:

- ♦ ask them to tell what writing they have done and what they plan to write
- ♦ show an interest in reading, but respect any need for privacy in their writing too
- ♦ talk through their plans with them before they start to write, e.g. offer different perspectives for them to consider
- ♦ help them to explore the best format for their writing
- ♦ discuss the audience for their writing and how that may affect their choices of language and structure
- ♦ Talk with them about how they might improve or rephrase sections, e.g. to add humour, empathy, disgust etc.

Help them to organise and sequence their writing by:

- ♦ discuss possible improvements, e.g. language choices, tone, paragraphing
- ♦ Help them to reflect on their writing, particularly the effect they hoped to have on the reader, e.g. how do they want them to feel, what reaction would they expect
- ♦ Encourage them to read through their work, shaping the paragraphs and considering how they flow from one to another

Encourage them to write more by writing:

- ♦ encourage their personal writing, e.g. a journal or diary, or blog
- ♦ suggest they write in a range of different styles
- ♦ produce a project on an issue that concerns them
- ♦ write a story for a teen audience, consider including a surprise ending
- ♦ write a magazine article to persuade others to change their actions to improve the environment
- ♦ produce a fact sheet for teens offering advice about relationships, exam pressure, peer pressure

Grange Steps 24-30

Getting started:

- ♦ Allow them a private and quiet space to write if possible
- ♦ Make available personal pens and paper or notebooks
- ♦ have a dictionary and thesaurus to use
- ♦ If you can encourage writing on a laptop or PC too.
- ♦ At this stage they may be self-motivated and resentful of your involvement, so be led by them and show an interest at a distance!

Engage with their writing through:

- ♦ ask them to talk about what they are writing and the purpose and audience.
- ♦ talk through their plans with them before they start to write, e.g. offer different perspectives for them to consider
- ♦ engage with the content of their writing by discussing the issues and viewpoints they are exploring
- ♦ Talk with them about how they might develop their ideas and recognise differing viewpoints

Help them to organise and sequence their writing by:

- ♦ Challenging their language use and encourage them to justify their choices
- ♦ Discuss the changes they would have to make in order to change the format e.g. from a speech to an editorial
- ♦ Encourage them to re organise their work to best effect (this is easiest on a PC)

Encourage them to write more by writing:

- ♦ a journal or diary, or blog
- ♦ a discursive piece about an issue they feel strongly about
- ♦ a controversial issue and write from different viewpoints
- ♦ a guide to preparing for exams
- ♦ a humorous look at being a teenager
- ♦ a travel guide to their local town/ village
- ♦ a review of a favourite book, film or game
- ♦ write up an interview with a family member

Spelling

Spelling

Spelling is taught through a wide and varying range of strategies including lessons on spelling rules, suffixes, prefixes, syllables and patterns as well as through investigation. The children also learn scientific and technical vocabulary and they are expected to apply their spelling knowledge throughout the curriculum.

Spelling Strategies

- ♦ Find words within the word (there's a 'hen' in 'when'!)
- ♦ Break the word up into smaller parts/syllables (park – ing). Clap out or tap out the syllables
- ♦ say the word as it is written to help you remember it (Wed - nes -day)
- ♦ break the word up into sounds (th-a-nk)
- ♦ make up a silly sentence using the letters (big elephants cause accidents under small elephants spells 'because')
- ♦ Find a word that rhymes with it: is the spelling the same?
- ♦ look for patterns in words (ight) and think of as many words as possible with the pattern/sound
- ♦ Sort words by different criteria (number of syllables, spelling pattern, initial sound, number of phonemes, etc.)
- ♦ draw the shape around the word and play 'guess the word' from only its shape
- ♦ play word snap with sounds or spelling patterns

Fun Word Games

- ♦ **Creative Connections.** Play this game often - just give them a word and ask them to write down as many words as they can think of that are associated with it.
- ♦ **Beat the Clock.** Time them - a minute only, and see how many words they've written. Play this many times so that they get used to generating words and ideas rapidly. This is a fundamental creative writing skill.
- ♦ **Topic Talk.** To warm up the brain and get into a creative mood - give the children a topic and ask them to write as much as they can e.g. in one minute. Time them and ask them to count the number of words, then try again with another topic. They should write as rapidly as possible. This limbers up and frees up the mind.
- ♦ **Mind maps** Encourage children to order their thoughts by putting them into a mind map where they can unload all their ideas quickly and then begin to see the links.
- ♦ **Noun and verb game.** Ask for a list of nouns (engine, ruler, pencil, tree, etc.). Then make a list of verbs (sipped, stole, rushed, wished, etc.). The game is to invent sentences that include a noun and a verb from the lists. This can be fun if the nouns and verbs do not match in any sensible way - you will get some quite creative solutions! The engine sipped... The ruler stole... The pencil rushed... The tree wished... Now complete the sentences preferably choosing unusual ideas, e.g. The engine sipped from a cup of silences. The ruler stole a tongue of ideas. The pencil rushed down the stairs and into the garden. The tree wished it could turn over a new leaf.