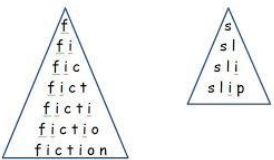
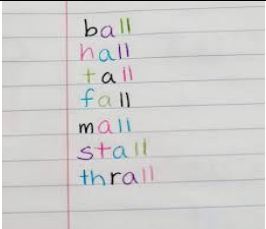

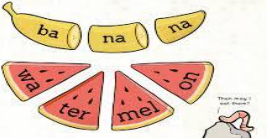


It is important to spend time with your child practicing their spellings. As the children get older, they will do this with more independence.

**Strategies to try at home when practicing spellings**

Spelling pyramids	
Rainbow Letters	
Spelling words using materials	
Count the syllables	<p>Count the syllables.</p> 

**Contact with Staff**

If you wish to speak to us about any concerns, please contact the school office to arrange a telephone appointment.

[admin@greatwaltham.essex.sch.uk](mailto:admin@greatwaltham.essex.sch.uk)



**Great Waltham Church of England Primary School**  
**Writing Information Booklet for Year 1 and 2**

The aim of this booklet is to provide you with some information about our writing expectations in school and to give you some tips on helping your child to develop their writing skills at home.

**Writing in the classroom**

In school, we encourage the children to write sentences by saying what they are going to write aloud. There is a lot of rich classroom talk about sentence composition, where the children are actively involved in composing a sentence orally before writing it. Once the children have discussed their ideas, they will have a go at writing the sentence independently. This will be followed by having the chance to read through what they have written and check for any mistakes they have made. They will also practice the spelling of any tricky/rainbow words.

**Encouraging writing at home**

Writing for a real purpose is a great way to practice writing. For example, writing cards, shopping lists, or letters/email to relatives.

**Anima Phonics**

In Key Stage One, the children follow our phonics scheme Anima Phonics. Anima Phonics is a full synthetic phonics program. Each new sound is introduced through a song or poem, with a corresponding mnemonic action and animal mascot. As the children gain a better understanding of the sounds they have learnt, they will then begin to use them in their writing.

### Writing Expectations for Year 1

Our writing assessment is based on three clear areas of focus: composition, grammar and punctuation, spelling and handwriting.

<b>Composition</b>	Use their own simple story ideas or retell a familiar story using short, simplistic sentences.  Re-read their writing aloud to check that it makes sense.  Use adjectives that have been modelled.
<b>Grammar and Punctuation</b>	Use simple sentence structures (which may often be repetitive).  Has an awareness of and is beginning to use: Capital letters for names, places, the days of the week and the personal pronoun 'I' Finger spaces Full stops to end sentences.
<b>Spelling</b>	Spell some words containing previously taught phonemes and GPCs accurately.  Spell some Year 1 common exception words accurately (from English Appendix 1).  Write lower case letters in the correct direction, starting and finishing in the right place.
<b>Handwriting</b>	Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.

### Writing Expectations for Year 2

Our writing assessment is based upon four clear areas of focus: composition, grammar and punctuation, spelling and handwriting.

<b>Composition</b>	Write simple, coherent narratives about personal experiences and those of others (real or fictional).  Ensure that there is a clear beginning, middle and end in their writing.  Use adventurous vocabulary and detail to make their writing lively and interesting for the reader.  Write about real events, recording these simply and clearly.  Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses and extend sentences.
<b>Grammar and Punctuation</b>	Demarcate most sentences in their writing with capital letters and full stops, use question marks and exclamation marks correctly when required.  Use present and past tense mostly correctly and consistently.
<b>Spelling</b>	Segment phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.  Spell many common exception words correctly.
<b>Handwriting</b>	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  Use spacing between words that reflects the size of the letters.  Begin to use a neat, joined handwriting style.