

During the Summer Term we continue to provide activities that will build the children's confidence to become independent writers. Lots of opportunities are provided for the children to continue to practise writing CVC words, working towards writing words that include digraphs from phase 3 phonics. As the children's independence grows they are encouraged to include writing in the free choice activities they choose, for example, adding labels or sentences to annotate pictures they have drawn.

Previous Learning and Activities.

(See the Spring Knowledge Organiser for further information)

Letter formation

Children use the 4 letter writing families to help support the development of their handwriting.

- Curly caterpillar Letters – c, a, o, q, g, d, e, f
- Ladder Letters – l, i, t, u, j, y
- One Armed Robot Letters – r, b, n, h, m, k, p
- Zigzag Monster Letters – v, w, x, z

Writing CVC words (Consonant – Vowel – Consonant)

Children use their knowledge of the phase 2 phonemes to write CVC words using the phrase 'We say the word, chop the word, write the word'. This supports them to become independent writers.

- 'Say the word' – cat.
- 'Chop the word' – c – a – t.
- 'Write the word' – they write each letter as they say it.

Writing Captions

Children can begin to write 2 or 3 words together to form a short caption. For example – 'A bus.' or 'A red bus'. To support the children to do this we encourage children to

- Say the caption
- Clap each word
- Count how many words they need to write.

Then as with the CVC words they need to

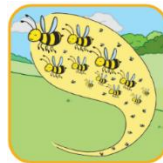
'Say the word, chop the word, write the word'

Writing Sentences

As the children become more confident writers and are able to recognise and apply the phonemes from both phase 2 and phase 3 'big club' phonics they are able to write longer and more complex sentences. We work closely with the differing abilities of the children to build up the length of the sentences that are appropriate for them to write. We support and encourage them to use their 'sound mat' to find the digraphs and trigraphs they can hear in each word. We also begin to include more of the 'everyday words'. When writing sentences, we always begin by repeating the sentence several times. For example, counting how many words we will need to write, tapping it into our head as we say it and whispering it to a friend, this helps to embed the sentence before they begin to write. We remind the children of the 5 main factors they need to remember to use -

1. Use a capital letter
2. Finger spaces.
3. 'Say the word, chop the word, write the word'
4. Use a full stop.
5. Check your sentence makes sense.

Some typical sentences we practise are -



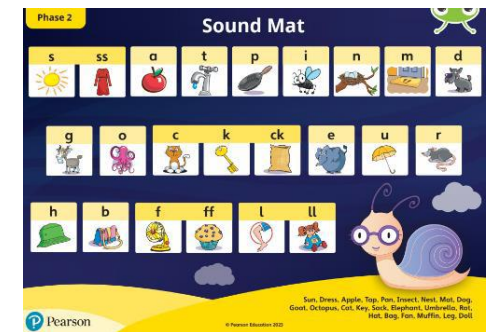
The bees can buzz.



A goat is in the rain.



He is a farmer with green boots.



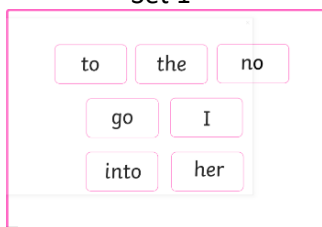
The children always have access to the 'bug club' sound mats to support them with their writing.



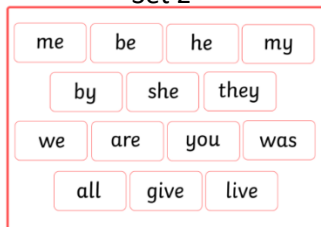
Writing the Everyday Words

Across the year we practise reading the 'everyday words'. (Set 1 in the autumn, set 2 in the spring and set 3 in the summer). These are the 'see it, say it' words. We do not sound them out. During the Summer Term we begin to use more of these words in our writing to make our sentences longer and more complex. We encourage the children to practise writing them and we have 'everyday word mats' to support them with this.

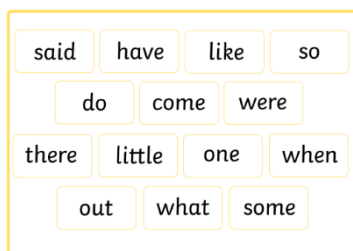
Set 1



Set 2



Set 3



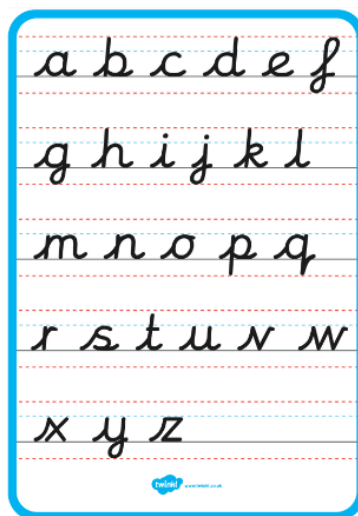
Look and say	Look, say and write	Cover and write
you		
they		
all		
are		

We use activities like these to help the children to practise reading writing the everyday words.

Cursive Handwriting – Transition to Year 1

Towards the latter part of the summer term, we begin to prepare the children for the transition to Year One. We talk about handwriting and how they will begin to practise their 'Year One' writing by getting ready to join the letters. This known as cursive script, but we introduce it as 'up the wave' letters, as they will begin each letter at the bottom of the wave, and then go up the wave before forming each letter. We practise this skill first by simply drawing the 'up the wave' line before then moving on to form the whole of the letter including the 'up the wave' beginning.

'Up the wave writing'



The children practise each letter using the cursive 'up the wave' formation. Once they have mastered this, they can practise writing CVC words and sentences.

How can I help at home?

To support your child with writing at home you can –

- **Practise writing words and simple sentences.** Use the red homework book to practise different forms of writing. This could include –
 - A shopping list
 - A party / special event invitation
 - Celebration cards (birthdays / Christmas etc)
 - Labels for a map of your local area or walk to school
 - Simple sentences about a special event / holiday or day out they have experienced.

Encourage your child to orally rehearse what they want to write before they begin. Support them to use their phonic knowledge to write each sound they can hear in the words. Remind them to use capital letters, finger spaces and full stops in their work.

- **Practise writing the everyday words.** Use the strategy shown below. This can be done straight into your homework book, you can create your own grid.

Look and say	Look, say and write	Cover and write
you		
they		
all		
are		

- **Practise writing using the cursive script.** Begin by practising single letters, then build up to writing your name, simple CVC words and then captions or sentences.

