

**Ravensdale Junior School**  
**Parent Partnership Morning 22<sup>nd</sup> November 2017**  
**Supporting writing at home.**

Thank you very much for supporting your child with writing at home. Becoming a confident writer is an essential part of education and is important in many areas of the curriculum. Your ongoing support during the primary school phase is critical to the level of success at secondary school.

**Talking**

Regularly engage in conversations eg on car journeys, during a family meal. Use questions to promote independent thinking. 'Where do you think that car is going? What are they going to do when they get there? What could go wrong?.....

**Reading**

Read regularly to your child. Discuss what you are reading. Ask questions. Make reading fun. Read the book to your child first before your child reads it to you. Choose a good time. Read a sentence each. Use silly voices, accents and intentional mistakes. Encourage the reading of a wide range of books. Put a positive comment in the reading diary. Use questions to help comprehension. Ask your child ask you some questions. Visit the library. Give a new book as a reward or treat. Show that you enjoy reading.

**Physically ready for writing**

Writing requires muscles!! Core strength is key to being able to write for a length of time. Go swimming, play tennis, run round the woods, cycle, play out! If you have younger children, minimise the time in a baby seat and allow plenty of opportunity for them to roll and crawl.

**Talk for writing**

Use questions: where, how, why, who, when, what....?

Use toys that you have at home to generate ideas eg playmobil, lego, soft toys.

Ask children what they would like to write about and then use questions to develop their ideas.

Go and act it out together in the garden or at the park!!

### ***Keep it simple!***

*Introduce a character in a setting - 'Once upon a time there was a ... who lived....'*

*Get them doing something or going somewhere - 'One day...'*

*Something goes wrong - 'Unfortunately...'*

*Sort it out - 'luckily'.....*

*Have a good ending - 'happily ever after'.*

### **Recording your story**

Choose the right time. If writing is not enjoyed either set a time limit or a limit on lines so that the child can see when the task will be finished

What do we need to 'remember to'? eg speech marks, adjectives, use 3 different connectives.

Encourage your child to verbalise each sentence before they write it down and consider any improvements.

Sometimes write a sentence each, **modelling the 'thinking'** that goes on during the writing process.

If your child is currently a very reluctant writer, write it on a computer for them, making up a sentence each. When you have finished, print it out in a colourful font with a picture and display it somewhere to remind them of what they have achieved.

Read the whole piece after every couple of sentences. Amend/improve as necessary.

Review the work. How could we improve it? Emphasise the difference between correcting and editing.

**Give lots of praise and positive feedback.**

**Teachers would love to see any writing that the children have done at home.**

### **Follow-up**

Use some of the ideas above to write with your child and create a simple story.