

Systematic Writing teaching (LF)

The aim of the method is to teach writing in a systematic way that focuses on basic physical skills and embeds solid writing principles from the start, before "bad habits" / incorrect muscle memory develops. It should be used in conjunction with writing through play as well as more creative methods of English teaching. The use of phonics to read, correct letter formation (with the correct starting points and direction of flow) and the principles of simple sentence structure are the key foci of the method. Enabling children to transfer these basic skills into their own writing is the main purpose. This should be always done with a small group (never more than 1:4) at least once a week.

The method aims to embed the routine in the pupil quickly. So that every session they can get on with learning the skill of writing, rather than having to spend the precious 8-10 minutes of focus they give you on understanding the constantly changing activity process in front of them.

- 1) Give the children a sentence strip (handwritten) containing a mix of phonically plausible words and high frequency key words, a capital letter and full stop.

The cat is on the rug.

- 2) Child to read the sentence pointing to each word. Teacher asks the children to point to graphemes and words (e.g. "point to the /a/ sound", "point to the word cat", "what does the first word say"). Linking developing phonics skills in context.

- 3) Children to cut each word out (embedding the understating of words and their role in a sentence) they then put the sentence back in order (scaffolded through phonics from teacher, copying or direction when needed).

The

Cat

Is

on

the

rug

.

- 4) Again, ask the child to read the sentence by finger pointing to each word. The teacher then "sneezes / slips" and mixes up the words. Ask the child to reorder them.

- 5) In books the child copies the sentence; making sure formation is **perfect**. At the start of the year, you may write the sentence in yellow, and they trace or in green and the child copies below. Formation and not allowing bad letter direction muscle memory to form is key at the start of the year. If a child does use incorrect formation stop them and at the bottom of the page have them trace the letter multiple times in the correction formation. Or shapes that mimic the letter family written direction flow. (Allowing the child to develop incorrect muscle memory is cruel and use the bottom of the page to show children how to succeed. So when in play they can feel very confident writing and not rely on visualizing letters)

(As the year moves on) assess the steps below – but steps 8 & 9 must be used all year

- 6) Replace one word with a blank tile. The child then rewrites the sentence (on 2 lines below) but writes their own word into the replaced space. Children should be encouraged to segment the word before they write it. (This process also teaches the concept of context)

The cat is on the _____.

- 7) Now encourage the child to think of and write their own sentence or word (on a new line)

- 8) Sessions must be ended with an immediate next step that the child helps you identify. - based on formation or muscle memory

- 9) Finish with a picture being drawn above the sentences, this highlights the importance of comprehension. The picture needs to relate to one of the 3 sentences.

- 10) At the beginning of the year you may do more limited steps and build up to 3 sentences

