

Be chatterboxes!

Children love to talk and it's so good for them too! In fact, talking **with** your child is one of the most powerful activities you can do. Take turns to speak and listen to each other. Use a wide range of vocabulary and try to use the new words you have discovered when reading together. Talk about everything: how your food tastes, experiences you can remember, what you can see in the world around you. All of this talk helps children to explore and understand language and can have a really positive impact on their writing.

Be storytellers!

Watch this short video from Oxford Owl to learn about how to develop storytelling skills with your child.

<https://youtu.be/F8k93yIkBPA>



Talking for Writing

Encourage your child to talk about, or say out loud, what they are going to write. This helps them to prepare for writing.

What are you going to write about?

Can you say the sentence aloud before you write it down?

Can you read aloud what you have written?

Handwriting

In Year 2, your child will learn to form letters at the right size and to join letters when appropriate. This includes:

- forming lowercase and capital letters at the right size relative to one another
- starting to use diagonal and horizontal strokes to join letters
- using appropriate spacing between words.



Sit at a desk



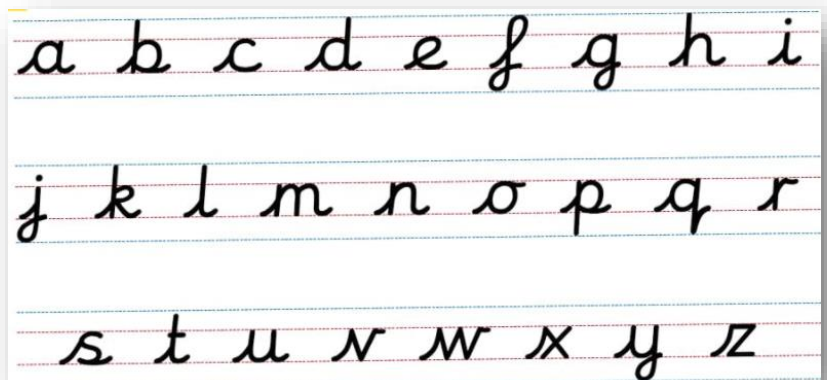
Put both feet on the floor



Left hand paper position



Right hand paper position



How can I motivate my child to write?

- Make sure your child knows their work doesn't have to be perfect first time. They can go back and make improvements later.
- At this age, your child's hands can tire easily during writing. Give them regular breaks and ensure that the pen or pencil they are using is the right size for them.
- Try creating a story box filled with items around their interests and hobbies. When your child spots something they are interested in, their creativity will flow.

Writing checklist:

Is your child using capital letters at the beginning of proper nouns?

E.G To begin the name of a place, person or date.

Are spellings phonetically plausible?

Not every word needs to be spelt correctly. 'Phonetically plausible' means that the word can be identified easily, even if it is not accurate. e.g. 'luv' instead of 'love'.

Can your child use a range of punctuation when writing?

. , ! ?

Is your child using conjunctions to join sentences together?

and, because, or, but.

Can your child read aloud what they have written and edit their work to improve it?

Can your child spell these tricky words?

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, bath, path, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas, everybody, even

Can your child tell you what these words are/mean?

Letter	one of the symbols of the alphabet
Capital letter	one of the letters of the alphabet used at the beginning of a name or sentence
Word	has meaning and is separated from other words by spaces
Sentence	a group of words that is a statement, question, command or exclamation
Punctuation	capital letters, full stops, word spaces, question, commas, apostrophe and exclamation marks.
Full stop	. used to end a statement or command sentence
Question mark	? used to end a question sentence
Exclamation mark	! used to end an exclamation sentence
Singular	meaning one person or thing. E.g. cat, pen, horse
Plural	meaning more than one person or thing. E.g. cats, pens, horses

Other ways you can make a big difference

Developing gross motor skills:

Visit your local playground. Playgrounds are all different and require different skills, so visit several in your area. While you are there, you can practice different skills such as climbing, balancing or teach your child how to swing by themselves. Learning to ride a bike without stabilisers is fabulous for gross motor skills.

Play ball. Using both small and large balls, you and your child can focus on developing and improving throwing, catching and kicking skills.



Developing fine motor skills:

Playdough. Encourage your child to squeeze, stretch, pinch and roll “snakes” or “worms” with the play clay. Challenge your child to add small details.

Cutting. Encourage your child to cut out shapes from paper carefully.

<https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/scissor-skills/>

Good gross and fine motor skills help your child to write!

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Important Information

- Check if your child is holding their pencil correctly. Use the image below as a guide.



- Spellings go out every week Monday and we complete a spelling quiz each Friday. Look at our website for different spelling strategies to support your child- www.st-finbars.co.uk/spelling-toolkit/
- Cold and Hot tasks - At the start of each topic, the children complete a cold assessment, which is an independent write, using the features they think are used in the genre of writing they will learn about. At the end of the topic, the children will complete a hot task to show what they have learnt throughout the topic.
- Assessments -The teacher will use independent pieces of writing to assess your child's writing throughout the year.