




Writing at The Mead  
Infant and Nursery  
School



# Today's workshop

- **Writing for pleasure** - *Understand our research-based approach to developing confident, motivated writers*
  - **Love of Writing** - *Appreciate why fostering a genuine love of writing matters most*
  - **Skill Progression** - *Learn how writing skills develop from EYFS through to Key Stage 1*
  - *Handwriting*
  - *Spelling*
  - **Home support** - *Understand ways you can continue to support your child at home*
- 




# Writing for Pleasure




# How we teach writing at The Mead

Our vision for writing - *We want children to be motivated, confident writers who write with purpose and pride*



Our Writing for Pleasure approach is firmly rooted in educational research and places children at the heart of the learning process. We believe writing should be purposeful, meaningful, and joyful—not just a task to complete, but a skill children genuinely want to use and develop.



Writing is the most challenging thing we ask our children to do

They need to understand sentences, grammar, the genre they are writing,

transcription skills - handwriting, vocabulary,

content etc to be able to write well.

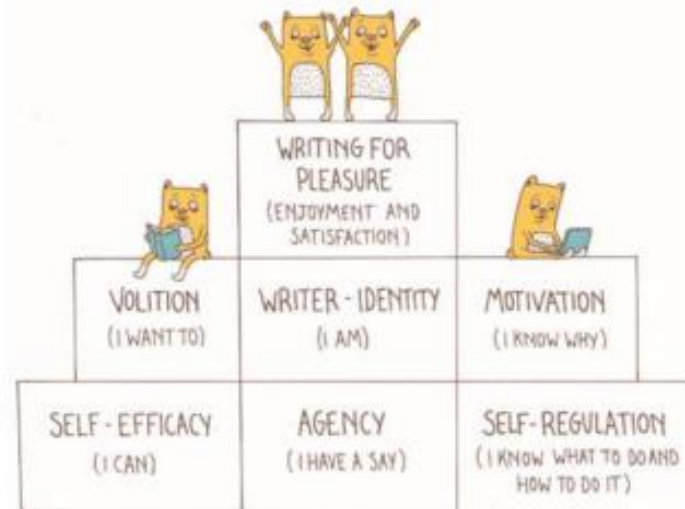
This knowledge shapes our approach



# Our Writing Approach

- Writing for pleasure scheme – backed in research – 14 key principles
- Focus on a love of writing
- Class projects alongside personal projects

- Build a community of writers
- Treat every child as a writer
- Read, share, think and talk about writing
- Pursue purposeful and authentic class writing projects
- Teach the writing processes
- Set writing goals
- Be reassuringly consistent
- Pursue personal writing projects
- Balance composition & transcription
- Teach daily mini-lessons
- Be a writer-teacher
- Pupil-conference: meet children where they are
- Connect reading & writing
- Interconnect the principles



# Our Writing Approach – Genre based units

## GAP

Reading as writers

Planning

Drafting

Editing / Revising

Publishing

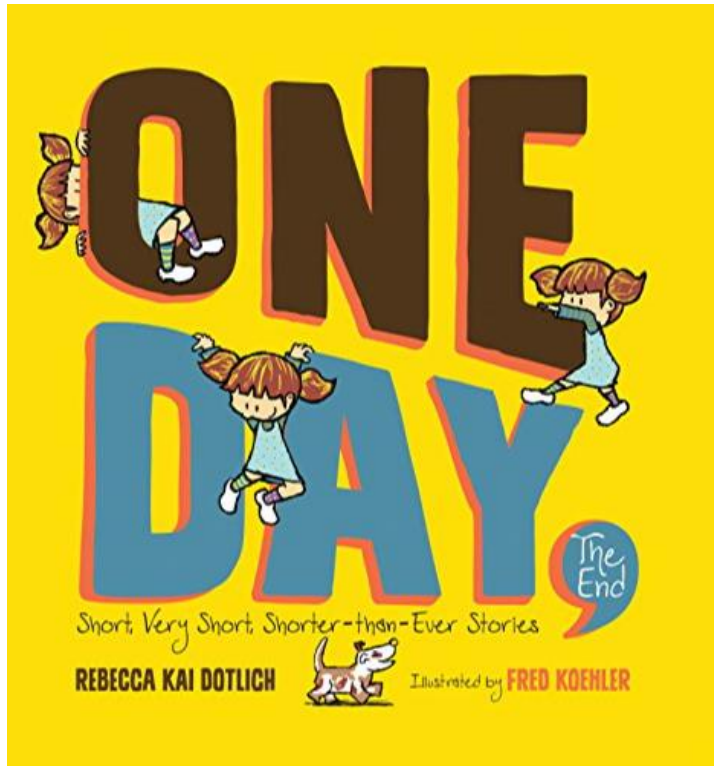


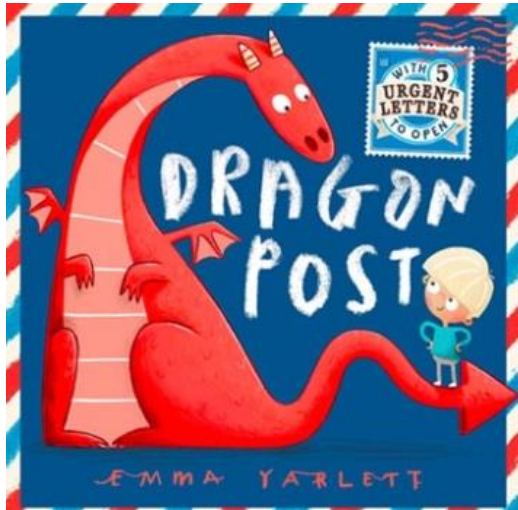
We use carefully selected mentor texts to inspire children and provide clear models of excellent writing. Teacher modelling demonstrates the thinking process behind writing, whilst personal writing projects give children autonomy, choice, and the opportunity to express their creativity on topics that genuinely interest them.

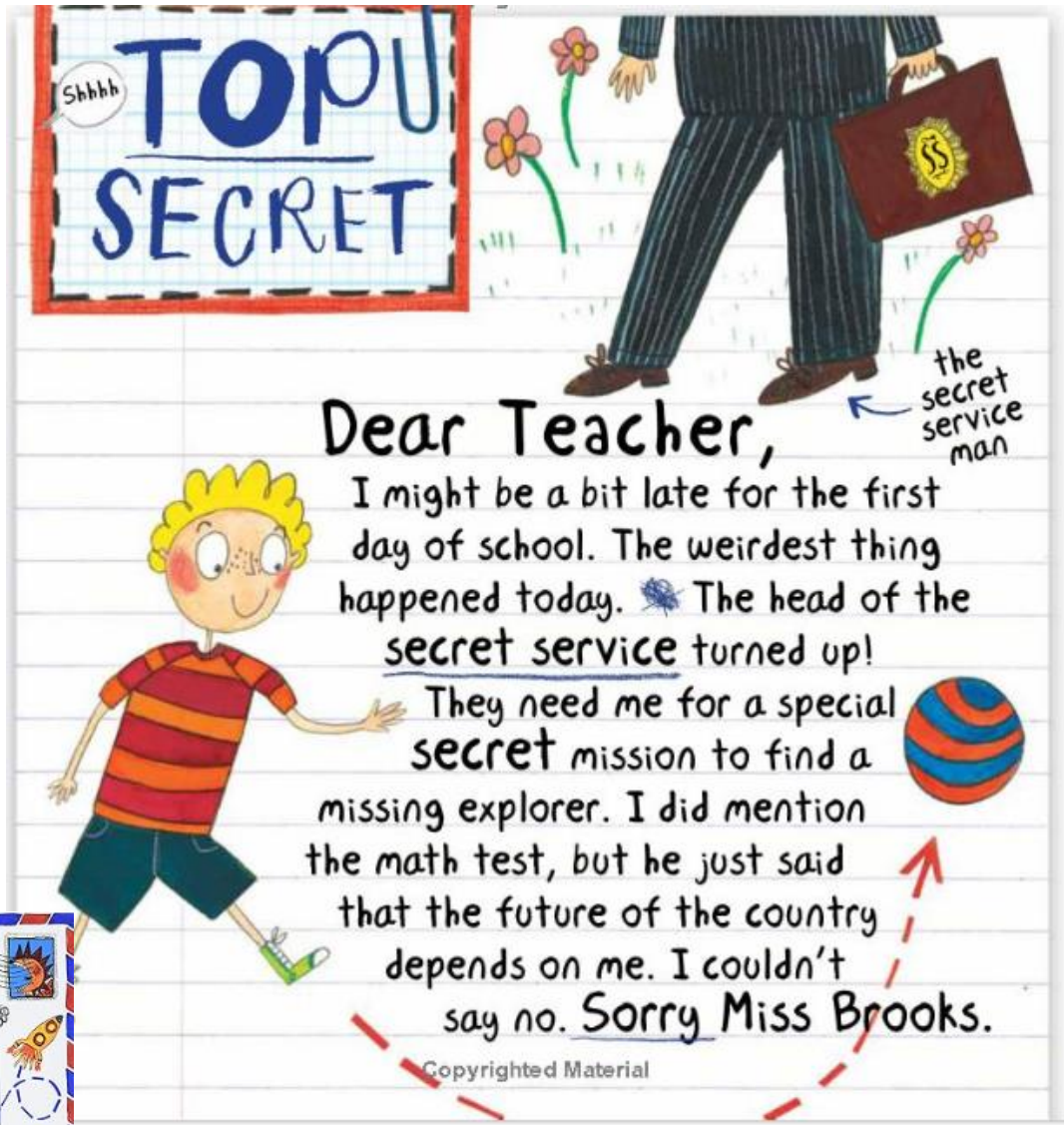
Have examples of mentor texts

# Mentor texts

Our mentor texts are a clear model for the writing we expect our children to produce.







Friday, August 29th

Sunnybank Elementary School

Dear Michael,

Thank you for your letters. It sounds as though you have been very busy.

I am sorry to hear you won't be coming back to school this year, there is so much planned that you would have enjoyed (not including all the tests). We are going to be playing lots of soccer this year; I expect Nicholas will have to be captain now, and there's the science fair at midterm where everyone gets to invent something.

We're going on a school trip to the zoo next week, you'd have loved it! You could have told everyone about hippos, snakes, dolphins, and, of course, crocodile wrestling (I'm not so sure about eating spiders though). We're also having swimming lessons, which I think you'd have been very good at. Bruno sounds like a very unusual dog. It would have been great to meet him on Pet's Day later this semester.

Take care on the moon, Michael, I hear it can get a bit boring up there. We will think of you when we're making our giant model of the solar system. We'll save your place for Monday morning in case you can make it to school after all.

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Miss C. Brooks

P.S. I saw your mother in the supermarket again today. Your baby brother was dressed as a pirate! What a coincidence! I nearly made a citizen's arrest as I thought he was the Pirate King.

# Year 2 Poetry

## Pick a Sound, Any Sound

What's your favourite noise?  
What's the best sound around?

What would you choose  
from all the world's whoops  
and fizzes  
and gurgles  
and BOOMS?

A space-rocket zoom  
or popping balloons?

Tiger-cub sneezes or seaside breezes?

The honk of a goose,  
a brilliant burp,  
or the *sturp* of your straw with a last sip of juice?

It could be the *crunch* of a cornflake mid-munch.

## SOUNDS GOOD!

Sausage sizzles,  
crispbreads crack;  
hot dogs hiss  
and flapjacks snap!

Bacon boils  
and fritters fry;  
apples squelch  
in apple pie.

Baked beans bubble,  
gravy grumbles;  
popcorn pops,  
and stomach rumbles . . .

## I'M HUNGRY!

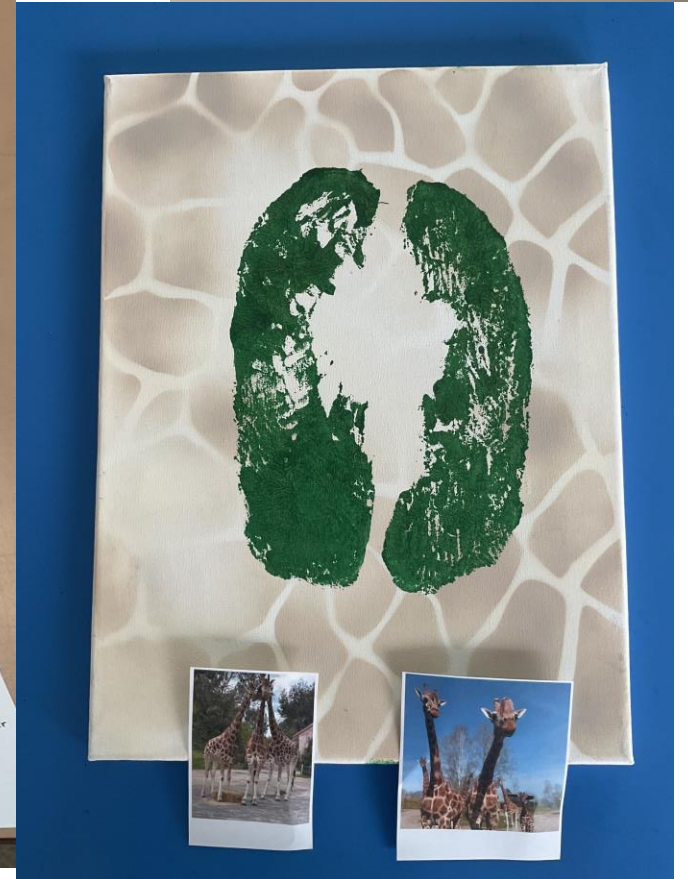
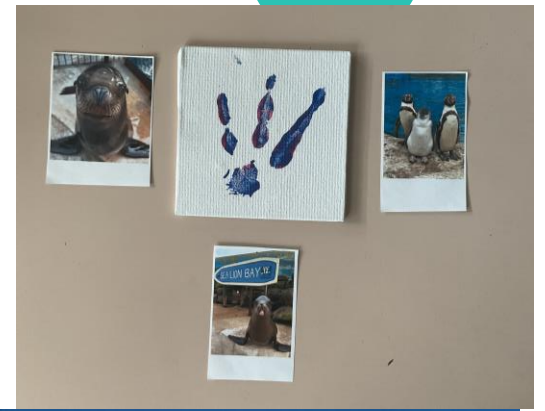
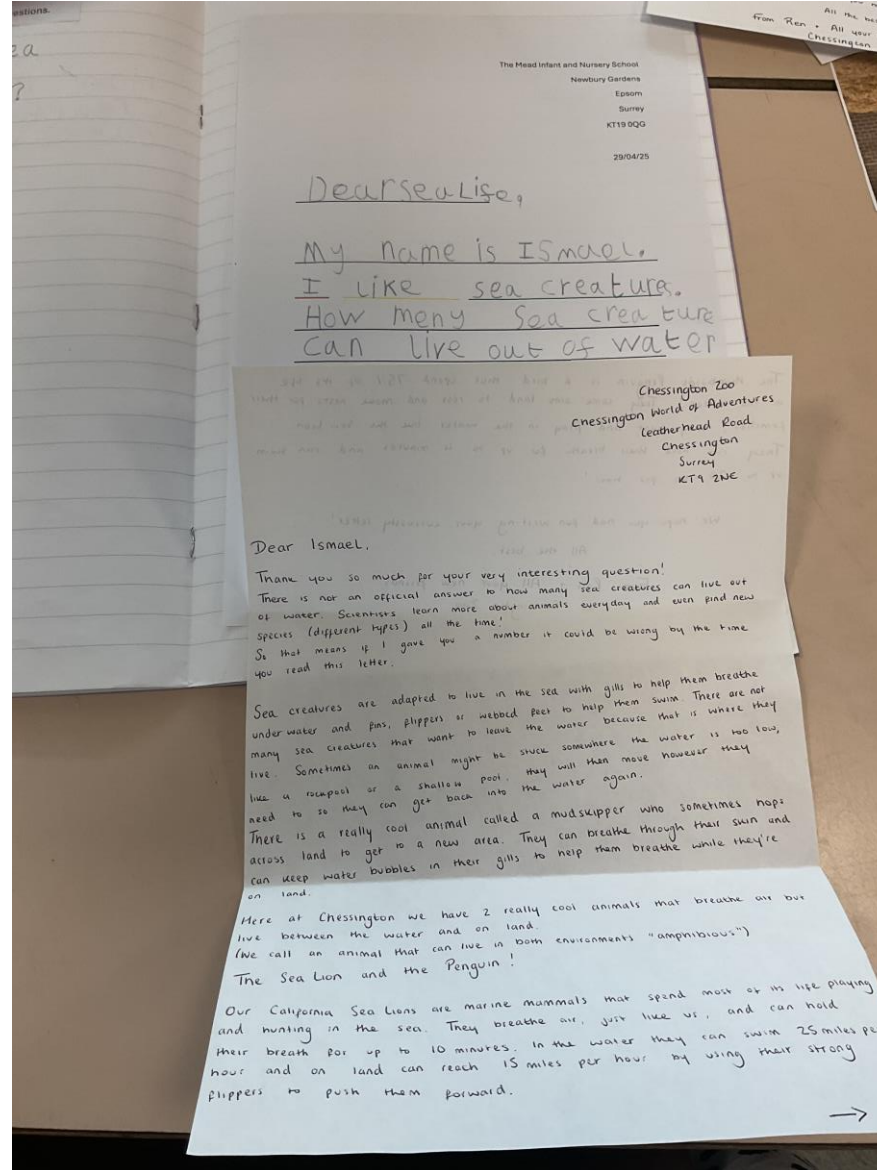
Judith Nicholls

## SLIME PLOTS A PLAN

I'm waiting as I wobble...  
plotting as I plopl!  
Determined to get all the young people  
to make my slippery brothers and sisters –  
in pink and blue,  
purple and green,  
with sparkles and neon.  
For one day, soon,  
all us slimes  
will combine  
TO TAKE OVER THE WORLD.

# Real life audiences

Year 1 children wrote letters, posted them and got lots of replies!



# Fostering a Love of Writing

## Authentic Purposes

Children write for real reasons—  
Curiosity letters, books for our class library, messages to families, signs for the classroom. When writing has genuine purpose, children become truly invested in the process.

## Choice and Ownership

Through personal writing projects, children choose their own topics, genres, and audiences. This autonomy builds confidence and helps children see themselves as real authors with important things to say. They also already know the content

## Celebration of Effort

We celebrate creativity, perseverance, and improvement—not just perfection. Every child's writing journey is valued, and we highlight what they do well whilst gently guiding them forward.

# Personal projects

Children alongside their class writing projects pursue personal projects

Class projects are focused on quality

Personal projects are focused on quantity - this helps develop stamina and fluency

# Writing in action

EYFS

Helicopter stories

Handwriting lessons

Spelling as part of  
phonics

Writing across the  
curriculum (in provision)

Sentence of the week

KS1

4 x writing lessons per week

Personal writing projects

4 x handwriting lessons per week

Spelling as part of phonics in year 1 (5x per  
week)

Spelling lessons in Year 2 - (5x per week)

Sentence of the day

# Nursery

One key text across the curriculum - children become familiar with this

Mark making opportunities everywhere

Give meanings to marks they make

Pre-writing development - squiggle while you wiggle, dough disco

Early phonics support - oral blending and segmenting

# EYFS – pre writing skills

Gross motor

Fine motor

Oral rehearsal

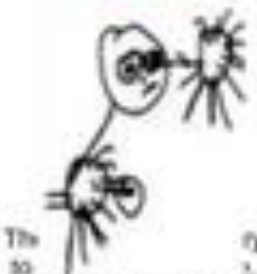






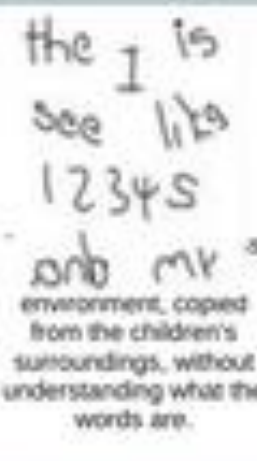
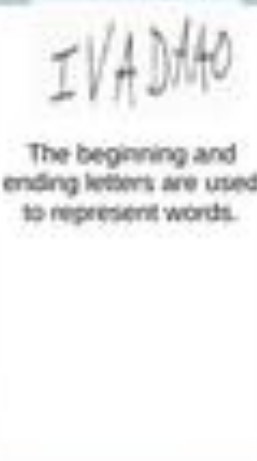
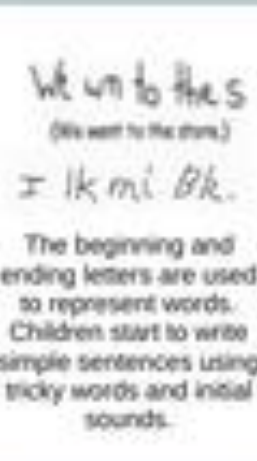


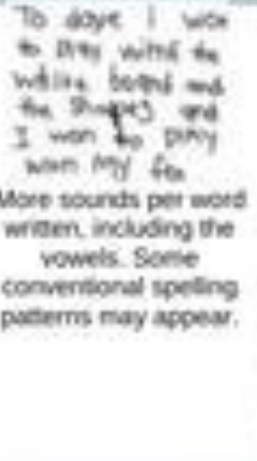

Talk, talk, talk!

Role play / small world play



Progression of Skills Map and Key Learning Opportunities

Pre-Phonemic Stage:

<p><b>Pictures</b></p>  <p>The ... as described by the child.</p>	<p><b>Random Scribbling</b></p>  <p>The ... the writing begins at any point of the paper.</p>	<p><b>Scribble Writing</b></p>  <p>The writing is progressing from left to right. It is written in linear fashion to mimic real writing.</p>	<p><b>Symbols that Represent Letters</b></p>  <p>Letters and symbols are imitated.</p>	<p><b>Random Letters</b></p>  <p>written with no true meaning and there is no relationship between the sounds written and what the child is saying.</p>	<p><b>Letter Strings</b></p>  <p>Letter strings progress from left to right and move down the page as the child reads their writing.</p>	<p><b>Letter Groups</b></p>  <p>The ... and separated by spaces to resemble real words.</p>
<p><b>Early Phonemic Stage</b></p>	<p><b>Beginning Sounds Random and Initial Consonants</b></p>	<p><b>Initial and Final Sounds Appear</b></p>	<p><b>Vowel Sounds Appear and Evidence of Tricky Words</b></p>	<p><b>All Syllables Represented</b></p>	<p><b>Inventive Spelling</b></p>	<p><b>Multiple Related Sentences with Many Words Spelled Correctly</b></p>
 <p>environment, copied from the children's surroundings, without understanding what the words are.</p>	 <p>The beginning and ending letters are used to represent words.</p>	 <p>The beginning and ending letters are used to represent words. Children start to write simple sentences using tricky words and initial sounds.</p>	 <p>Medial sounds may initially be written as a consonant. Vowels begin to appear. Tricky words are used.</p>	 <p>The child hears the beginning, middle and ends sounds. Spaces between words.</p>	 <p>More sounds per word written, including the vowels. Some conventional spelling patterns may appear.</p>	 <p>Whole sentence writing develops. Some real spelling of words and spelling patterns appear. Punctuation is beginning to appear.</p>
<p>Resources</p>	<p>Enhancements</p>	<p>Intended Experiences</p>			<p>Role of the Adult</p>	

# Balancing transcription and composition

## Transcription Skills

The physical aspects of writing  
Correct letter formation and handwriting  
Spelling patterns and strategies  
Phonics application in writing  
Punctuation and presentation

## Composition Skills





# Letter-join Handwriting Scheme

The screenshot shows the Letter-join website interface. At the top left is the 'Letter-join' logo with a pencil icon. To its right is a search bar containing the text 'Search Letter-join...' and a magnifying glass icon. Below the logo is a vertical sidebar with ten menu items, each with a small icon and a right-pointing arrow: 'Patterns' (red swirl), 'Easy letters' (blue 'i'), 'Easy words' (blue 'lit'), 'Harder letters' (green 'k'), 'Harder words' (green 'box'), 'More letters >' (orange 'B's'), 'Phonics >' (purple speaker), 'Fun >' (pink 'wow'), 'Resources >' (blue paper), and 'Info' (grey 'i').

The main content area is titled 'Choose a level to practise' in a red banner. It features three large, rounded square buttons: a red 'Patterns' button with a pencil writing a swirl, a blue 'Easy Letters' button with a pencil writing a lowercase 'i', and a green 'Harder Letters' button with a pencil writing a cursive 'g'. Below these buttons is a light green box labeled 'Sissinghurst Class' with a 'Change class >' link. To the right of the buttons is a green promotional box for a 'NEW! HOME USERS' HANDWRITING GUIDE' with the text 'Essential help to using Letter-join at home.' and a red 'Download' button with a right-pointing arrow.

# Handwriting at our school

- our chosen handwriting style
- we use lead-in and lead-out lines
- use lowercase letters, not capitals - *very important especially when practicing names*

EYFS / year 1

# Handwriting at our school

End of year  
1 / year 2

Printed lowercase letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

Letter-join 

Cursive lowercase letters

a b c d e

f g h i j k

l m n o p

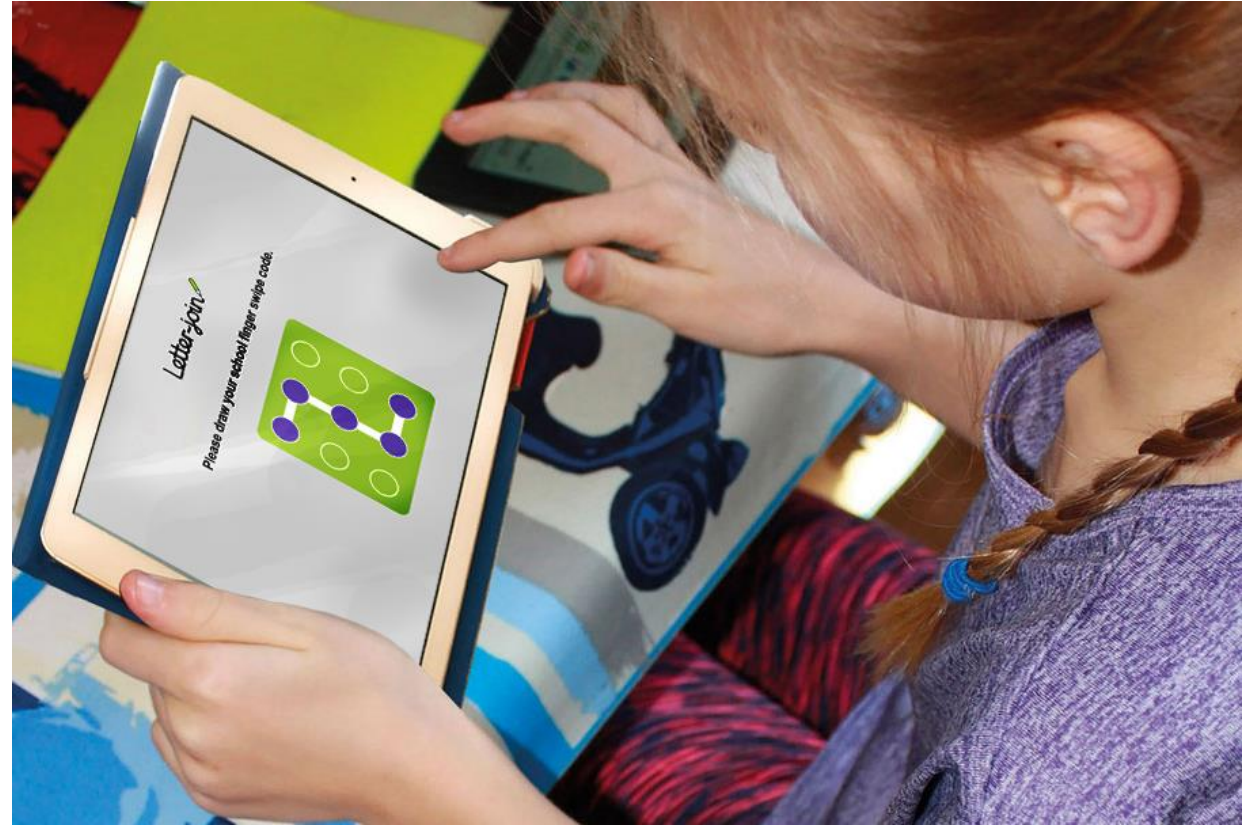
q r s t u

v w x y z

Letter-join 

# Letter-join Handwriting Scheme


- You can use Letter-join at home on PCs and tablets.
- Letter to follow with login details

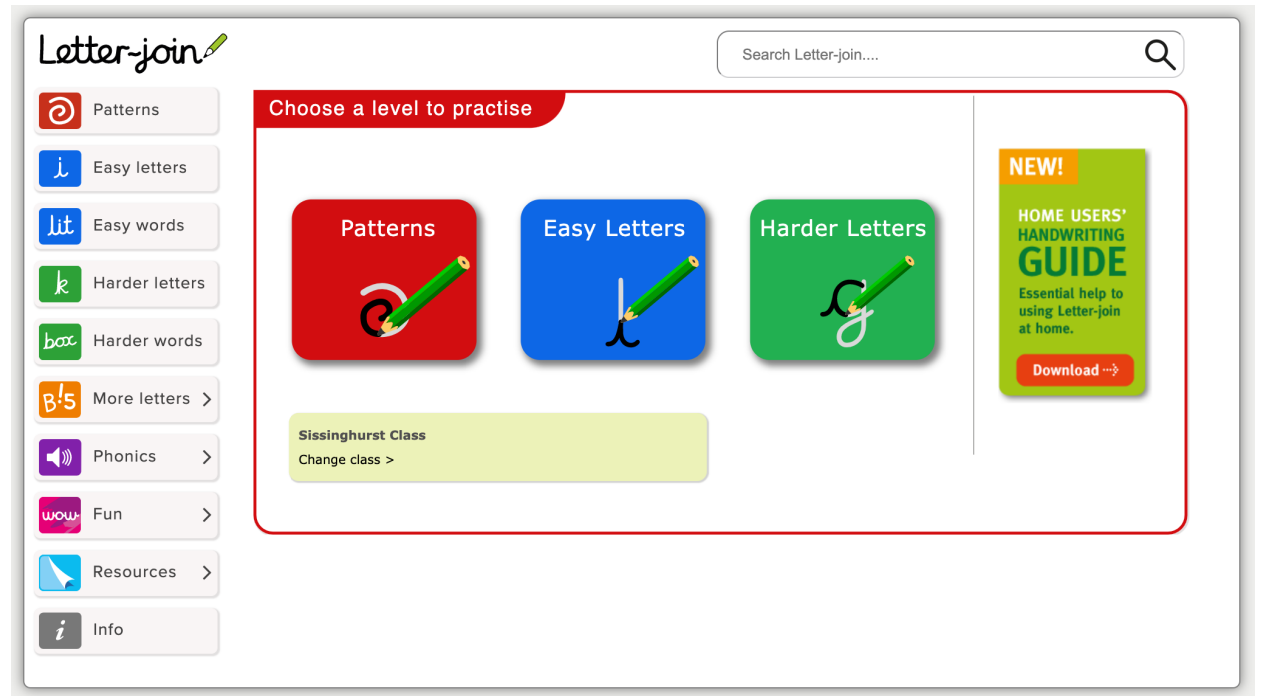


# Letter-join log-in

- All children use same log-in details.
- Choose your child's class to access:
  - the correct handwriting style
  - class word banks
  - home learning tasks

# Making the most of Letter-join at home

- Log in to Letter-join 
  - Patterns
  - Easy letters
  - Easy words
  - Harder letters
  - Harder words
  - More letters



# Reception

## Spelling

Children begin learning the sounds of the alphabet - these are taught in the order of our Little Wandle Phonics scheme

Children are then taught to segment to spell (sound out)

Before we write a word we sound it out - all the way up to year 2 (this becomes more fluent and less necessary)

44 sounds - covered in reception across phase 2 and 3

Children can only use the graphemes (written representation of a sound) they have been taught

### Grapheme chart

Grapheme chart										Phase 2 and 3				
s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	ck	rr		bb	ff	ll	j	vv
							ck							
							cc							
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	

# How do we teach spelling?

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.





# Year 1

## Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou




























## Grow the code grapheme mat Phase 2, 3 and 5

 ai	 ee	 igh	 oa	 oo	yoo	 oo	 ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y	ey	ow	ui			
ey							
ea							
 or	 ur	 ow	 oi	 ear	 air	zh	
aw	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

\*depending on regional accent

# Year 2

















## Complete the code mat

 /s/ s ss c ce se st sc	 /t/ t tt tte	 /p/ p pp	 /n/ n nn kn gn	 /m/ m mm mb mn	 /d/ d dd	 /g/ g gg gu gue gh	 /c/ c ck ch cc que	 /r/ r rr wr rh	 /h/ h
 /b/ b bb	 /f/ f ff ph	 /l/ l ll le al	 /j/ j g ge dge	 /v/ v ve vv	 /w/ w wh u	 /x/ x	 /y/ y	 /z/ s se z zz ze	 /qu/ qu
 /ch/ ch tch ture*	 /sh/ sh ti ch ssi ci si s	 /th/ th the	 /ng/ ng	 /nk/ nk	 /a/ a	 /e/ ea	 /i/ i y	 /o/ o a au	 /u/ u o ou o-e

\*This GPC has a slight schwa at the end: 'tchul'.

GPCs in order of frequency

## Complete the code mat

 /ai/ a-e ai ay a eigh ea ey ei aigh	 /ee/ y ea ee e ie i ey i-e ei e-e	 /igh/ igh i-e i y ie	 /oa/ ow o o-e oa oe ou	 /oo/ oo u ue ew u-e ou ui	 /yoo/ u u-e ew ue	 /oo/ oo u* oul	 /ar/ ar a* al
 /or/ or a aw au ore oor al oar our ar augh aur	 /ur/ er ur ir or ear	 /ow/ ou ow	 /oi/ oi oy	 /ear/ ear eer er ere	 /air/ air are ear ere ar	 /zh/ si su ge	 /er/ er a or ar our re r

\*depending on regional accent

GPCs in order of frequency

Graphemes  
for schwa at  
the end of  
words

# Year 2 Spelling Scheme - spelling rules

Double the final consonant to protect a short vowel sound when adding -ing.

# Tricky words and prickly spellings



once

two

# Home support top tips

Become a writer – parent!

Foster a love of writing

Respond to their writing as a reader – “Wow! I was really worried about your character, I’m glad it had a happy ending!” – laugh if it’s a funny story, be scared as you read etc

Balance correcting spelling and handwriting

Ensure you are modelling correct letter formation

Do not write in all caps – use capital letters for start of sentences, names places, etc. Lots of children come to school writing their name in capital letters

# Writing With Children At Home

## Be Together

Writing together starts by *being* together. Create a shared environment in which you explore what you want to write about. Here are just some of the reasons that children want to write:



One way to motivate our children to write is to show our own motivation & pleasure. We can talk about what we plan to write alongside them, discussing our purpose and intended audience. Two prompts that work particularly well:

**I want to write about...** (Ghostbusters!)

**I have an idea!** (Let's write our own story!)

Ideas for writing come when we spend time together exploring, talking, drawing, watching, reading and playing together. Let children guide what you're going to write about.

Find out more: [writing4pleasure.com](http://writing4pleasure.com)



## Craft Together

When children put pen to paper or fingers to keyboard, they are—sometimes for the first time—figuring out what it is they want to say. At this point, they are not worrying about how best to say it. That can come later. Crafting should be a playful and fun experience. Together, focus on your ideas and not conventions. Bond together. Read aloud to each other what you've got so far. Talk together. Advise each other. Two prompts that work particularly well:

**I love...** (your ending) **because...** (it made me shiver.)

**I didn't quite understand** (this bit. What do you mean?)

Here is some drafting advice that can help you to write happily and quickly, and prevent getting stuck:

Drafting Advice	
<b>Got a sticky or a yawny bit?</b> - Put a line under the bit you are unsure about. - Carry on.	<b>Don't know how to spell a word?</b> - Invent the spelling. - Put a circle around it. - Carry on.
<b>Don't know what to write next?</b> - Read it to someone - Get them to ask you questions.	<b>Not sure of punctuation?</b> - Put a box where the punctuation might need to go. - Carry on.
<b>Think you have finished?</b> Start writing something new!	

## Share Together

Before our writing can meet its audience, we spend time getting it 'reader ready'. We make sure that our readers will be able to read it easily and understand it. If *drafting* is about finding out what it is we want to write, *revising* is about finding out how best to say it. Writers spend time sharing their writing, talking about how they can make it the best it can be. You can do this together at home, too. Read, talk, and make changes.

## Where should we publish our writing?

### Who should hear our writing?

Once you have done a bit of proof-reading, sorted out your spellings, and gotten your handwriting just right, you're ready to publish. Where's it going to go and who is going to see it?

- Put it in a frame or give it as a gift.
- Put it on your bedroom wall.
- Put it in the bathroom for people to read on the loo or while they're in the bath.
- Write it in chalk on the pavement.
- Record it on your phone and send it to someone.
- Turn it into a piece of artwork.
- Mail it to a person who needs to read it.
- Place it anonymously in local establishments such as: libraries, places of worship, local history centres, museums, art galleries, train stations, bus stops, bookshops, cornershops windows, lamp posts, gates, fences, takeaways, retirement homes, cafes, coffee-houses, pubs, sports-clubs, dentists' or doctors' surgeries, buses, or trains.

# Top Tips

## The best things you can do when helping a child write:

- Devote time to it. Make it a quality experience. Show your own interest and pleasure.
- See yourself a fellow writer—take part in writing alongside and offer sensitive support when asked. You're not there to police and correct but to engage in writing yourself, too. Share your own ideas, ask your own writing questions, and, importantly, talk as you craft texts together. You don't need to be a 'good' writer but you do need to write.
- Allow children to choose what they would like to write.
- Remember that children can continue with some old writing or start something new.
- See talking and drawing as *planning* and encourage taking things from the reading, video games, play, film, or the television programmes that they like.
- Encourage using 'temporary' spellings whilst drafting, as this is a strategy used by real-life writers. Writing happily and socially is the key to success here.



## What *not* to do when helping a child to write:

- Don't look over your child's shoulder all the time and criticise.
- Don't rush the experience or try and get it all done in one day.
- Don't ask children to write something they haven't chosen for themselves.
- Don't control their writing.
- Don't stop to correct errors immediately; insisting on 100% accuracy while they are trying to get their ideas down for the first time.
- Don't ask a child to write without talking and writing together.
- Don't leave out time for reading what you've written to each other and giving your responses.



Respond to  
their writing as  
a reader!

## Here are just some of things you can write together:


Riddles, rhymes, songs, jokes, poems, signs, labels, lists, charts, booklets, games, recipes, instructions, how to guides, everything I know about... letters, anecdotes, vignettes, true stories, invented stories, comics, fairy-tales, myths, experiments, letters, scripts and plays.



Further information / useful websites

Little wandle for phonics support  
Letter join - handwriting scheme





Thank you  
& any further  
questions?