Writing at Home

Year 2

School Logo

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.

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?

Be storytellers!

Watch this short video from Oxford Owl to learn about how to develop storytelling skills with your child.
https://youtu.be/F8k93ylkBPA



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.

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Writing checklist:

Is your child using capital letters at the beginning of sentences?

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'.

Are full stops used at the end of each sentence?

Is your child using lowercase letters in the right places?

Can your child read aloud what they have written?

Can your child spell these tricky words?

the , a , do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, me, he, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

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 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

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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

Recapping the meaning of key grammar terms:

Nouns – name of a person, place or thing.

Adjectives – a describing word.

Verbs – a word used to describe an action.

Adverb – for Year Two pupils, we would describe an adverb as to how a verb is performed.

Practising using these in verbal sentences as well as written form.

- Once your child is confident with generating a sentence, promote the use of coordinate and subordinate conjunctions to join sentences together, e.g. Bob had a lovely time at the park **but** he was tearful when it began to rain. Encourage the use of: **so, but, and, because, or, when, if** and **that**
- Ask your child about the phonic techniques they learn at school to support them with their writing, e.g. Fred Fingers, Special and Chatty Friends.
- Orally practising sentences before recording will help your child to write more confidently and fluently. Re-reading sentences to check for errors/improvements is also key. Making mistakes is part of learning and therefore if your child makes an error when writing, we would suggest they put a neat line through the letter/word and re-write it correctly above. We call this skill 'editing' and as your child becomes more confident within writing, they will use this skill more independently.