

Martham Primary & Nursery School



Writing

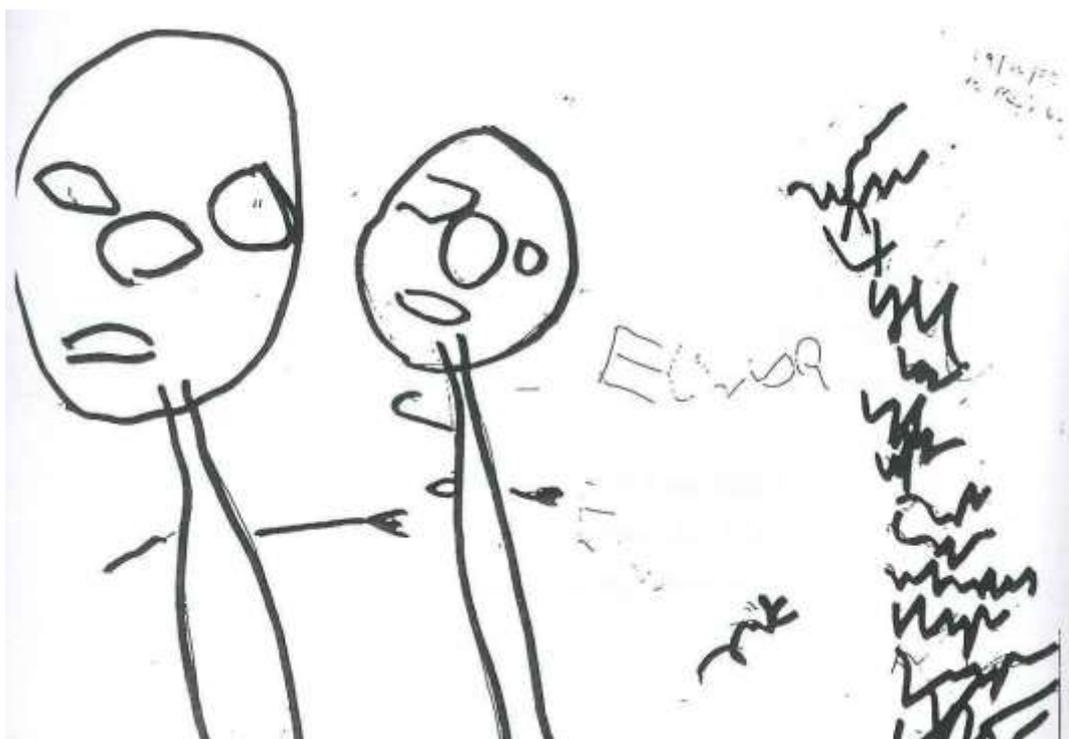


At Martham Primary & Nursery School we aim to make children independent writers, aware that we write for a purpose and for please, using different styles, situations and audiences.

There are many ways of teaching writing and different children respond to different methods. The most important thing, however, is to build confidence and autonomy

Children learn to write in the same way as they learn to speak - through imitating what they see/ hear all around them. All the stages children go through when learning to speak are paralleled when learning to write.

A child's first attempt at imitating the print they see all around them will appear as "scribble", decoration or as part of a picture.



The next stage will be that the child is using these 'marks' to convey meaning and will be able to relate the message although we cannot read it.



Gradually, letters that we are able to recognise will appear at random.



The next progression is that the letters actually match sounds and we are able to read the writing, although the words are not that same as "book writing".

At this stage children often omit the vowels.



my mam wrks in a caf

She macs DNR she coks
BKN and sgz and ChPS and
egs. She Gvs et to ppl.

My mum works in a cafe.
She makes dinner. She cooks
bacon and sausages and chips
and eggs. She gives it to people.

Words will become more and more recognisable, although not necessarily spelt "correctly".

Over a period of time the child's writing will evolve towards a standard form.

This type of writing is called developmental and enables children to write independently at an early stage. It is vital, however, that alongside this, other skills are taught and practised:

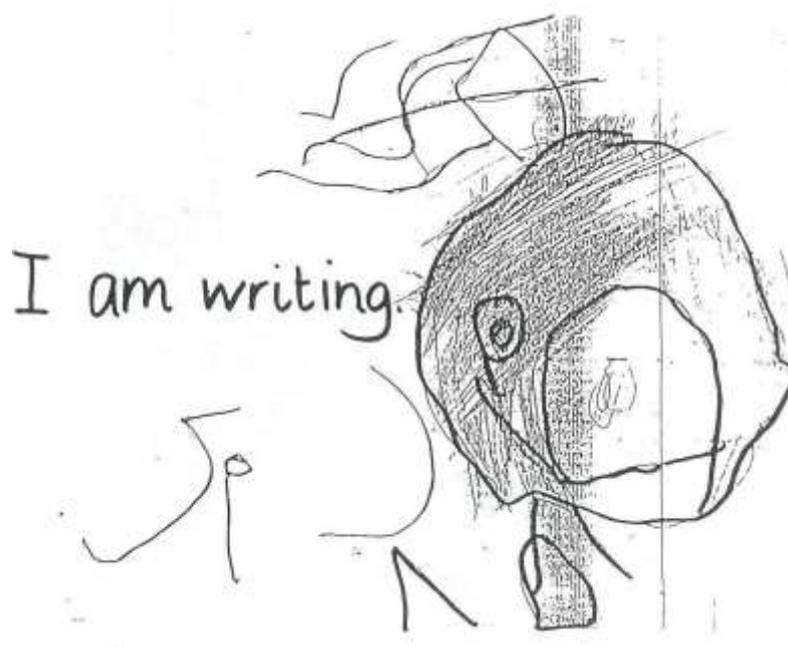
- Letter formation and handwriting
- Alphabetic and phonic knowledge
- Rhyme
- Spelling strategies and rules
- Sentence construction and punctuation
- Grammar
- Word retrieval skills - use of word banks, dictionaries, etc..
- Vocabulary extension

- Composition - writing in different genres, e.g. instructions, letters, newspapers reports, fantasy, poetry
- These skills are taught daily within the integrated curriculum.



One of the most important factors, when a child is learning to write, however, is confidence.

This is gained through the support and encouragement of parents and teachers.



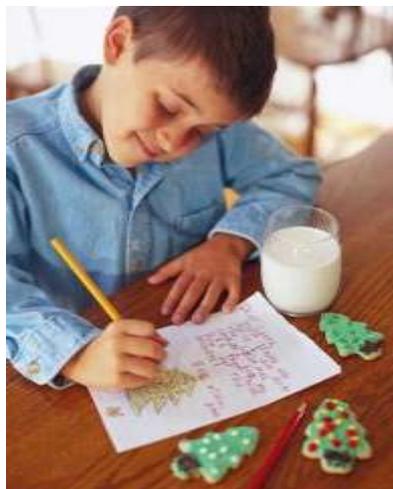
I M R O N M C T S

I am riding on my car to shop.

I L c r i t i n g .

my t e t r h a p s
me. she p t s i t
o n t h e w o l

I like writing. My
teacher helps me. She
puts it on the wall.





I like trains
and I play with it
Every morning and in the
middle there is a red bit
and it goes over the
red bit

I like trains and I play with
it every morning and in the
middle there is a red bit and
it goes over the red bit.

I'm a good writer and I can
write without help. I am six
and a half. I write stories
and projects and letters.
I like writing.

25 High Street
Newport
7th January

Dear Santa,

I could hear you when you came down the chimney. You made a big big mess and you spilt the wine.

Thank you for the car and motor. I got lots of sweets, chocolate and other things

My nanan came over for Christmas day. She helped me make the leaf car. After we had dinner we went over to my nanans for a bite to eat and we watched Jassie park on video.

At night we went down to my Granddads where we played cards for a bit. Then we watched T.V.

from David.

As they grow older, it is vital that children continue to receive this encouragement.



Description of A forest

The silver barked trees groaned as they swayed in the winter wind.

A grey wolf stood on a jagged rock which jutted out over the deep canyon, loud howls emanated from its throat.

The cloudy sky was lit with blue and green light which illuminated another wolf as it prowled over the cold mossy rocks to a toppled tree which lay across the ground like a sleeping snake.

In the distance, pointed mountains reach up to the misty sky.

Hardly any flowers grew in this desolate place with its scarred rocky ground.

As I walked deeper into the dense forest the twigs scratched me like catclaws.

A musty smell lingered around the rocks.

Once I had left I know I would never come back.

The Finders By Nigel Hinton

The Finders is a book about a girl who gets quite a parcel. As soon as Rosie touches the parcel something strange starts happening to her. At first Rosie starts seeing a black cat and a crow and they stare at her then she gets kidnapped. For Rosie thinks she's going mad when she stands red up in a room all by herself and listens to voices talking to her. Shortly after Rosie gets kidnapped she finds out who the voices are: one person called Mr Ibbot and the other person called Sid. Mr Ibbot, Sid and Rosie soon become friends. Although Rosie could not always see her friends she knew they were there.

CHARACTERS

My favourite character was Sid because when he had to say Rosie it came out as wozzy and that made me laugh. I like the way Sid talks because it is all English when he said words beginning with R they come out as w' like wozzy and wood.

what I liked about the book

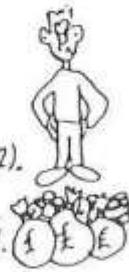
The thing I like about the book was the way it was written. The book was kind of written in a way that makes you think I must read to the end. The book was really exciting and in some ways scary. I chose the book because it was recommended to me and I'm glad it was because I really enjoyed it and I would definitely read another book by Nigel Hinton.

23rd January

Adam

Portraits in History

In Tudor & Stuart times, the rich people (Fig 1) wanted to make an impression on the poor people (Fig 2).



To do this, they had a portrait (Fig 3) painted.



Fig 2

Lots of decisions had to be made when they were planning the portrait (Fig 4) such as where

Which one?

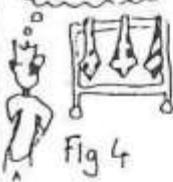


Fig 4

to have it, what to wear, who should be in

it, etc. If they had rare pets they might have included them to show how rich they were. (Fig 5)

Fig 1



Fig 3



Fig 5

Similarly, any expensive fruits etc. they may

have had might of ^{have} been included as well. They would probably

have been trying to create the impression that they were very rich and powerful compared to the poor people (Fig 2) however, more subtly than

in Fig 6. They usually looked serious, because people wouldn't



Fig 7.

think much of them if they looked like

Fig 7. They usually looked straight at



Fig 6.

