



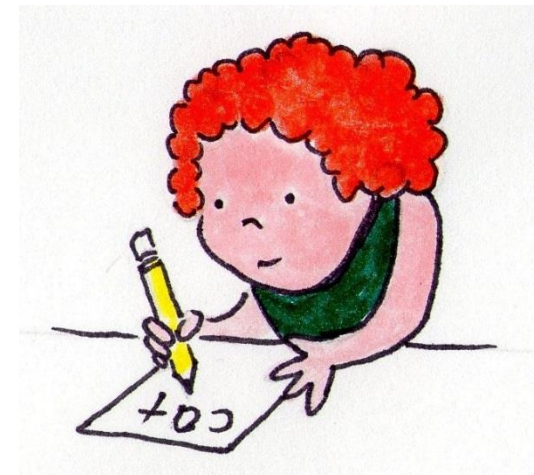
Early Writing

Parent workshop

27th March 2019

Writing in Reception

- Children are encouraged to write as part of their purposeful play.
- They write in a variety of role play situations that match their interests and stimulate talking.
- They experiment with writing by making marks, personal writing symbols and conventional script.
- They are given lots of praise and
- encouragement to have a go.



Writing in Reception

- When ready, we support the children's writing by encouraging them to hear the sound at the beginning of the word in their writing. Then they progress in hearing other sounds in words in their writing.
- We support children in writing stories, poems and information texts.
- They begin to write in sentences sometimes using punctuation (mainly full stops).





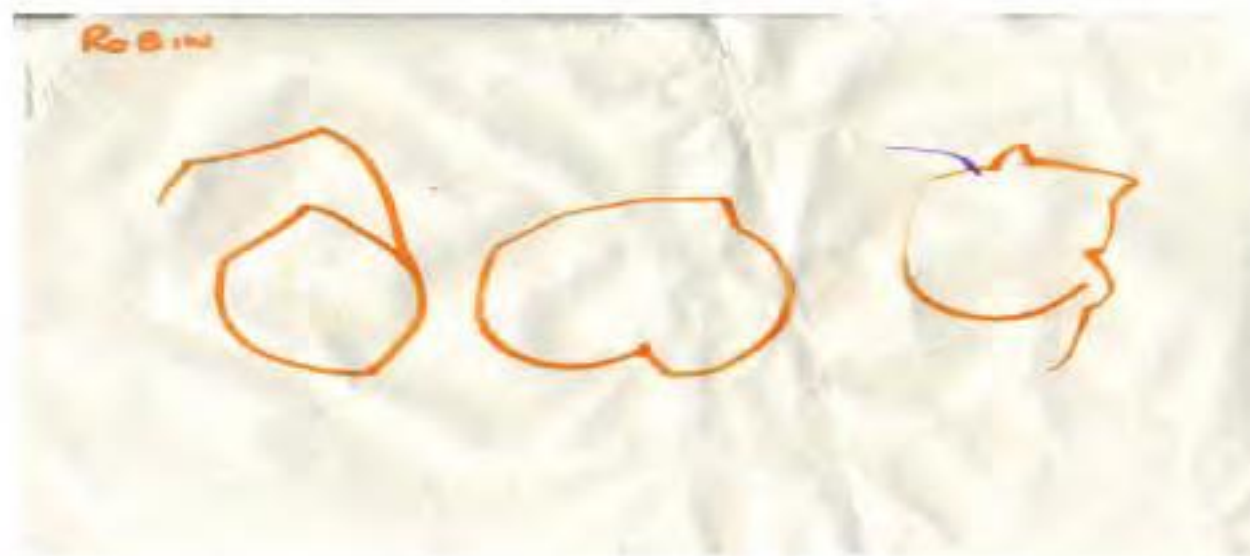
Scribbles

Handwritten text in Urdu script, appearing to be a list or notes, located to the right of the central yellow circle.

b d c z o o o b
w e c u ' o z m

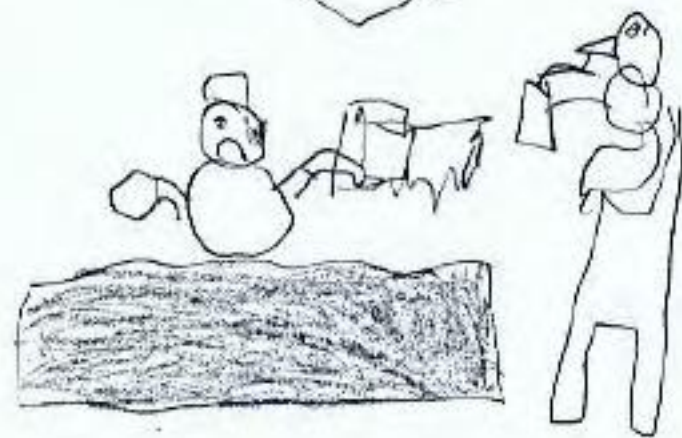


Letter-like forms



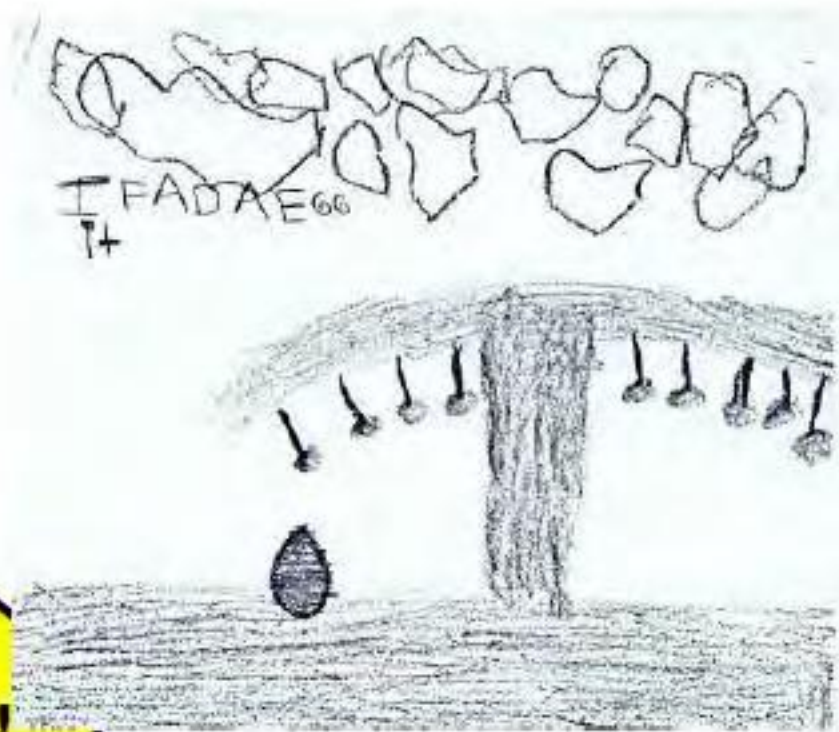
CHPFDPE3dP4
AC rms 02 + d /

INNOVATION



Random
letter
strings





"Pinched"
key words

own name mummy daddy love from to happy birthday I



4.27-08

THE FRODO BAGGINS IS BATTLE

The red horse of the is battle

THE FRODO BAGGINS

the Stegusaurus

Invented Spelling

~~catrplr etz~~
catrplr etz
aplz



LGL mx FOTN
No PIN y.how

1 4 7
I see A




4.

SUN

2 H-O-D



JOYONIKESNOW

Conventional Spelling

May 2002

Kalene Hirdes

I HAVA BIG DOG AT HOM.
TO DAY I AM GOING TO
TACHIM TO SCL.

Sentence Dictation

"I have a big dog at home.
Today I am going to
take him to school."

36/37 sounds

Understanding how to write a sentence



- There are many skills involved that we take for granted because we have been doing it for so long. But for the children it's all new, and there's a lot to learn:
- Deciding what I want to say before I begin to write
- Where to start writing?
- Remember what first word was - listen for sounds in the word, is it a word I already know?
- Leave a space before I begin to write the next word, otherwise it will look like one big long word and nobody will be able to read it
- Say the sentence again - remember what I've already written, decide what is the next word is, listen for the sounds again
- Where to go when you reach the end of the line
- Read the whole sentence. Did it make sense? Did I miss any words out? Put a full stop at the end.

Seeing themselves as writers



- We want children to be able to write for a variety of purposes
- Functional writing: lists, letters, signs
- Imaginative writing - stories, poems and songs. We want children to become imaginative storytellers and eventually - maybe not in Reception, but as they progress through the school - imaginative story writers.
- This is where imaginative play and sharing stories are invaluable.
- Children can't write stories if they don't hear stories.
- The more stories that children hear, then the more story book language they absorb - especially from traditional tales - phrases such as "once upon a time", "happily ever after" and expressions such as "burst into tears" instead of just "cried".
- Through hearing lots of stories, children become aware of the different kinds of characters that you meet in a story, and of the kinds of adventures and misadventure that characters have.
- Children soak up this knowledge and use the words and ideas that they've heard in stories, as well as their own personal experiences, when they begin to create stories themselves.



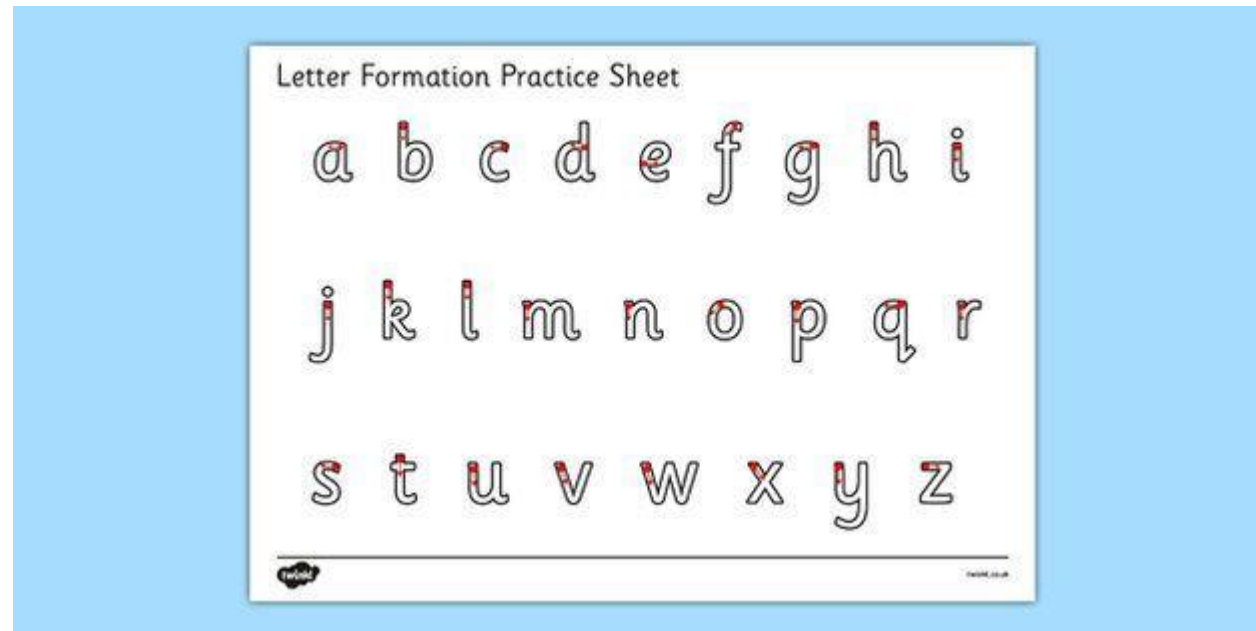
- Children don't learn to spell by copying. They learn by becoming aware of how words sound and look.
- Learning to spell is part of learning to write so in the early stages it is very important to encourage your child to have a go at writing.

You can:-

- find different ways to help your child write their name
- encourage your child to join in when you write lists, letters, birthday cards.
- give lots of praise and enjoy your child's attempts at writing and spelling.
- when you write with your child try use lower case (not capitals) except at the beginning of a sentence or name.
- look at words together when you're out shopping, on television, or reading together

Handwriting

- We model how to form letters correctly, so that children can eventually acquire a fluent and legible handwriting style. These skills develop over a long period of time.



For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers.

Gross Motor Skills

- climbing
- jumping
- balancing
- skipping
- batting
- swinging
- throwing
- skywriting
- writing on backs
- water/paintbrushes
- chalks outside
- steamy windows
- BIG painting/drawing



Fine Motor Skills

- sewing
- threading
- tap a shape
- jigsaws
- playdough
- Lego/building
- drawing
- colouring
- cutting/sticking
- patterns
- painting
- letter shapes
- computers



Early Learning Goal

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.