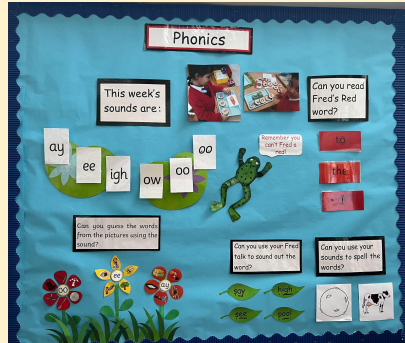






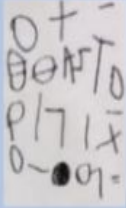
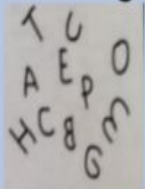
Reception Writing Workshop

An interactive session for parents!
The workshop will comprise of an information session and a chance to work alongside your child in the classroom.
Monday 18 and 25th March





Progression of Writing Development

<p>Early Steps</p> <p>Making Marks</p>	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p> 	<p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory</p> 
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Progression of Writing Development

I use letter strings which travel from left to right and top to bottom.

I attempt to 'read' my writing.

ATRIEDI
ALPOIE
ATRIEB
APTIEM

I write letters with spaces between them to resemble the idea of words.

AEB ZT
WDJ I
FHJTR

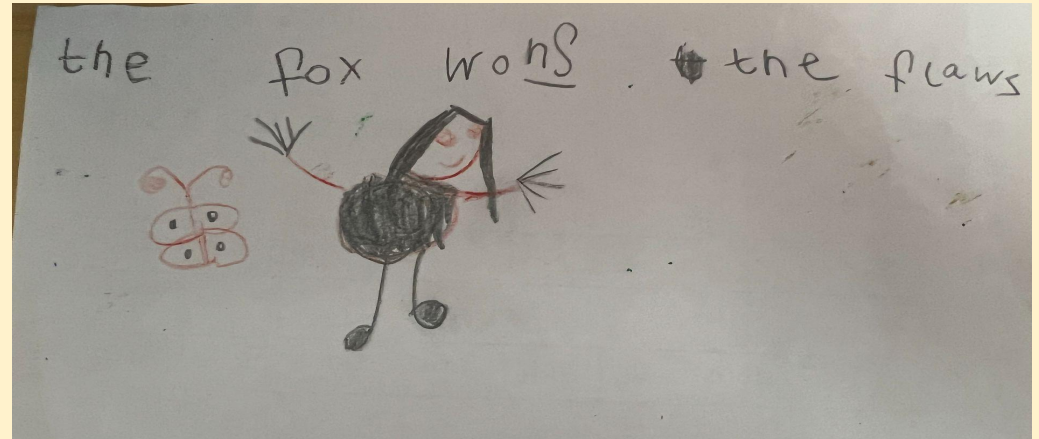
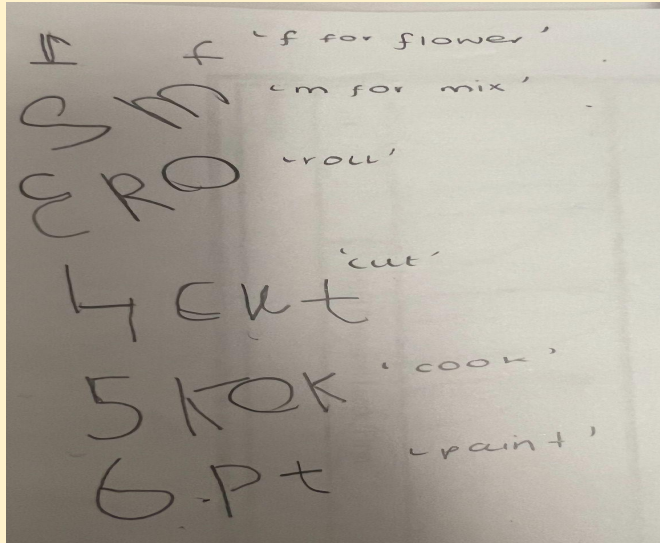
I copy words that I see in the environment around me.

I often do not know what the words say.

the I is
see like
12345
onb mr



Progression of Writing Development



Invented spelling - the child's tries different ways of representing sounds in words

Conventional spelling - the child's writing uses correct spelling



Early Learning Goal

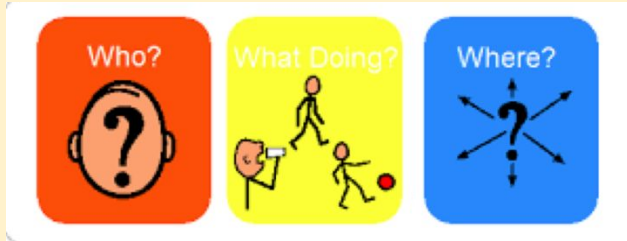
Literacy – Writing:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds (including special friend sounds) in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

once a photo time
then we'd a boy
with his Mummy
he took his cow
to the market
he saw a old man
who said the
magic beans
mummy said there's
a wall

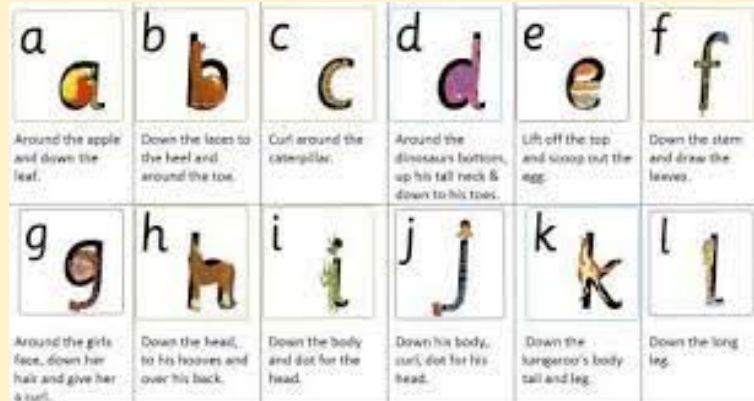
Writing opportunities





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 and support children as they move into cursive writing in Key Stage 1.





Spelling

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





Red words

Red Words

the
to
I
go
so
no

Red Words

of
all
are
her
was
they

Red Words

want
some
come
where
there
when

Red Words

he
she
we
me
be
you

Red Words

my
do
said
your
have
like

Red Words

what
by
why
does
now
who



We want children to see themselves as writers and 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.



Writing a sentence



The cat on the mat.

- Sitting correctly and comfortably
- Holding the pencil in a comfortable tripod grip
- Pressing the pencil hard enough on the paper to show their writing
- Knowing what they want to write
- Remembering/recognising the appropriate 'Red Word'
- Remembering what they want to write
- Form the letters correctly
- Sound out the first word
- Remember or copy the form of each letter - in the correct order!
- Continue to remember what they are writing!
- Go back to sounding out and remaining words.
- Read it again to make sure it makes sense.

ALL THIS TO WRITE 5 SHORT WORDS!



Be a good example!



Can you form the 'curly caterpillar' letters?

c, a, d, g, o, e, s, f, q



Challenge: How small can you make your letters?

Try it at home!



Pour salt, lentils, rice, sugar or sand onto a small plate. Can you use the Read, Write, Inc rhymes to help you form the letters?



Try it at home!

Can you hunt for the sounds and words?



Challenge: Use the sounds to build a word. Can you say a sentence that contains that word?

Write your own sounds or red words on bottle lids or other objects. Can you catch the sounds on mummy / daddy's checklist?

