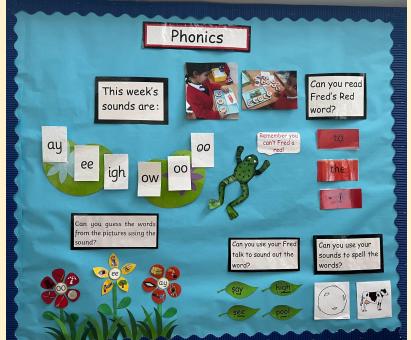




Reception Writing Workshop



An interactive session for parents!

The workshop will comprise of an information session and a chance to work alongside your child in the classroom.





Progression of Writing Development

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Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words



Progression of Writing Development

Early Phonemic	Letter name stage		Transitional Stage			
Environmental print →	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
the I is See like 12345 onto my	IVADAAO	Wt. wn to the s (We went to the store) I lk mi Bk.	Thehcanr (The horse can run) I lk to pla with my cat.	My favori f dino sor is the stegosaurus.	To day I wan to play with the white board and the shapes and I wan to play with my fa	One day I saw my fri f if was Israel and Antonio and They set l lost I fed them. The end Today I am going to the star with my mother I am going to by a present for my brother birthday. He is three years old.
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	



Progression of Writing Development

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write cvc words using phase 2 sounds I am starting to write ph 2 tricky words	I can write cvc words using some digraphs. I am starting to write ph 3 tricky words	I can write simple captions lists to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop. I can reread what I have written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelled correctly, and others are phonetically plausible. I can spell many HFW words
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Early Learning Goal

Literacy – Writing:

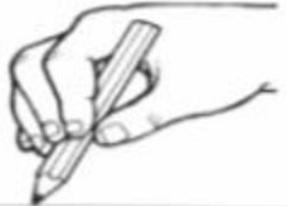
Children at the expected level of development will:

- 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 photime
there lived a boy
with his Mummy
he took his cow
to the磨坊 it
had a car a car a man
Who saw the
magic beans
Mummy found the beans
a wall



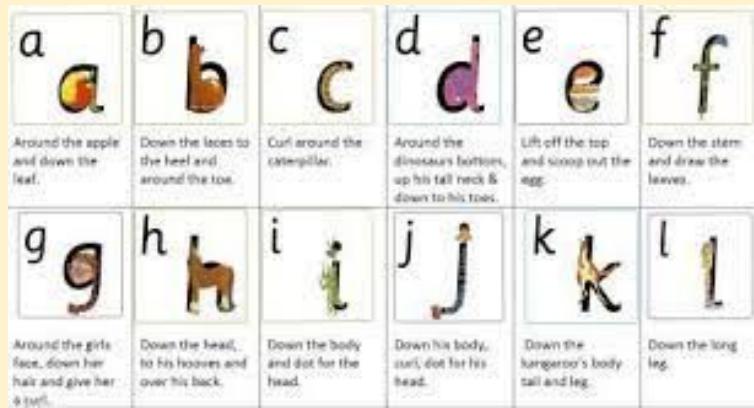
Pencil grip

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp



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

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to

I

go

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Red Words

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Red Words

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there

when

Red Words

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Red Words

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Red Words

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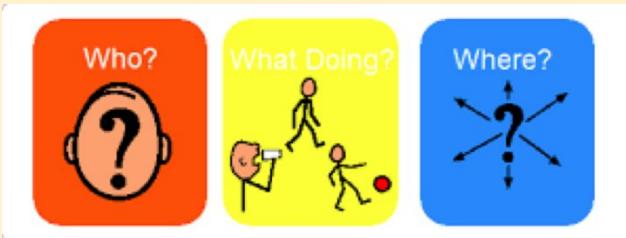
does

now

who



Writing opportunities





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.



Be a good example!





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 any remaining words.
- Read it again to make sure it makes sense.

ALL THIS TO WRITE 5 SHORT WORDS!

Can you form the 'curly caterpillar' letters?

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



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?



Challenge: How small can you make your letters?

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?

Try it at home!

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





Google Classroom

Children are assessed and move groups half termly.

Therefore your Google Classroom invitation will be sent every half term to your child's gmail account (details in red reading record)

Tapestry - upload photos or videos

