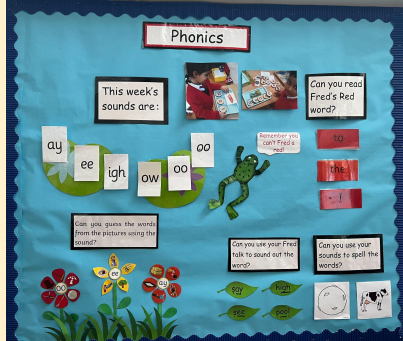





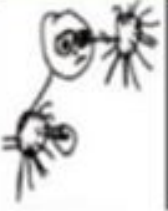



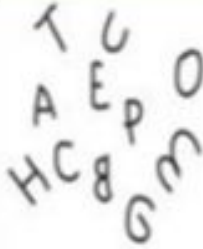

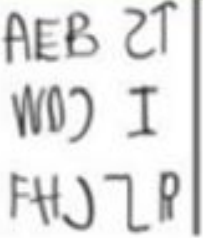
Reception Writing Workshop

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

 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
<p>the I is see like 12345 onb mv</p>	<p>I V A D A A O</p>	<p>We wn to the s (We went to the store.) I lk mi Bk.</p>	<p>Thehcarr (The horse can run.) I lik to pla with my cat.</p>	<p>My fav orif dinosaur is the Steg-osaurus.</p>	<p>To daye i won to play with the white board and the shapes and I won to play with my fea</p>	<p>One day I saw my Frid it was Israel and Antonio and they got lost I sad them. The end Today I am going to the store with my mother. I am going to buy a present for my brother's birthday. He is five yrs old.</p>
<p>Awareness of print, copied from surroundings</p>	<p>Beginning and ending letters are used to represent words</p>		<p>Medial sound may initially be written as a consonant. Vowels begin to appear.</p>	<p>A child hears beginning, middle and end sounds.</p>	<p>Whole sentence writing develops.</p>	



Early Learning Goal

Literacy – Writing:



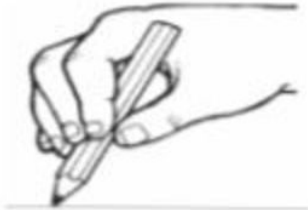

Children at the expected level of development will:

- 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



Pencil grip

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



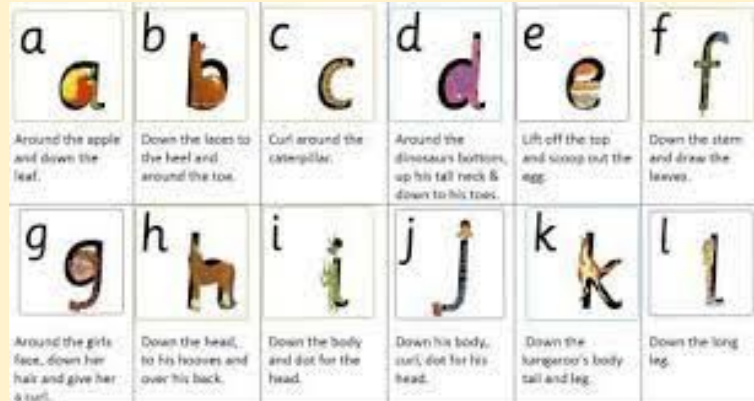
Fine motor and Gross motor





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.



Phonics



Read Write Inc. Phonics

Group	The children are in this group when they can read:	What to teach:
Group A Set 1 Sounds	Fewer than the first 16 Set 1 single-letter Sounds	- Teach Set 1 single-letter Sounds and Word Time 1.1–1.3
Group B Set 1 Sounds	More than the first 16 Set 1 single-letter Sounds (cannot blend orally)	- Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.4
Group C Set 1 Sounds	Most Set 1 single-letter Sounds and can blend sounds into words orally	- Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.5
Ditty	All Set 1 single-letter Sounds speedily Fred Talk most words on the Ditty assessment	- Teach Set 1 Special Friends - Review Set 1 single-letter Sounds - Review Word Time 1.1–1.5 - Teach Word Time 1.6 - <i>Ditty Photocopy Masters 1–10</i>
Red	All Set 1 Sounds speedily (single letter sounds and Special friends) Fred Talk most words on the Red assessment Read most alien words on the Red assessment	- Review Set 1 Sounds and Word Time 1.1–1.6 - Teach Word Time 1.7 - Red Ditty Books - <i>Plus Ditty Photocopy Masters 11–20 - if needed.</i>
Green	Fred Talk most words on the Green assessment Read most alien words on the Green assessment	- Teach Set 2 Sounds and words - Continue to review Set 1 Sounds and words - Green Storybooks
Purple	Fred Talk most words on the Purple assessment Read most alien words on the Purple assessment Red most words at speed* on the Purple assessment	- Teach Set 2 Sounds and words - Continue to review Set 1 Sounds and words - Purple Storybooks
Pink	The first six Set 2 Sounds speedily (ay ee igh ow oo oo) Fred Talk most words on the Pink assessment Read most alien words on the Pink assessment Red most words at speed* on the Pink assessment	- Teach remaining Set 2 Sounds and words - Once confident, teach Set 3 Sounds and words - Continue to review Set 1 and 2 Sounds and words - Pink Storybooks
Orange	The second six Set 2 Sounds speedily (ar or air ir ou oy) Fred Talk most words on the Orange assessment Read most alien words on the Orange assessment Red most words at speed* on the Orange assessment	- Teach Set 3 Sounds and words - Review Set 1 and 2 Sounds and words - Orange Storybooks



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



Goldilocks and the Three Bears Writing Activity

Write a sentence about each part of the story.
Use the boxes at the top to help you.

Goldilocks porridge sound it out

bed chair bears finger spaces

full stop



goldilocks is sitting
at the table



she brags the chair
she went to sleep



she went to sleep



the bears are mad

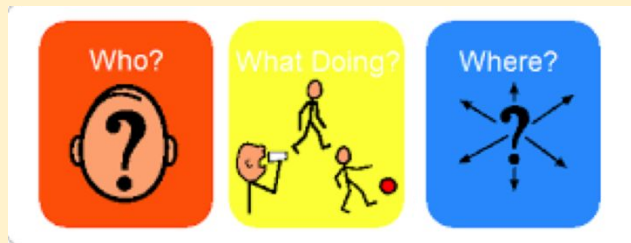
W.B. 19.1.26
LO: To write instructions
Challenge: I can write using sequencing language.



- 1 wet the brush
- 2 next put toothpaste
- 3 then brush your teeth
- 4 last spit.

put Put put put

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!

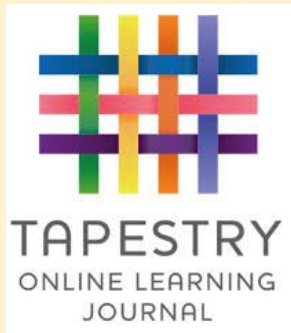


Google Classroom

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



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?

