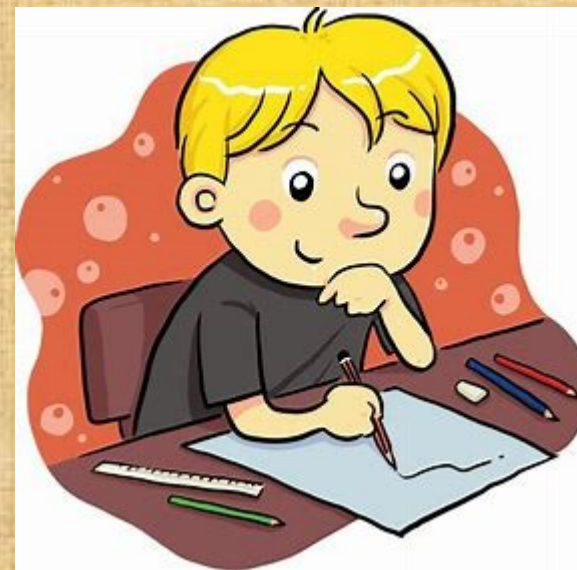
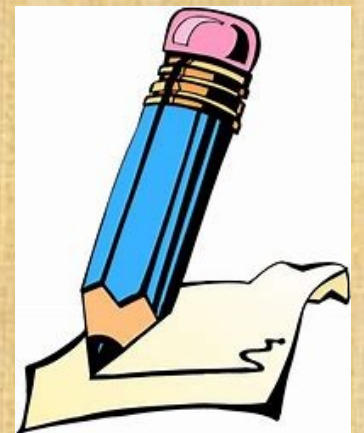


Welcome to the Reception Writing Inspire Workshop



Aims for this workshop...

- To understand the importance of how physical skills aid writing.
- To know how to help your child use their phonic knowledge to spell.
- To learn about handwriting.





Writing is a very tricky
thing to do!

Physical Development – Gross Motor Skills:

Children at the expected level of development will:

- negotiate space and obstacles safely, with consideration for themselves and others;
- demonstrate strength, balance, and coordination when playing;
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical Development – Fine Motor Skills:

Children at the expected level of development will:

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- use a range of small tools, including scissors, paintbrushes and cutlery, and begin to show accuracy and care when drawing.

Literacy – Comprehension:

Children at the expected level of development will:

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- anticipate, where appropriate, key events in stories;
- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems, and during role-play.

Communication and Language – Speaking:

Children at the expected level of development will:

- participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate;
- express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy – Writing:

Children at the expected level of development will:

- write recognisable letters, most of which are correctly formed;
- spell words by identifying sounds in them and representing the sounds with a letter or letters;
- write simple phrases and sentences that can be read by others.

By the end of the Reception Year...

Before children can even hold a pencil or write they must be physically ready



Large physical movements-gross motor skills

Core
stability



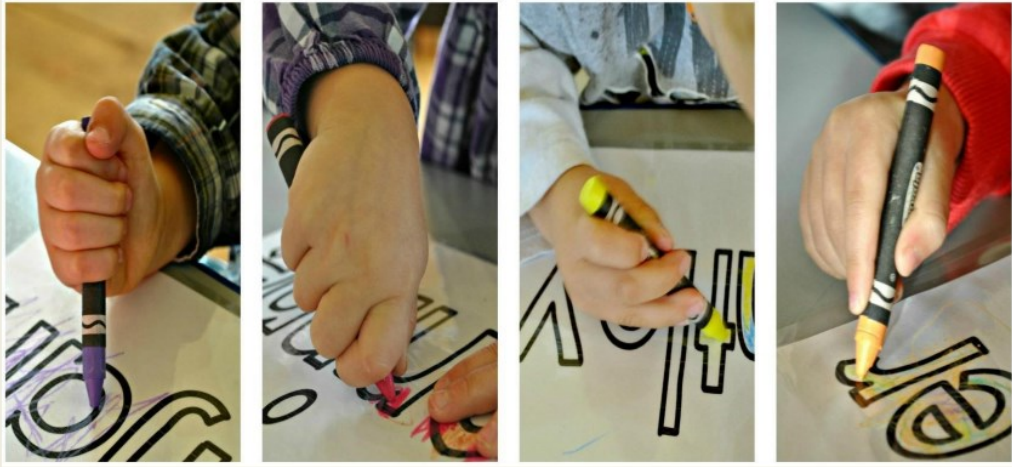
Upper body
strength



Crossing the
midline

Bi-lateral Co-ordination

Small physical movements-fine motor skills



Pincer grip

Isolate
fingers



Wrist mobility

Gross and fine motor activities we promote

Gross Motor

Climbing
Jumping
Balancing
Skipping
Batting
Swinging
Throwing
Skywriting
Water/paintbrushes
Chalk
Washing windows
Big drawing

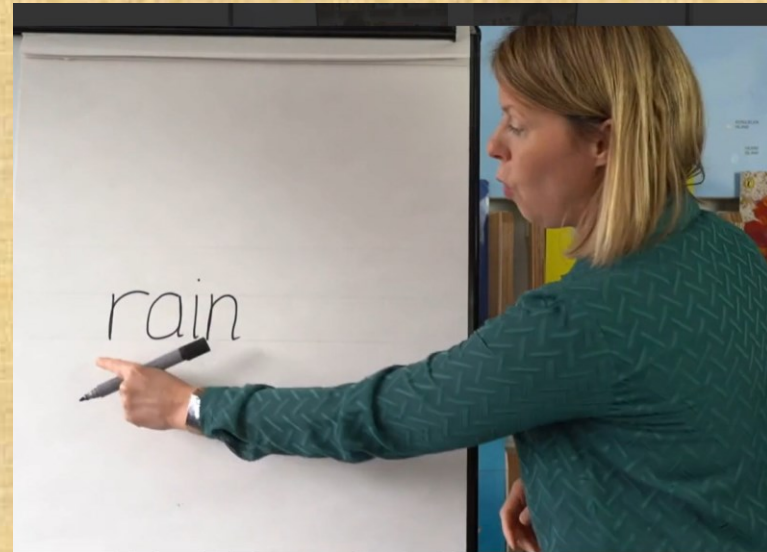
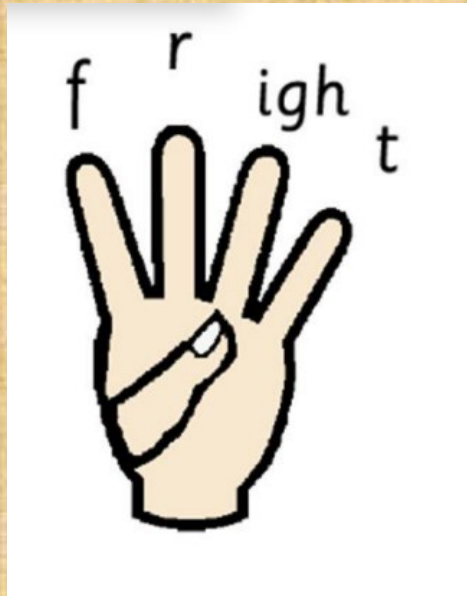


Fine motor

Sewing
Threading
Tap a shape
Jigsaws
Playdough
Building
Drawing
Colouring
Cutting
Sticking
Patterns
Painting
Letter shapes

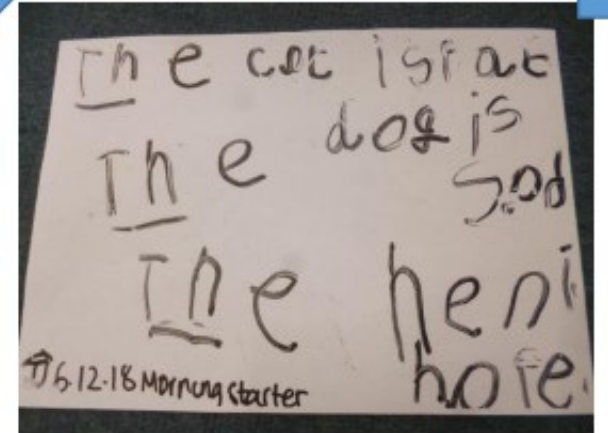
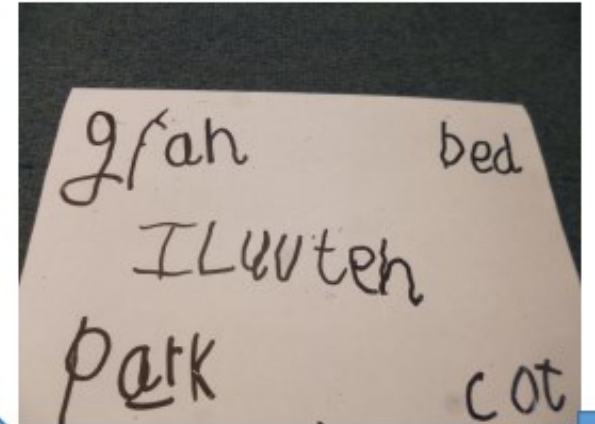
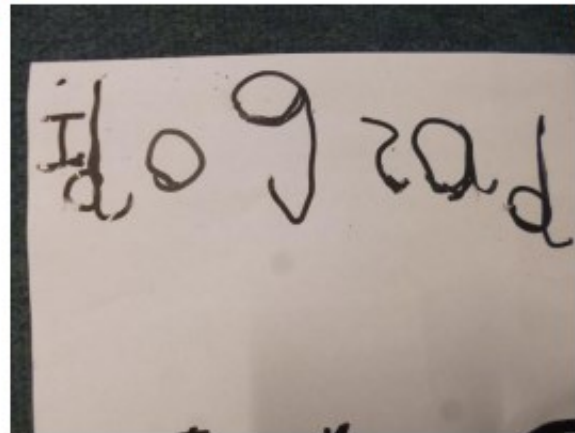
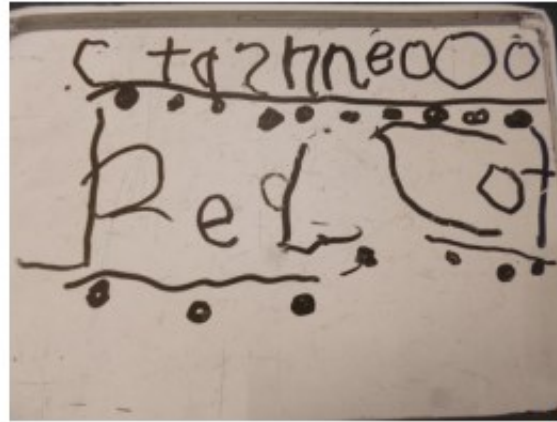
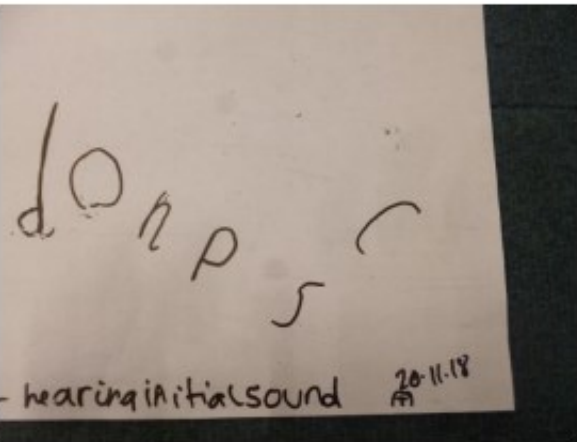
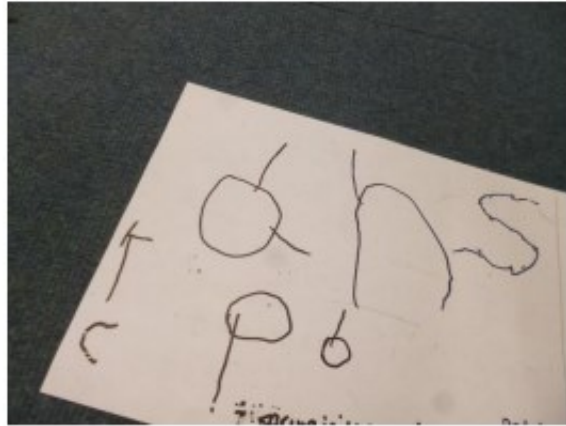


Learning how to spell “Segmenting”



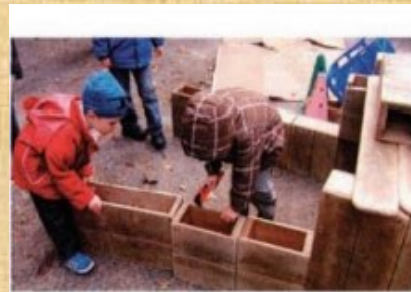
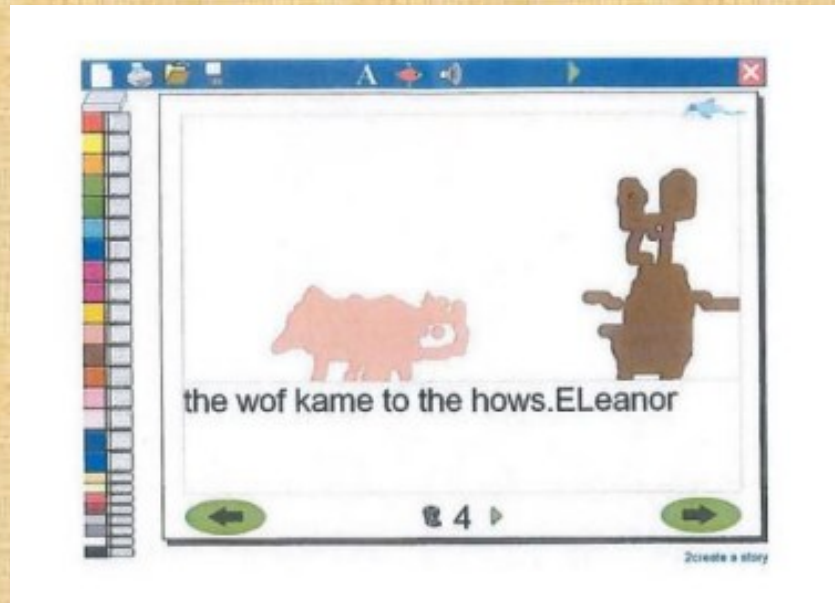
“Splitting up words into sounds”

Stages of writing

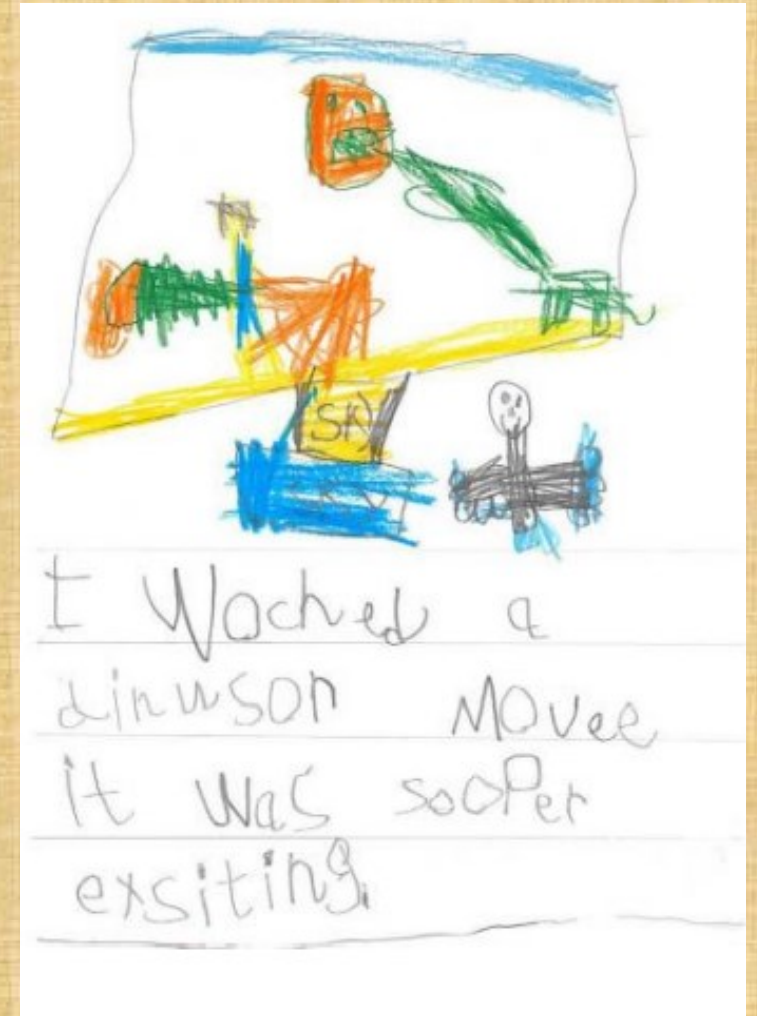


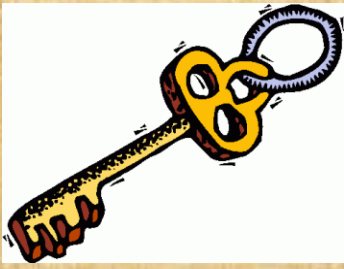
Writing in the Early Years

Achieving the ELG for writing (at the end of the Reception year)



pleze doant
Brak the
case





Key things to remember

Children do not learn to write independently by copying adults writing.

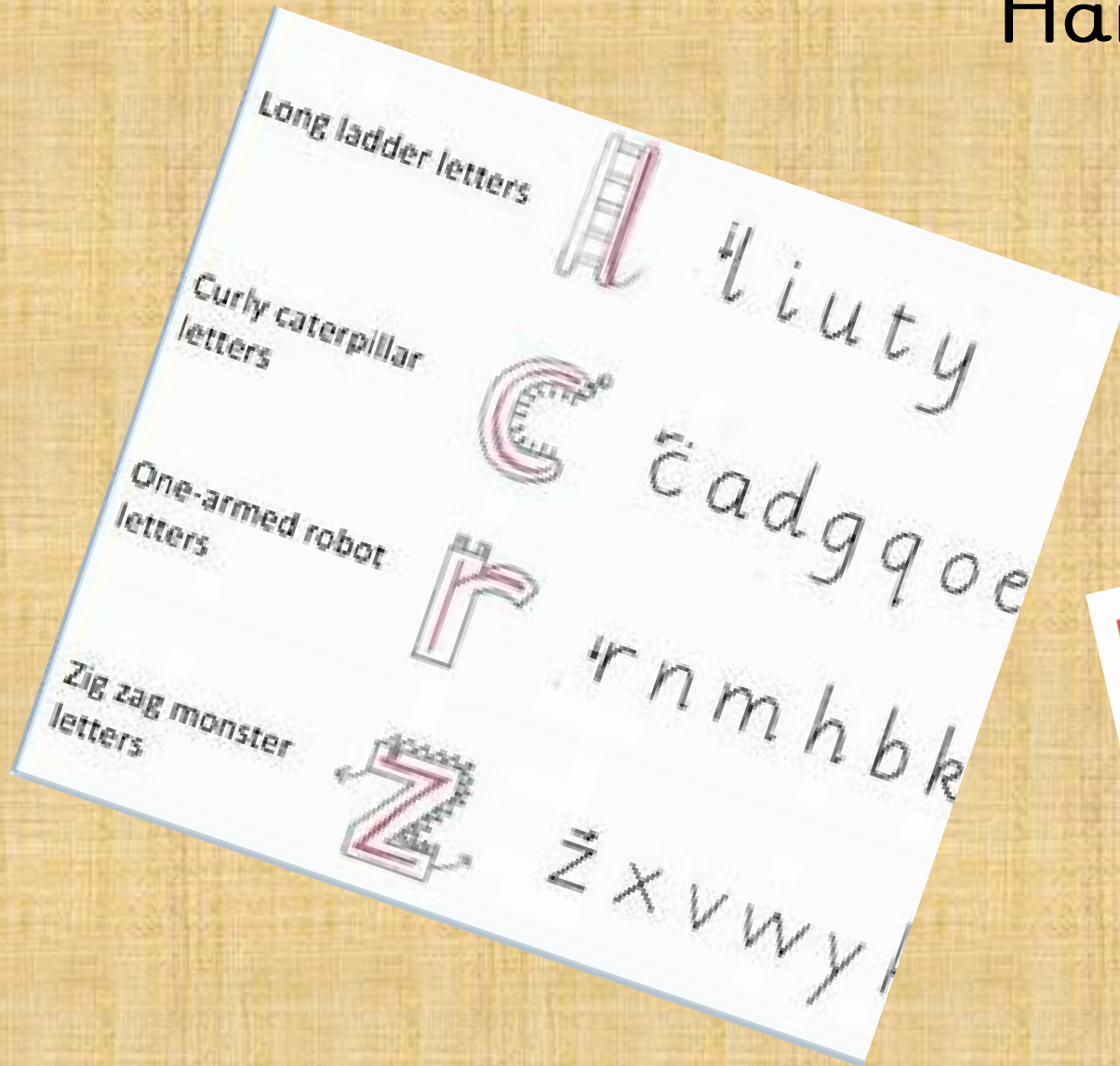





Handwriting

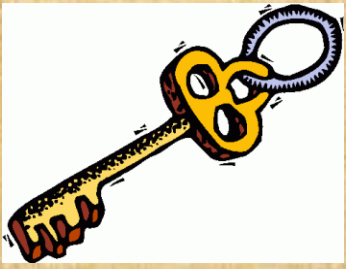
- Forming letters correctly=children will have fluent and legible handwriting style
- BUT.....it can take a long time!!!!



Handwriting



Phase 2 grapheme information sheet			
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
			
		Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.



How you can help at home

- Complete gross and fine motor activities
- Help them to write their name correctly.
- Let them see you write.
- Give lots of praise and enjoy their attempts at **their** spelling
- Encourage children to use lower case letters (not capitals) except at the beginning of a sentence or name.



Join us for Busy Fingers!!

