

# EARLY WRITING WORKSHOP

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# Early Writing



# Early Years – a Look at Writing

The screenshot shows a PDF document with two main sections. The left section, titled 'Characteristics of Effective Learning', lists three categories: 'Playing and exploring – engagement', 'Active learning – motivation', and 'Creating and thinking critically – thinking'. The right section is a table titled 'Area of Learning and Development' with two columns: 'Area of Learning and Development' and 'Aspect'. The table is divided into 'Prime Areas' and 'Specific areas'. Two grey arrows point from the right side of the page towards the 'Prime Areas' and 'Specific areas' sections of the table.

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative



# Development Matters – Moving & handling

## Physical Development

### A Unique Child: observing what a child is learning



30-50 months

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.



40-60+ months

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.



Early Learning Goal

**Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.**



# Development Matters - Writing



A Unique Child: observing what a child is learning	
 <b>30-50 months</b>	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>
 <b>40-60+ months</b>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>Early Learning Goal</b>  <b>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.</b></p>

# Developing Early Writing Skills

Before putting pen to paper... building gross and fine motor skills



# What you can do at home...

- Messy play – cornflour and water to make slime, mark-making in hair conditioner, tweezers/spoons to collect pasta, buttons, beads, rice...the list is endless!
- Creative – painting, drawing and colouring
- Outdoor play – climbing, digging in the mud and throwing/catching games.
- Big scale mark-making – chalks on the floor, buckets of water and large paint brushes or rollers.
- Writing shopping lists together to take with you – can your child read their own writing and tick items off the list as you find them?
- Writing cards, diaries and invitations to friends and family – it is important that writing has a purpose.

# Getting it right...

## Helping your child to begin to write

- Mark-making with meaning – can your child talk about the marks that they make?
- Swapping hands and pencil grip – show your child how a pencil should be held and gently encourage this...every child will be ready for this in their own time.



# The way your child draws/writes...



# Letter formation

- ❖ When your child begins to show signs of being ready to write, please encourage the correct letter formation.
- ❖ Please encourage your child to use lower case letters (with exception of initial letter of their name). Capital letters should only be introduced when your child is beginning to write sentences with some confidence and they are aware of upper case letters from their learning in phonics.
- ❖ Bad habits are very difficult to 'un-learn' – let's get it right from the very beginning!

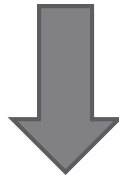
# Letter formation sayings



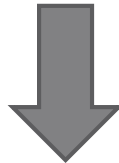
Read Write Inc.

# Beginning to write...what next?

Individual letter formation and forming letters in their own first name.



Writing CVC words and making phonetically plausible attempts at other simple words. Writing their full name.

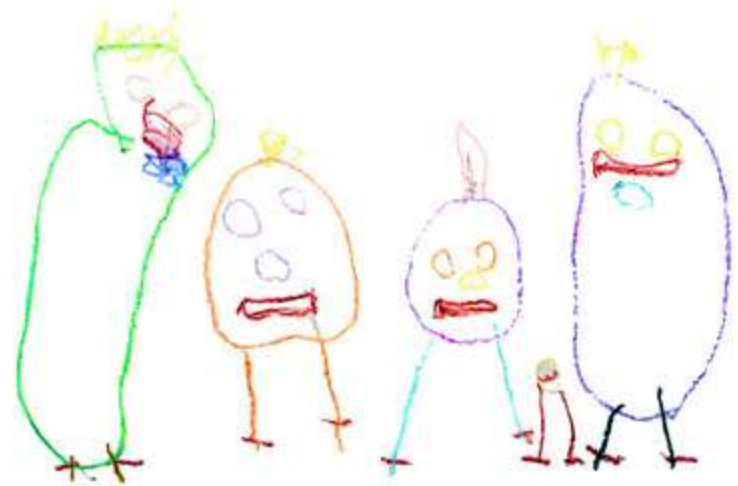


Writing short captions and sentences.

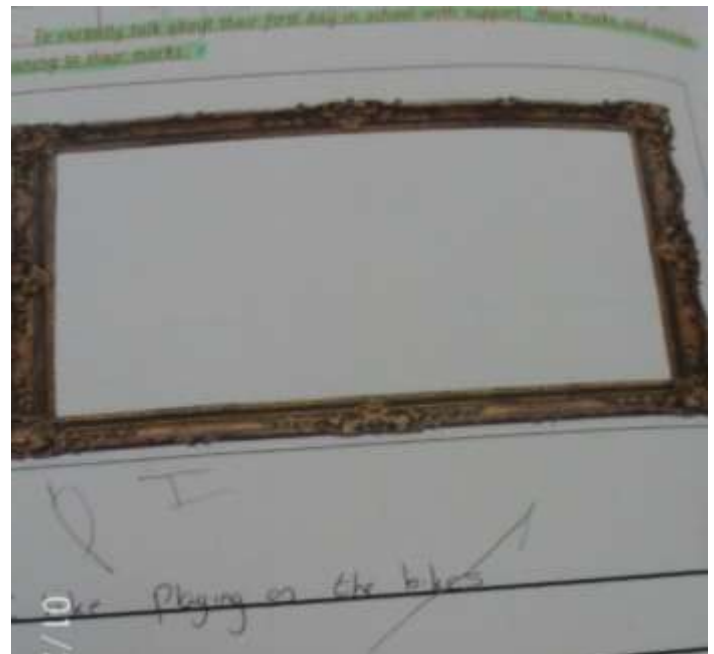
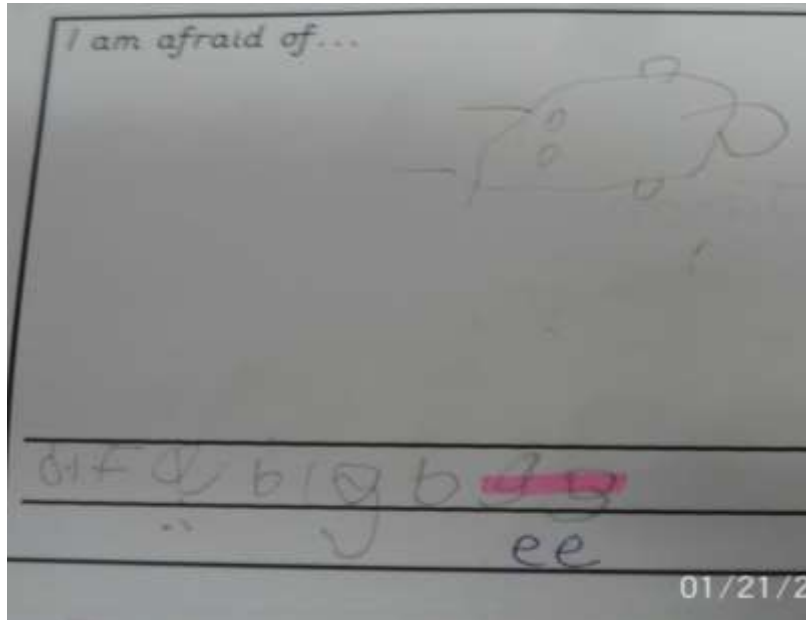


Sustained writing – writing for longer periods and producing longer pieces of written work.

# Early Mark-Making



# Beginning to form letters...




# Writing simple words and sentences...

Thursday 1<sup>st</sup> December 2016  
Below: To write the sentence in the correct order.

CANT YOU SLEEP LITTLE BEAR?

Little	sleep.	bear	not	could
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LITTLE BEAR  
COULD NOT SLEEP

— dn — ↕ — a

only use A  
between words  
not letters

11<sup>th</sup> November 2016 To use A fingerspans.

I go to the park.

I GO TO THE PARK

h

# Writing sentences with confidence...

Thursday 1<sup>st</sup> December 2016

Green: To continue the story using story language.

## CANT YOU SLEEP LITTLE BEAR?

Once upon a time there were not one but two bears who lived in a bear cave.

One night Big Bear put Little Bear to bed in the dark, dark part of the bear cave.

Big Bear settled down to read his interesting book.



Little Bear  
I was... What's the matter Little  
Bear? Big Bear I'm  
scared. Little Bear What are you  
scared of? Big Bear I'm scared of  
the dark. Little Bear I'm  
scared of the dark.

01/21/2015 04:21




# Writing sentences with confidence...

Thursday 1<sup>st</sup> December 2016  
Green: To continue the story using story language.

CANT YOU SLEEP LITTLE BEAR?

Once upon a time there were not one but two bears who lived in a bear cave.  
One night Big Bear put Little Bear to bed in the dark, dark part of the bear cave.  
Big Bear settled down to read his interesting book.



Once up on a time there  
was a big bear and a little bear who lived in a cave.  
Then he couldn't sleep because  
he was scared of the dark. He  
got a lantern.  
and he read a book.

Around us ☺

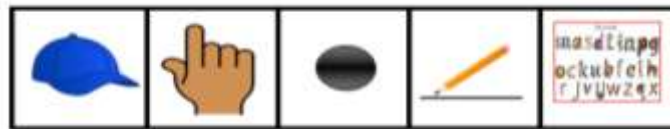
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# Segmenting for spelling

- Children must be able to use strategies from phonics to 'chop up' or 'segment' the words into individual sounds before they can write the words.
- Count the sounds in the word.
- Repetition and lots of practice is the key!

# Strategies to support early writing

- Letter formation sayings
- Being able to 'hold' a sentence in your head
- Think it, say it, write it, check it
- Visual support



- Providing children with interesting stimulus to motivate and encourage writing and early mark-making.
- Variety of pencils and mark-making tools of various thicknesses to help children to develop a comfortable pencil grip.

# Supporting your child in class...

- Child-led writing
- Guided writing
- Interventions and strategies to support development of gross and fine motor skills.
- Daily phonics sessions
- Handwriting

# End of Reception Year



40-60+  
months

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Moving and handling  
– Early Learning Goal  
Criteria

‘...they handle equipment and tools effectively, including pencils for writing.’

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40-60+  
months

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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.







## Writing – 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 easily be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.'*

# Exceeding Criteria for Moving, Handling & Writing

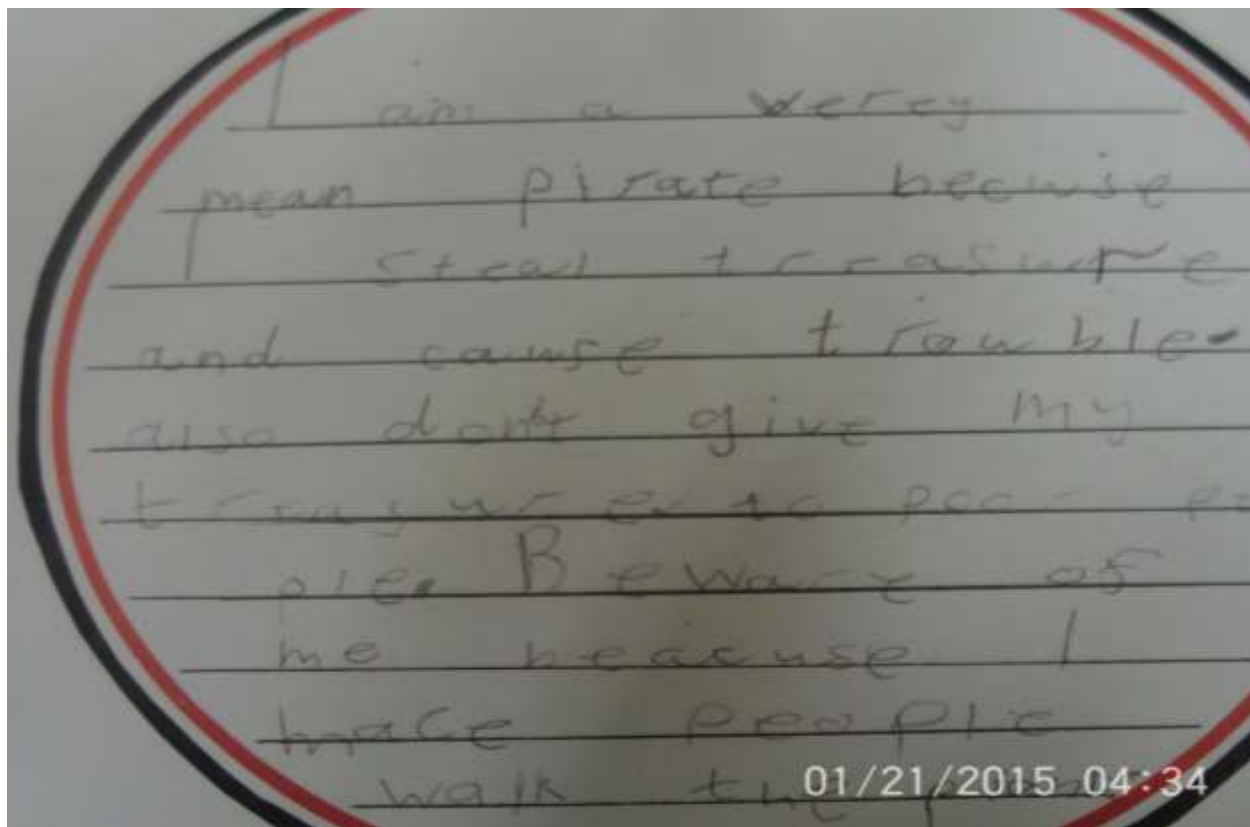
Early learning goal	Description of 'exceeding'
4. Moving and handling	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
10. Writing	Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

# Exceeding the Early Learning Goal

 <p>1</p>	 <p>2</p>
<p>One day there was a big baby he was waked and</p>	<p>Every time I was spot him he did not</p>
 <p>3</p>	 <p>4</p>
<p>The girls put the frog baby in a bucket with some water and shells</p>	<p>The frog baby got sick with some cake in</p>
 <p>01/21/2015 04:33</p>	 <p>5</p>
<p>Mom went into the shed and saw the</p>	<p>The girls went to the pond and saw the</p>



# Exceeding the Early Learning Goal



Any questions?



