



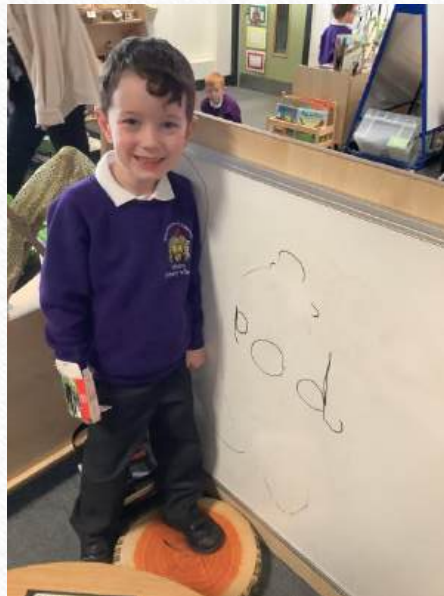
Silsden
Primary

Writing in
Reception

Spring Parent Meeting

What we aim to cover tonight

- Making marks, when do children start writing?
- Stages of writing
- Physical development, gross and fine motor skills
- Pencil grip and body posture
- The importance of talk
- Writing at SPS
- Phonics and reading
- Writing at home

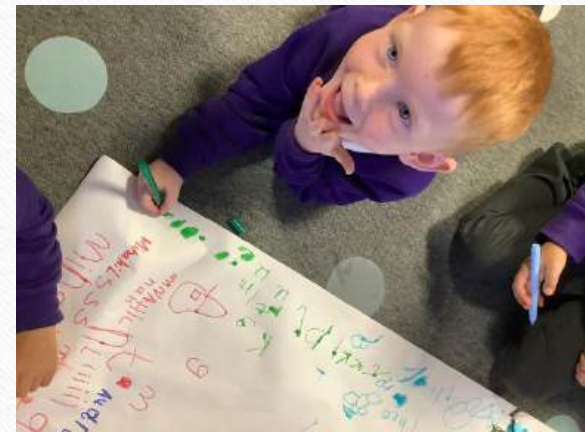


Mark Making!

Writing begins much earlier than you probably think.

Mark making in the early years is **when children start to intentionally create their own lines, dots, marks, patterns, or shapes using their bodies or tools**. It's the first step in a child's developmental journey towards writing and drawing, and is usually first seen in babies and toddlers.

When your child is 'Mark Making' they are writing!



Stages of Writing

- Mark Making develops across the whole EYFS curriculum 0-5yrs
- Developmental stages of writing;
 - Pre-literate
 - Emergent
 - Transitional
 - Fluent

Developmental Stages of Writing


Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	
Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
Groups of letters - groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	
Transitional	
Letter/Word Representation - uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	
Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

Guess the sentence game



RECREATE

IFAGDFDA

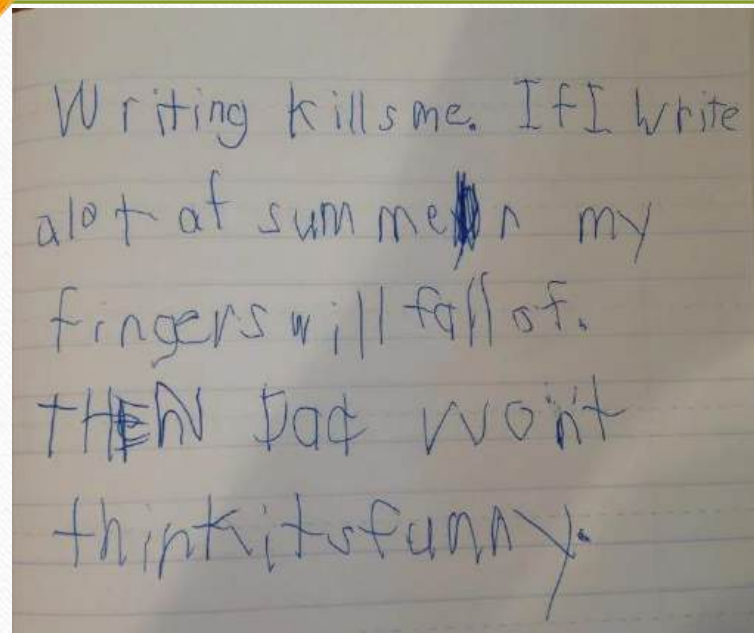
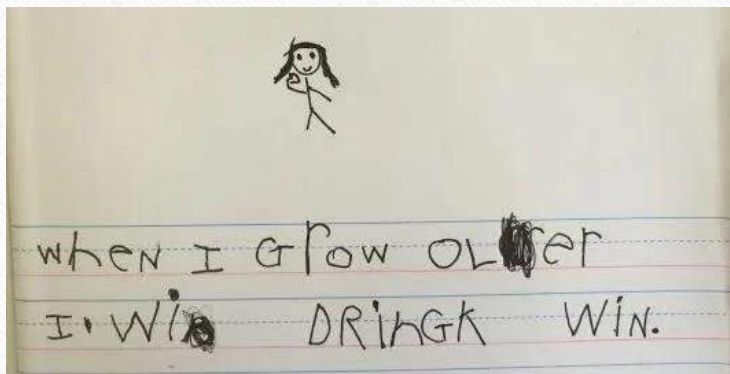


IFNOO
LPOINDS
SENEE
CANOB

WANSAPONN A
TIME THEY WAS
FOUR BUTERFIIS
THEY WOT ON AN
WAVACHER IN THE
WOOS.

Dera blue Ranges why do you
fight? I see you on tv. you are
the best why do you go
to the Curmarse nest? why are
you on FOX kid? I like you
are you my friend love

Fluent writers




- By the end of Reception the expectation is that children 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.
- Taken from the 'EYFS early Learning goals.'

Early Writing



Writing is a very complicated process for children because they must develop skills in many areas:

- Motor skills (fine and gross)
 - Phonic skills, knowing and remembering all the sounds to be able to write them down
 - Handwriting, remembering how each phoneme/sound is represented as letters/formed
 - Knowledge of words (HFW and CEW)
 - Understanding of how words go together to make sense in speech and in writing
 - Vocabulary for writing
 - Finger spaces and full stops
- 

Physically ready?

- **Gross Motor**

Gross motor skills are the skills that children develop using their whole body. You can see this from a baby's earliest efforts to move and travel, to young children coordinating whole body movements. By using their whole bodies children become increasingly confident, agile and flexible. Without these gross motor skills, children will find the fine motor element really tricky.



Physically ready?

- **Fine Motor**

Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed.



Pencil Grip

How we hold mark making implements comes in stages.



Right Handed	Left Handed	Changing Hands
Grip 1		
	This is typically how a child holds a pen/pencil/crayon at 1-2 years old. They use most of their upper body muscles and movement comes mainly from the shoulder with the arm and elbow rigid, moving as a unit.	
Grip 2		
	At 2-3 years old children begin to use the forearm to control the pen/pencil/crayon. Movement is still quite stiff but the increased arm strength allows the elbow to be slightly away from the body, providing greater flexibility.	
Grip 3		
	By the age of 3-4 years old, children begin to show development of a tripod grip. The hand tends to move as a unit, coming from the wrist. As strength develops there will be some finger movement.	
Grip 4		
	At around 4-6 years old, children now use their fingers and wrist comfortably to control movement of the pen/pencil/crayon, holding it at a slight angle. A precise tripod: thumb, index and middle fingers.	

At the start of Reception we carried out Baseline assessments on all children using these stages to see who was ready for writing.

During the first term in Reception we provided lots of fun activities to further develop fine motor skills and mark making for those who needed it.

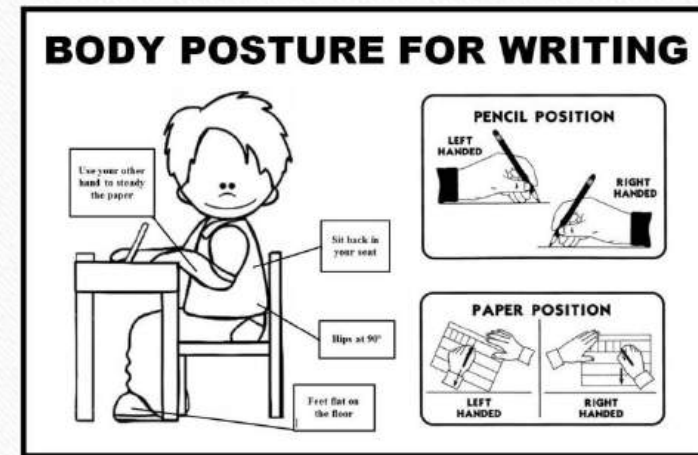
Once our children had developed a clear preference for which hand to hold the pencil in and had developed a tripod grip they were ready for more focused writing tasks.



Body posture

We try not to let the children lean on furniture when sitting on the carpet.

We give all the children a table to sit at during focus writing tasks and when writing in phonics.



Importance of talk

- **Talk > Reading > Writing**

Speech, language and communication are a crucial part of reading and writing. We give the children lots of opportunities in class and outside to organise their own talk to develop and use their language skills, such as open ended questioning, mini club sessions, teacher interaction during play.

We might be using strategies like-

Tell me about.....

I wonder... (questions)

Modelling speaking in sentences and using clear pronunciation. 'tut' (to the) 'wiv' (with)

Encouraging them to speak in correctly formed, full sentences. (please can I go to the toilet?)

Letter formation

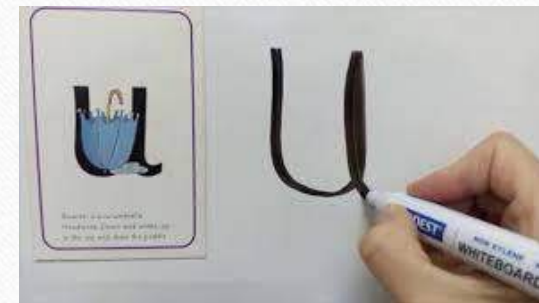
- **Phonics handwriting Phrases**

We always make sure we recap these regularly-

Can they remember and recall the phrases for each sound to support their own learning?

Ascenders and descenders? Writing on the line.....etc.

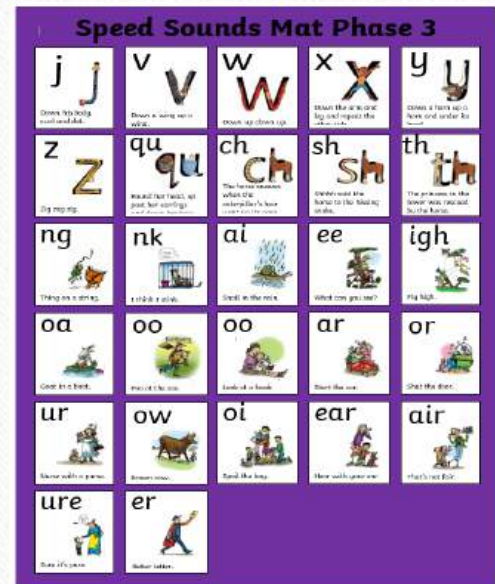
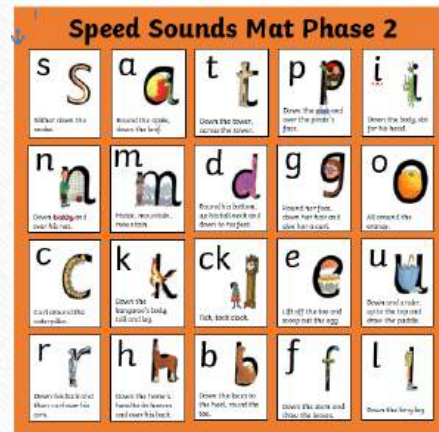
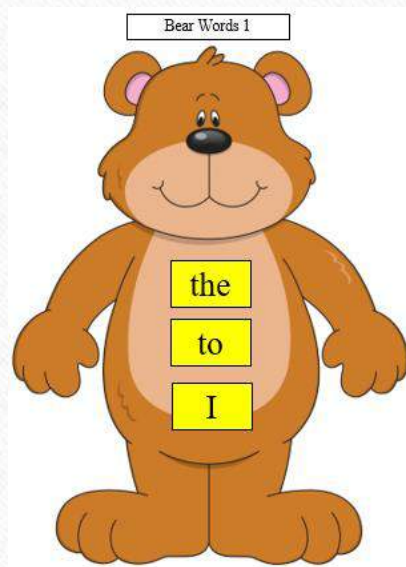
Sound	Phrase/Rhyme
s	Slither down the snake
a	Round the apple, down the leaf
t	Down the tower, across the tower
p	Down the plait and over the pirate's face



We want the children to be able to-

- Form lower case and capital letters correctly.
- Spell words by identifying their sounds and writing them.

We give the children strategies to use to help themselves before asking a teacher for help.



Writer's Toolkit:			
A B C		.	
capital	finger	full stop	read it back

Writing at Home

Practise, practise, practise... wherever, whenever

- **Make it exciting!**
- **Purposeful contexts** - model writing in front of your child and encourage them to help, e.g. shopping lists, greeting cards, menu, invitations, notes
- **Variety of resources** - post it notes, gel pens, glitter pens, foam, chalk boards, easels, white boards, fancy paper etc
- **Recognise the small steps** - make a fuss of every attempt, showcase it, stick it to the fridge
- **Work with them** – Again you are the most important role model. Talk out loud – thought process. Support them in remembering their sentence, sounding out and finding the sounds on the sound mat or using the rhymes

Diary Dates

'Stay and Play'

Come in to your child's classroom and learn through play

- Writing focus (all elements)

Two options either after drop off, or before pick up.

Please reply to the ping (if not already) to confirm which you wish to attend.

Grandparents can attend if you are unable to.

- AM - 9am
- PM - 2:30pm
- **Nightingale Class - Tuesday 28th January 9am session, or 2:30pm session.**
- **Seacole Class - Wednesday 29th January 9am session, or 2:30pm session.**
- **Jenner Class - Thursday 30th January 9am session or 2:30pm session.**





Thank you for coming.

Do you have any Questions?

