

# Supporting children in Reception with their writing

OCTOBER 2022

**MRS SIYANI**

# First steps

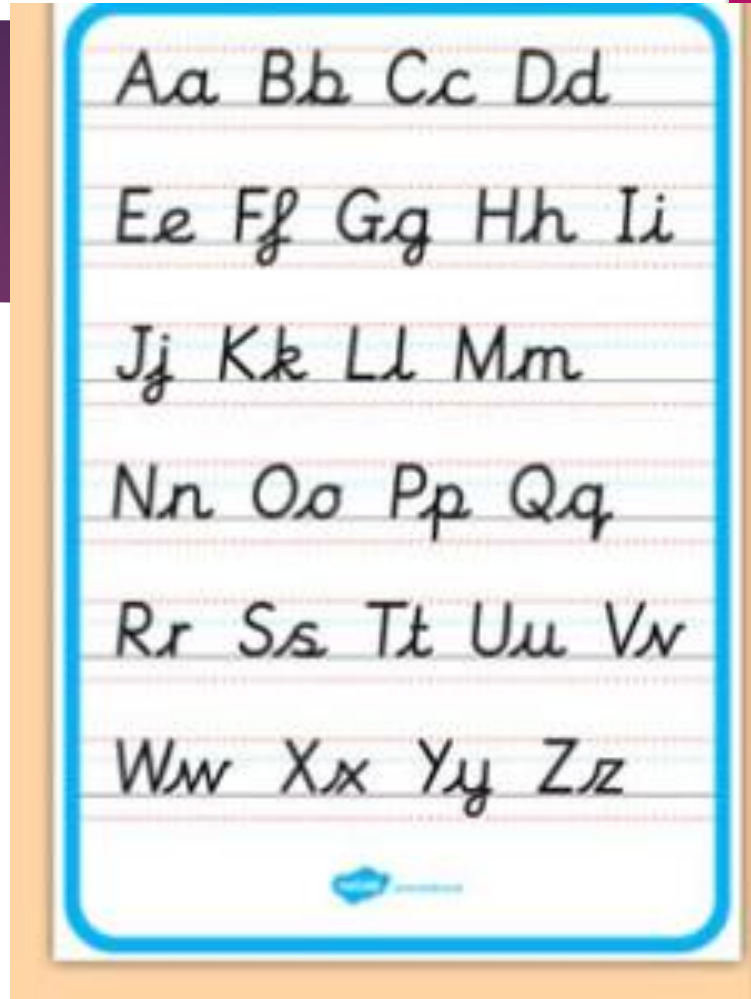
- Gross motor skills
- Fine motor skills – small movements
- Muscles in hands/fingers – activities to develop these e.g. bead threading, tongs and marbles, building with small pieces of lego, fastening buttons, turning pages in a book
- Pencil grip
- Tri grip pencils to support correct grip
- Tracing straight and wavy lines

# Cursive Formation

Every lower case letter starts from the bottom.

Cursive handwriting: how to write the alphabet

<https://www.youtube.com/watch?v=2NQ6uS8blwY>



# Writing at school

- Focus writing session - for different purposes
- Daily Phonics lesson: Letters & Sounds including high frequency words
- *Cursive letter formation*
- Writing their name
- Independent writing – words, labels, sentences
- Writing outdoors

# Prompts used in school

- Say it slowly
- What can you hear first?
- Say it again/slowly, what can you hear next?
- What sound can you hear at the end?
- Tell me the sounds in that word?
- How many sounds are there in that word?
- Phoneme frame, dot and line

# Questions to ask

- ▶ Children should know the difference between a letter, a sound and a word.

After reading their book, you could ask them:

- How many words are there in that sentence?
- How many letters are there in the first word?
- How many sounds are there in that word?

# Writing tools

- Pencils
- Coloured felt tips
- Paint
- Water and paint brush
- Aqua doodle
- Sand
- Whiteboard and marker
- Blackboard and chalk

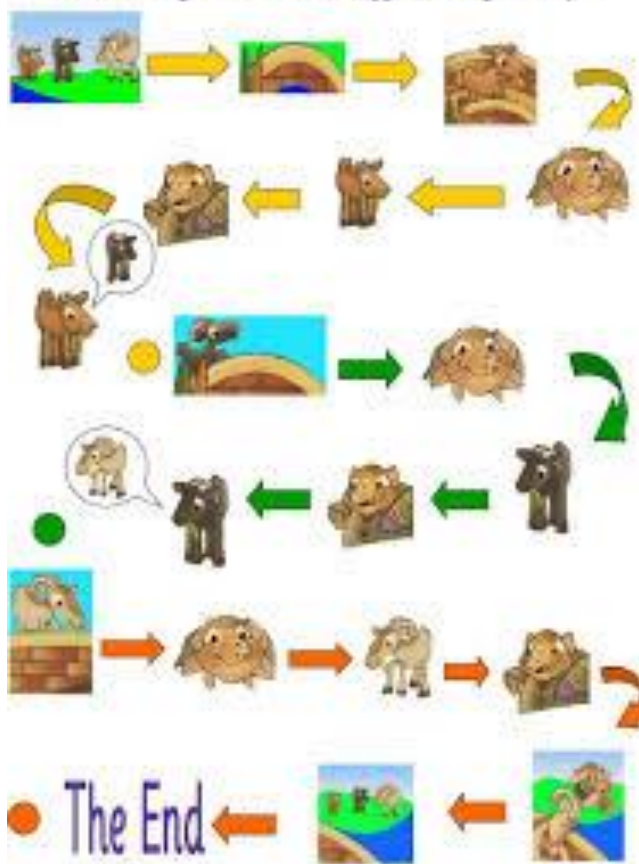
# Talk 4 Writing

- Imitation
- Innovation
- Invention
- Story maps for oral rehearsal and writing (example on the next slide)

▶ **If they don't hear stories, they can't tell stories. If they can't tell stories, they can't write stories.**



# The Billy Goats Gruff Story Map



# Early Learning Goal - Writing

- 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.

# Explanatory notes

The child writes for a **range of purposes** in meaningful contexts. The child's writing may include features of **different forms** such as stories, lists, labels, captions, recipes, instructions and letters. The child's writing is **phonetically plausible** when he or she writes simple regular words and particularly when he or she attempts to write more complex words. **The child and others can read and make sense of the text.**

# Early Learning Goals

**Emerging** - Not yet reached the Early Learning Goal (ELG)

**Expected** - Expected level at the end of Reception

LO: I can retell the story 'The Very Hungry Caterpillar' through writing. 09.10.15



He is for  
A NEGLON T A L E F U .  
one apple and two pears.  
EAT SO P A E S . H E W ate W U N T L C  
C A C .

you tried really hard telling your story.

Emerging

# Examples of writing at 'expected' level

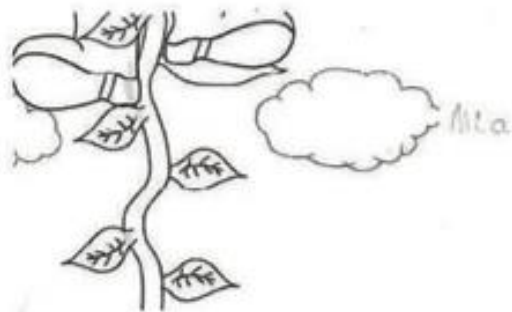
Oscar had spent over 40 minutes building a giant's castle with a small group. It was nearing the end of the session and he was keen that it was not taken down. "We need a notice now!" he announced, "I'm going to make it!" He organised himself in the writing area. This is what he wrote!

'Pleze doant BRak the casle' (Please don't break the castle)



pleze doant  
BRak the  
casle

As he wrote he turned round to tell me, "This very important and special!" He proudly placed his notice on the castle and stood 'on guard.'



once a potato time  
there lived a boy  
with his Mummy  
he had his cow  
to the market  
he saw a old man  
who sold the  
magic beans  
mummy showed the boy  
a wall

The rich resources in the writing area inspired M to write her own version of the traditional tale, (from a previous story telling session).

M proudly tells the practitioner, 'I've written my own story, it's like the one in the book.'

After dis  
ant's nest  
the garden,  
magnifying  
was excited  
decided to

# Expected

# Expected

Area: \_\_\_\_\_  
Date: 20/3 Time Spent

Sabrina has made  
a picture of a castle.  
She colour it in purple.  
She now uses ribbon to  
make a tara for herself.

PSHE - SCISA.  
Sabrina really  
enjoys Art/Creative  
activities.

| MON | TUE | WED | THU | FRI | SAT | SUN | MON | TUE | WED | THU | FRI | SAT | SUN |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |     |     |     |     |     |     |     |     |

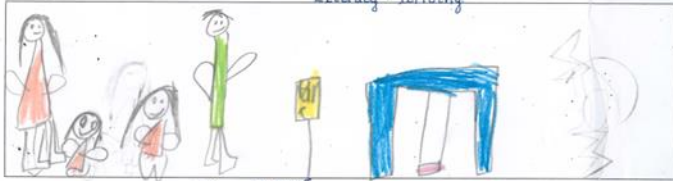
Next Step:

Further use of a range of  
colours.

Name Sabrina

I can write about my holidays.

Literacy - writing





13.04.15

I went to the Park with my mum  
and dad and my baby and we had  
fun.



LO: I can record an investigation with the use of pictures and writing.

Are there changes to potatoes when salt is added?

| Before  | After   |
|---|---|
| <p data-bbox="401 153 523 194">hard</p>  | <p data-bbox="705 146 815 186">Soft</p>    |
| <p data-bbox="355 470 606 558">The potato was hard.<br/>The center was broken and yellow.<br/>It had black spots.</p>     | <p data-bbox="658 476 954 607">The potato became soft and squishy.<br/>Well done Layan.<br/>→ consistently remember your full stop, say the sentence with the action.</p> |



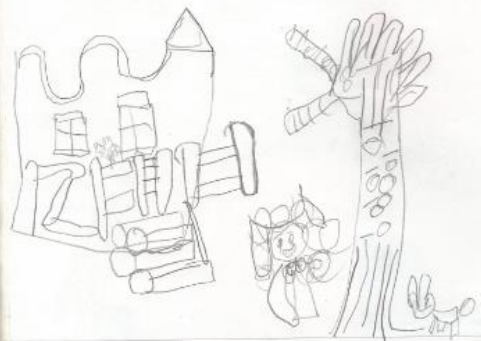
I can change the story of The Three Billy Goats a Gruff. 09.06.15 888



The Gruffuff like this was that little happy  
 hungry for Rabbits ~~was~~ the hole & ~~was~~ ~~at~~ ~~the~~  
 after that the glugly hungry for Rabbit wanted  
 to eat the ~~A~~ Sweet green glass ~~after~~ ~~by~~  
 So they <sup>crossed</sup> ~~crossed~~ the bridge. Next they  
 cross the bridge and the cangru ~~Pop~~ out. After  
 that he said "How the ~~travelling~~ ~~berg~~?"  
 "I can't eat the little glugly hungry Rabbit bit,  
 I only want to eat the sweet green glass.  
 To ~~work~~ & ~~label~~ ~~you~~ ~~up~~." Said The

10.07.15

LO: I can retell a story in writing.



Once there was a pretty girl called Little Red Riding Hood. She lived with her granny. One day her granny said, "your mother is poorly take this basket of cakes to your mother." "OK," said Little Red Riding Hood. AS she <sup>happily</sup> skipte along the path, a nishes nasty wolf was watching HER. The ugly wolf popped out and said to the red riding hood "Hello little girl where are you going?" Little red riding hood replied politely, "to my mother's house because she is not well."

## Writing beyond the expectations

The way which which went in  
the woods ~~supple~~ a alcorn for  
oh his head ~~and~~ the scigh is  
soring down I must go and ~~the~~  
the ~~the~~ Rihg. (S)

Next. Chich which ran into  
none Pene ~~oahia~~ the ~~scigh~~.  
Scigh is soring down I must go  
and <sup>tell</sup> the cing. (S)

Chich which and hence pene  
ran into durg luce. The scigh  
is soring down I must go  
and ~~the~~ tel the cing. (I)

Focseo locsoo et then all  
up. ~~the~~ they never got to  
<sup>tell</sup> the cing. (I)

# Writing for different purposes

After setting up an obstacle course, AL wrote, 'start', at the beginning of the course.



# Writing for different purposes



As dinosaur detectives,  
N. independently wrote  
a report on fossils for  
the dinosaur museum.

# Writing at home

## Write for a range of purposes:

- Birthday/Christmas cards
- Letters e.g. to a friend/Father Christmas
- Thank you notes
- Shopping list
- Invitations
- Instructions/Recipes
- Whiteboards

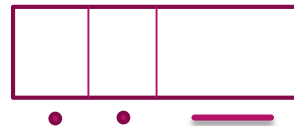
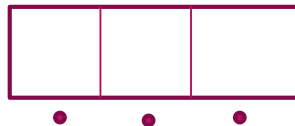
# Writing at home

- Encourage your child to sound out the words that can be spelt phonetically.
- Help them to spell the high frequency words in Phases 2-4 of Letters and Sounds.
- Praise and encourage at every opportunity.
- Encourage cursive letter formation
- Talk to them and encourage them to talk at every opportunity.
- Weekly newsletter for further information



# Prompts to use at home

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Thank you for your  
support.

Mrs Siyani