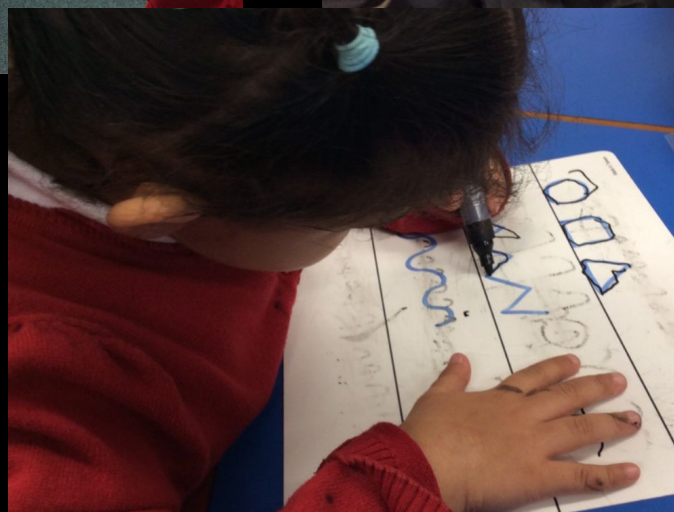
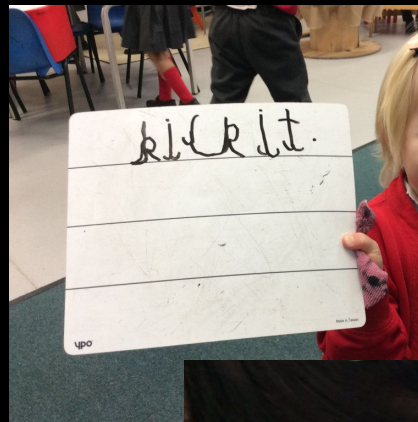


# Welcome to the Reception Writing Workshop



# Purpose

Understand how your child learns to write.

What Prime area skills support writing.

How we support them at school.

— How you can support your child at home.

The end of year goals for writing.

# End of year expectations for Reception

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.

# Good Physical Development

Strong core, gross motor skills, leading to fine motor skills



# Coordination



# Fine Motor Skills



# Muscle and pivot development ready for writing



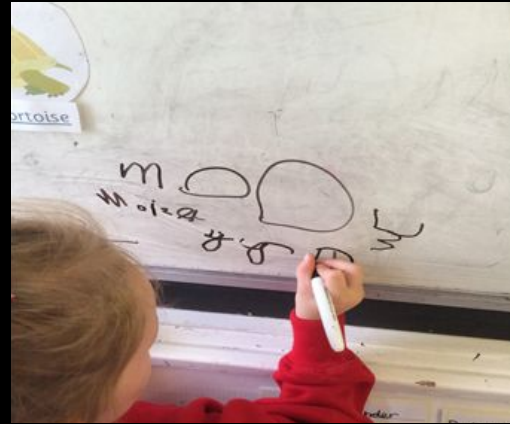
Shoulder

>



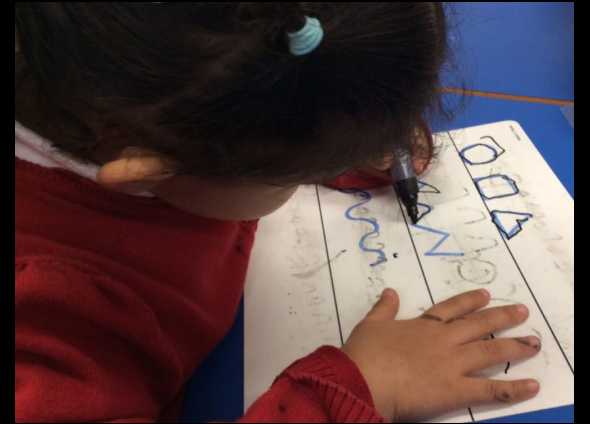
Elbow

>



Wrist

>



Fingers

Child hand



Adult hand



At birth we have 19 bones in total in each hand with fingers, and no wrist bones. Initially these bones have spaces between them and as we grow and develop our hands more, these spaces decrease.

This develops into the adult hand, which is made up of a total of 27 individual bones: About one quarter of all our body's bones are found in our hands.

## Challenge:

Write a 'c' shape in the air using only your shoulder joint.

Now with your elbow only.

Now with your wrist.

~~Now~~ your fingers.

What did you notice about the size?

# Developmental levels of pencil hold



## Development of Pencil Grip

1.  
Cylindrical grasp/Palmer grasp  
(tucked under palm)



2.  
Digital grasp/  
pronated palmer grasp



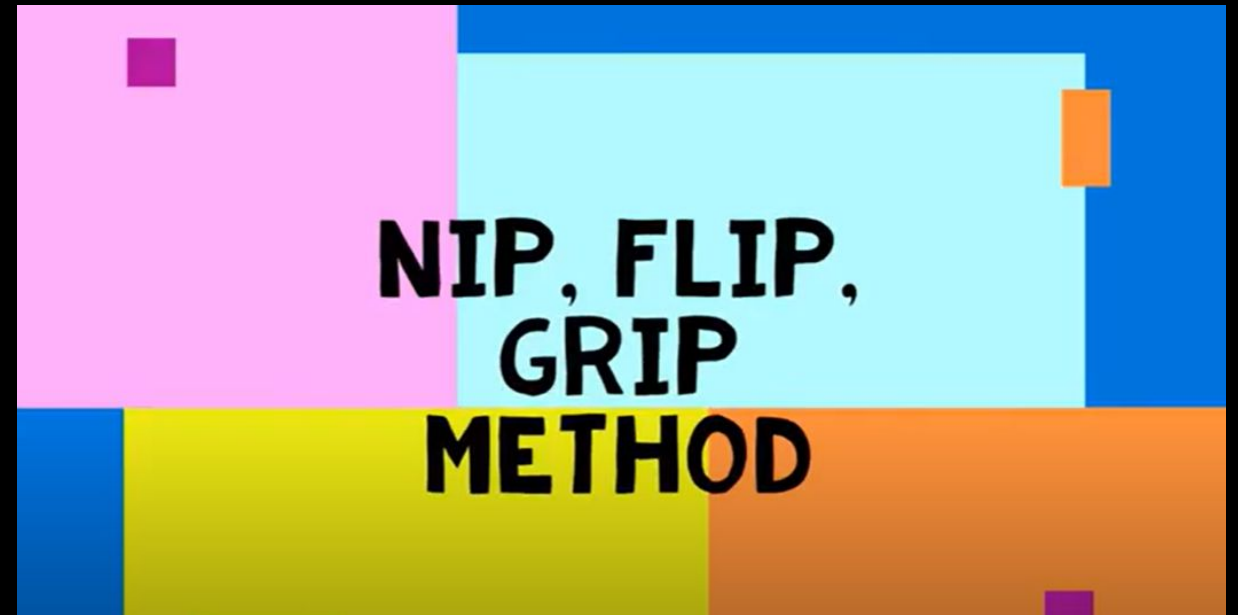
3.  
Modified tripod grasp/  
Static tripod grasp



4.  
Dynamic tripod grasp



# Ways to support and develop effective pencil grip



# Writing Journey

Mark making



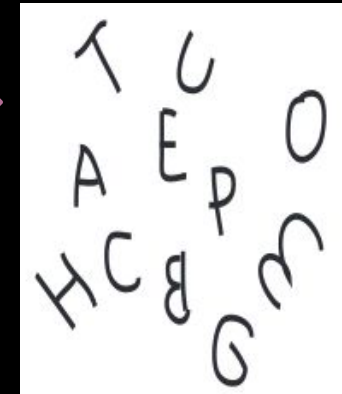
Pattern writing  
(written in linear,  
mimicking real writing)



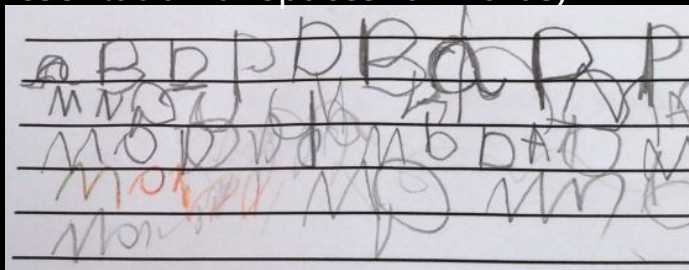
Symbols  
representing  
letters



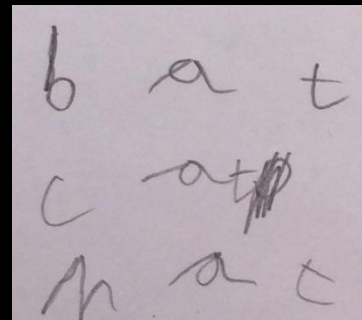
Letter writing  
(letters that children know but may  
not represent what words and  
sounds they hear)



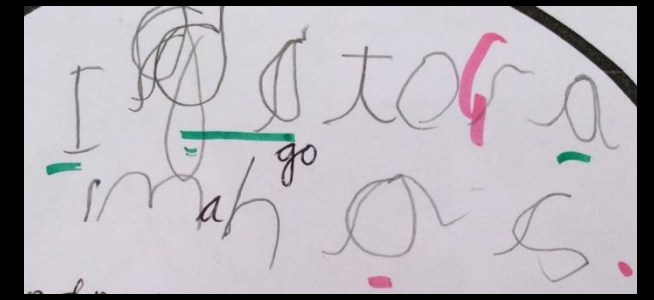
Letter strings  
(using letters shapes for what they  
want to say but no sound  
representation or spaces for words)



CVC writing

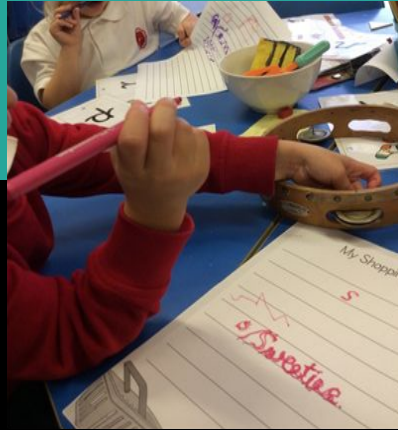


Attempting to  
write sentences.

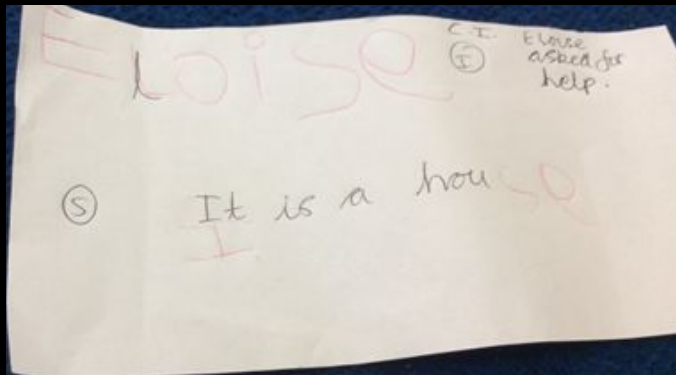


# Writing for a purpose

Name writing – on cards, on drawings/painting to support PSED (pic)



Writing notes, messages, signs or shopping lists.



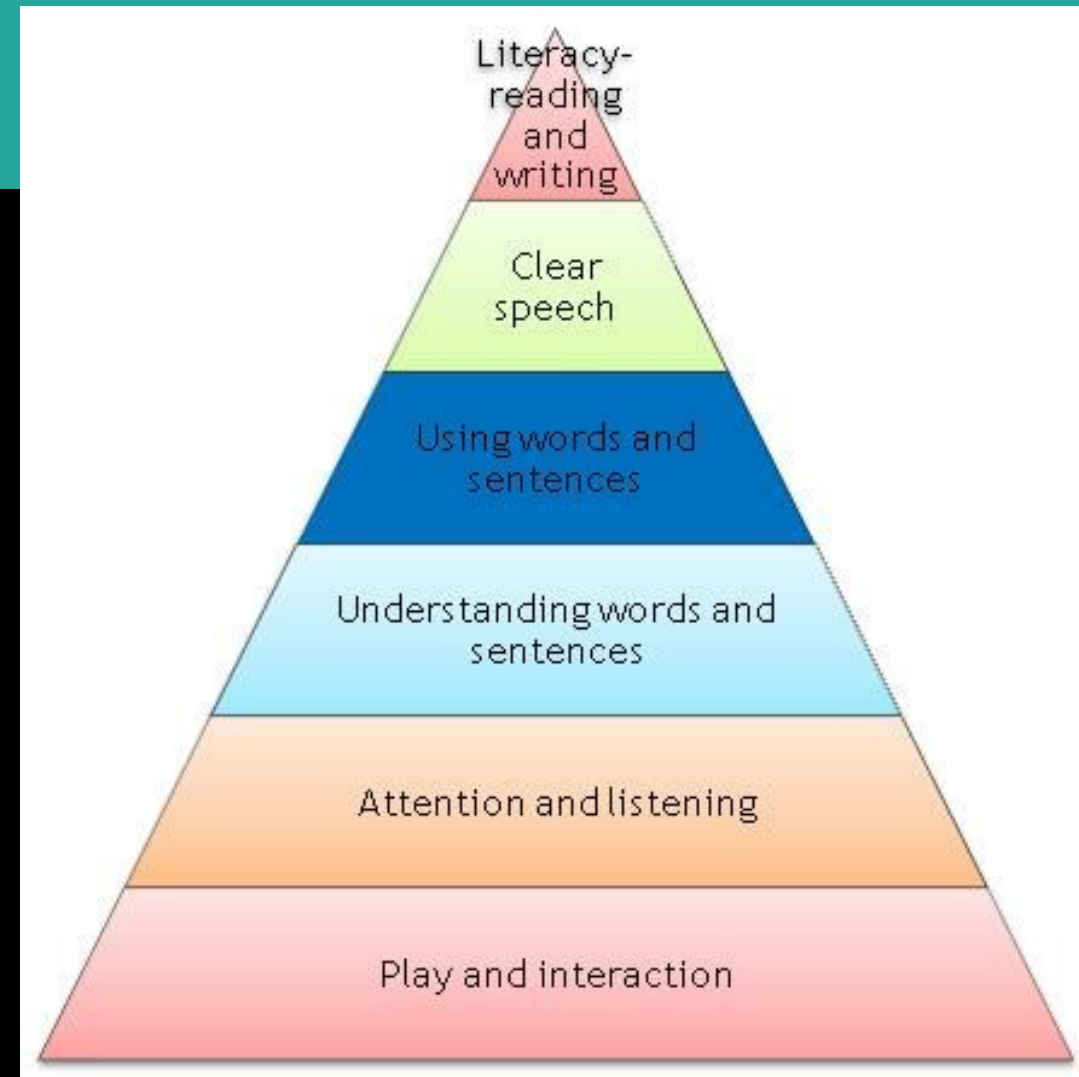
Writing labels for their models to display them.



Using a variety of mark making materials as part of role play i.e. playing teacher.

# Good listening and attention to hear sounds in words i.e. Phonics

The Language Pyramid shows how integral good listening and attention is to develop understanding of word, using those words within sentences, clearly forming sounds when speaking and then detecting those sounds in words to aid writing.



## Words

- Teach children to say their word first. “mat”
- Use fingers to represent each sound they hear. m-a-t.

*They may only hear some of the sounds to start with m-a or m-t or even a-t.*

- discourage scribbles and letter strings from now instead encourage use of one letter for each sound.



## Challenge!!!

Write A big, white elephant with your non-dominant hand.

How hard was it? Why?

Children have to think about

Sounds they hear

What that letter looks like


How to form it


Remembering to put letters (and words) in sequence.













# Legibility of handwriting




- **Green for go** – highlights what your child has done well – tried a new letter, formed a letter, spelled a word using phonics.
- **Pink for think** – challenge them to practice a letter, find a tricky word, check which sound might need changing in a word not too many.
- Letterjoin website - for practice games, print out sheets (see writing handout for login details). Pattern practice for letter formation.



Letter-join 



Search Letter-join.... 


-  Patterns
-  Easy letters
-  Easy words
-  Harder letters
-  Harder words
-  More... >
-  Phonics >
-  Fun >
-  Resources >
-  Info


**Choose a pattern to draw**


























Letter-join 


Search Letter-join.... 


-  Patterns
-  Easy letters
-  Easy words
-  Harder letters
-  Harder words
-  More... >
-  Phonics >
-  Fun >
-  Resources >
-  Info


**Choose a letter to watch**





















 Practise Joins >


Letter-join 


Search Letter-join.... 


-  Patterns
-  Easy letters
-  Easy words
-  Harder letters
-  Harder words
-  More... >
-  Phonics >
-  Fun >
-  Resources >
-  Info


**Choose a word to watch**











ill	we	cow	lad	ham
it	wet	owe	add	mend
lit	wilt	ice	toad	hand
tilt	lute	coil	data	them




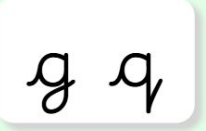
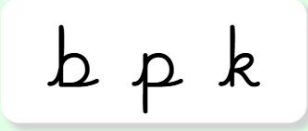
 Practise Joins >



Letter-join 


Search Letter-join.... 


-  Patterns
-  Easy letters
-  Easy words
-  Harder letters
-  Harder words
-  More... >
-  Phonics >
-  Fun >
-  Resources >
-  Info

**Choose a letter to watch**



 Practise Joins >

**Thank you for taking the time to  
join our writing workshop!**

