

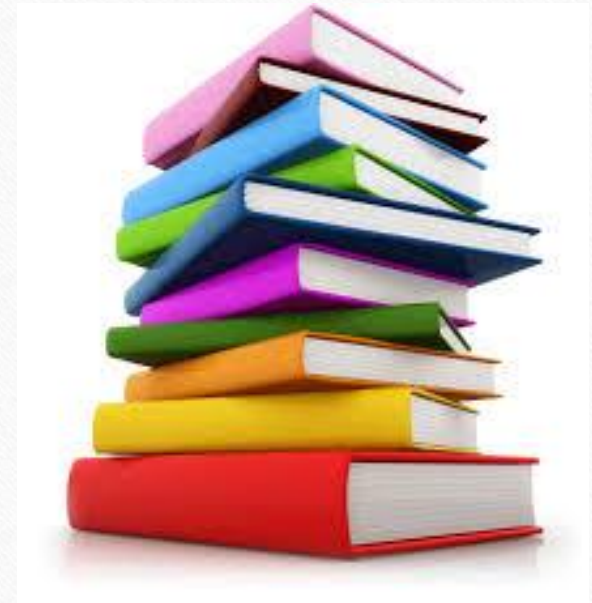
Early Writing Workshop



ST CHARLES'
CATHOLIC PRIMARY SCHOOL

Writing in Early Years

- Read Write Inc.
- Whole Class Teaching
- Talk for Writing
- English & Topic Sessions (book focus)
- Group work
- Opportunities in play

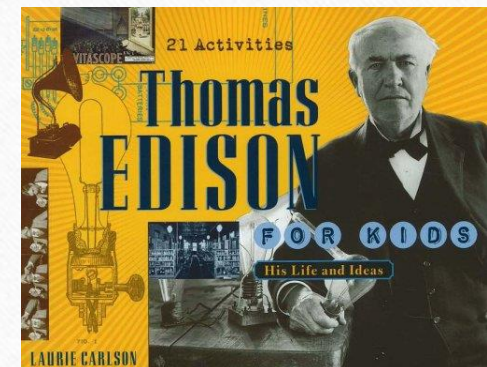
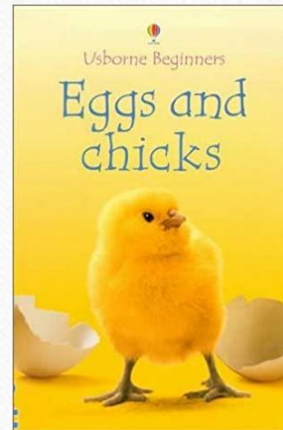
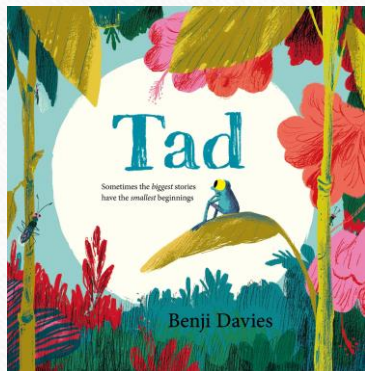
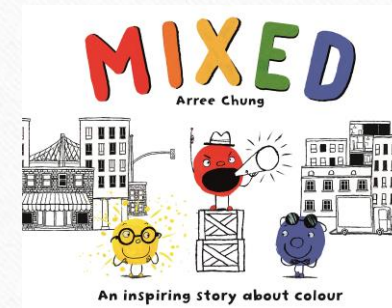
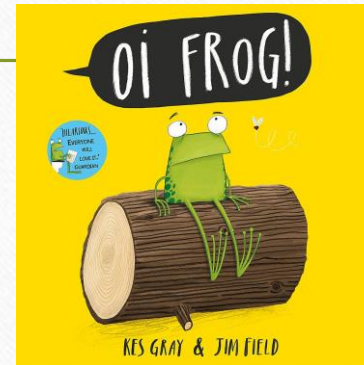
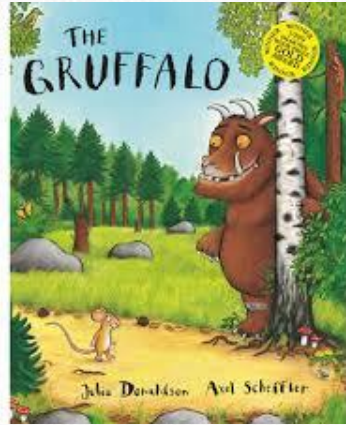




Writing Skills

- Mark Making
- Giving meaning to marks
- Forming shapes and letters
- Segmenting words and representing with letters
- Writing captions and sentences

Inspiring Writing in Early Years



Writing in Nursery – What it looks like

Prime Areas

- Personal, Social, Emotional Development
- Communication and Language
- Physical Development



Writing Skills

- Mark Making
- Giving meaning to marks
- Forming letters

Nursery End of Year Expectations – Writing

Physical Development

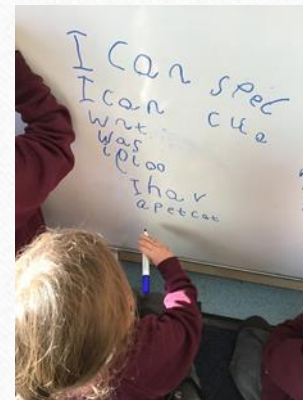
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

Writing

- Gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- Begins to form recognisable letters to communicate meaning

Writing in Reception – What it looks like

- Physical Development – Pencil control
- Communication and Language – Story vocabulary & language development
- Writing – Spelling words and writing phonetically plausible sentences



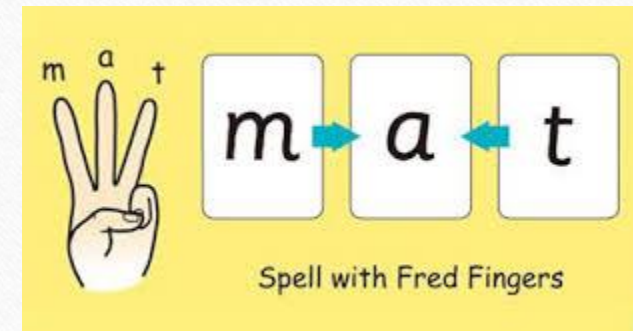
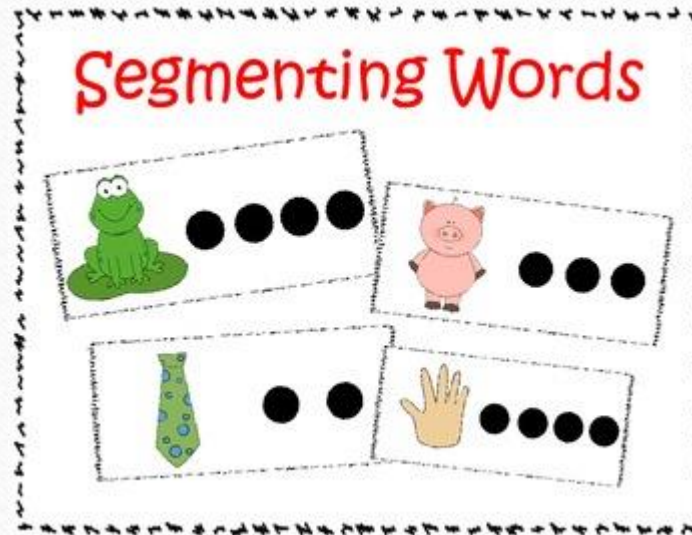
Phonemes — Sounds

Phonemes in the English language made up of one, two or three letter sounds. The written form are called graphemes.

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Segmenting

Segmenting is the process of breaking words up to spell them — saying all the sounds in a word.



Segmenting

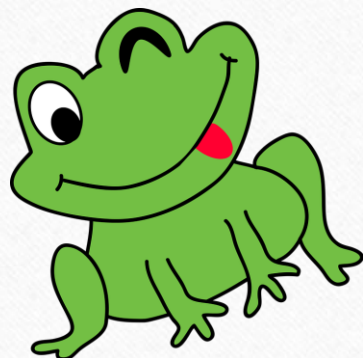


fish

f i sh



Segmenting



Irregular Words (red words)

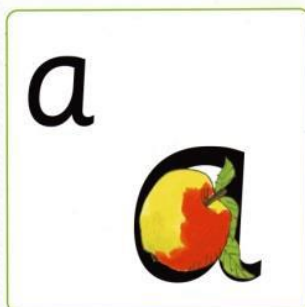
- Red words are words that do not follow the rules — we can't use the sounds to decode them
- Red words have to be learnt by sight!
- 'You can't Fred a red'

<small>Orange 1: Regular</small> what	<small>Orange 1: Regular</small> they
<small>Orange 1: Regular</small> do	<small>Orange 1: Regular</small> said
<small>Orange 1: Regular</small> you	<small>Orange 1: Regular</small> to
<small>Orange 1: Regular</small> the	<small>Orange 2: Check! Doesn't fit the rule</small> what

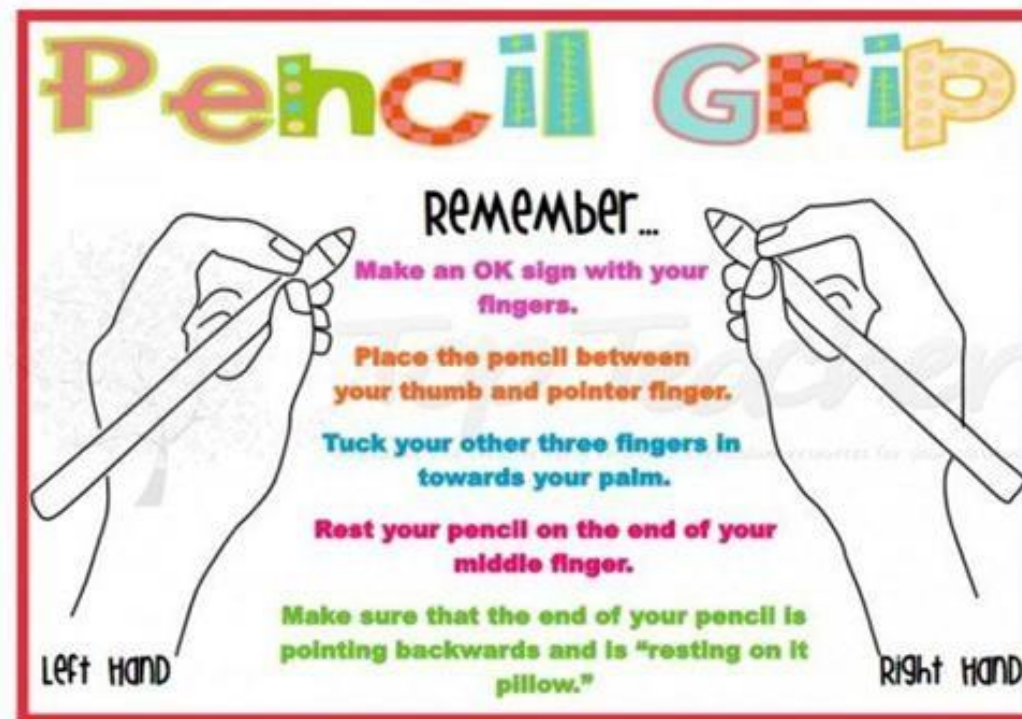
Letter Formation

a	m	s	d	t	i	n
Round the apple, down the leaf.	Make, mountain, mountain.	Slide down the slide.	Round the bottom, up to the top, down to the bottom.	Down the top, down the bottom.	Down the belly, down the back.	Down, belly, and over the top.
p	g	o	c	k	u	f
Down the stem, over the pencil line.	Round the bottom, down the top, give her a tail.	All around the orange.	Curved the bottom.	Down the kangaroo, belly, tail and leg.	Down and curl, up to the top, down the pencil.	Down the stem and over the leaf.
b	e	l	h	sh	r	j
Down the back to the top, round the top.	Up, up the top and round the top.	Down the long leg.	Down the head to the bottom and over the back.	Down down the head, down the head to the bottom and over the back.	Down the back, then over the top.	Down the long, curl and down.
v	y	w	z	th	ch	x
Down a valley, up a valley.	Down a fork up a fork and under the fork.	Down up, down up.	Zip, zip, zip.	Down the top, down the bottom, down the bottom, down the bottom.	Down the top, down the bottom, down the bottom, down the bottom.	Down the top and down the bottom, down the bottom, down the bottom.
qu	ng	nk				
Round the bottom, up and over the pencil line.	Down, belly, down the top, down the top, down the top.	Down, belly, down the top, down the top, down the top.				

- Pencil Grip
- Read Write Inc. rhymes



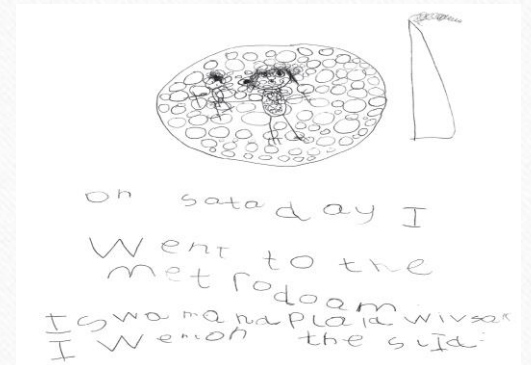
Around the apple and down the leaf.



Reception End of Year Expectations – Early Learning Goals – Writing

- 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.
- Fine Motor – 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.

TO HARRY I wish I cud feel
your books fo me



Supporting Your Child At Home – Writing

- Encourage mark making in their play at home.
- Offer a range of mark making materials.
- Play segmenting games – What sounds can you hear?
- Practise letter formation.
- Work together to write words, captions and short sentences that follow your child's interests.
- Writing for a purpose – shopping lists, messages, posters and cards/letters

Websites

Alphablocks

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

Phoneme Pop

http://www.ictgames.com/phonemePopLS_v2.html

Phonics Play

<https://www.phonicsplay.co.uk>

Phonics Information on our school website

http://www.stcharles.newcastle.sch.uk/web/read_write_inc_phonics/592135

How to say each sound

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

RWI Parent Information

<https://www.ruthmiskin.com/en/parents-copy-2/>

My spelling is wobbly.
It's good spelling but it wobbles
and the letters get in
the wrong places.



miStAkEs
are proof
that you are
TRYING

miStAkEs
are proof
that you are
TRYING