
























































Writing Parent Workshop

Progression of Writing
How you can help!

Sound mats 1 & 2

a 	b 	c 	d 	e 	f 	g 
h 	i 	j 	k 	l 	m 	n 
o 	p 	q 	r 	s 	t 	u 
v 	w 	x 	y 	z 	Sound Mat 1	

Sound Mat 2

sh 	th 	ch 	nk 	ng 	qu 	ay 	ee 	igh 
ow 	oo 	oo 	ar 	or 	air 	ir 	ou 	oy 
ck 	oi 	ur 	er 	oa 	ure 	ear 	ai 	ow 

We have copies of these as hand outs so please help your self at the end!

Process of writing...

3-4 Years (Typical Nursery)



Show a preference for a dominant hand. (lifted from Physical Development)

- Write some or all of their name.
- Use a comfortable grip with good control when holding pens and pencils. (lifted from Physical Development)
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some letters accurately

Process of writing...

The Reception Year



Spell words by identifying the sounds and then writing the sound with letter/s.

Write a simple caption e.g pat a dog / a sad man

- Form lower-case letters correctly.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Develop the foundations of a handwriting style which is fast, accurate and efficient. (Lifted from Physical development)
- Form capital letters correctly.
- Re-read what they have written to check that it makes sense

Process of writing...



* Writing Early learning Goal

By the end of their time in the Early Years children who are working at the expected level of development should be able too...

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 using a capital letter and a full stop.

Drawing and Scribbling- exploring with marks and mark making materials.

Drawing with meaning- children give meaning to the marks they make. They can continue to draw and still recall back at the end.

This is what a child at the end of **pre-school (nursery)** is expected to achieve.

Letters and Letter-Like Forms- They understand the difference between drawing and writing. When asked to write they make individual marks some may look like letters but have no meaning.

Beginning & most prominent sounds- they can hear and write the beginning sound in words e.g. ssssssss in sun. The stretchy sounds will come first (l, r, m, n, f, s). They may not always be able to find the matching letter independently.

Beginning and Ending Sounds- Hearing and writing more than the beginning sound e.g. hearing c and t in cat. Try to form the letters they can hear using a sound mat to support.

CVC and attempting longer words (but hearing the middle sound too)- hearing c-a-t in cat or r-u-n-g for running

Writing captions/ short sentences children may be putting 2 or 3 words together to make a simple caption e.g. frog on log/ cat on mat

This is the writing early learning goal (ELG) what is expected for a child by the end of **reception**.

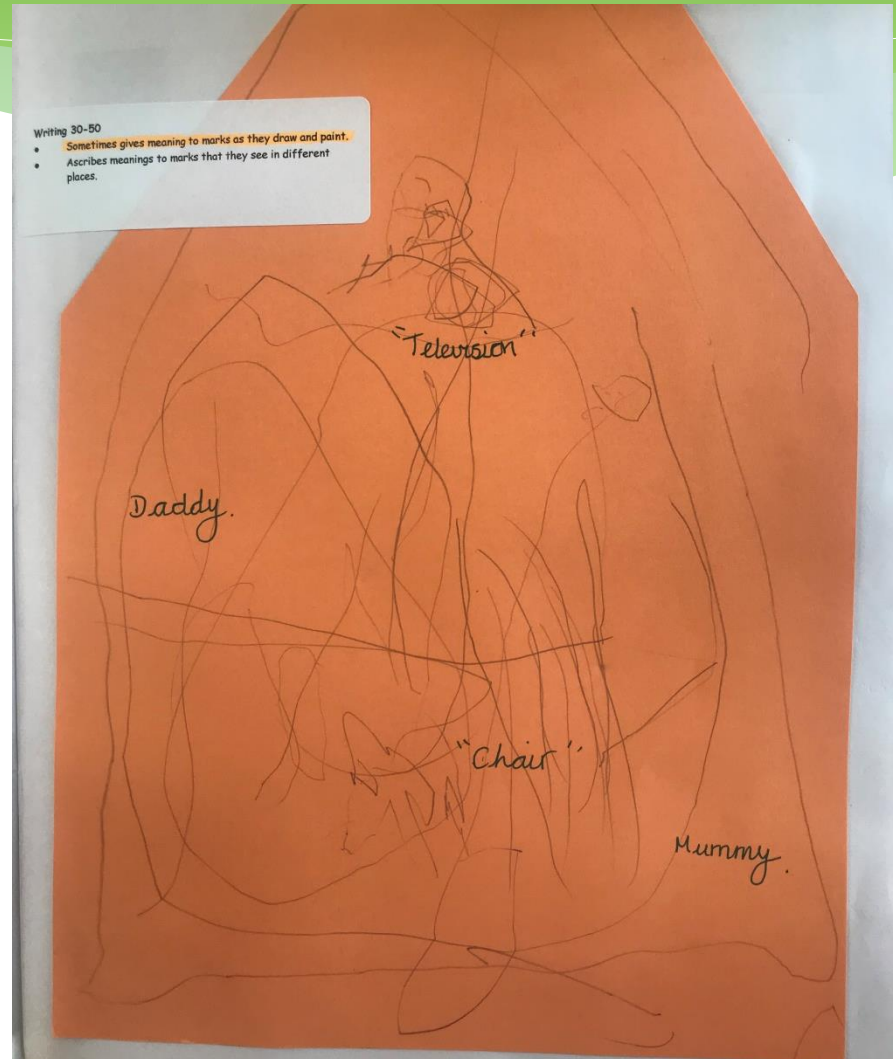
writing more than one simple sentence using finger sp- E.g. I went to the shops. I had sweets.

Attempting to write a few sentences/ Narrative - all spellings are phonetically plausible and some are spelt correctly - a short retell of an event or story. (see example)



2- 3 years secure

- * Still a scribble when sat with her she moved her pencil to do a 'new mark'



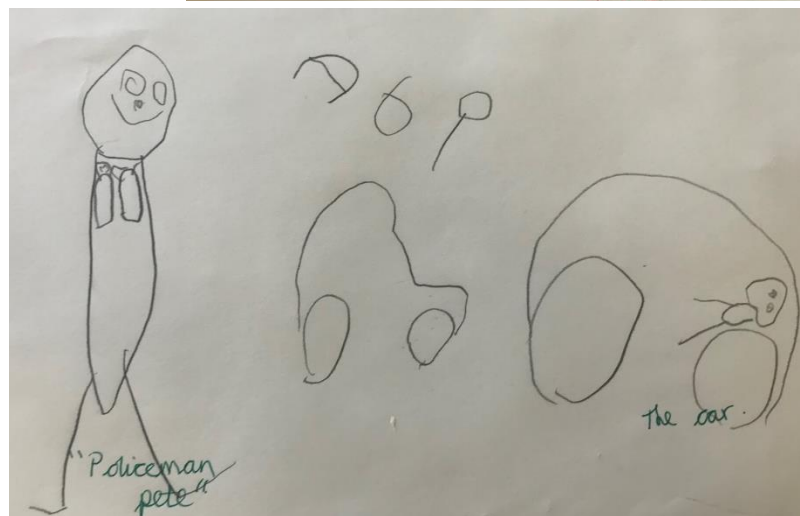
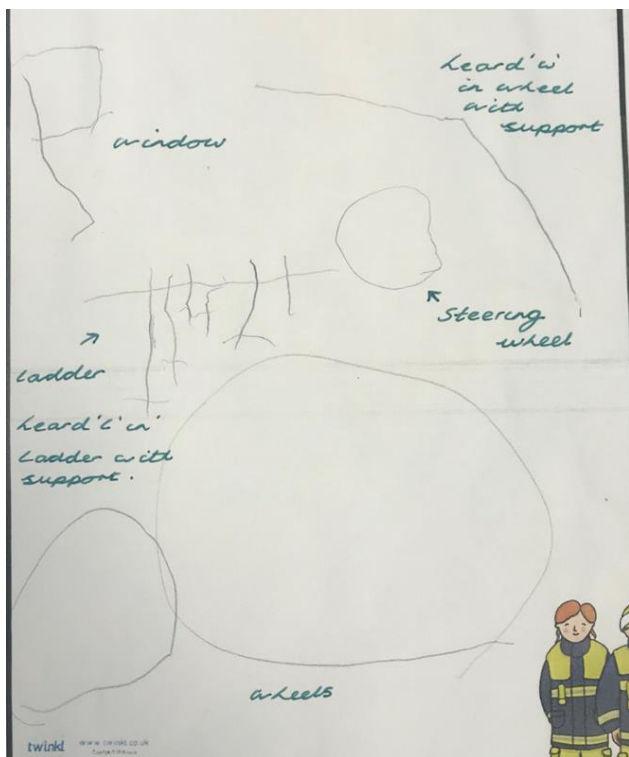
3-4 years emerging

- * All very similar marks but separate and given meaning by the child.



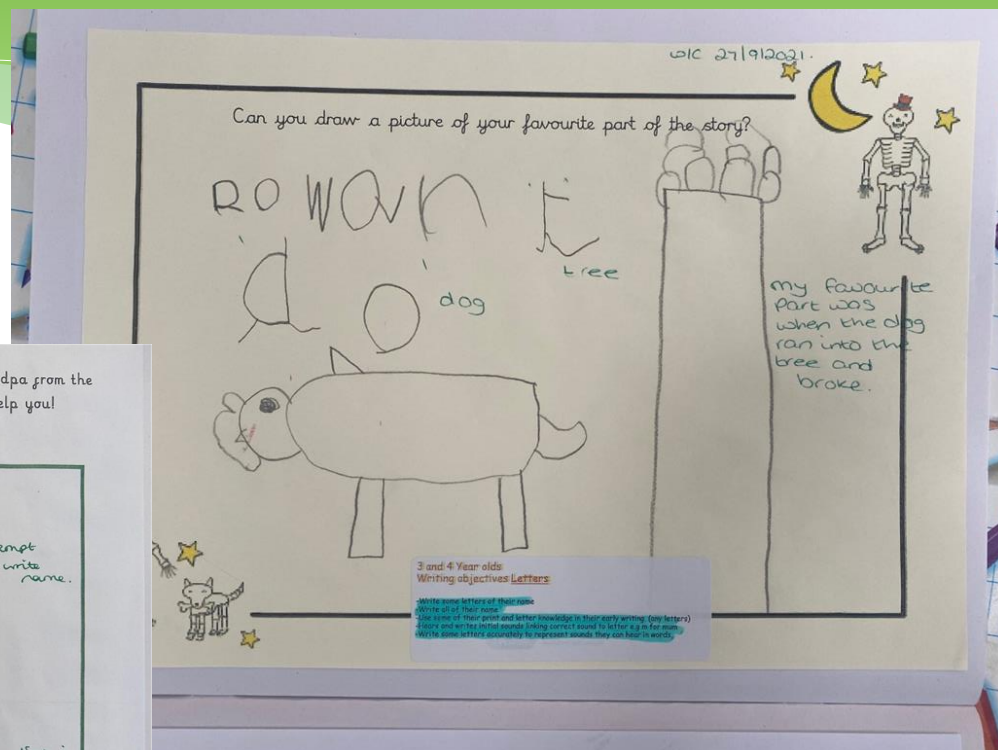
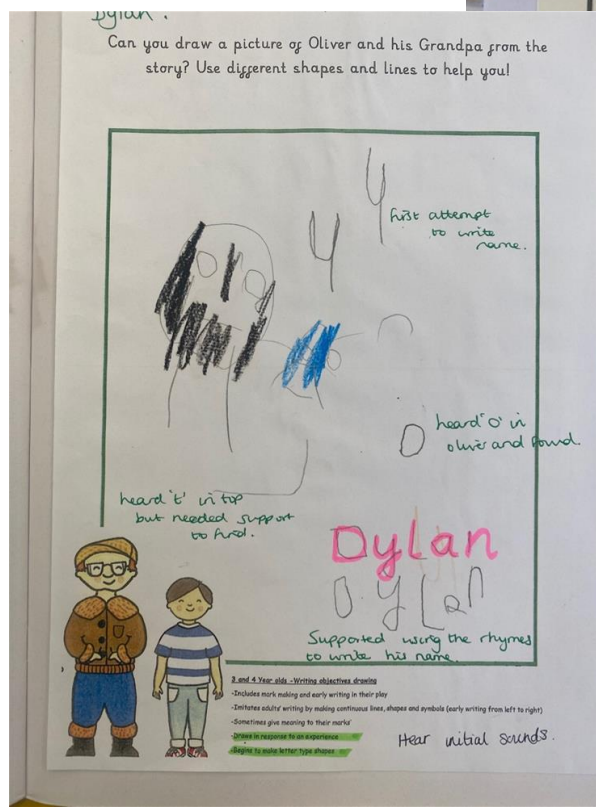
3- 4 years developing

* Clear separate drawing and the child is confident about what they have drawn and talks about their drawing as they are making the marks (more important than you may think)



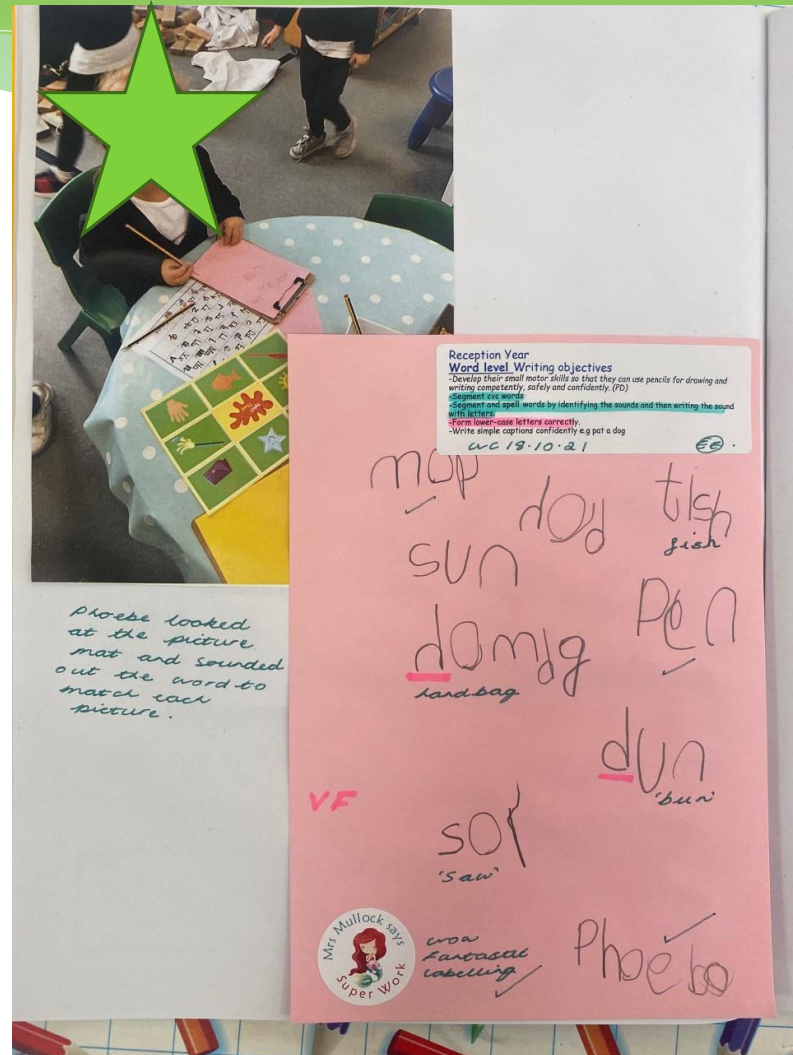
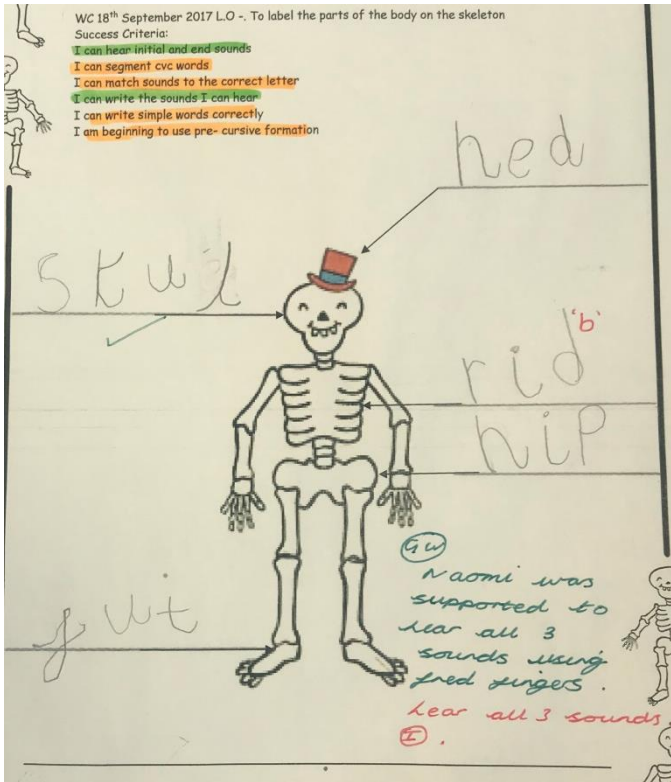
3- 4 years secure (end of Nursery)

- * Hears and writes the initial sound matching the correct letter to the sound. Writes some or all of their name.



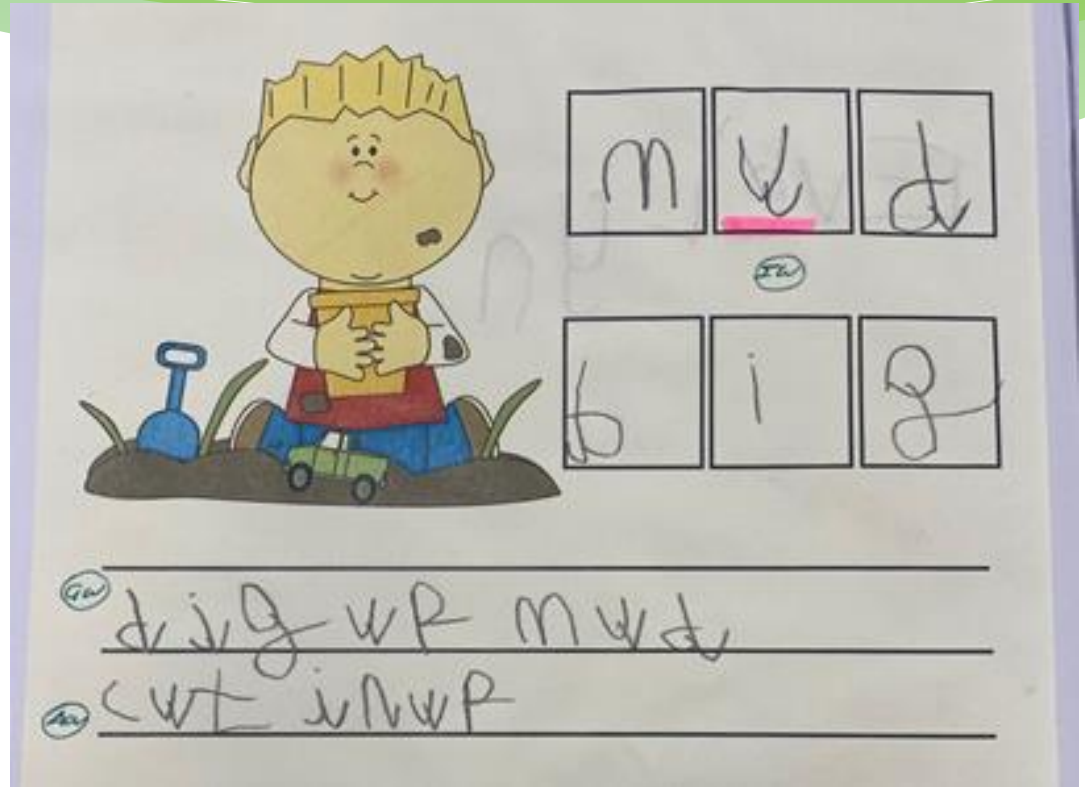
Reception Year entering

* Writing CVC words confidently



The Reception Year developing

- * Attempting more than one word, writing a caption/string of words.

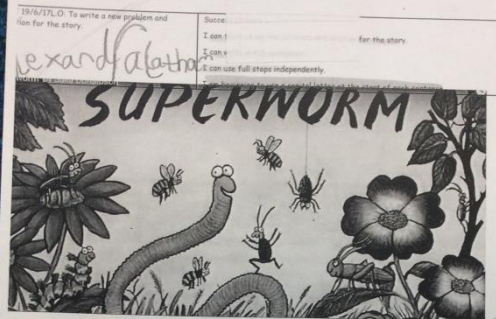


Early learning goal - emerging/developing

the elephant has got a long trunk ✓
the has got a long neck ✓
the cloud is ^{funny} silly ✓
the frog is slimy ✓
the

Attempting simple
sentences

Moving to Year 1...



superworm kept a snake. The snake lost his shell. superworm found his shell under a rock. The snake said fargyn, but that was a nather problem. The spider lost one of his legs. superworm kept the spider find his leg. superworm found his leg in a drain pipe.

(F) Fantastic ideas for a new problem
VF - slow down to avoid mistakes

Writing at length,
writing short narratives.
Most tricky words spelt
correctly.

The elvs love mayon
shoows. and then custo
cum frome far and
wyde beycus mrs
shook macer and mr
shook macer wair
sprieste the elve
wip macer mor
and mor shoows and
mrs shook macer and
mr shook macer
sti didd now hew
wpr macer the
shookso.

Challenge 4 15th May 2017

LO - To write a new problem for the story of 'The smartest Giant in Town'.

Success Criteria:

I can think of a new problem for the story

I can think of how it will be resolved

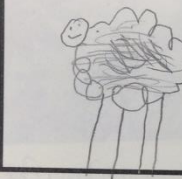
I can draw a picture for the new problem

I can write a sentence about the new problem

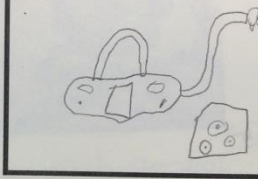
I can use full steps correctly

I can use Capital letters correctly

Character...



New Problem ...



The sheep wanted to dance so
the giant worked a long
time then the giant got the
little sheep crying so got
up his tools and he fixed the
fodder for the sheep. Then got
was right to a party so
he got his smart clothes. Then
got good who's party it was.
Then he found who's party it
was and he went down and
he went to bed.

AD TEACH

Any Questions?

