

# Writing Workshop



*‘The act of writing brings with it a sense of discovery, of discovering on the page something you didn't know you knew until you wrote it.’*

**Charles Ghigna**

- Fine motor control
- Gross motor control
- Communication and language- saying a sentence, remembering a sentence, broad language
- Phonics
- Features of a text
- Spelling
- Punctuation
- Fun and creativity!

# Gross and Fine Motor



## Write Dance

- Write Dance helps develop children's fine and gross motor control..... Its important that both sides of the brain mirror and do the same action.
- Helps pencil control
- Helps to develop muscle strength
- Helps to develop rhythm
- Most importantly its fun!
- Varied media



## Dough Disco

- <https://www.youtube.com/watch?v=i-lfzeG1aC4>

## Clever Hands

- Tweezers
- cutting skills
- Threading
- pegs

pencil grip- hard to break a bad habit="Birdie Beak"



# Patterns



Patterns are the beginnings for letter shapes.... It is important to practise these alongside letter formation. Start big- draw it in the air, draw on paper (pressure) and then get smaller. These are the patterns we use:

Circles: 

Straight lines/horizontal lines: 


Spirals: 

Crosses: 

C wave: 

Stars: 

Zig-zags: 

Humps: 

Loops: 

O wave: 

# Letter formation and order



Letter shapes start large and in the air (letter name and sound now).....

**say** it as we write it!

**Model**





1. i, l, t, x, z

2. c, a, d, g, q, o, e, s

3. r, v, w

4. n, m, h, b, p, u

5. j, y, f, k

	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Zoom off, under the snake's chin. Slide down and round its tail. Then flick
	Open your mouth wide and make the <b>a</b> sound at the bac_ of your mouth <b>a a a</b>	Zoom off, around the astronaut's helmet and down into space.
	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	Zoom off, up to the tiger's nose, down to its tail. Then follow the stripe across the tiger.
	Bring your lips together, push them open and say <b>p p p</b>	Zoom off, up the penguins back, down the penguins back. Then up and around its head. Then flick

**We teach and then re-visit!**

**Hear-Say-DO!**

# Talk 4 Writing



- The children learn a story/piece of non-fiction each term, using actions and a visual story map.
- They orally rehearse this story ensuring that key word choices are ingrained.
- They explore this story through cross curricular means.
- Writing is scaffolded and children are encouraged to work with independence.
- Before they can write a story, they need to understand and re-tell one!
- <https://www.youtube.com/watch?v=VI2OWdZo6nY>





# Writing process



Say the word, robot arms, write the first sound..... Repeat process

- Name
- Words are phonetically built however sight words should be spelt properly..... Check bookmarks and web page (medium term plan) for those expected at this age.
- Use sound mat to find sounds and then scribe
- Point out if capitals are incorrect
- SIMPLE sentences-**
- A cat sat on a mat-**model**
- **Always re-read work- get child to 😊**

Key Words	Sounds	Key Words	Sounds
the to I no go into 	s a t p i n m d g o c k ck e h b f ff l ll ss	a is an it as of at on if up in can 	s a t p i n m d g o c k ck e h b f ff l ll ss
Phase 2 1	Phase 2	Phase 2 2	Phase 2

Medium Term Planning - Spring 1

ST. NICHOLAS-AT-WADE C.E PRIMARY SCHOOL

Topic: Do cows drink milk?

<p><b>In Maths we will be learning about:</b></p> <ul style="list-style-type: none"> <li>Finding totals in two groups by counting them.</li> <li>Recognising the numbers 1 to 20.</li> <li>Counting objects to 20.</li> <li>Place numbers in order and identify "one more" and "one less".</li> <li>Double, halve and share numbers.</li> <li>Order two or three items by length or height.</li> <li>Order two items by weight or capacity.</li> <li>Adding and subtracting numbers.</li> </ul>	<p><b>In Phonics we will be learning about:</b></p> <ul style="list-style-type: none"> <li>Hearing words that rhyme.</li> <li>Recap the following sounds: s, t, p, m, d, g, o, c, k, e, h, b, f, ff, l, ll, ss, a, i, n, m, n, o, u, u, y, y, e, e, i, e, o, o, u, u, r, r, w, w, x, x, z, z, ch, sh, th, ng, ai, ee, igh, oa, oo, ai, or, ur, ow, oi, er, er, y, es, ee.</li> <li>Looking at ggc and ggg words and beginning to segment and blend. E.g. sat, huff, blend.</li> <li>Writing simple words and sentences.</li> <li>Learning to read and write the tricky words: he, she, we, me, be, was, you, they, all, are, my, her.</li> <li>Reading simple sentences. E.g. "I had toast for my lunch".</li> <li>Letter names.</li> <li>Long and short vowels.</li> </ul>
<p><b>In Literacy and Communication and Language we will be learning about:</b></p> <ul style="list-style-type: none"> <li>Listening to stories and answering questions.</li> <li>Understanding "why" "what" "when" and "how" questions.</li> <li>Maintain conversation during activities.</li> <li>Show an understanding of prepositions such as: under, on, top &amp; behind.</li> <li>Respond to instructions.</li> </ul>	<p><b>In Expressive Art and Design we will be learning about:</b></p>

# Types of writing



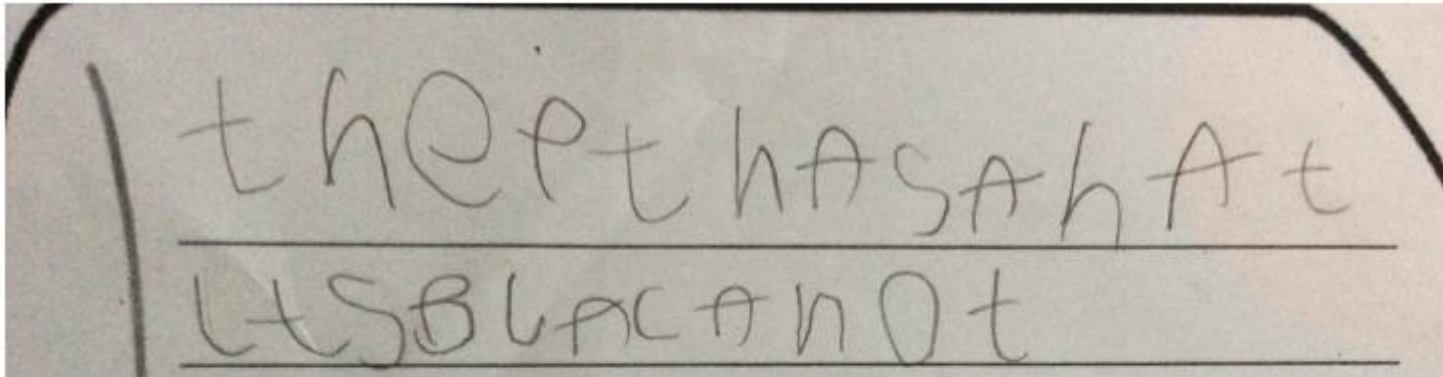
- **Lists- Shopping lists**
- **Cards- birthday**
- **Sentences- captions for models or photographs**
- **Information**
- **Stories..... Use familiar stories- say them, re-read them! Then encourage to write- chunks at a time. (Three little pigs, Goldilocks and the three bears....**



# What is emerging?



## EYFS: Writing: EMERGING



### Emerging because

Child is using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Child can write own name and other things such as labels, captions.

Child is beginning to write short sentences in meaningful contexts.

### Not expected because

Child not always using their phonic knowledge to write words in ways which match their spoken sounds.

Not yet writing some irregular common words.

Not yet writing simple sentences which can be read by themselves and others. No words are spelt correctly. (the was copied from word mat)

Some adult support given.

## EYFS: Writing: EMERGING



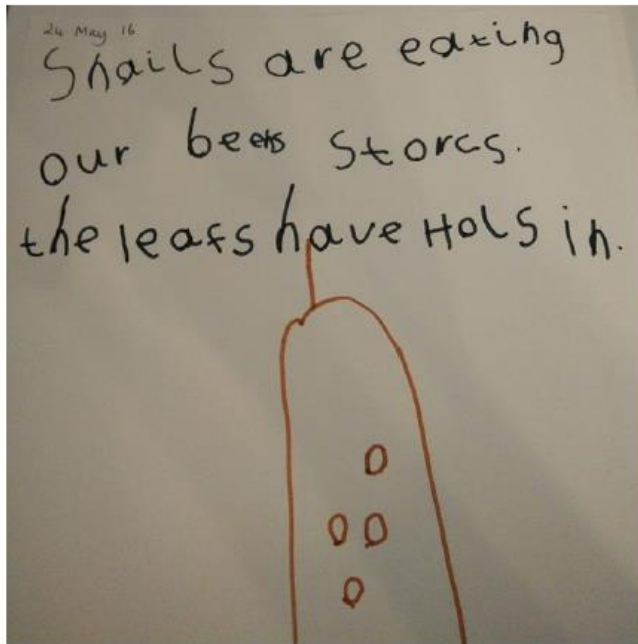
Evidence of phase two sounds to communicate meaning but not enough writing stamina yet nor evidence of phase 3 or tricky words. No work showing phrases and sentences- only



# What is expected?

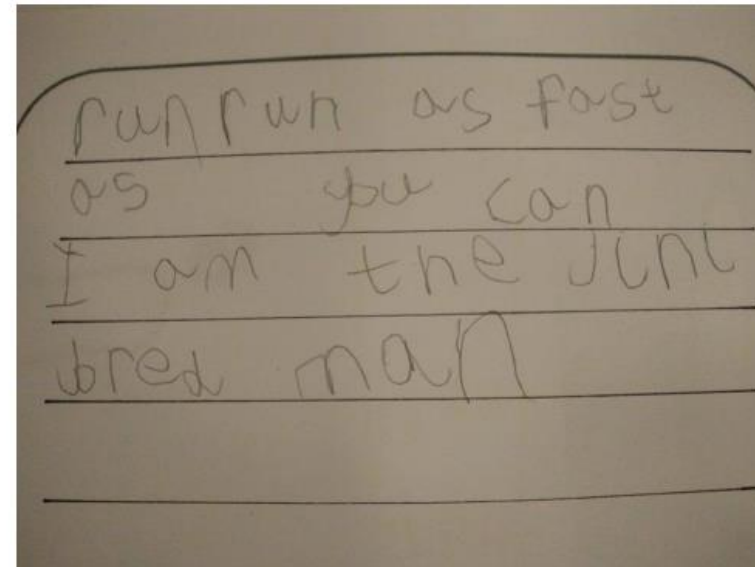


## EYFS: Writing: EXPECTED



EXPECTED WRITING. Some irregular words spelled correctly others phonetically plausible, can be read by child and others. Clear sentences.

## EYFS: Writing: EXPECTED



EXPECTED. Can be read by self and others, phonics applied to spell, some tricky words spelt correctly.

# How can you help at home?



- Letter formation/patterning
- Physical exercise
- Pencil grip
- Different types of writing model and encourage!-Send in 😊
- Say the sentence out loud and keep it simple
- Spellings-Sight words
- Allow your child to use different writing implements to practise their writing such as special pens, felt tips or paintbrushes
- Make letter shapes using playdough or plasticine
- Sky writing – draw big letters in the air
- Use index finger to make letter shapes in salt, sand, flour, paint, rice, oats, foam – be inventive!
- Use a toy car or train to make a letter
- Write with chunky chalks outside
- Use thick paintbrushes and water to draw letters on outside walls or on the ground



# Any questions?



## ➤ Any questions?



# What I need



- White boards
- Flip chart and pens
- Sound mats
- Writing shape patter and patterns