

# Reception Writing Workshop



Thursday 28<sup>th</sup> April 2011  
7:00pm - 7:45pm

# Aims of the session:

- To understand how we teach writing at Oakhurst.
- To have a better understanding of the stages your child goes through when learning to write.
- To be more aware of the cursive script.
- To have some ideas of how you can help your child at home.

# Communication, Language and Literacy

# Language for Communication and Thinking

- Talks activities through, reflecting on and modifying actions.
- Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.
- Uses language to imagine and recreate roles and experiences.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.

# Linking Sounds and Letters

- Links some sounds to letters.
- Hears and says sounds in words.
  - Blends sounds in words.
- Uses phonic knowledge to read simple regular words.
- Attempts to read more complex words, using phonic knowledge.

# Reading

- Is developing an interest in books.
- Recognises a few familiar words.
- Knows that, in English, print is read from left to right and top to bottom.
  - Reads a range of familiar and common words and simple sentences independently.
- Shows an understanding of the elements of stories, such as main character, sequence of events and openings.

# Writing

- Experiments with mark making, sometimes ascribing meaning to the marks.
- Uses some clearly identifiable letters to communicate meaning.
  - Represents some sounds correctly in writing.
  - Writes own name and other words from memory.
- Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.
- Attempts writing for a variety of purposes, using features of different forms.
  - Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
  - Begins to form captions and simple sentences, sometimes using punctuation.

# How we teach writing at Oakhurst

- Response planning - writing becomes more purposeful.
- Starting with an exciting stimulus - children then respond to it with a letter, postcard, list etc.
- Writing within their child initiated play - adding in another element and taking it a step further.
- Using different resources to write with and on - such as chalk, paint, whiteboards, foam, sand, felt pens etc.
- Writing on different scales - such as large writing on the playground, writing in the air, writing on post it notes etc.

# Early Writing Development

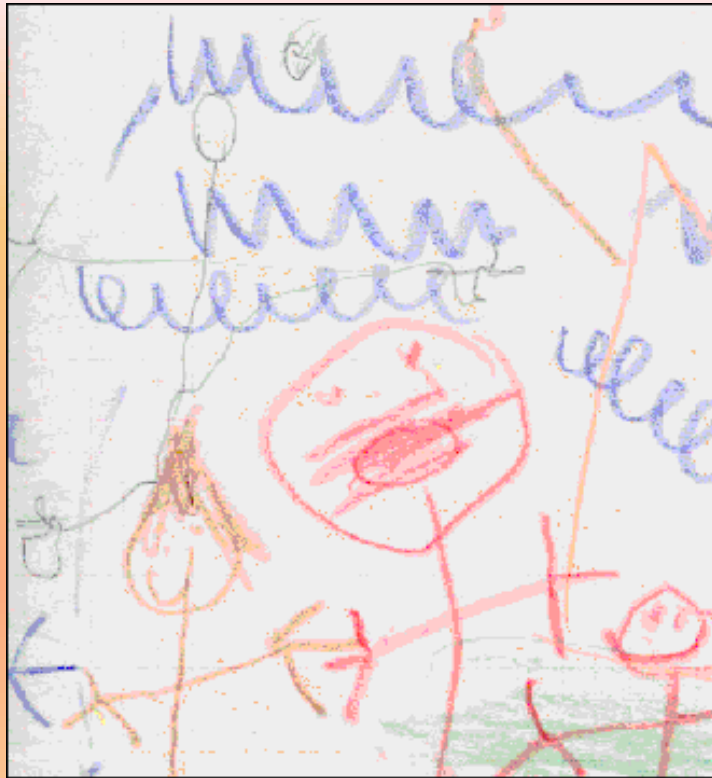
- Stage 1 - Drawing/Picture Writing
- Stage 2 - Scribbling
- Stage 3 - Random Letters
- Stage 4 - Semi-phonetic (early spelling)
- Stage 5 - Phonetic
- Stage 6 - Transitional Spelling
- Stage 7 - Conventional Spelling

# Stage 1 - Drawing/Picture Writing



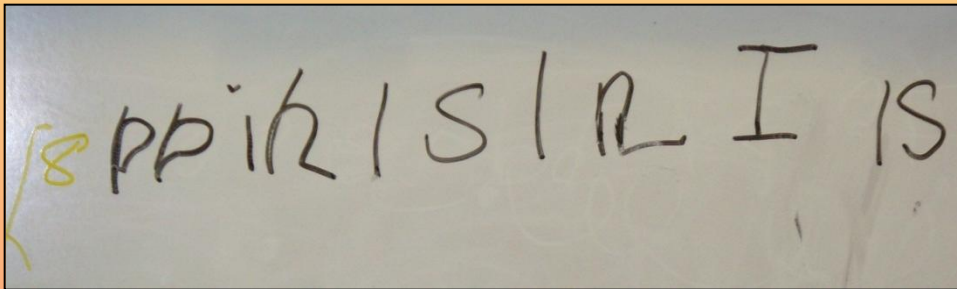
Children begin to express their thoughts and feelings.

# Stage 2 - Scribbling



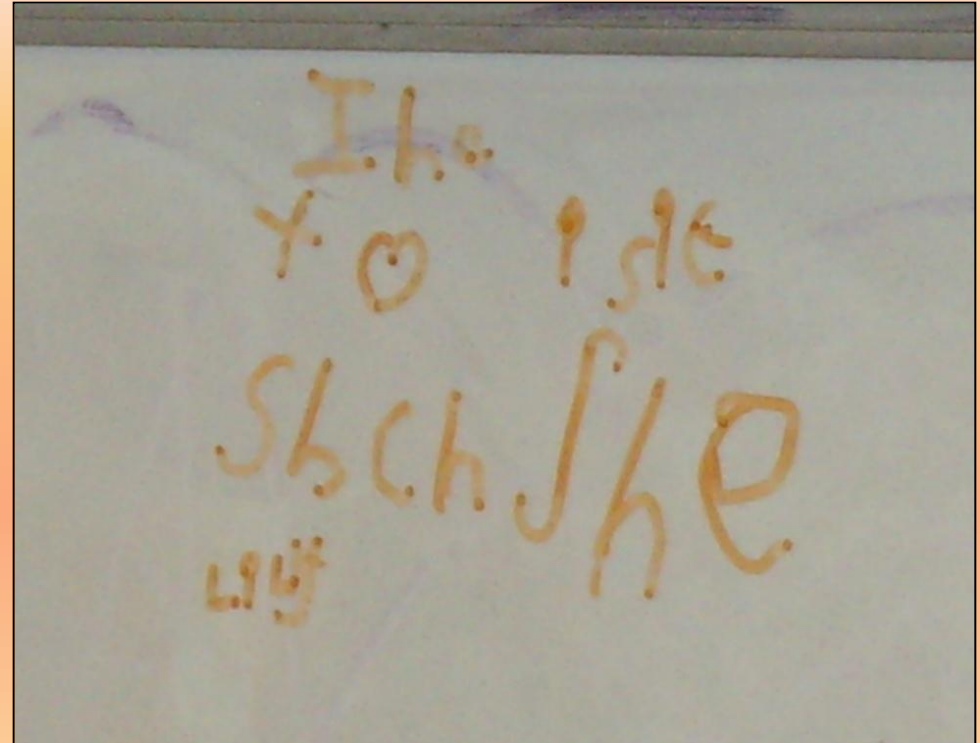
The child begins to draw somewhat recognisable shapes and may tell you about their picture. The child may try to imitate writing.

# Stage 3 - Random Letters



The child begins to print his or her own name and may put a string of letters together. They may attempt to read what their writing says.

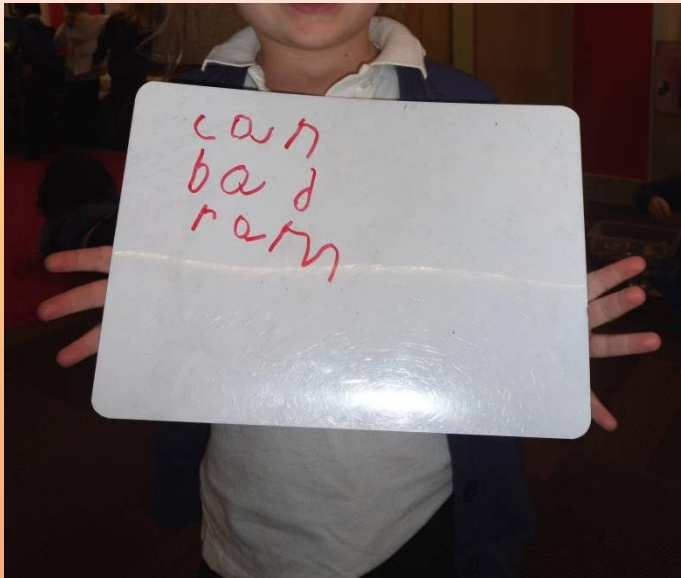
## Stage 4 - Semi-Phonetic (Early Spelling)



The child uses letters to match sounds, often using a beginning letter to represent the whole word. They may use left to right progression, but letter reversals are still common.



# Stage 6 - Transitional Spelling



Children are writing words the way they sound. They are beginning to leave spaces between words and spell many high frequency words correctly.

# Stage 7 - Conventional Spelling

My dog can sit.  
He is a good dog.  
I like to pet him.

At this level, children spell most words correctly, though phonetic based spelling comes into play when they must spell longer words. They begin to use punctuation and capital letters.

# Developing Writing

There are 3 main skills that we are  
developing:

1. Letter formation
2. Understanding how to write a sentence
3. Seeing themselves as writers

# Skill 1 - Letter Formation

- Develop fine motor skills
  - Gross motor skills
  - Hold pencil correctly
- Start the letter in the correct place
- Go round the letter in the correct direction

Cursive powerpoint and handwriting scheme. Access at:

[www.oakhurst.swindon.sch.uk](http://www.oakhurst.swindon.sch.uk)

# Skill 2 - Understanding how to write a sentence

- Importance of shared writing to show children how writing works
- Sharing stories and learning their keywords to develop their vocabulary.
- Decide what I want to say before I begin to write
- Where to start writing
- Remember what the first word was - listen for sounds in the word, is it a word I already know?
- Leave a space before I begin to write the next word, otherwise it will be one big word and nobody can read it
- Say the sentence again - remember what I have already written, decide what next word is and listen for the sounds again
- Where to go when I reach the end of a line
- Read the whole sentence. Did it make sense? Did I miss any words out?  
Put a full stop at the end.

# Skill 3 - Seeing themselves as writers

- **We want children to write for a variety of purposes.**
  1. Functional writing such as lists, letters and signs. At home let the children see you write (shopping lists, notes). Point out and encourage them to look at environmental print.
  2. Imaginative writing such as stories, poems and songs. We want children to become imaginative story tellers.

This is where we want to mention the importance of imaginative play and sharing stories. **Children can't write stories, if they don't hear stories!** Children soak up stories and use the words and ideas they hear in stories, as well as their own personal experiences, when they begin to create stories themselves.

# To finish..

- How can you help at home?

1. Take home the leaflets provided and model writing as much as possible!
2. Support your child when they are writing at home and remember it is more important to hear the sounds in the word and write those down. It is not always about the correct spelling!
3. Familiarise yourself with the cursive script.

**Any Questions?**