

Welcome to our Writing workshop for year R parents



Everyone will achieve their best!



Session aims

- To have an understanding of the different aspects to being a successful writer
- To understand how Writing is taught at Trosnant Schools
- To understand how you can further support with developing writing at home

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Writing

30-50

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

40-60

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

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Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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Before being a successful writer



- Importance of making marks
- Gross motor skills
- Fine motor skills
- Concepts about print
- Phonological awareness (listening skills)
- Applying phonics
- Purpose and meaning





1. Pictures



2. Random Scribbling



3. Scribble Writing
(Written in linear fashion to mimic real writing.)



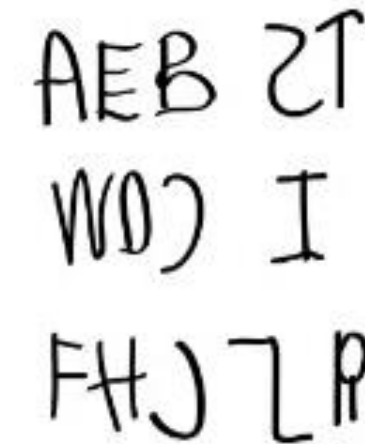
4. Symbols That Represent Letters



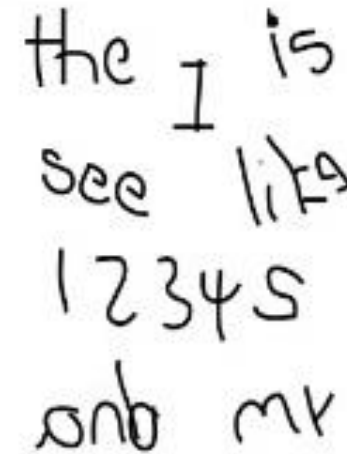
5. Random Letters
(No relationship between sounds of letters and what the child is trying to say.)



6. Letter Strings
(Progresses from left to right and top to bottom when the child "reads" his writing.)



7. Letter Groups
(The groups have spaces in between to resemble words.)



8. Environmental Print
(Child copies print found in the room, often without knowing what the words are.)





Thehcanr
(The horse can run.)

9. Beginning Sounds
(Child begins to write simple sentences using sight words and just the beginning sounds of words.)

We wn to the s
(We went to the store.)

10. Early Inventive Spelling
(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)

To daye i wot
to play withf the
white board and
the shapes and
I won to play
with my feh
(Today I want to play with the white board and the shapes, and I want to play with my friend.)

11. Inventive Spelling
(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)

One day I saw
my Frid it was
Israel and Antonio
and Thay got lost
I fad Thim.
The end
(One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)

12. Transitional Writing
(Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)



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What writing activities take place?



Shared writing

Modelling writing explicitly with children's support (often making mistakes for children to correct)

Group writing

Children having ideas and it being written together in a group

Individual writing

Children writing by their selves with the support of an adult

Independent writing

Children writing without any support



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How do we support the skills for writing?



Phonics groups

Children are learning about sounds and writing them in these sessions

Physical development

Development of muscles needed to hold a pencil correctly and skilfully control

Concept about print

Usually taught through books, we model and teach the understanding of the concepts about print.



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Supporting the understanding of the Importance of making marks



Model reading and writing

Point out sign and encourage your child to read into what they think they mean (logos, road signs, labels on packages etc.)

Leave notes for people around the house

Shopping lists



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Developing gross and fine motor skills



Gross Motor Skills

- Playing with a ball
- Using ribbons and scarfs to make marks
- Using brooms
- Washing windows
- Painting fences
- Chalking on pavement
- Park
- Bikes and scooters
- Large construction pieces
- Crawling, jumping, hopscotch

Fine Motor Skills

- Pegging washing up
- Small construction
- Threading
- Tracing
- Nuts and bolts
- Playdough
- Knife and fork
- Tweezers
- Colouring/painting/dot to dot
- Beads
- Scissor skills
- Hole punching




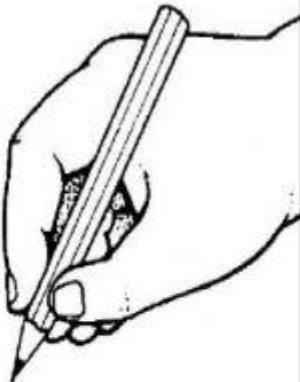


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Pencil Grip!



			
1—1 1/2 years Cylindrical Grasp	2—3 years Digital Grasp	3 1/2—4 years Modified Tripod Grasp	4 1/2—7 years Tripod Grasp



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Developing Concepts about print



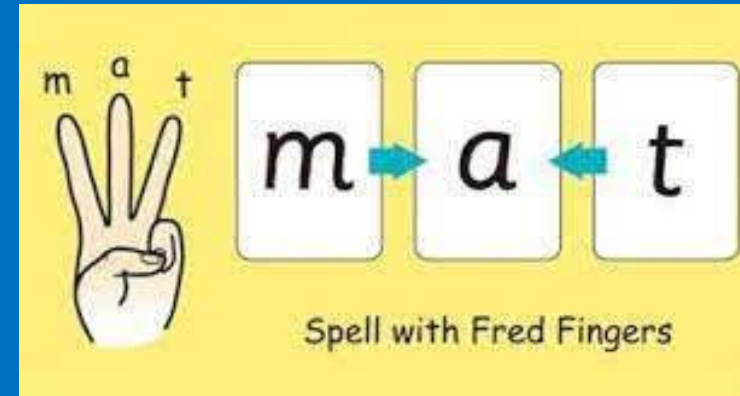
- Handling books
- Tracing as you're reading going from left to right
- Understanding return sweep
- Counting letters/words/spaces
- What is the difference between letters and words?
- Text the correct way up
- First and last letter/word
- Mistakes (siad, hte)
- Spotting and talking about punctuation



Developing Phonological awareness and phonics



- Recognising animal noises/siren sounds/instruments
- I spy games
- Rhyming games
- Recognising letters taught
- Practising Fred talk



Making it worthwhile...



- Writing cards
- Writing letters
- Writing lists
- Writing signs
- Writing labels and captions
- Writing recipes
- Writing instructions
- Writing reviews
- Map drawing with a key
- Writing stories



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Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk





Hopefully you now know how to help further! Any questions then always drop us an email



Don't forget to record any learning on Tapestry!



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