

# Writing Meeting

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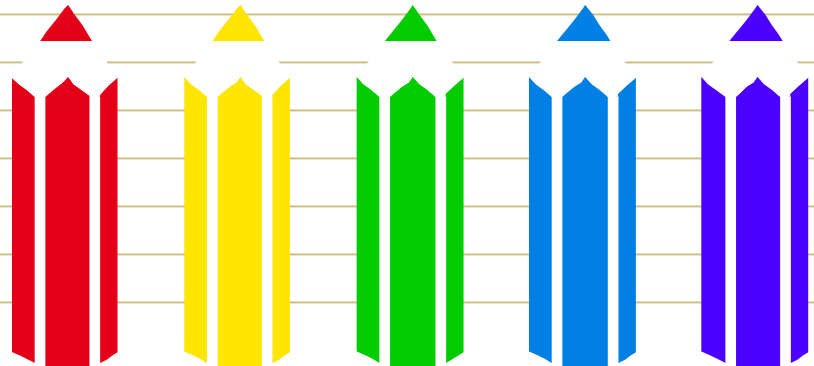
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# What are we building on?

\*The process has already begun at home and pre-school.

\*We aim to develop children's writing and spelling in a variety of ways.

\*From the time they enter the Reception classes we continue to support their writing by:



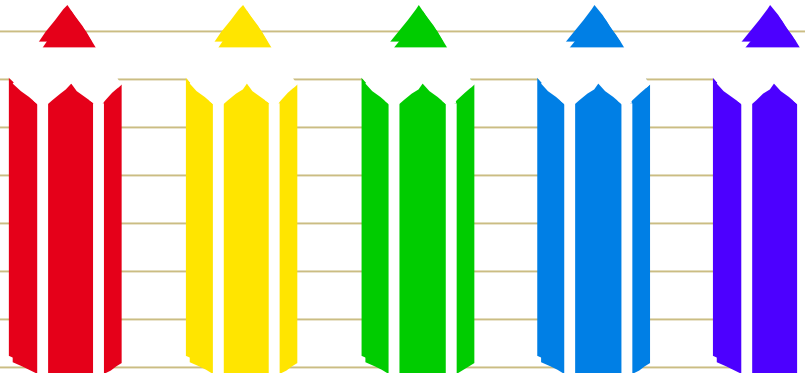
- **teaching correct letter formation and pencil grip.**

- **introducing them to a developing programme of phonic knowledge.**

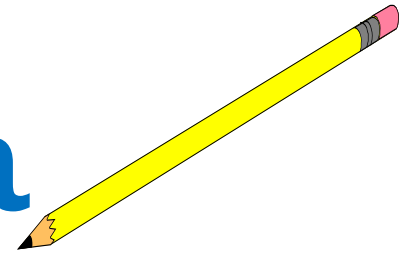
- **making them aware of the connection between the sound they hear the phoneme and the grapheme that they write.**

# Most importantly...

The most important aspect of this introduction to writing is the child's confidence to 'have a go' in a safe environment.



# In the classroom



The classroom supports the writing process through writing for a purpose in a variety of different contexts:

- writing table
- different pens and paper
- sand writing
- alphabet strips
- hand-written signs
- seeing adults write
- chalk outside
- interactive whiteboard
- role play area

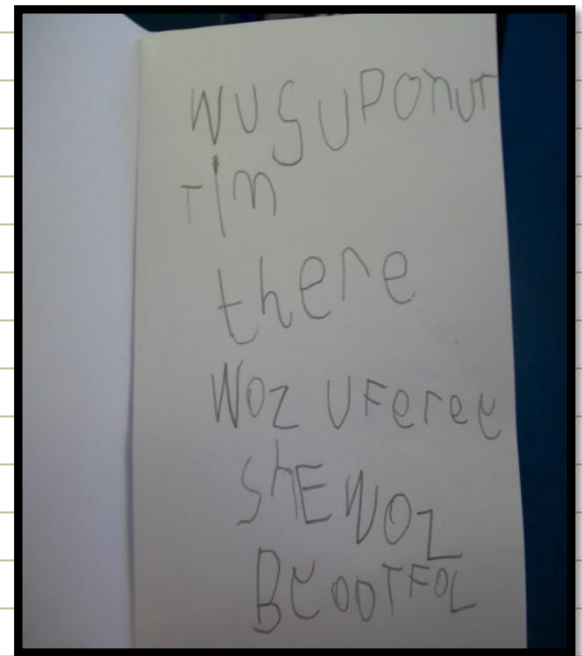


# Most children start school being able to...

- make marks on paper
- experiment with  
shapes and lines
- represent letters, words  
and numbers with  
invented shapes, symbols,  
lines and patterns

# Some children start school being able to...

- use some known alphabet symbols.
- use letters from their own or a family members' name.
- write their own name or an approximation to their name.
- know some letter names and letter sounds.



# The writing process continues...

- Most children enjoy pretending to write for a variety of purposes, such as shopping lists, messages, labels and signs.
- Most are aware that writing and drawing are different.
- Most can tell a story for an adult to scribe.
- Most can give a message to their own symbols (this may change from one reading to the another).

It is important to master...

“The Frog on the Log”



## Pencil Grip

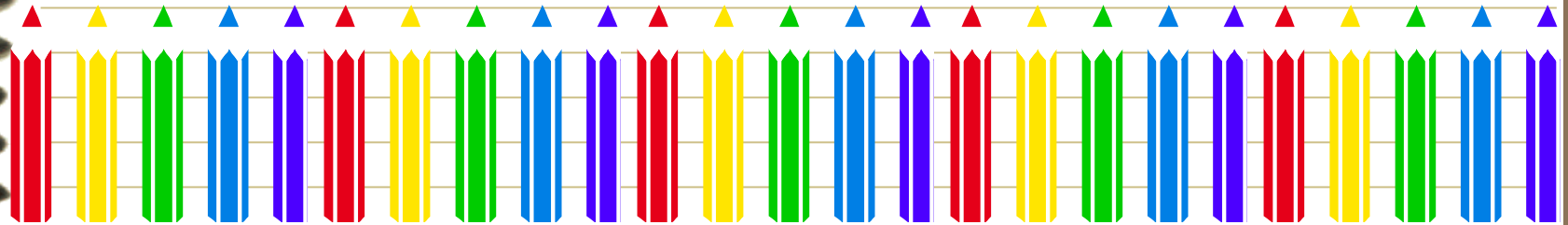
The pencil rests between the thumb and the first finger, the next finger prevents the pencil falling down and the last two fingers are tucked away.

The hand rests on the table and the movement of the pencil is through the thumb and the first finger. It is important that the knuckles point outwards.



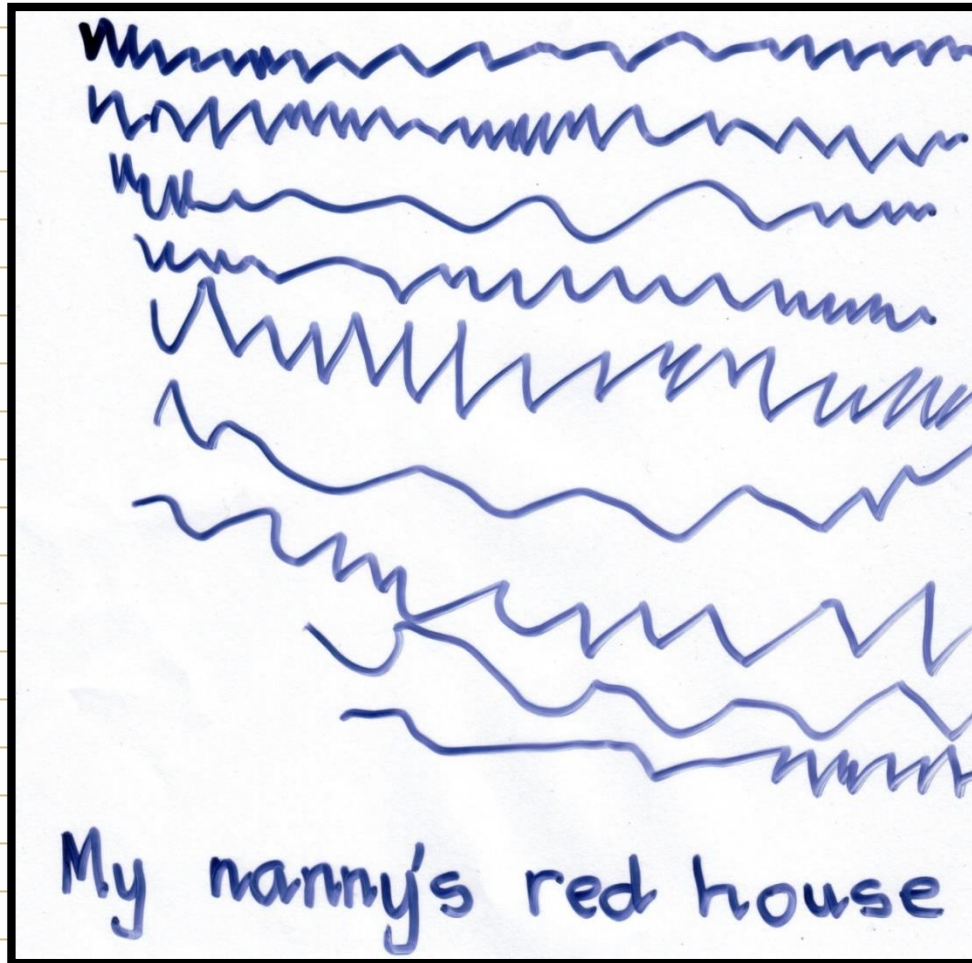
# The writing phases

Writing is developmental like reading, and children progress through different phases.



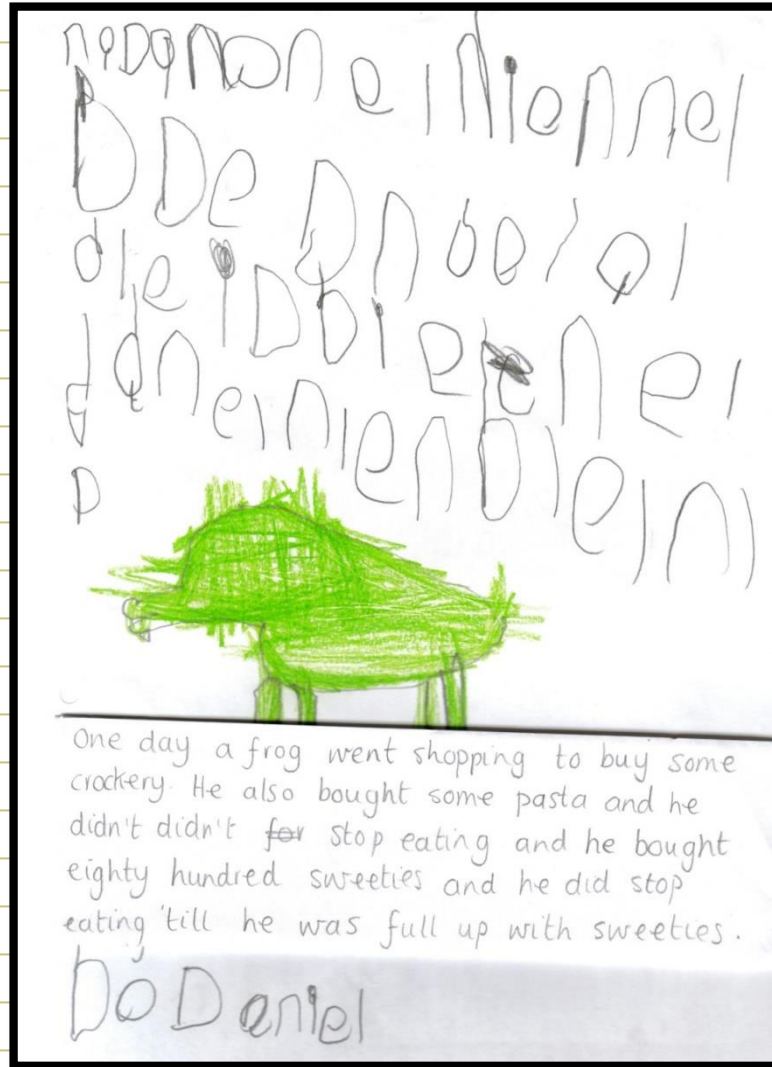
The following are examples of children's writing:

# Role play writing



My nanny's red house

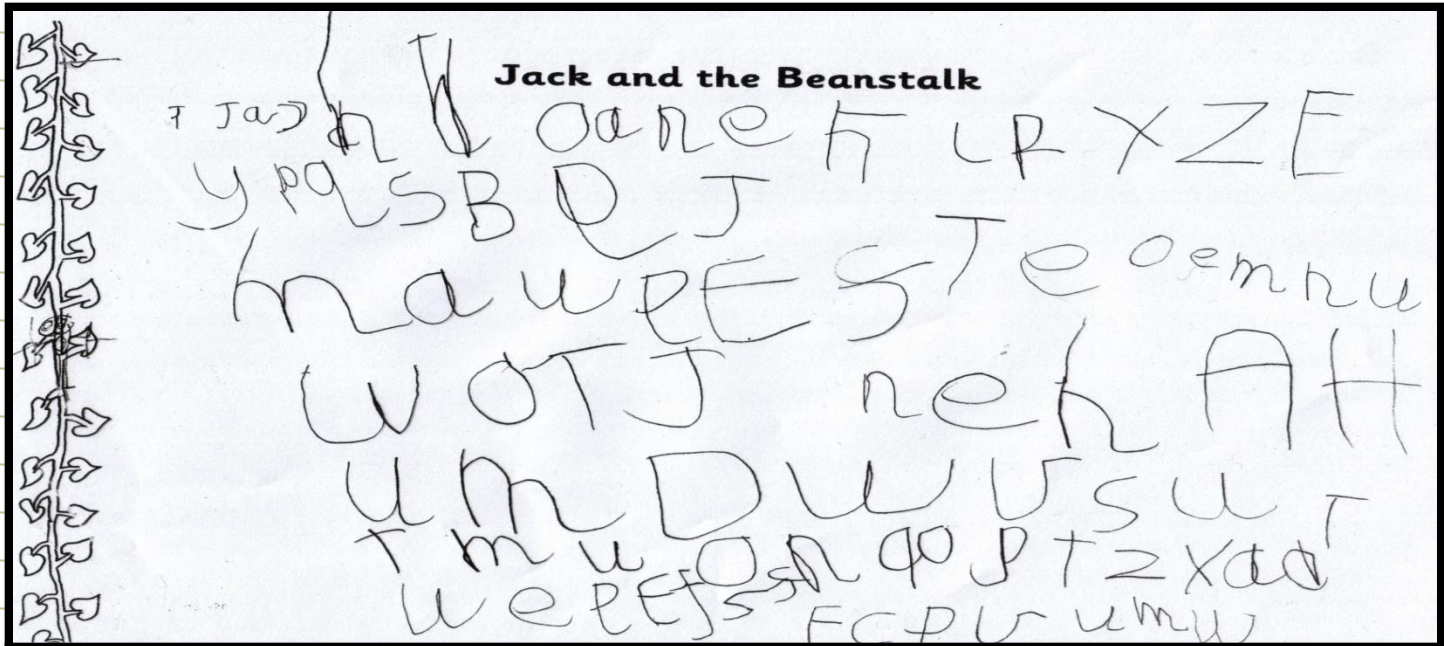
# Using letters from my name



One day a frog went shopping to buy some crockery. He also bought some pasta and he didn't didn't ~~for~~ stop eating and he bought eighty hundred sweets and he did stop eating 'till he was full up with sweets.

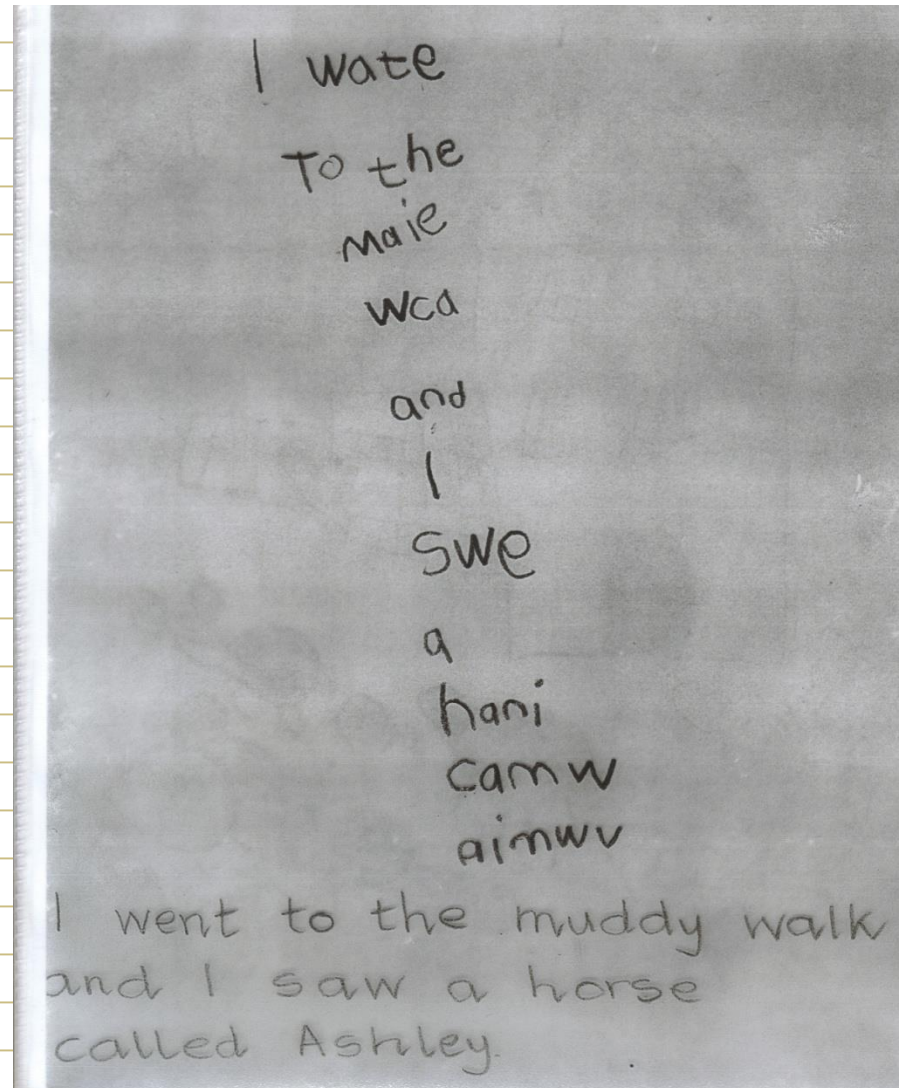
Do Daniel

# Beginning to use other letters

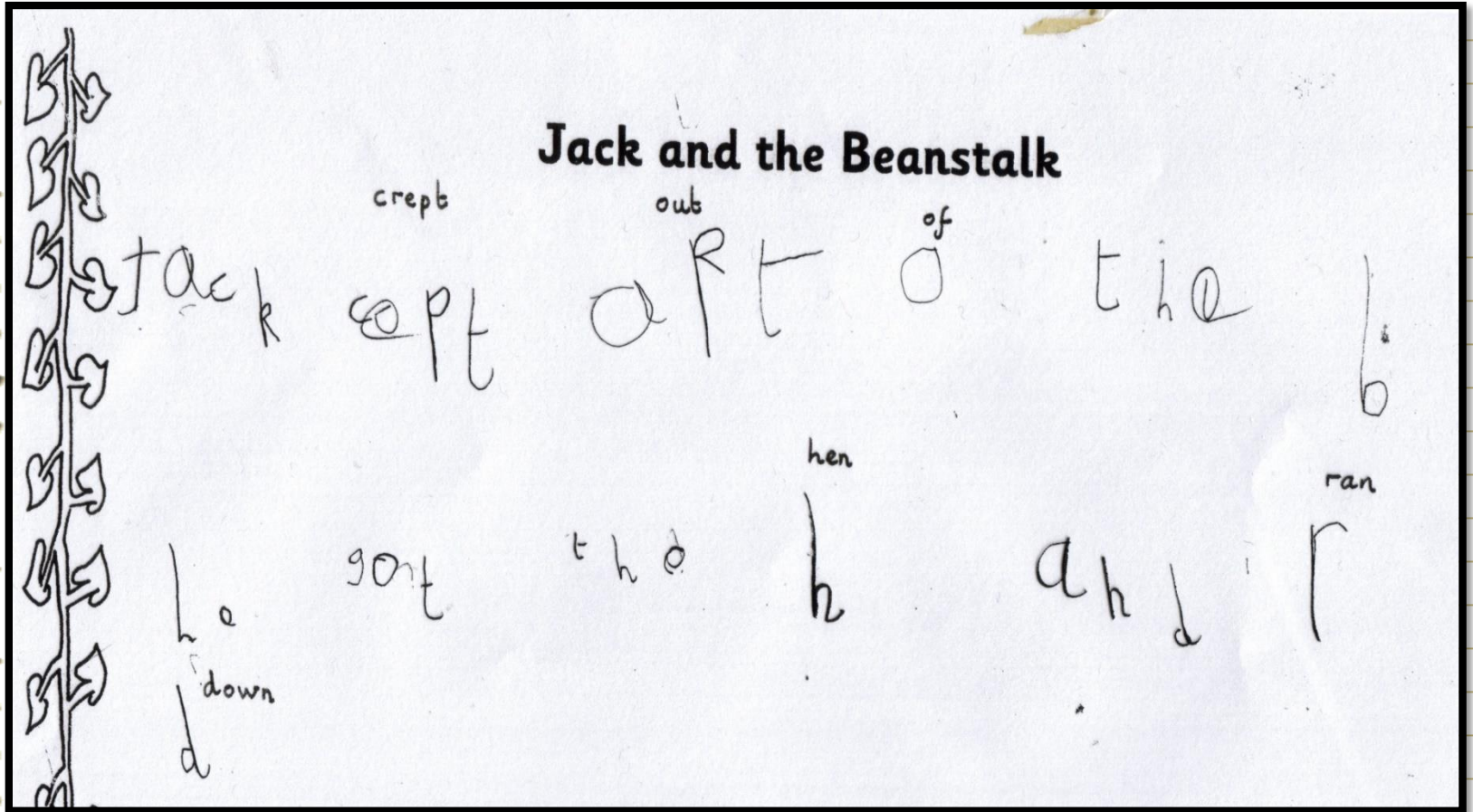


Jack went up to the beanstalk and stole the money.  
He rushed down the beanstalk. He went up the  
beanstalk again and he stole the harp. The magic  
harp said 'Master Master'

# Some key words, not left-to-right



# Some key words, left-to-right, finger spaces

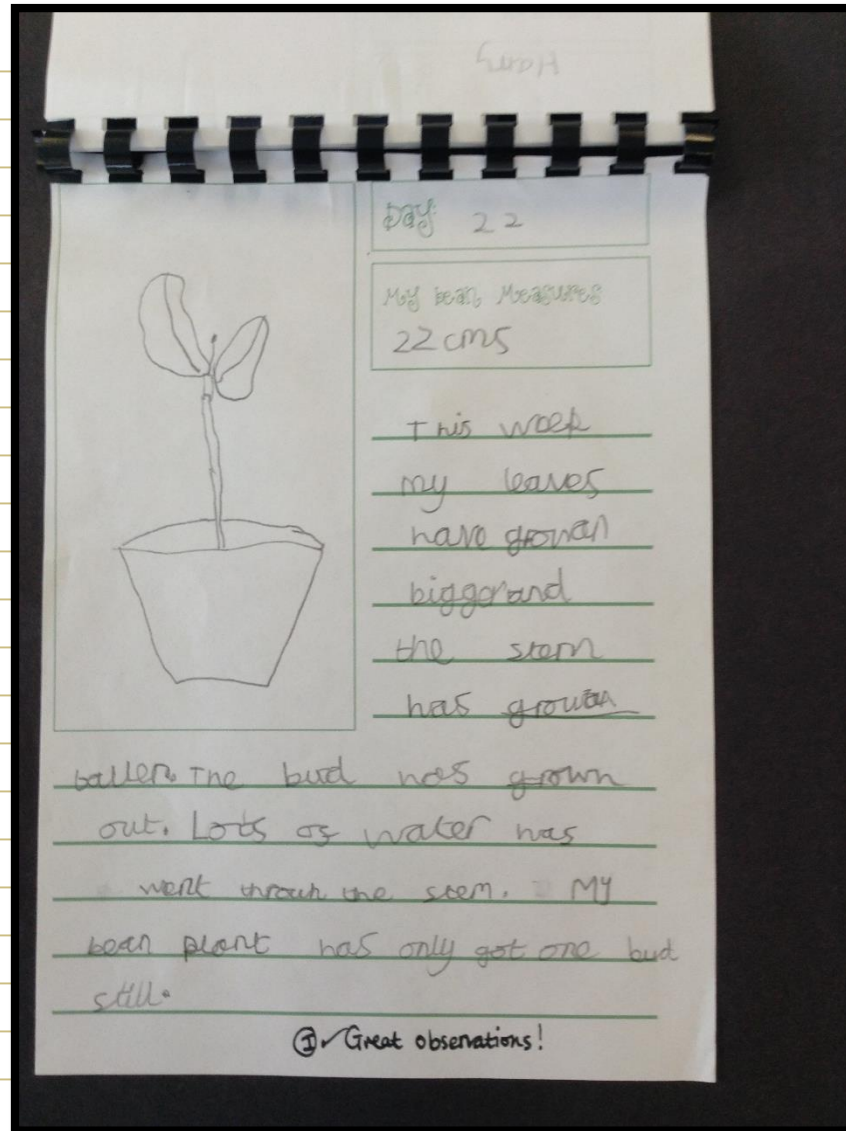


# Beginning phonetic attempts at spelling and self-correcting

**Jack and the Beanstalk**

Once upon a time there was a  
W u s o <sup>giant</sup> P o n t u m T e w was o o  
J u y T he s o o T d o w n h e s h a n d  
g a d J a c k ' s d a d ~~e a t~~ h e m  
t h e b i s o r he c a r r i e d h i m  
t h e c a s t l e R u s w he c a r d h e m t o  
h e t r i e d he s o w t h e h e n  
J u y T g i a n t c a u g h t k o T t o u p s o w s t e d i t s o w n u t b a t t h e  
W i v w i t h h e m .

# An example of writing from Year 1 writing

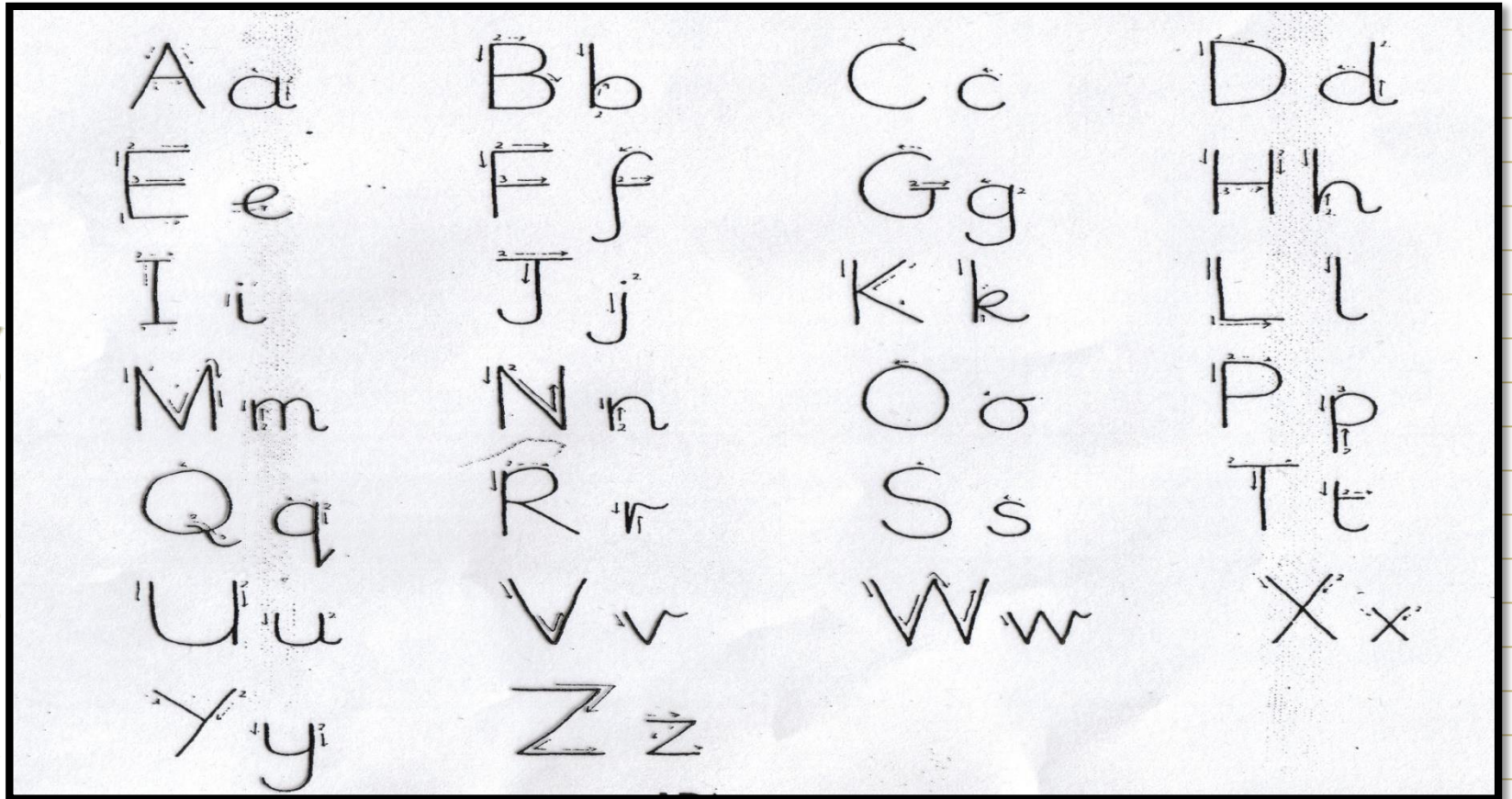




# Mr. Gumpy's Truck Ride

One sunny summer's day Mr. Gumpy set off in his truck and he drove down the lane and out of his gate soon he met some children and some animals and they said "Please may we have a ride Mr. Gumpy oh" all right then. So they all picked in the truck and off they went down the road. Mr. Gumpy said "I think we could go to the seaside and have some fun they were all playing in the sea happily and the children swam very far back and they screamed out loudly help, help!" Mr. Gumpy <sup>1</sup> shouted the children. Mr. Gumpy got the life belt and swam out to save them and <sup>brought</sup> them back to <sup>shore</sup> shore. And Mr. Gumpy had saved the day. How did you do that asked the children? I do not know how I did it. So that is the <sup>story</sup> story of Mr. Gumpy's Truck ride.

# It is important to learn correct letter formation



# We also learn how to spell

## Key Words and Red words

to

she

a

is

said

I

he

the

my

was

# Look Cover Write Check

We insist that the children use -  
**LOOK-COVER-WRITE-CHECK**  
when learning to spell new words.

This means:

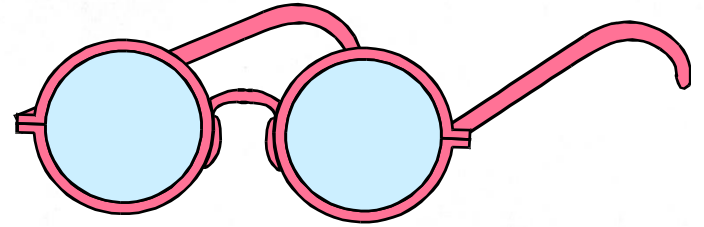
**LOOK** at the word to be learnt.

**COVER** it up.

**WRITE** the word down.

**CHECK** to see if it is correct.

Then repeat the process until the word can be written correctly.



This method develops hand-brain-eye co-ordination and also encourages the child's awareness of the "look" of correctly spelt words.

**BUT** we are aware that unless a word is frequently spelt correctly in a child's own writing it has not been "internalised" and we cannot say that a child "knows" how to spell the word.

# How can you help your child?

**Most children come to Reception in Phase 1: The Role Play Writer**

**You can help your child progress to Phase 2: The Emergent Writer**

- Strengthen gross motor skills and this will help develop fine motor skills.
- Give your child a variety of shape and size of paper and different types of pencils to write with
- **Let your child fill in forms, write shopping lists, greetings cards etc.**
- Display and show your enjoyment of your child's attempts at writing

**Praise all attempts at writing**

# Read daily to increase vocabulary!

As previously discussed - reading to your child daily can make a huge impact on the amount of words your children will know. This in turn helps with their writing especially as they go through the school. There is some language that you only experience through stories and this will aid the ability to write by providing ideas and a deep, rich vocabulary wordbank.

**Praise all attempts at  
writing**

# Writing should be fun!

