

Supporting Your Child's Writing Development at Home



Session Aims:

- To know more about the writing curriculum in Reception
- To know what expected attainment looks like at the end of the Reception academic year
- To re-cap on what we know about phonics and to understand how phonics (and other strategies) helps your child to write words, labels and captions
- To understand the stages of writing development so that you know what your child can do now and what they need to do next
- To understand that fine and gross motor skills underpin writing and how you can have fun supporting physical development at home.



The Writing Curriculum in Reception:

Literacy is one of the 7 areas of learning in Reception.
Writing is an aspect of Literacy. Phonics underpins this specific area of learning.

Adult led

Writing through play
Follow up writing sessions
Phonics Lessons
Themed carpet sessions
Long Term plan on the
Website- KPIs
Adults modelling writing

Child initiated learning

Print is everywhere
Opportunities for
mark making are
evrywhere
Our exciting
resource centre



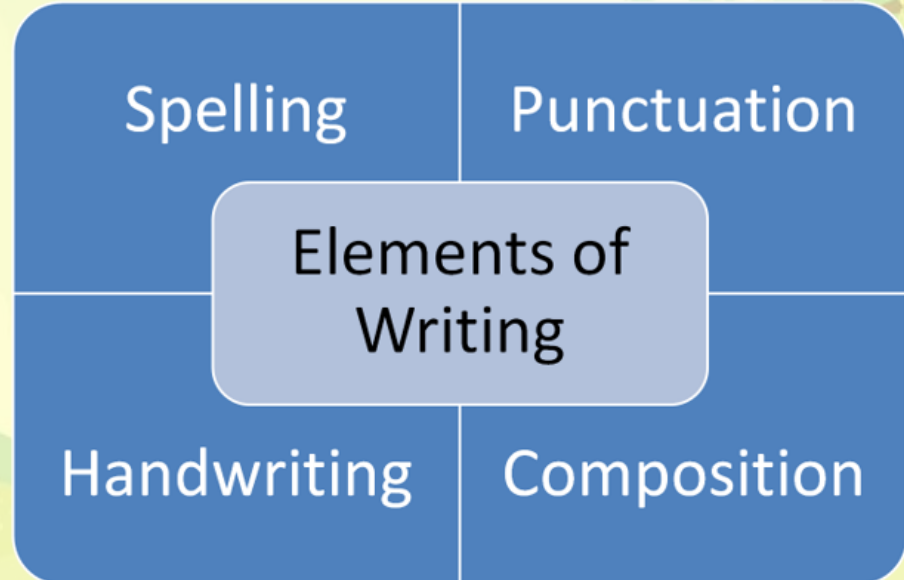
The ELG:

Children at the expected level of development will:

- 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.

Session Aims:

It's not
easy!!!!



Phonics Recap (Spelling)

Children use their phonic knowledge to decode words in books and this supports children's writing skills.

- Children hear initial sounds in words (phoneme) by stretching words to identify what the sound is, find the grapheme (letter) on a sound mat, then write it down.
- As children become more confident with recognising their sounds they will be able to hear beginning, medial and end sounds in words by stretching the words out and counting the sounds. We call this oral segmenting and blending.
- Once children have mastered words, we move on to writing captions and short phrases/sentences. For example, 'The big dog.'
'I went to the park.'



Please do not worry about correct spelling!

Spelling Rules
























Children will learn spelling rules and patterns to ensure they have correct spelling as they move through the different Phases in their phonics learning journey. For example, your child will learn 'ai' as in 'rain' and 'ay' as in 'play'.

In Reception, we encourage the children to use the sounds they know. Some words have alternative spellings and pronunciations which can be very complicated for children in Reception.

Sometimes it is better to tell children that words can be spelt a certain way. For example, knowing that 'car' is spelt with a 'c' and not a 'k'. There is also the digraph 'ck' which usually comes at the end of words like 'duck' but 'ck' can also come in the middle of words like 'chicken'.



My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

twinkl visit [twinkl.com](https://www.twinkl.com)

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

My Phase 3 Sound Mat

twinkl www.twinkl.co.uk



Tricky Words

These words are tricky because they are not spelt the way they sound. For example, 'was' sounds like 'woz'. It is really important that children learn to read and write these tricky words as they are commonly used in books the children bring home and words they will use often in their writing.

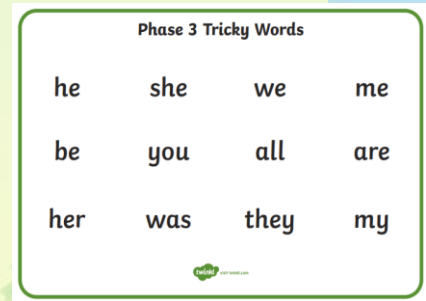
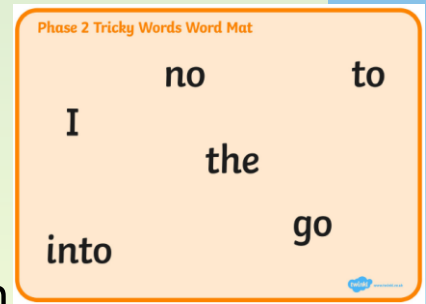
Punctuation

CAPITAL LETTER

Make a triangle with your hands above your head.

FULL STOP

Throw a short, right-handed punch at the air in front of you. Make the noise, cluck (tongue against the roof of your mouth)!



Stages of development:

Understanding which stage of writing your child is working at helps you to know how you can help your child to move on in their writing and make great progress!

We work towards helping your child to work to the next developmental stage or to the next step within a developmental stage.

- **Mark making-Appl**y meaning to marks- immerse child in print
- **Letter Like symbols-Appl**y meaning to marks- immerses in print and in opportunities to mark make
- **Strings of letters-** Now is the perfect time to begin teaching phonics!

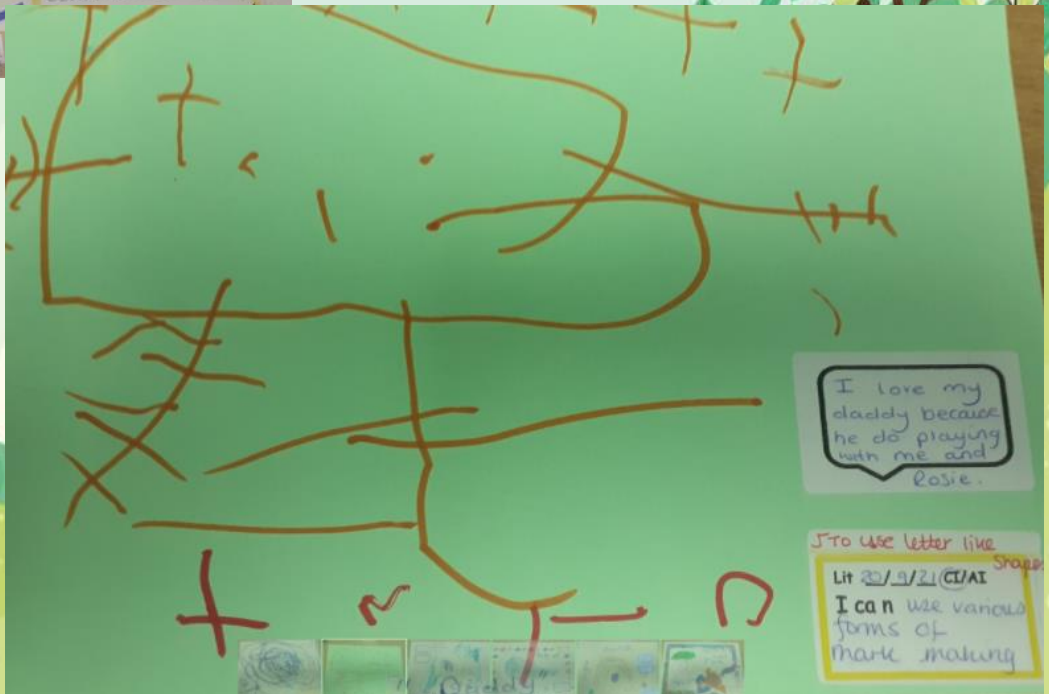
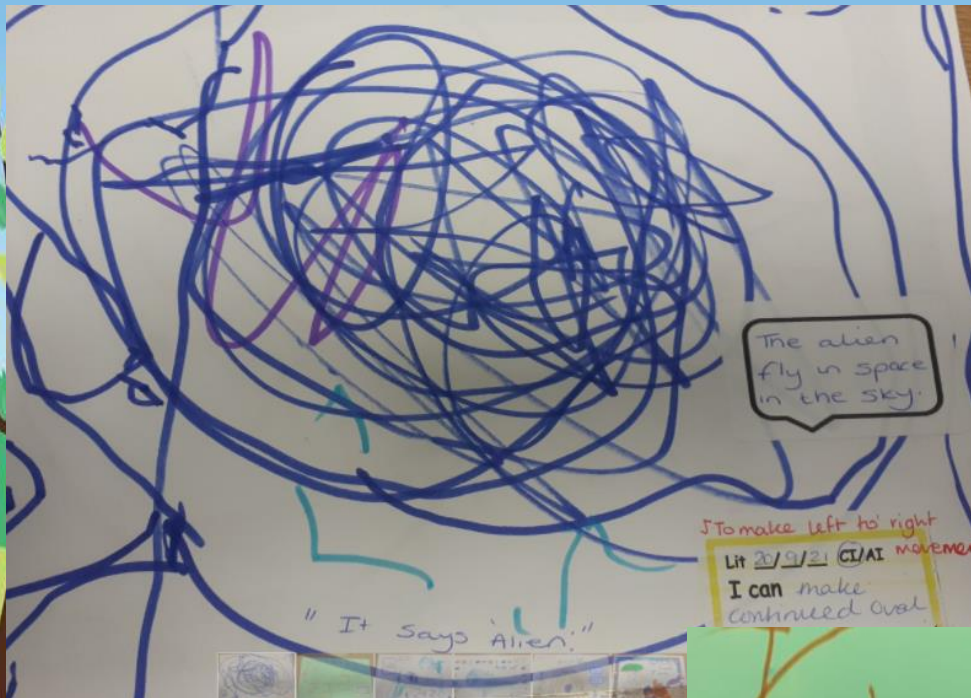


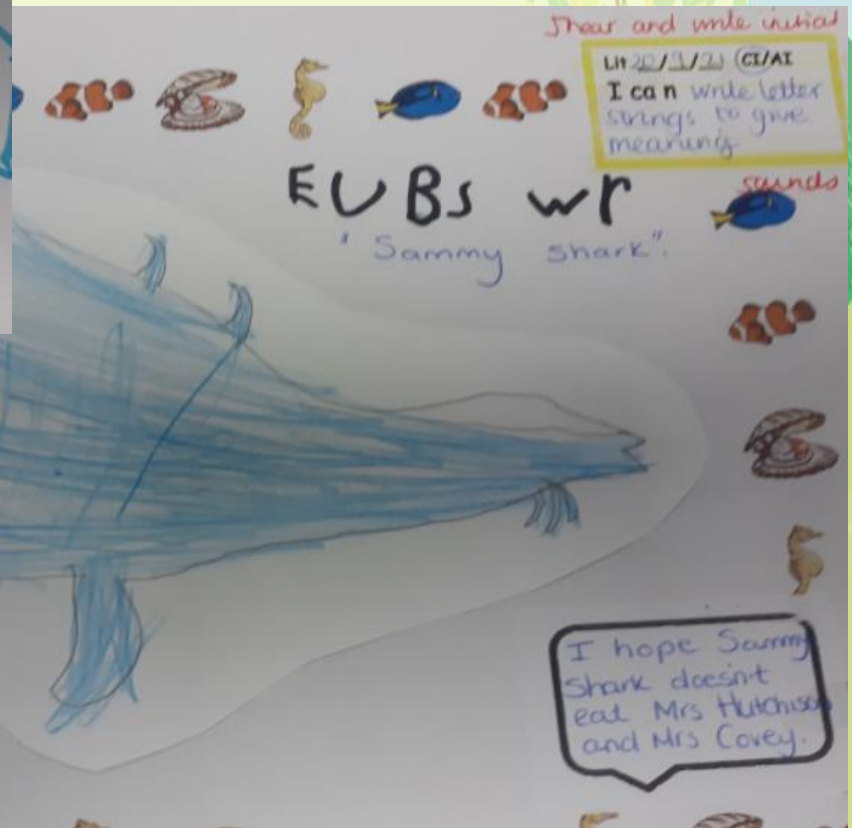
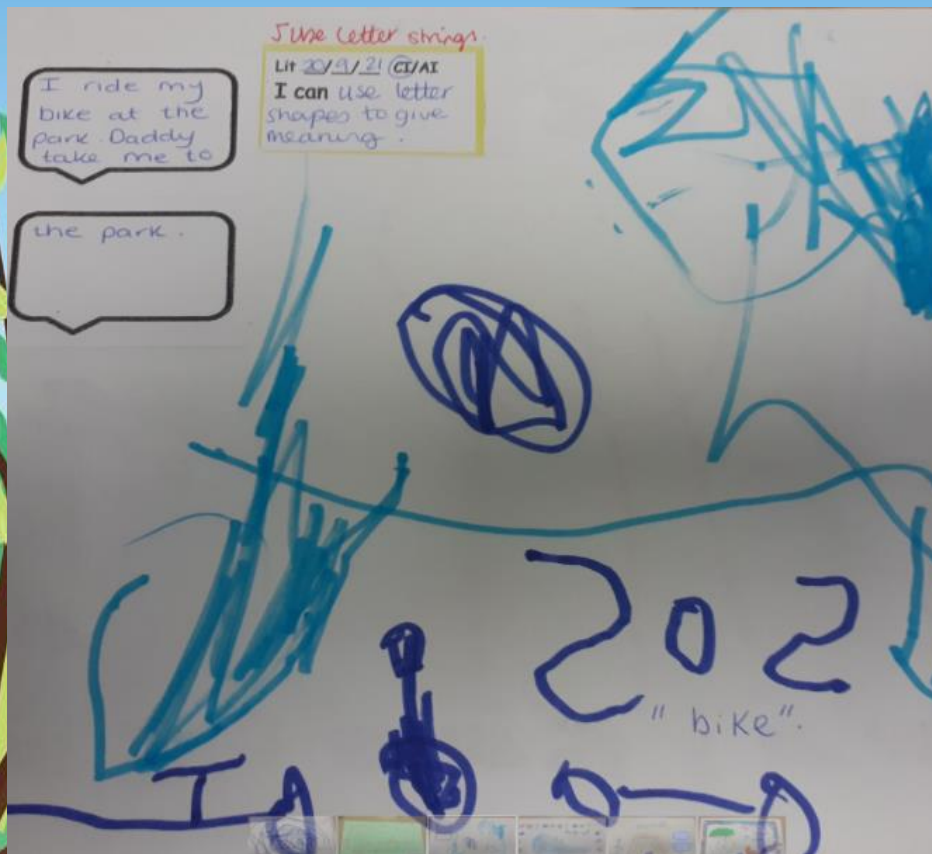
Stages of development:

- **Beginning Sounds Emerge-** encourage the children to represent words using the initial sounds they know (Phonic books)
- **Initial, medial and final sounds-** Support the children to segment and blend words (Alongside learning Look Cover Check methods for spelling)
- **Transitional Phases-**begin to segment sentences into words, count the words, use finger spaces and then the conventions of punctuation



We write for different purposes!





rqici

"rainbow"



I drew all the things I love. I love rainbows and

mummy and hearts and diamonds.

MUM

I hear final sounds

Lit 20/9/21 C/AT
I can use initial sounds and letter shings to give meaning



Sammy shark

Sammy Shark was Sad when Jimmy Jellyfish did sting him.

Jimm

NO SI

"No sting"

I count the sounds in words

Lit 20/9/21 C/AT
I can hear sounds in order.

I played with my little brother at the park. We saw a big pumpkin it was growing on

the ground. I think someone planted a seed and it grew so big it popped out of the ground.

INTOTOPUPDEAWME

"I went to the park with my mum and da



Lit Z/10/19C
I can hear sounds in order.

she is smiling

because

she is



she is smiling because she is happy she went shopping to get sweeties.

Lit Z/10/19C/AI
I can hear sounds in order.



Now

- People go on a plan to go to beach.
- People go to the beach to get.
- chance ^{on the beach} to play.
- we can play.
- beach ball.
- we put sun cream on.

Then

- When so in.
- a boy has been
- seen on a chair
- to go to the bay.



Handwriting

Dough Disco




What does good handwriting look like?

Correct letter and numeral formation

Size of letters

Writing on the line

caterpillars et
legs. They
hav lots
of legs. He
mows a cacooh.

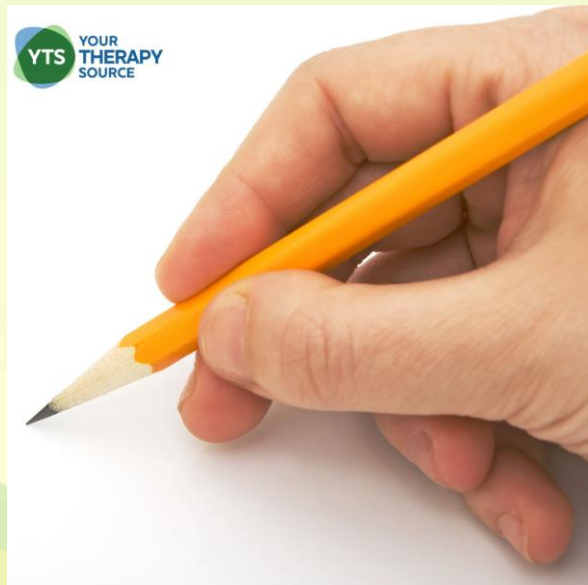
It is crawn
and is moovin
and is crawn
evree wair
and is got flur
legs. 



Handwriting

Appropriate pencil grip:

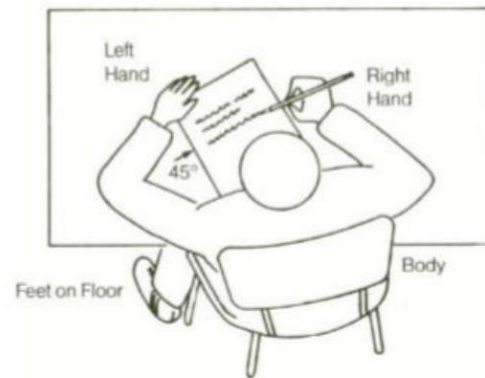
Children should be holding their pencil using a tripod grip. This is where the thumb and index finger hold the pencil.



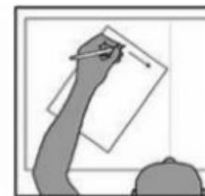
Handwriting- Fine and Gross Motor Movements:

Paper placement:

Paper Position for Right-Handers



Paper Position for Left-Handers



Gross Motor and Fine Motor Skills

Gross motor and fine motor skills underpin the development of early writing. Children need to have developed these skills before they can control a pencil and write effectively.

Gross Motor Skills

Gross motor skills are abilities that let us do tasks that involve large muscles in our torso, legs, and arms. They involve whole-body movements like running climbing and lifting.

Fine Motor Skills

Fine motor skills are the ability to make movements using the small muscles in our hands and wrists.



How can you help at home?

There are lots of different activities you can do at home to support the development of these skills.

Gross Motor Skills:

- Climbing
- Riding bikes
- Large-scale arts and crafts
- Lifting heavy objects – playing with wheelbarrows, large trucks, digging



How can you help at home?

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Fine Motor Skills:

- **Cutting with scissors**
- **Threading activities**
- **Activities using tweezers**
 - **Dough disco**
- **Pegs and pom-poms**



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