

Writing Workshop

5th November 2024

What we aim to cover:

- ▶ Phonics Updates
- ▶ How we teach writing

Phonics Updates

- ▶ Any questions following the last phonics workshop?

School updates:

- ▶ We have decided to change our phonics scheme to Little Wandle.
- ▶ This change will happen in January 2025
- ▶ Teachers will be trained and completing assessments this half term to make it a smooth transition
- ▶ [Little Wandle - About Us](#)
- ▶ [Little Wandle - For Parents](#)

How we teach writing

Writing

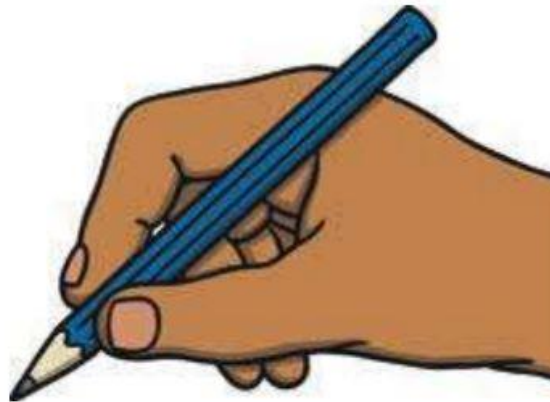
A big focus begins in the Early Years with children learning to hold a pencil correctly and demonstrating a good seating position. Consideration is made for those who are predominantly left handed as paper position will be at a different angle.



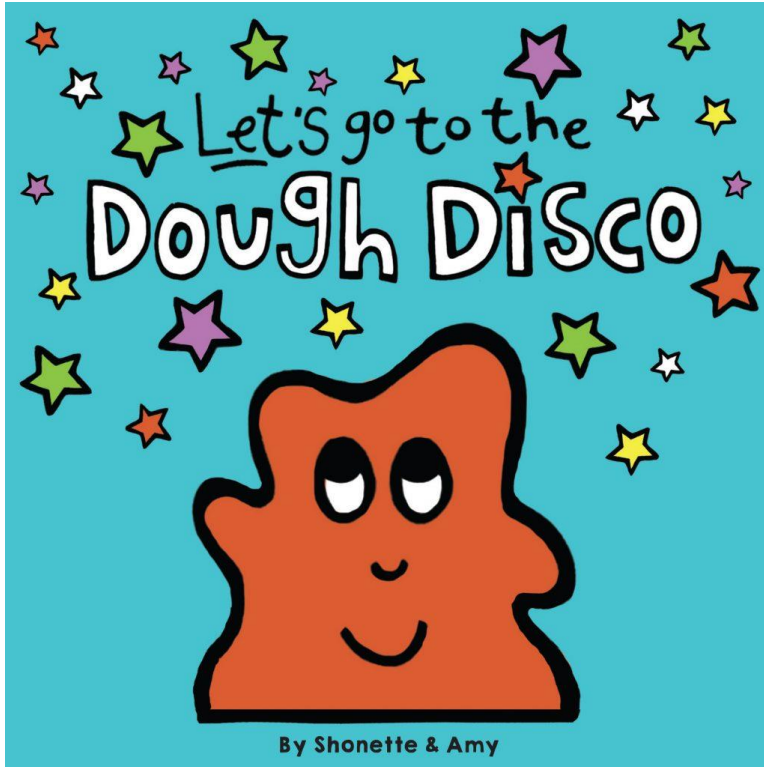
90°
- feet to floor
- knees to chair
- back to seat back

Pencil held between
thumb and forefinger

Non-writing arm to
steady paper



Fine motor



In order to write effectively children need to develop their fine motor skills.

Things you can do to help at home:

- Pick up objects with tweezers
- Play games with pegs
- Peel stickers and stick them in precise places
- Build and take apart lego models
- Dot to dots, mazes and colouring
- Threading or sewing
- Use playdough - you could have a go a dough disco!

Gross motor skills



In order to develop good fine motor skills, you first need to develop your gross motor skills.

How we support this in school:

- ▶ Climbing frames from Nursery to KS1
 - ▶ Pupils are always really proud of themselves when they accomplish the monkey bars
- ▶ Balance bikes and scooters get more difficult to use throughout their time in school
- ▶ Gross motor activities in PE lessons such as throwing and catching
- ▶ Opportunities for digging and building
- ▶ Fizzy intervention sessions

How you can help at home:

- ▶ Baking - stirring mixtures, rolling dough etc.
- ▶ Lots of opportunities for outdoor play - climbing, riding bikes, pulling and pushing, monkey bars etc.
- ▶ Games with throwing and catching - target games
- ▶ Playing with chalk - large mark making opportunities

Mark Making in the Early Years

Mark making is the first step in writing and this starts with exploration of large tools such as chunky chinks, paintbrushes and water, using fingers in sensory resources; it is not just writing with pencils and paper.

Following on from exploration, mark making develops with children being taught to hold a pencil accurately and form letters correctly in the Early Years - beginning with practising top to bottom lines and anticlockwise circle actions.



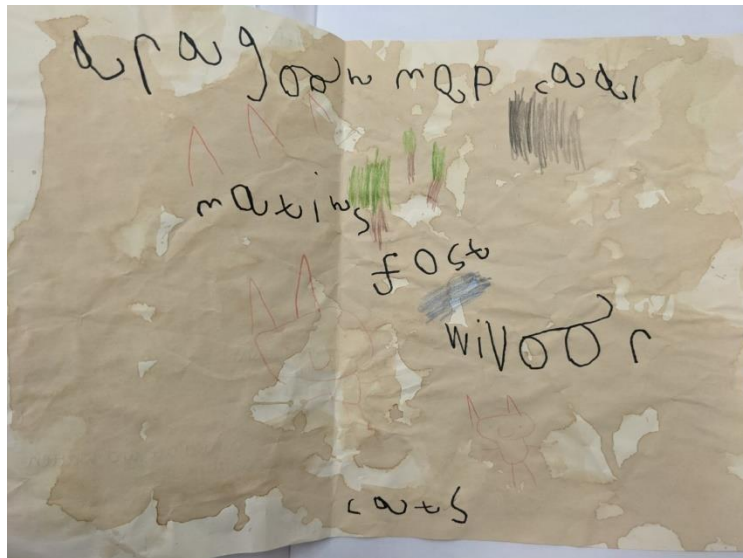
Curriculum in the Early Years



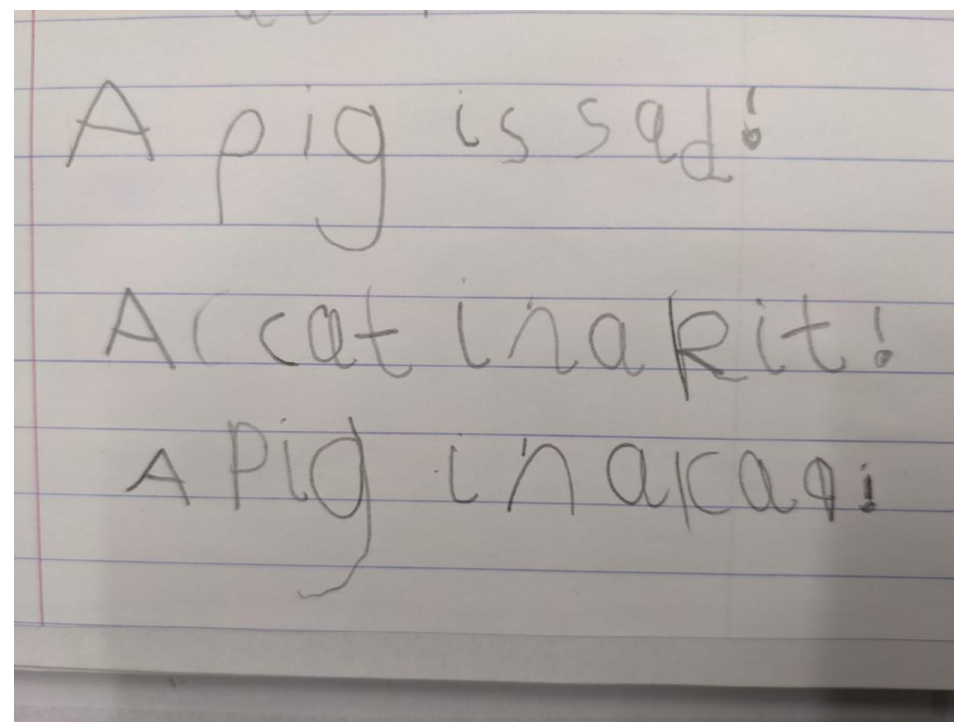
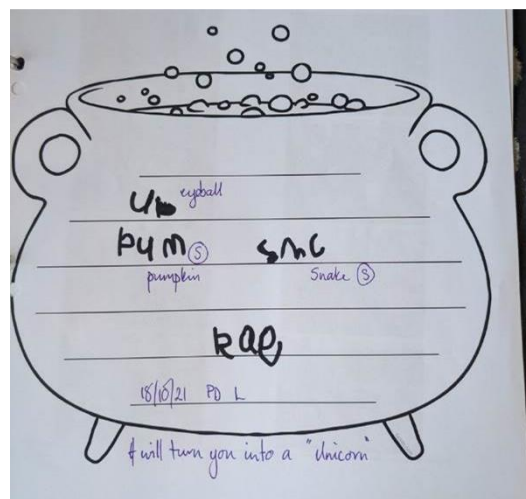
Alongside a focus on physical development, speaking and listening plays a crucial part in writing in the Early Years.

- Children need to share their thoughts verbally before attempting to write.
- Pupils need to develop a love for writing and have opportunities in all areas of provision in the setting to be able to mark make / write when they want to and for a purpose.
- Children use their phonic knowledge to write words in ways which match their spoken sound. They may write high frequency words or irregular common words and attempt to write in sentences.
- All staff encourage pupils to use capital letters, full stops and finger spaces as soon as they start to form simple sentences.

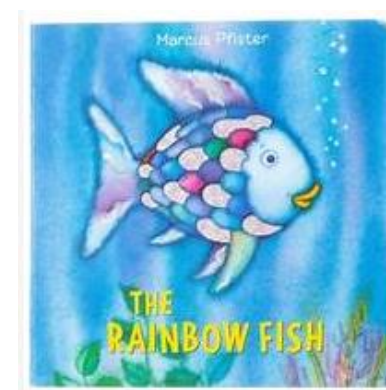
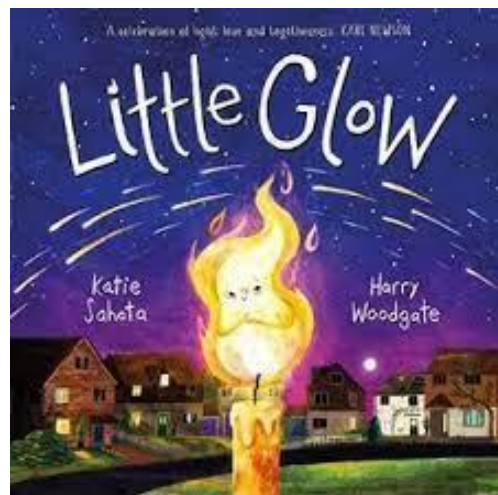
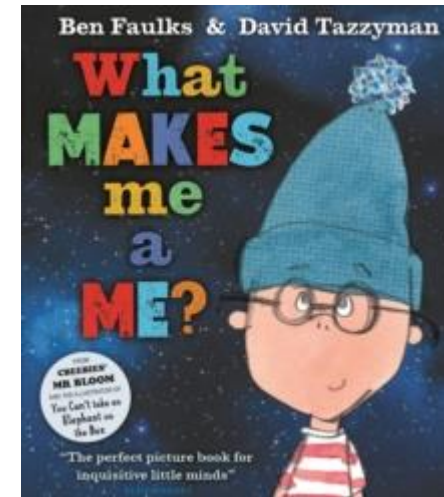
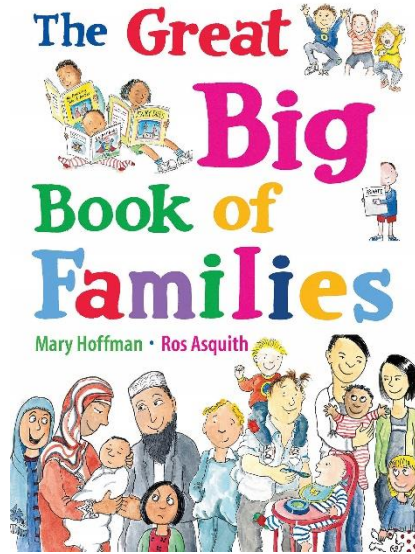
Examples of writing in EYFS



Examples of writing in EYFS



Some core texts in the Early Years -



Core texts in Year 1



Autumn					Spring					Summer				
Labels, lists and captions 	Narrative 	Poetry: List poems 	Recipes 	Narrative (traditional tale) 	Narrative 	Rules & recount 	Poetry: Rhyme & Nonsense 	Narrative 	Poetry: Performance Poems 	Letters 	Poetry: Free Verse 	Narrative 	Explanation 	Narrative
Jasper's Beanstalk by Nick Butterworth and Mick Inkpen Sam Plants A Sunflower by Kate Petty and Axel Scheffler	Puffin Peter by Petr Horacek	'Purple Is...' by anon	Gruffalo Crumble by Julia Donaldson and Axel Scheffler	The Three Billy Goats Gruff by Mac Barnett & Jon Klassen The Princess and the Pea by Rachel Isadora, Stop! That's Not my Story by Smriti Halls and Erika Meza; Professor Goose Debunks Goldilocks by Paulette Bourgeois and Alex G Griffiths	Stanley's Stick by John Hegley and Neal Layton	Ravi's Roar and Ruby's Worry by Tom Percival	Oi Frog! by Kes Gray and Jim Field	Madlenka by Peter Sis; Martha Maps it Out by Leigh Hodgkinson	Poems to Perform edited by Julia Donaldson	Paddington's Post by Michael Bond Here Comes Mr Postmouse by Marianne Dubuc Click Clack Moo: Cows that Type by Doreen Cronin	Out and About: A First Book of Poems by Shirley Hughes	Little Red and the Very Hungry Lion by Alex T Smith	The Big Book of Bugs by Yuval Zommer; Tad by Benji Davies	We're Going to Find the Monster! by Malorie Blackman and Dapo Adeola
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)				

Core texts in Year 2

Autumn					Spring				Summer				
Narrative	Instructions	Poetry: List poems	Narrative	Letters, postcards	Narrative	Non-Chronological Report	Narrative	Poetry: Free Verse & Simile	Narrative	Instructions	Recount	Narrative	Poetry: Take One Poet
													
							 					 	
Frog and the Stranger by Max Velthuis	How to Make Friends with a Ghost by Rebecca Green	The Puffin Book of Fantastic First Poems edited by June Crebbin	Last Stop on Market Street by Matt de la Peña and Christian Robinson	Dragon Post by Emma Yarlett	Rapunzel by Bethan Wooltvin	Big Blue Whale by Nicola Davies and Nick Maland	Julian is a Mermaid by Jessica Love Splash, Anna Hibiscus by Atinuke	The Puffin Book of Fantastic First Poems edited by June Crebbin	The Lost Homework by Richard O'Neill and Kirsti Beautyman	How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley	Here I Am by Patti Kim and Sonia Sanchez	Super Joe Does Not Do Cuddles by Michael Catchpool and Emma Proctor Traction Man by Mini Grey	Belonging Street by Mandy Coe
10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps
52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				51 steps (approx. 11 weeks)				

Handwriting

We follow our Handwriting policy (this can be found on our website in Children > Curriculum > Phonics & Handwriting). Handwriting takes place 3 times a week as taught sessions and we use a scheme called Letterjoin.

You can access this at home for children to practice letter formation. The password can be found in the [Handwriting policy](#).

Our handwriting policy highlights correct writing posture and pencil grip.

The letter formation we use at Strathmore is:

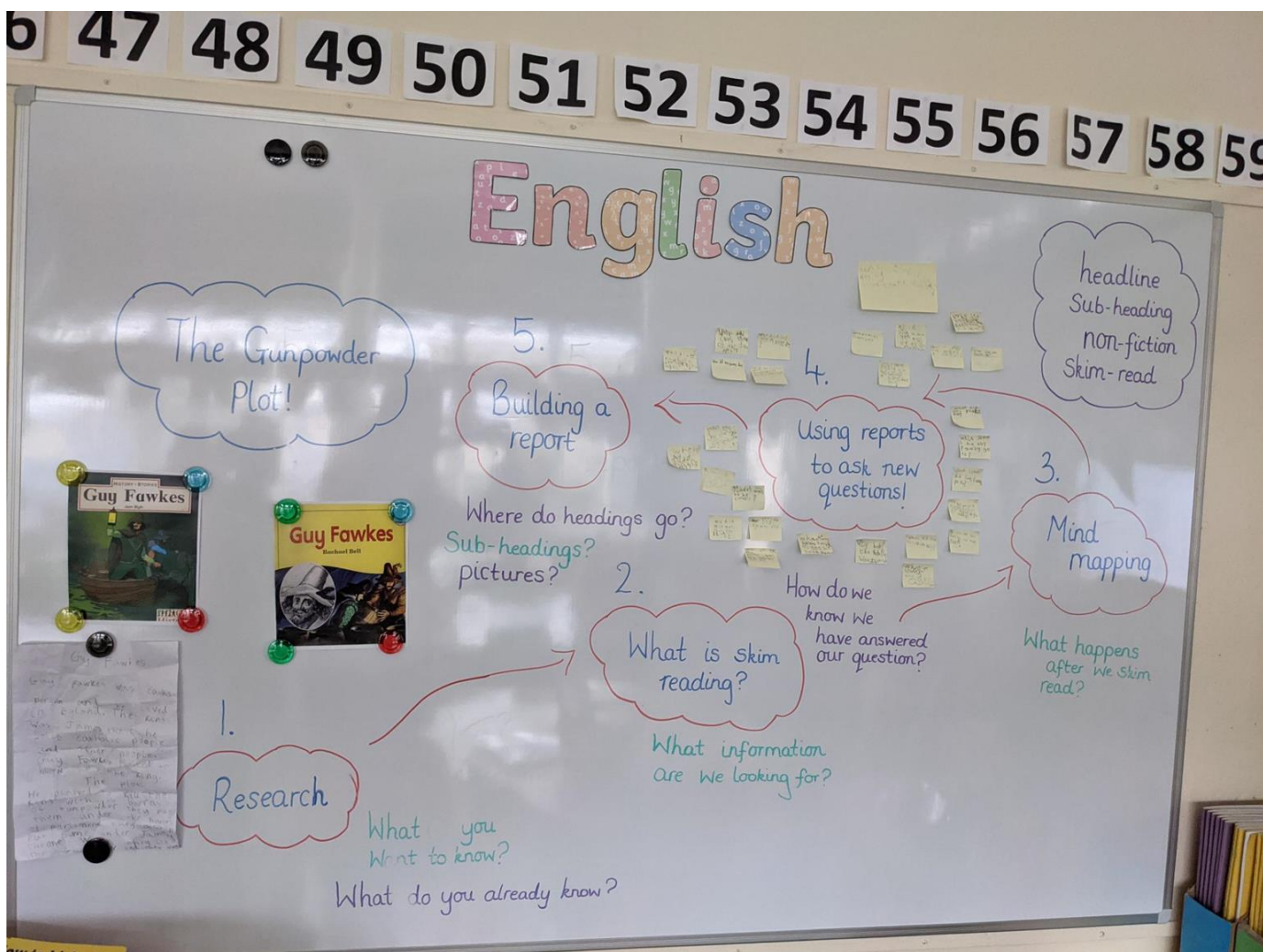


www.letterjoin.co.uk

a b c d e f g h i j k l m
n o p q r s t u v w x y z

A B C D E F G H I J K L
M N O P Q R S T U V W
X Y Z

Weekly writing journeys



Wednesday 24th November 2021
English LO. I can sequence sentences to form
a short narrative recount.

I could only smell burning
wood coming from the houses
but I knew my friend had smelt
something else. It was stinky, expensive
cheese! ~~Boxton~~ ^{Boxton} as fast as he could
to the smell. He stopped suddenly
because we almost went into Samuel
~~ops~~ ^{he} was a skinned, chubby man wear-
ing a long coat and wig. Samuel was burr-
ing something. It looked like
some batells, a small sticky parcel
and a diary. ^{bottles bottles} We joined the people
trudging along. There were fields
ahead. It looked like we would
be camping here for a while. I said
to Boxton that I needed a bite
to eat.

What a fantastic recount,
Eabha!

on Monday the 13th December
year 2 had a visitor called
Master Taylor, and he told us
the great fire of London story
and the storey finished.
Then we got to work.
and my folk took us to see my
blunt and he made him pickled.

Glossary

Ascenders: letters that are taller and sit on the line such as *b, d, h, l, t*

Calligrams: a design in which the letters of a word (such as a name) are rearranged so as to form a decorative pattern or figure.



Descenders: letters that have lines which fall below a line such as *g, y, j, p*

Digraph: Two letters making one sound e.g. *sh, ng*

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

Gross motor skills: ability to do tasks that involve large muscles in our torso, legs and arms.

High frequency words: words that appear most often in common language or sight words such as *and, went, like*. A link to 100 most common high frequency words can be found [here](#).

Irregular common words: words that cannot be decoded (broken down using phonics) such as *the, you, was*.

Lead ins: the stroke that states the letter, also known as the initial flick or entry flick

Mark making: creating of different lines, patterns, textures and shapes.

Narrative: a spoken or written account of connected events, a story.

Non-chronological: a report written on a single topic and has a range of different facts or information about the topic. Examples are information leaflets, instructions, formal letter.

Non-fiction: writing that is informative or factual

Trigraph: Three letters making one sound e.g. *igh*