

Writing Workshop

5th November 2024



- 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

Questions and Answers from the Workshop



- How do we know that this is going to be a better scheme?
 - It is used in lots of schools with published results and teachers in the school have used it elsewhere. We have more information about the DfE validated schemes and can identify the areas that this improves on Monster Phonics. This scheme is also used in Wilshere-Dacre so will support pupils with their transition to middle school.
- Should we parents carry on as normal with Monster Phonics?
 - Yes, we have adapted our resources in school to make the transition to Little Wandle easier for the children but for now it is best to carry on reading and supporting with the Monster Phonics books.
- ▶ I have purchased Monster Phonic resources for home, will these still be useful?
 - Unfortunately, these will not be useful going forward, we are very sorry that you have bought these. The resources that we have given to you on parents' evening have been adapted to be in line with Little Wandle, so it will be an easy transition in the future.
- Will there be Little Wandle resources available when we change?
 - Yes, we will share the place mats with you and the Little Wandle has lots of pronunciation guides and resources for parents on their <u>website</u>.
- Will they still be bringing home a book that they have read lots in school?
 - Yes, the reading approach is similar. The children read the book three times in school (once for decoding, once for fluency and once for comprehension) and then bring the book home to practise reading fluently. This is to support them to move away from blending and become fluent readers. The children should be able to read the book they bring home with 95% accuracy.

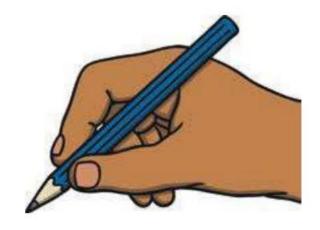
How we teach writing



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.

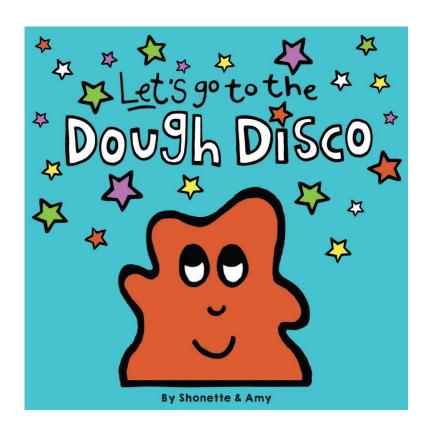




Pencil held between thumb and forefinger Non-writing arm to steady paper

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

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Mark making is the first step in writing and this starts with exploration of large tools such as chunky chalks, 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

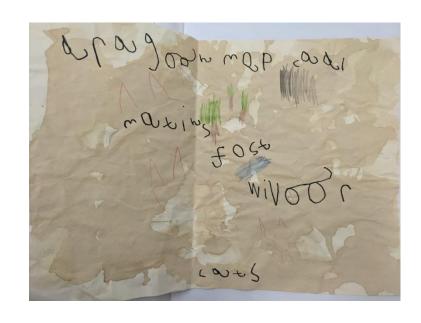


Alongside a focus on physical development, speaking and listening plays a crucial part in writing in the Early Years.

- 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.



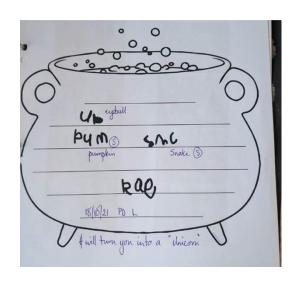


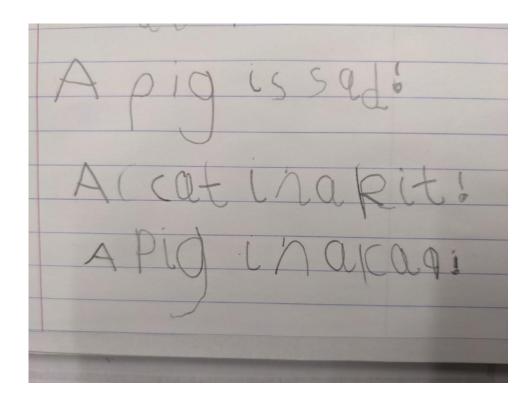








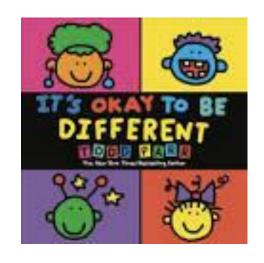


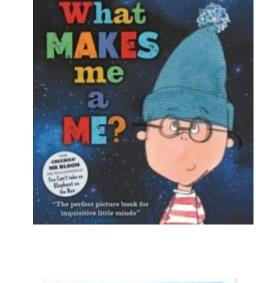


Some core texts in the Early Years -

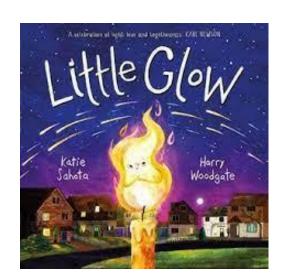


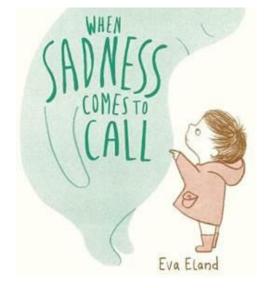






Ben Faulks & David Tazzyman







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 1	Poetry: Free Verse	Narrative	Explanation	Narrative	
Side Danks (27) Sub-Hower	Puffin Peter			Scop! The state of	STAMETY	RAVI ROAR	OT FROO	Peter Siz	DONALDS ON POSTAS PERFORM	Paddingener D. Paddin	Skirtay Hagelon On 1400 Audit	TION A	BUGS	we fit of the Market Ma	
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, Stopl That's Not my Story by Smriti Halls and Erika Mezz; Professor Goose Debunks Goldflücks by Faulette 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		Personal Control of Prince in	LAST STOP ON MARKET STOREST	PERICENT FOST	Rapunzel	WHALE WHALE	SPLASH.	First B	DESCRIPTION	PRYSUMED WOOD, 57	E I am	CUPDLES CONTROL OF THE PROPERTY OF THE PROPERT	BELOWEING STREET STREET WAR TO	
Frog and the Stranger by Max Velthuijs	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 le Pena and Christian Robinson	Dragon Post by Emma Yarlett	Rapunzel by Bethan Woollvin	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 <u>Handwriting policy</u>.

Our handwriting policy highlights correct writing posture and pencil grip.

The letter formation we use at Strathmore is:



www.letterjoin.co.uk

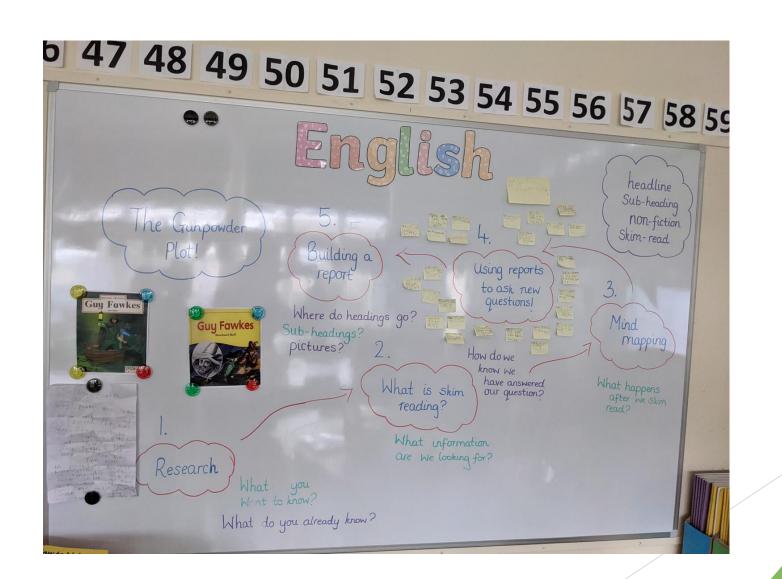
abcdefghijklm nopąrstuv w x y z

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





Writing examples in KS1



Wednesday 24th November 2021 English LO, I can sequence sentences to form a short narrative recount. T could only smell burning Wood coming from the houses but I knew my freind had smelt Something else. It was stinky, expensive cheese! De Boxton as fast as he could to the smell. He stoped suddedly because We allmost Went winto samuel opeps he was a & kinkd, chuby Man Weri-Ing a long coar and wig- Samuel Was burriing somtheing lit looked & like some batells a small Stiky parsell and a diary. We joined the people Trugeing olong. Athere were fields ahed. X It looked like We Would be comping here for a while. I said to Boxton that I W needed a bite What a fantastic recount, Eabhal

Wednesday 15th December 2021
English LO. I can write a narrative about a personal experience.

On Mondow the 13th December

years had a Visitor Called Mastet Taylor. and the tell us toud to the great fire of London Stoteey attant finish.

Then swo got to want fine and made in the picked on the picked and he made the picked on the picked.



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 q, y, j, y

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