

'Come and Learn with me'



Writing

Writing

- Is one thread of the Literacy specific area of the EYFS curriculum along with reading.
- Is assessed at the end of YR as part of the Early Years Foundation Stage Profile
- Forms part of the 'Good Level of Development' measure.
- Is very closely linked to the 'Moving and Handling' thread of Physical Development and to the 'Speaking' thread of Communication and Language
If they cannot talk about it, then they cannot write about it, as writing is only talk that comes out of the end of your pencil instead of your mouth!

Alistair Bryce-Clegg

In order to become a writer children need to...

Talk

Listen

Have a purpose

Experience stories and rhyme



Watch others

Understand sounds

Manipulate tools confidently and skilfully

The different aspects of writing

Compositional aspects – ‘What to say’

- Talking, storytelling, singing, rhymes
- Role play writing – giving a ticket, drawing a story
- Purposeful writing – making a sign, making a plan

Transcriptional aspects – ‘How to write it’

- Fine motor control & strength
- Phonics for spelling
- Handwriting and letter formation
- Sentence construction and punctuation

Insisting on both strands at the same time makes the job too hard for many children!

Ideas to encourage children to write at school and at home...

Through stories:

- Read and share stories everyday, you can retell them without books or make up your own!
- Join in pretend play with your child whenever you can
- Encourage children to make up stories, use their toys, teddies, princesses, superhero's – anything!
- Use story scribing. When your child is telling you a story ask: “Would you like me to write it down?”. Record it exactly as they say it, inviting them to write known letters or words in the story. Enjoy reading the story back to them.

Ideas to encourage children to write at school and at home...

For a playful purpose:

- Make a card for someone; maybe for a birthday, to say get well or just to say you love them.
- Help write a list of things to remember at the shop
- If leaving a model or a game out overnight make a sign “Please leave”, “Don’t touch”, “Sarah’s castle”
- Write to the tooth fairy to say thank you
- Be a waiter/ waitress at snack or tea time, what does everyone want?

Literacy: Writing

Typical development within 40-60 months

- 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.

Adults can support children by:

Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. Demonstrate writing so that children can see spelling in action. Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. Support and scaffold individual children's writing as opportunities arise.

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.

Phonetically plausible spelling



Supporting writing skills at home

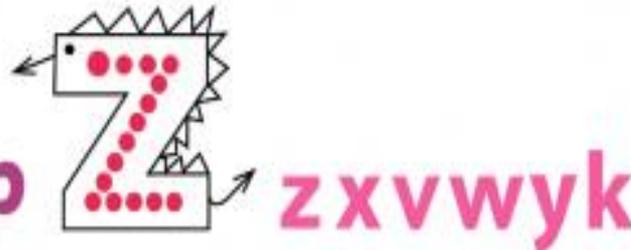
Motor control: Children need a firm, flexible pencil grip to write comfortably. To support this you could:

- Play with playdough
- Play games with small pieces
- Sew!

Long ladders



Curly Caterpillars



One armed robots

Zig Zag monsters

Handwriting:

Practice letter formation by:

- 'Painting' with water
- Drawing in chalk
- Using a finger in the air

Supporting writing skills at home

Phonics:

- Keep practicing the sounds learnt at school
- Visit the Phonics Play website for some good games
- Be a sound spotter – look for sounds both in the reading scheme but everywhere; ‘real’ books, post, road signs etc.

Sentence construction and punctuation:

- Share stories – point out and talk about capital letters, full stops, exclamation marks etc.
- Be a role model, let them see you writing. Explain what you are doing. “I’m starting the sentence so I need capital letter”.



Parent and child activity

Come into class with your child, find something to play together and look for an opportunity to write together. You could:

- Write/ draw and label a plan for something to make with wood or construction
- Write a recipe for your mud kitchen makes
- Join up with some friends to draw (and write a giant floor story)
- Make a card or write at the writing table or follow your and your child's ideas!