

Writing Meeting

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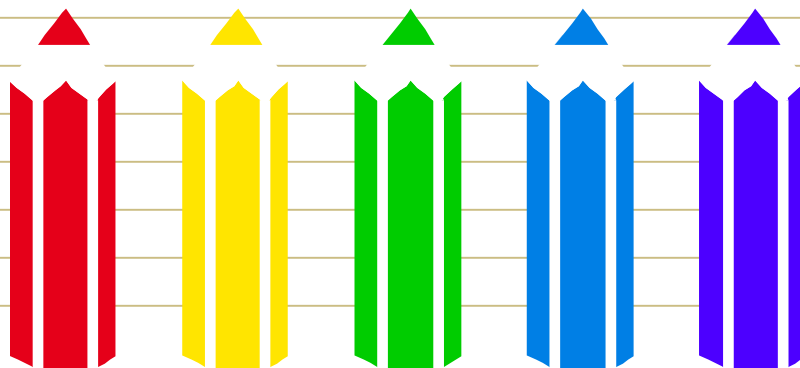
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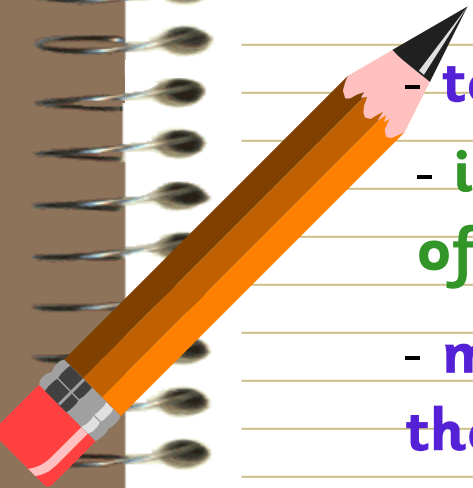
What are we building on?

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

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

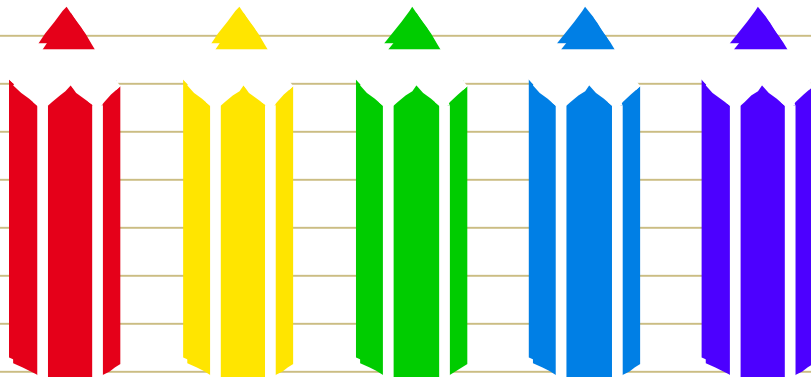
*From the time they enter the Reception classes we continue to support their writing by:

- **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.**

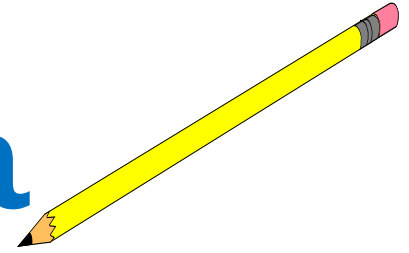


Most importantly...

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

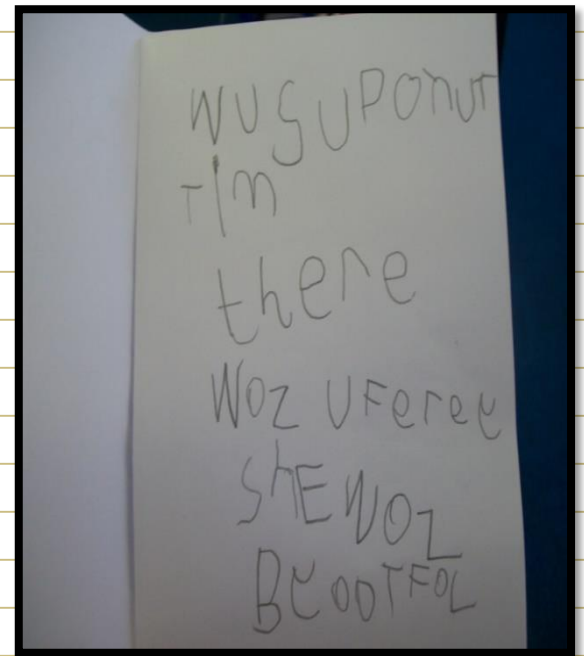


Most children start school being able to...

- 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”

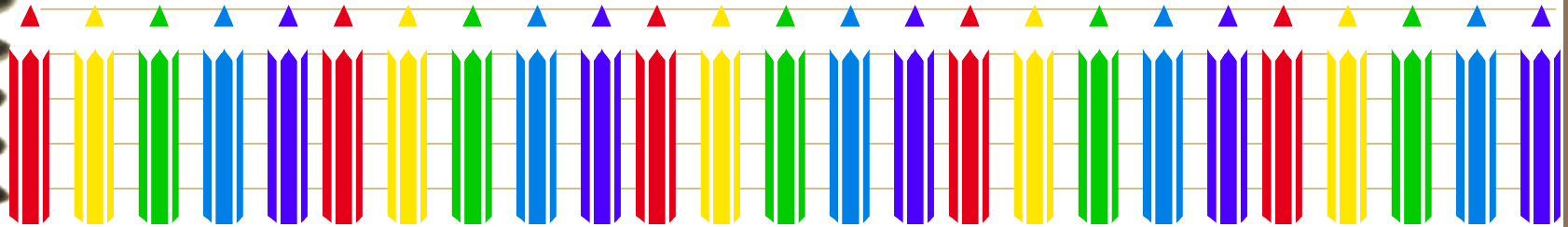


Pencil Grip

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.

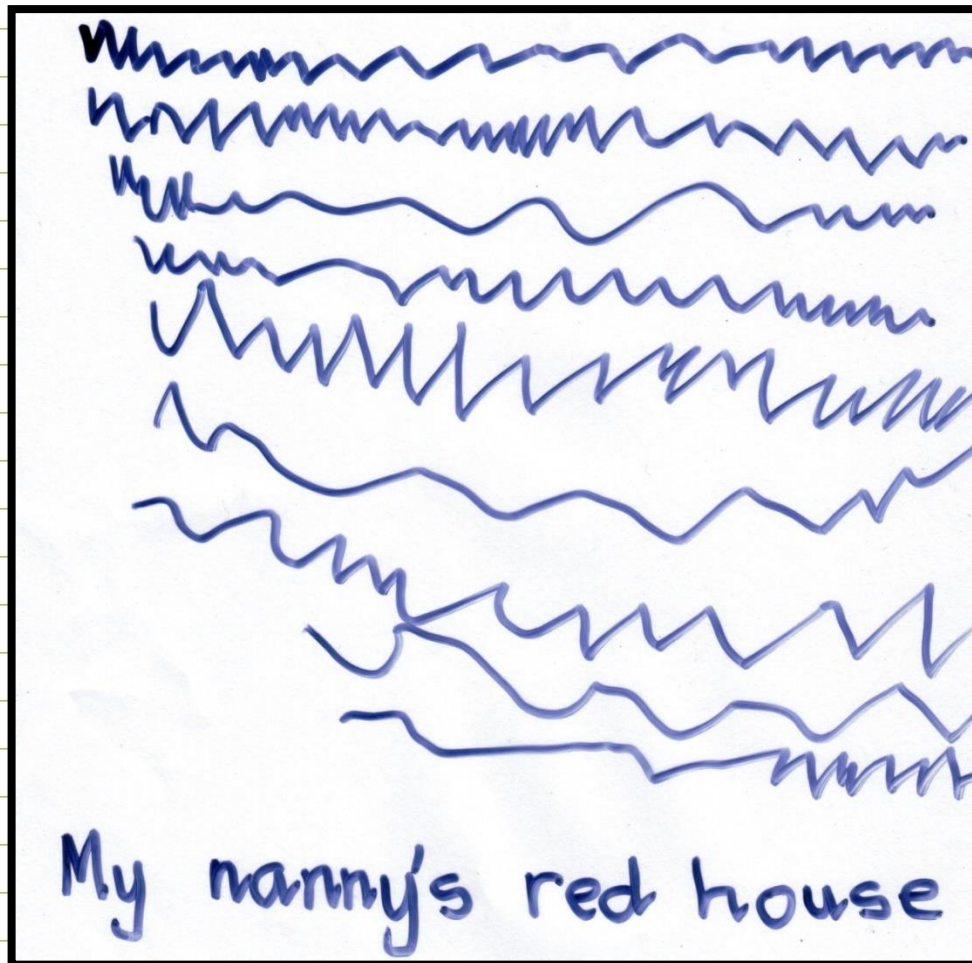
The writing phases

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

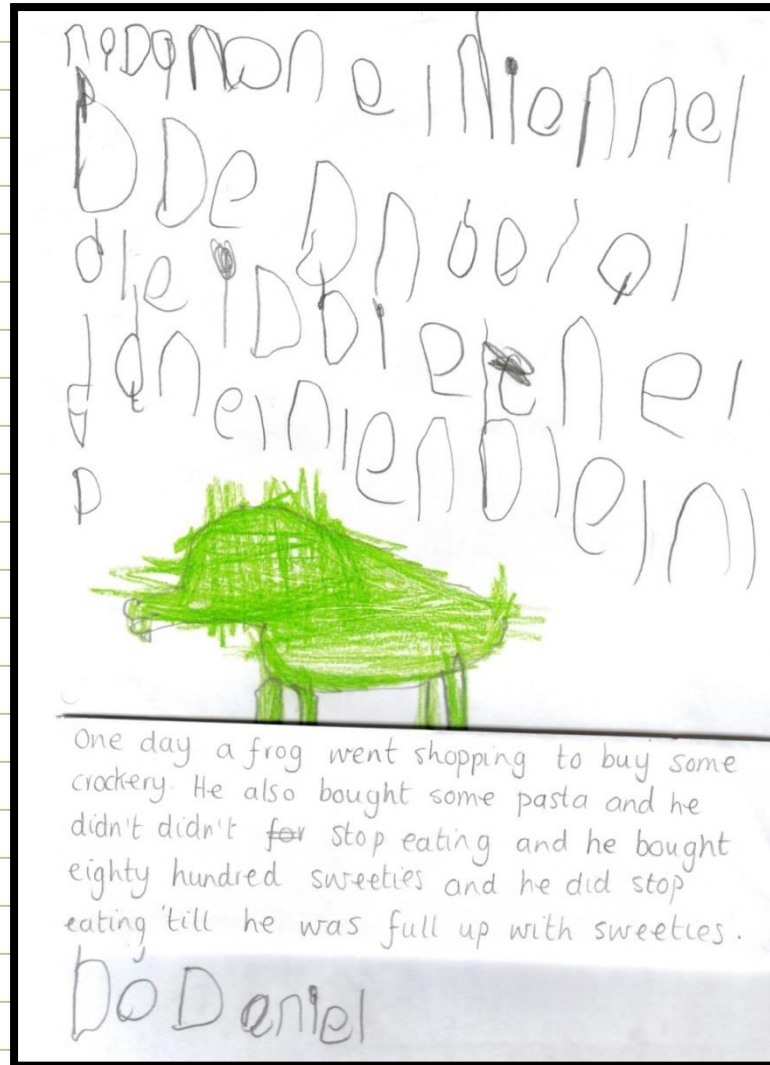


The following are examples of children's writing:

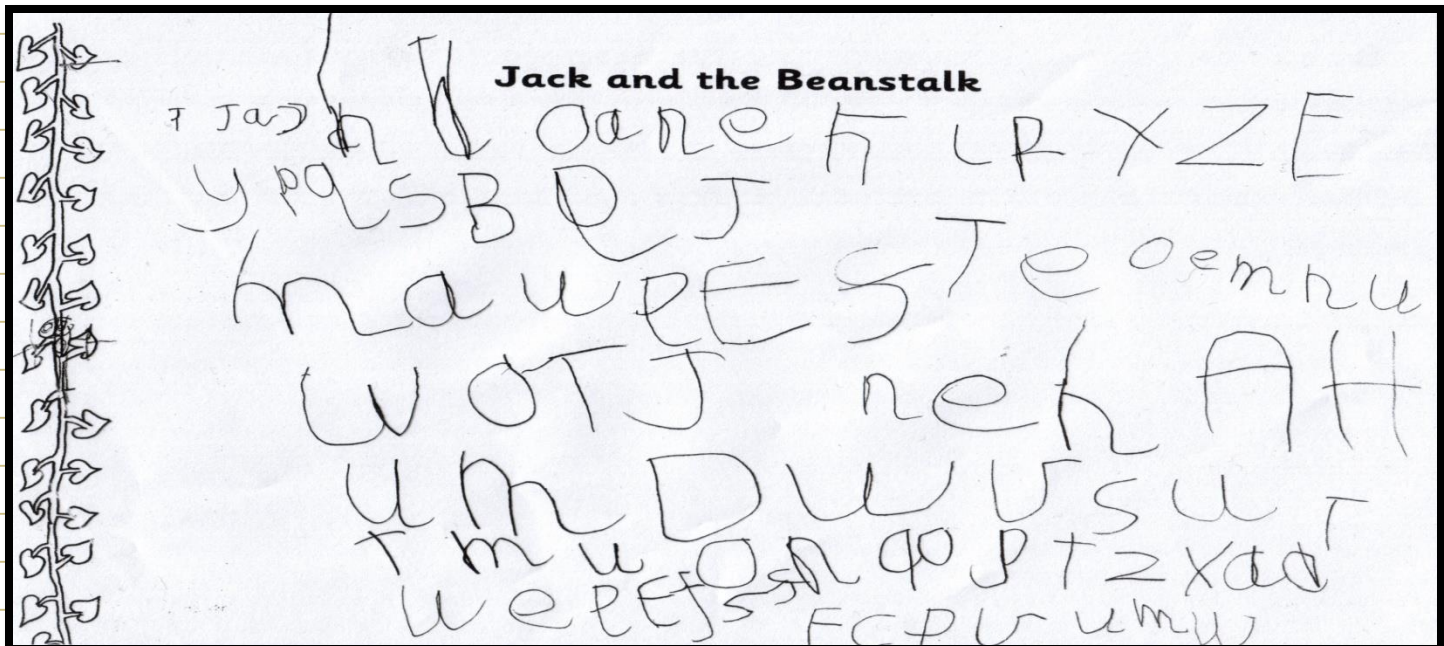
Role play writing



Using letters from my name

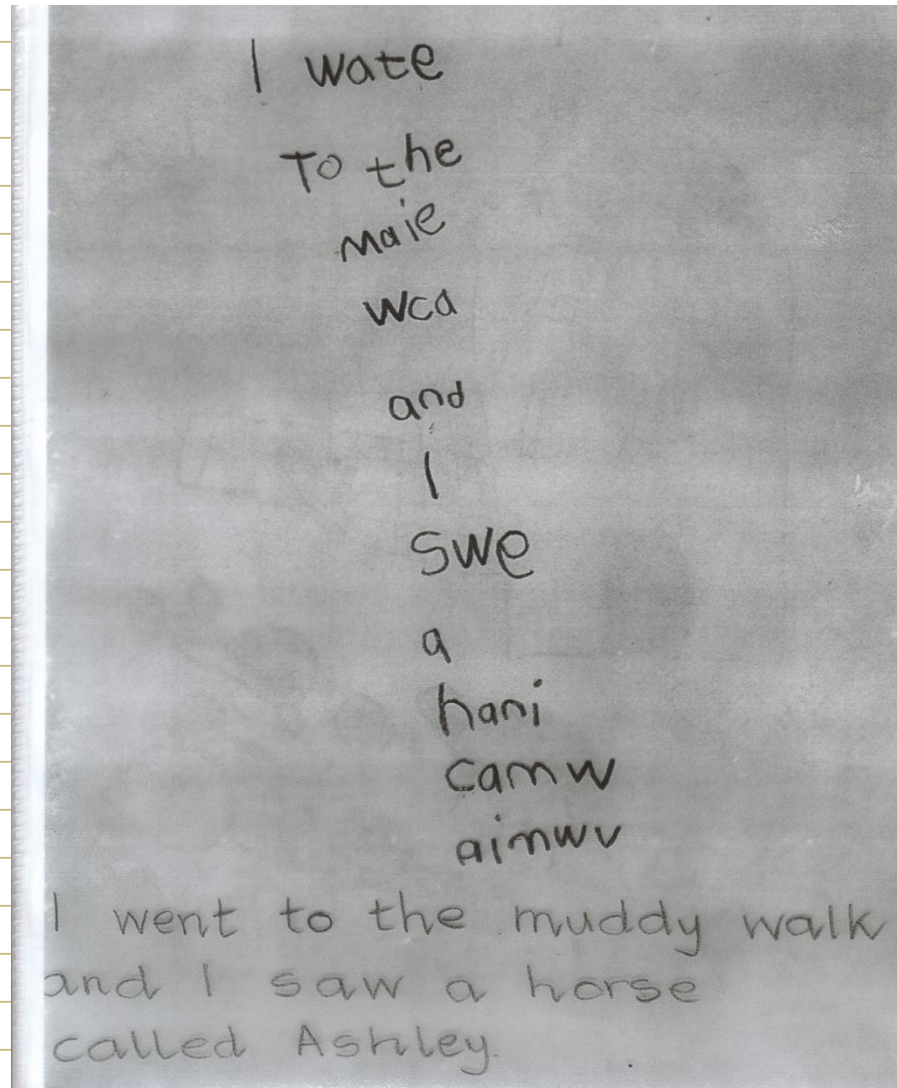


Beginning to use other letters

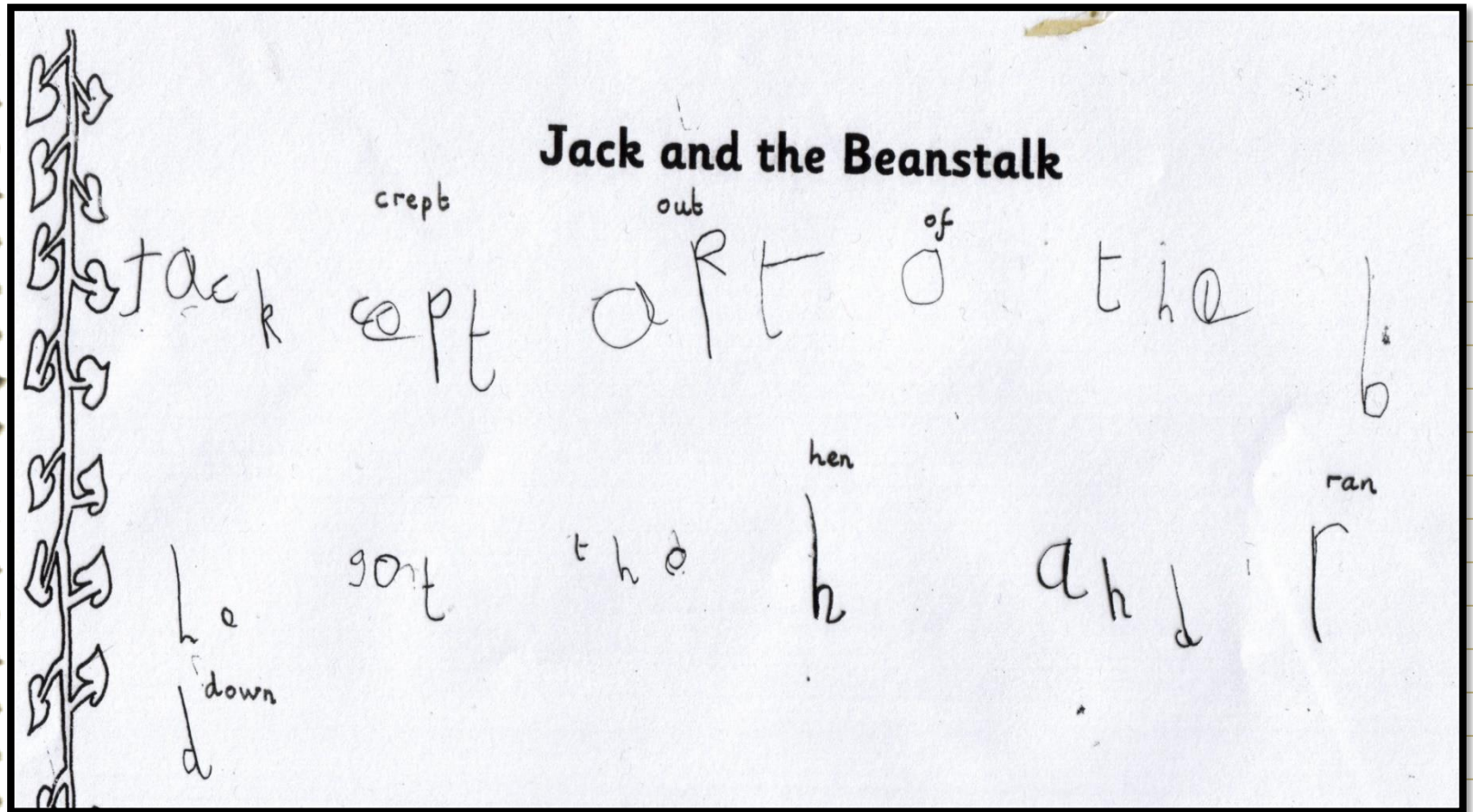


Jack went up to the beanstalk and stole the money.
He rushed down the beanstalk. He went up the
beanstalk again and he stole the harp. The magic
harp said 'Master Master'

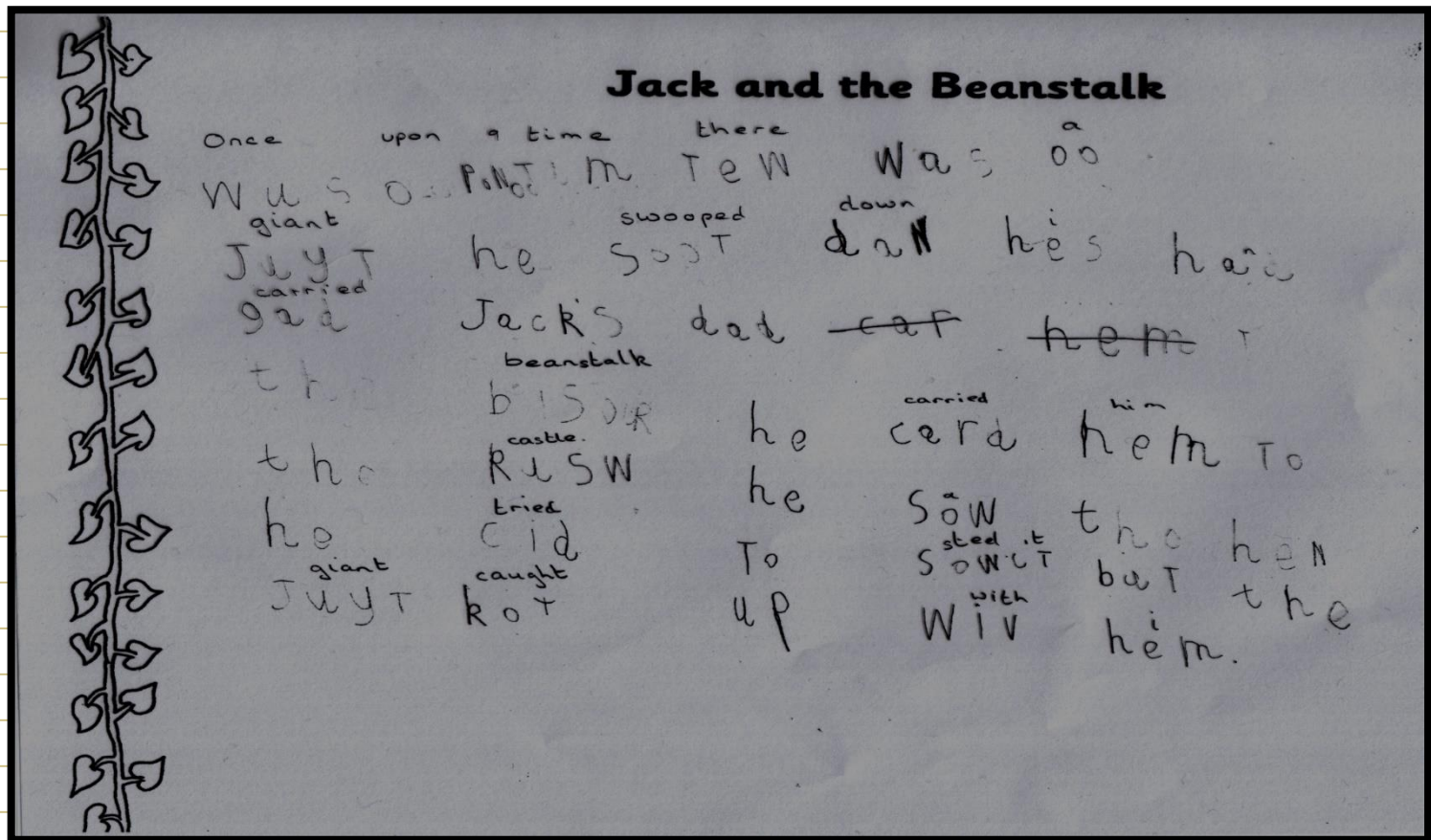
Some key words, not left-to-right



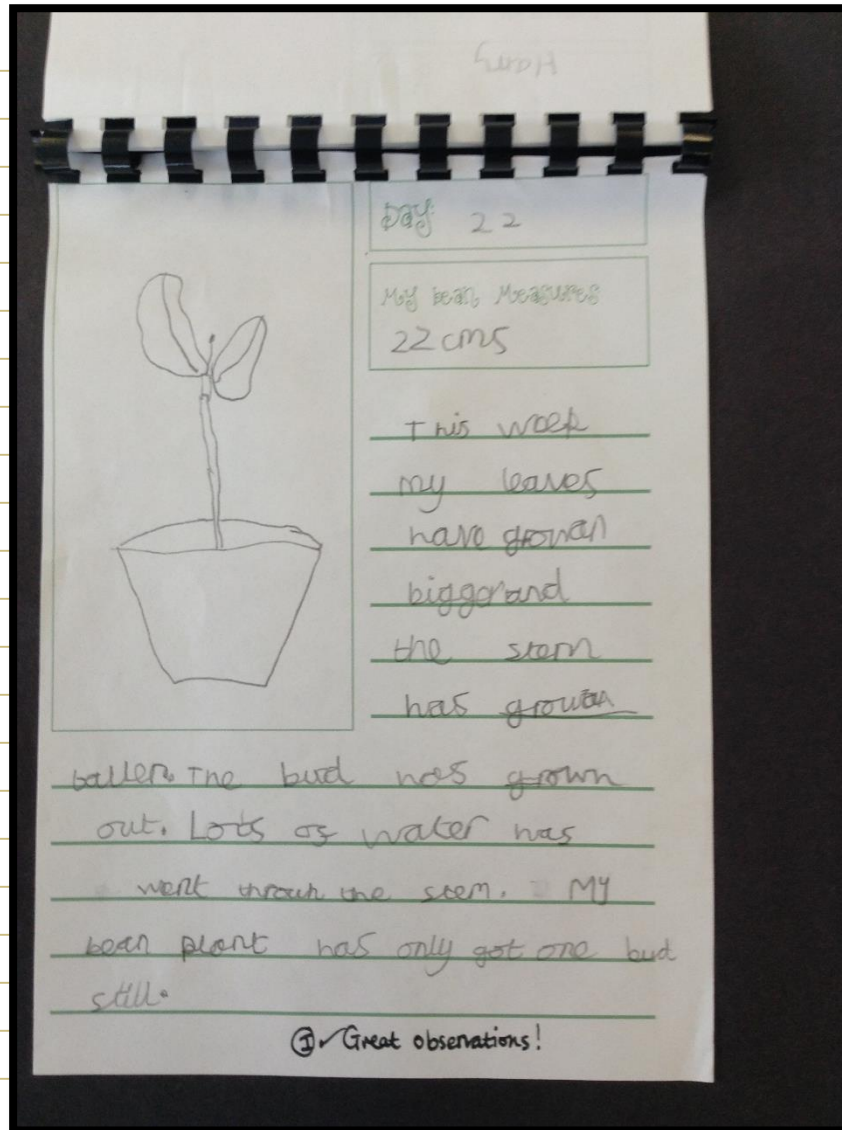
Some key words, left-to-right, finger spaces



Beginning phonetic attempts at spelling and self-correcting



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 piled 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 ¹ shouted the children. Mr. Gumpy got the life belt and swam out to save them and ^{brought} them back to ^{shore} 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 ^{story} story of Mr. Gumpy's Trick ride.

**It is important to learn
correct letter formation**

Broadwater style

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:

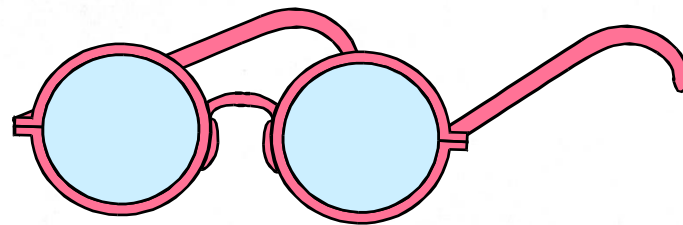
LOOK at the word to be learnt.

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

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