

# EYFS-Writing Workshop



Mar 4-12:36

To Achieve Their Early Learning Goal at  
the end of Reception Children are  
Expected to:

## Writing

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**

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However before children can begin to write there are skills they also need to learn.

A strong core

Cross the midline

Bilateral coordination

Visual Perception skills

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A strong core

Some Activities for Children

crawl through tunnels

jump on trampolines

swimming

playing in a playground/ park

rolling down a hill

action rhymes like If You're Happy and You Know It and Head, Shoulders, Knees and Toes

yoga for kids

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### Cross the midline

#### Some Activities for children

crossover march

'pat your head and touch your tummy'

arm dancing

thigh tapping

bead transfer

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### Bilateral coordination- Using both hands together

#### Some Activities for Children

using stencils

handclapping rhymes

lacing activities

ball games-throwing the ball with both hands

balloon games-passing the balloon between your legs or over your head with both hands

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Visual Perception/ Motor skills -eye tracking

Some Activities for Children

wordsearches

mazes

find it Books like 'Where's Wally'

dot to dots

pairs games

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We mustn't forget

body awareness

spatial awareness

hand eye co-ordination

auditory perception

rhythm, auditory/ visual sequencing

reading to children (over 1 million word gap)

There is so much to learn before and alongside putting  
pen to paper!

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### Fine Motor Activities to support Writing

finger rhymes -Tommy Thumb, Two Little Dicky Birds

building with lego and other construction toys

pegs on a washing line

pegs in a pegboard

use pegs/tweezers to pick up items like pom poms

peel stickers and put them between two lines or in a letter shape

playdough-roll out shapes, lines or balls

squeeze glitter glue onto pre-drawn lines

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### Fine Motor Activities to support Writing

paintbrush in the sand

finger in shaving foam/cream

cover paper that has shapes drawn on with rice, sand, couscous or quinoa. Trace the lines of the shapes with a finger

use fingers/sticks/ paintbrushes in the mud or snow

bath crayons

put glue on paper in a letter shape. Children stick rice, pom poms, glitter shapes on the glue

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## Talk for Writing

Learn a poem or story a small section at a time

Use of a story map to support memory/ language

Use of actions to support memory/ language

Change a character/ words in the poem or story

Sentences modelled. Children practise.

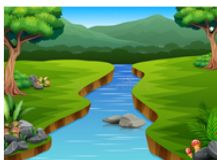
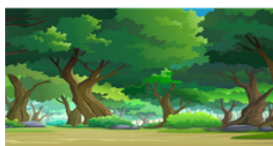
Class story written.

Children write their own sentence/ story.

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### The Selfish Crocodile



### The Selfish Crocodile

**Point down**      **arms like roof of house**      **—**  
**snap arms together**

Deep in the forest lived a selfish crocodile,

**Swirl finger round**      **move hand and fingers up and down**

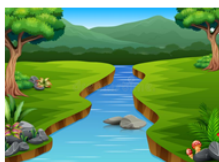
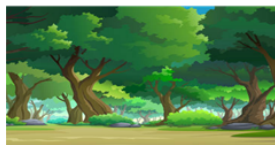
who wanted the whole river to himself.

**Mimic animal face**      **thumb point away**

The other animals kept away.

Jan 9-12:19

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The Selfish Crocodile

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Shapes/ lines children do before letters and alongside learning to write

vertical lines |

horizontal lines -

circles o

crosses +

forward slash /

squares

backward slash \

x's

triangles

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### Stages of Writing

Random scribbling

Controlled scribbling

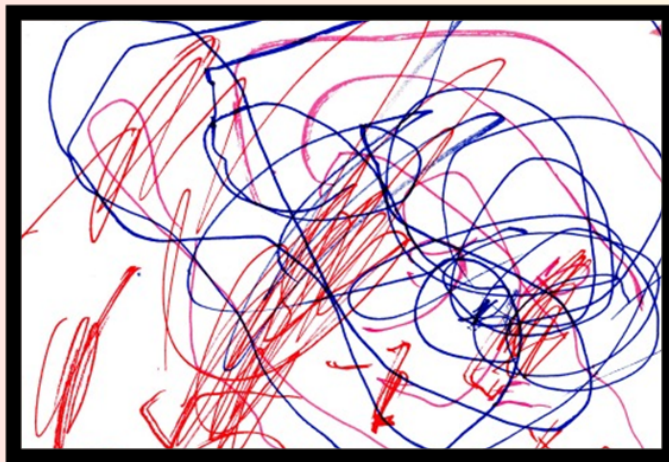
Letter like forms

Clearly identifiable letters and sounds begin to link to the letters- letter strings

Writing is phonetically plausible and some irregular words are spelt correctly

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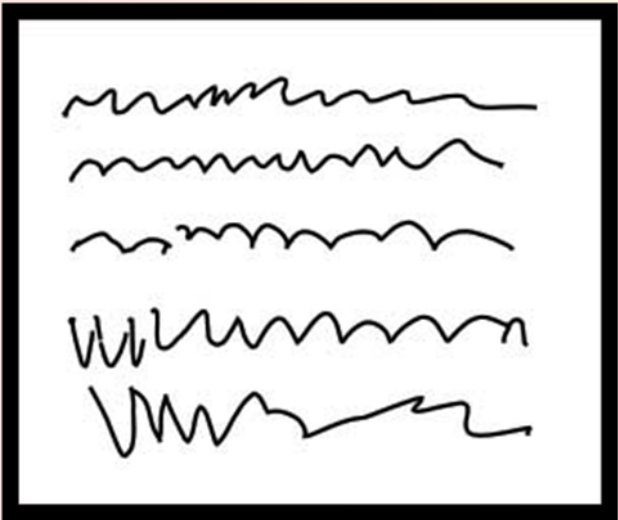
Random scribbling - marks anywhere on the page 'scribble just to scribble'



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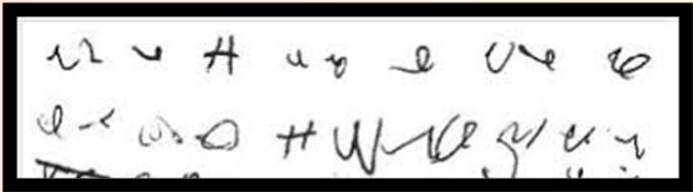
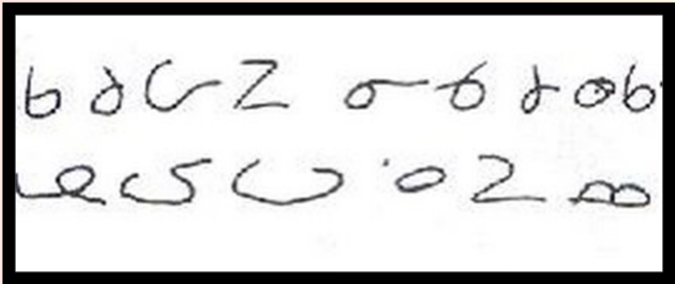


Controlled scribbling



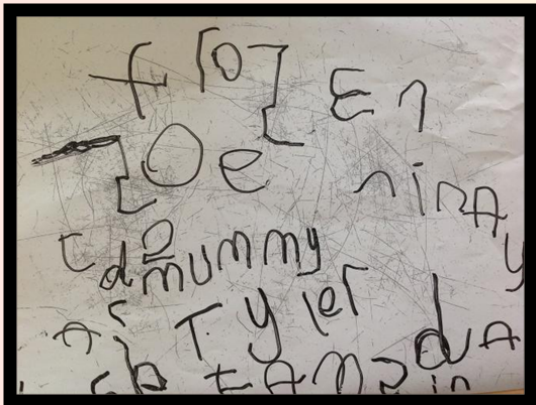
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Letter like forms -children will usually give meaning to their marks



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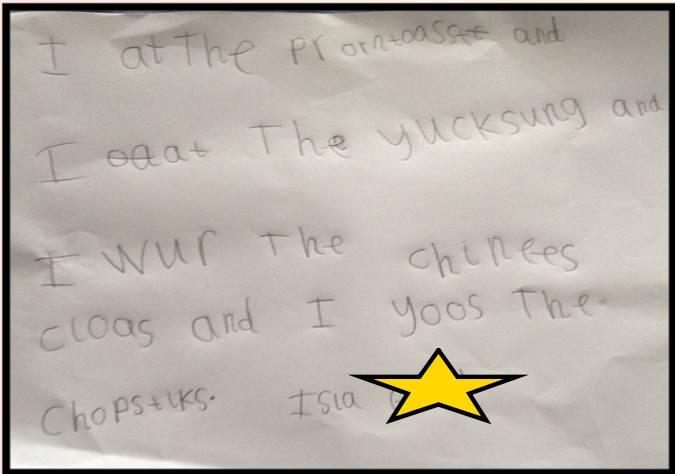
Clearly identifiable letters and most sounds begin to link to the letters  
Write own name



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Writing is phonetically plausible and some irregular words are spelt correctly - writing can be read by themselves and others

Context- the child had visited a Chinese Restaurant

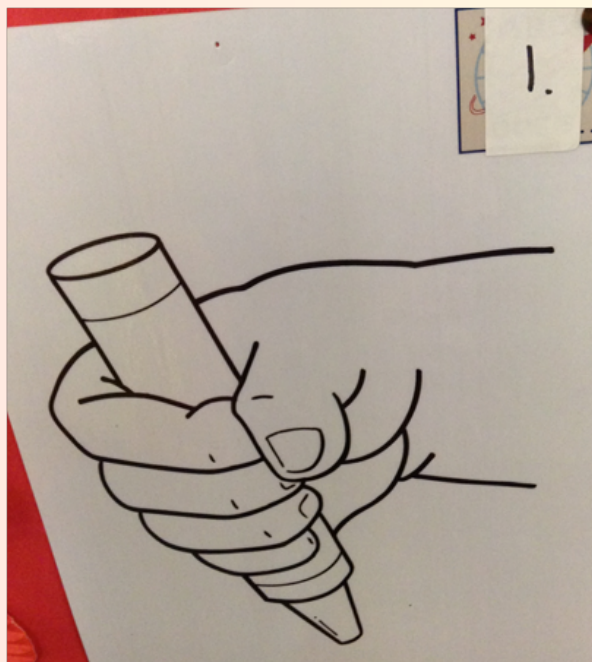


ELG



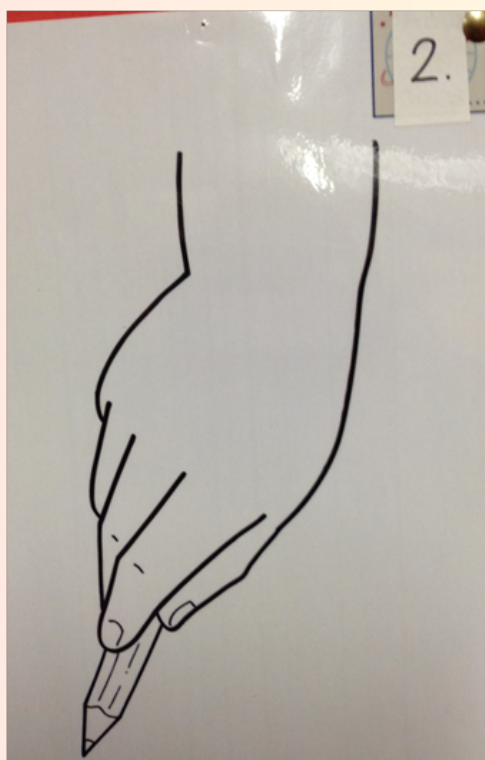
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Writing grips - they generally happen in this order



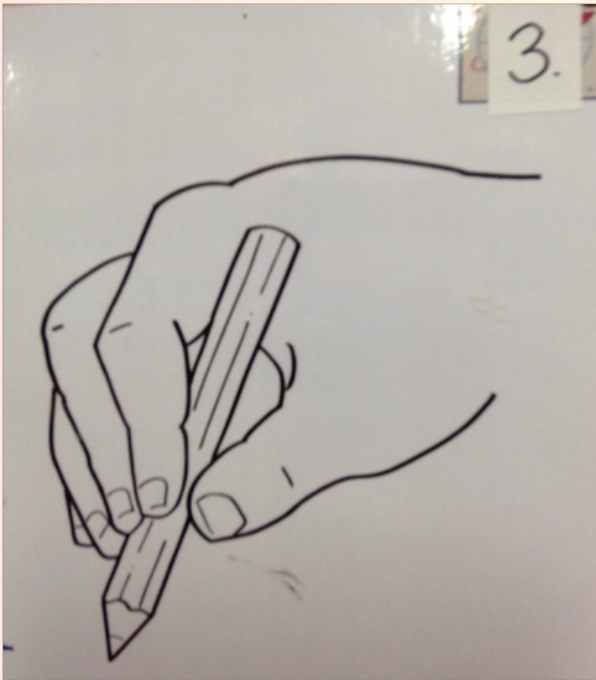
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Writing grips



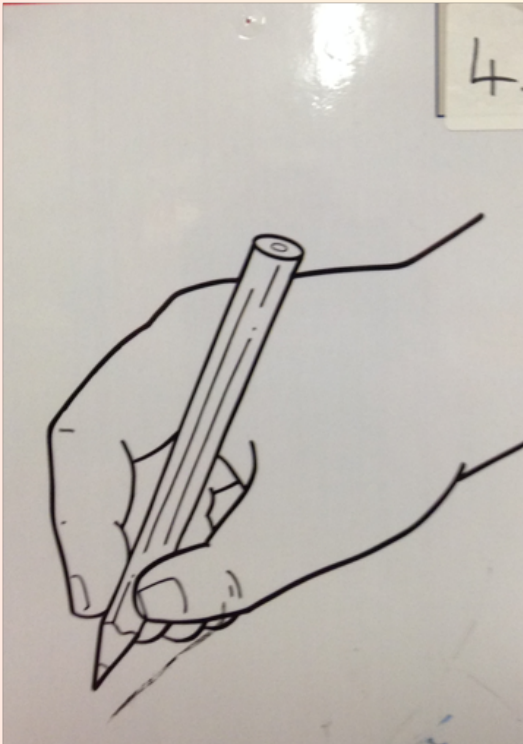
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Writing grips



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Writing grips



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### Things to Remember

Writing isn't just about putting pencil to paper

Gross and fine motor skills have key roles

Writing for a purpose is important

Speaking and learning rhymes are crucial to support writing

Writing should be fun!

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Dec 11-15:35