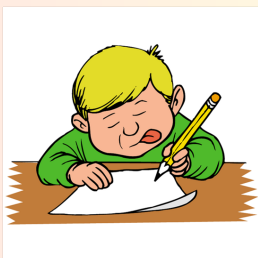


EYFS-Writing Workshop



Mar 4-12:36

To Achieve Their Early Learning Goal for writing at the end of Reception children are expected to:

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**

Mar 4-12:36

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

Mar 4-12:36

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

Mar 4-12:36

Cross the midline

Some Activities for children

crossover march

'pat your head and touch your tummy'

arm dancing

thigh tapping

bead transfer

Mar 4-12:36

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

Mar 4-12:36

Visual Perception/ Motor skills -eye tracking

Some Activities for Children

wordsearches

mazes

find it Books like 'Where's Wally'

dot to dots

pairs games

Mar 4-12:36

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!

Mar 4-12:36

Let's Get Moving Bags

Each week two children from each class will bring home a Let's Get Moving Bag.

This is a fun way to support gross motor skills and to get moving as a family.

Inside you will find spots, a racket, bean bags, a ball, a fluff ball, a scarf, a ball pump and a hoop-packed in sections.

There is also a set of activity cards to support you to get started but we love to hear about games that you and your children have made up using the equipment.

Mar 4-12:36

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 or putting 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

Mar 4-12:36

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

Mar 4-12:36

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.

Mar 4-12:36

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

The Selfish Crocodile



Jan 9-12:19

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

Mar 4-12:36

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 (tricky words) are spelt correctly

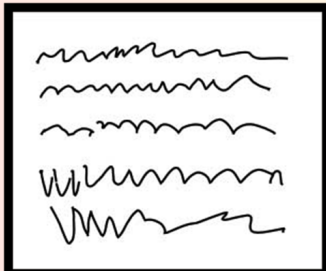
Mar 4-14:38

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



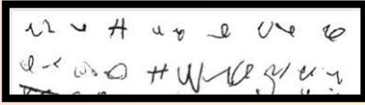
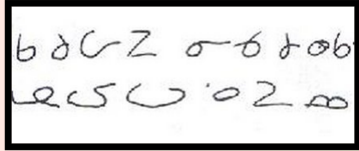
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Controlled scribbling



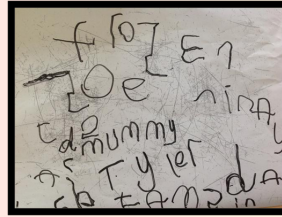
Mar 4-14:38

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



Mar 4-14:38

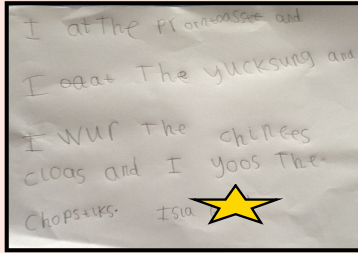
Clearly identifiable letters and most sounds begin to link to the letters
Write own name



Mar 4-14:38

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

Context- the child had visited a Chinese Restaurant



ELG



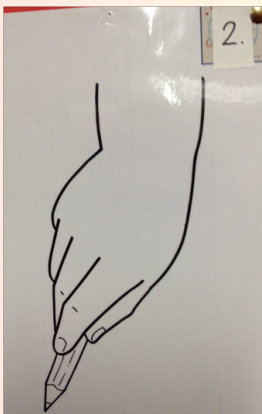
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Writing grips - they generally happen in this order



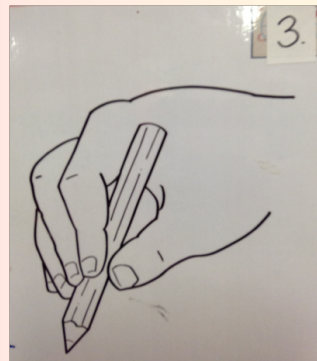
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Writing grips



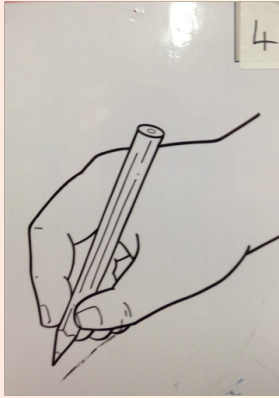
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Writing grips



Mar 4-14:38

Writing grips



Mar 4-14:38

Things to Remember

Writing isn't just about putting pencil to paper

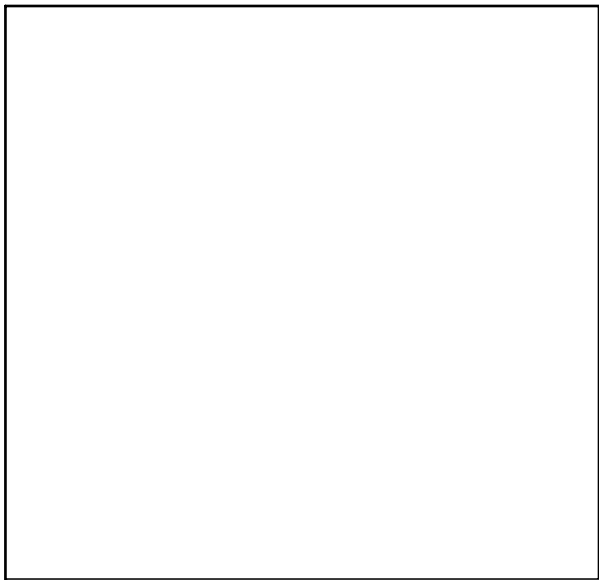
Gross and fine motor skills have key roles

Writing for a purpose is important

Speaking and learning rhymes are crucial to support writing

Writing should be fun!

Mar 4-14:38



Dec 11-15:35