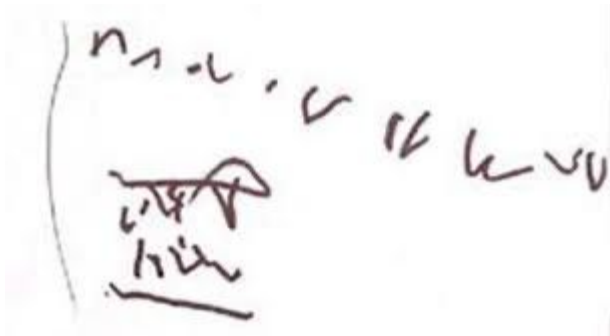
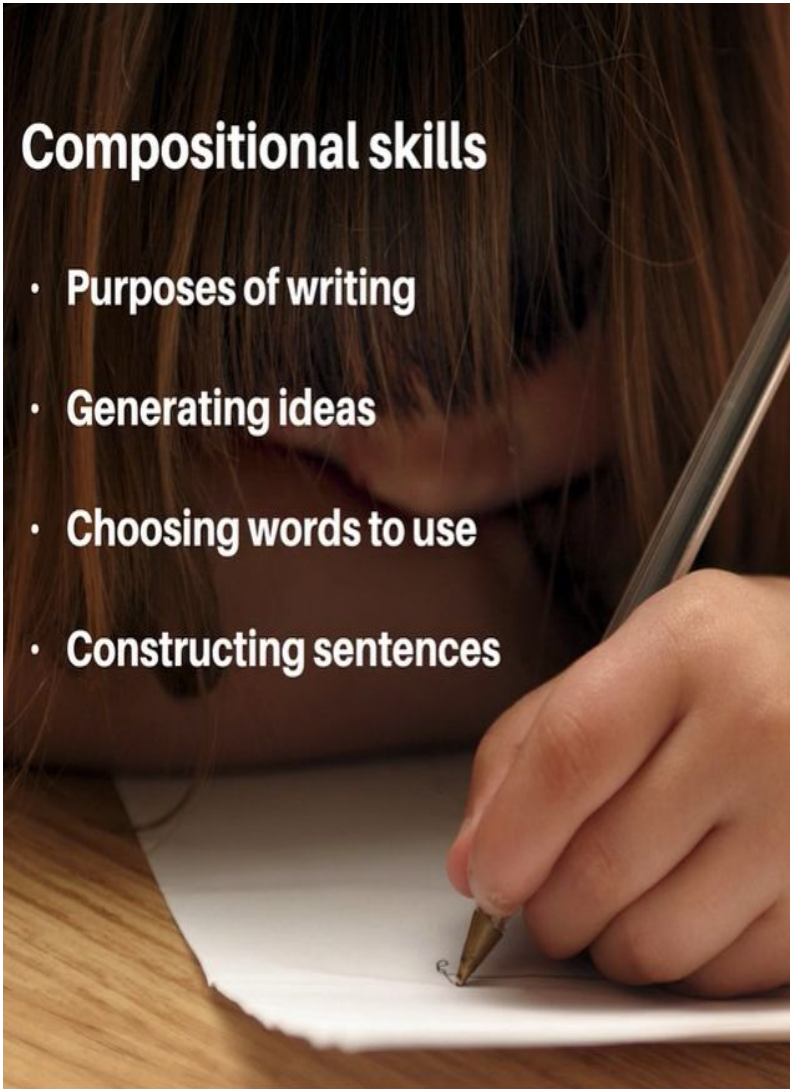


Nursery and Reception
Writing and Fine Motor skills
Parent Workshop
Wednesday 18th January 9am
Small Hall



Compositional skills

- Purposes of writing
- Generating ideas
- Choosing words to use
- Constructing sentences



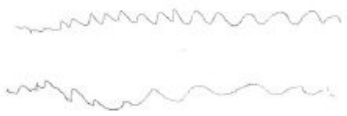




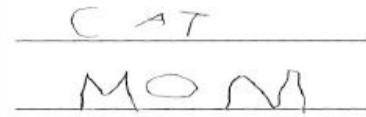



Transcriptional skills

- Phonics and Spelling
- Handwriting
- Knowledge of print



Stages of Emergent Writing

Stage	Description	Example
Drawing	Drawings that represent writing	
Scribbling	Marks or scribbles the child intends to be writing	
Wavy scribbles or mock handwriting	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	
Letter-like forms or mock letters	Letters and marks that resemble letter-like shapes	
Letter strings	Strings of letters that do not create words, written left to right, including uppercase and lowercase letters	
Transitional writing	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	
Invented or phonetic spelling	Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word	
Beginning word and phrase writing	Words with beginning, middle, and ending letter sounds; short phrases	
Conventional spelling and sentence writing	Correct spelling of words, generally the child's name and words such as mom and dad; sentences with punctuation and correct use of uppercase and lowercase letters	



Essential Ingredients for Writing

Physical skills

Gross motor

Strong core

Fine motor

Pencil Grip



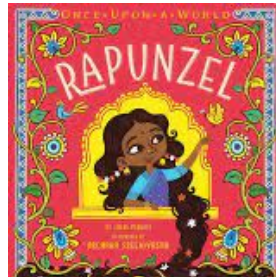
Ideas

Rich reading diet

Experiences

Vocabulary

Talk



Phonics

Letters and sounds

Words

Sentences



Physical skills

Gross motor

Develop strong core muscles

Running, jumping, climbing, trampolining

Pouring, digging, building

Climbing trees

Ball games

Monkey bars

Cleaning, sweeping

Tummy time



Fine motor

Develop strong hand and finger muscles

Playdough

Tweezers, grabbers, sugar tongs with small objects

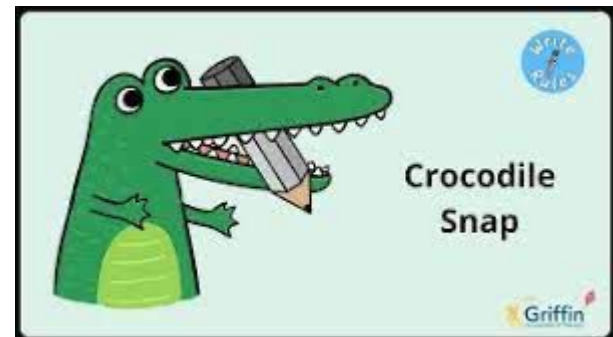
Threading

Push toys

Finger rhymes (1,2,3,4, Once I caught a Fish Alive)

Crocodile snap finger exercises

<https://www.youtube.com/watch?v=N6kPcQSSsEY>



Fine motor Resources



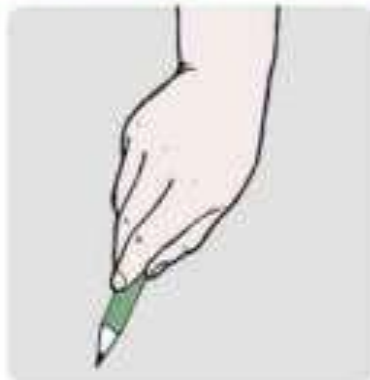
Pencil Grip

Development of the pencil grip through the early years:



1 year to 18mths

Cylindrical Grip



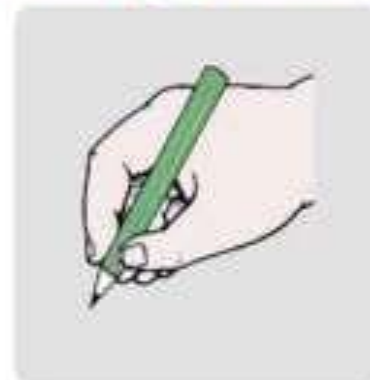
2 to 3 years

Digital Grasp



3.5 to 4 years

Modified Tripod Grasp

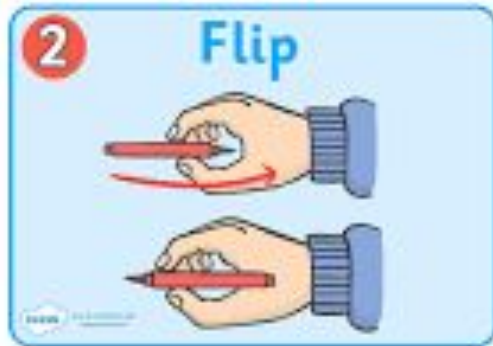


4.5 to 7 years

Tripod Grasp

We aim for all children to be using the tripod grip by the time they enter Reception.

Pencil Grip



If your child finds it tricky you can use a pencil grip.



PRE-WRITING SHAPES



Children should be able to form these 9 pre-writing strokes before asking them to write.



2 years



2½ years



3 years



3½-4 years



4 years



4½ years



4½ years



4 years
11 months



5 years
3 months

Children who can adequately draw the oblique cross can copy a significantly higher number of letters than little ones who cannot.

Nursery

Phase I Phonics

Phase I phonics begins in nursery. It is the critical part of learning to read and write. It is split into 7 aspects.

Environmental Sounds – identifying animal and instrument sounds.

Body Percussion – adding actions to songs, changing sounds.

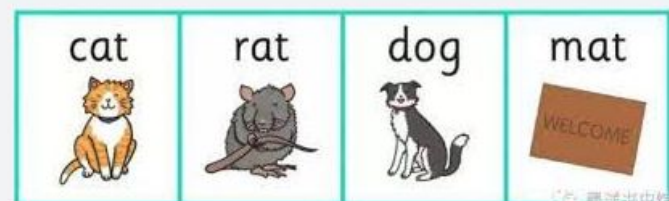
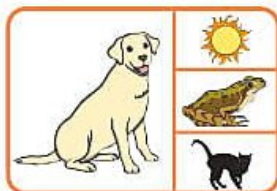
Rhythm and Rhyme – learning when words rhyme and don't.

Alliteration – saying and knowing words that start with the same letter, same as there name and then more.

Voice Sounds – adding sound effects, making loud, quiet sounds with voice, sing songs and rhymes.

Blending and Segmenting – using sound talk c-a-t, identifying syllables, orally blend and segment. How many sounds can you hear?

Until children can do these things there is no point teaching them graphemes as they will not be able to make them into words.



Phonics - Learning to spell in Nursery

Oral segmenting and blending - learning that words are made of sounds

Robotic talking - Say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names.

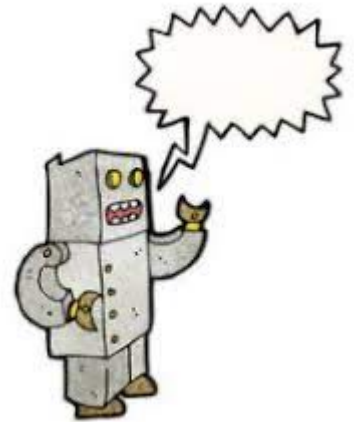
Pass that p-i-g to me.

Sit d-ow-n.

Point to your t-ee-th.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking,
see if they can say words in robot talk themselves?



Phonics and Spelling



To be able to write children need to be able to

- recognise letters
- write letters
- spell words

We teach this through Phonics. We use a programme called 'Little Wandle'. There is lots of information on their website.

Please ONLY use the lower case letters and say the sounds correctly at home

For more information and videos of how to say the sounds please visit

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Introduction to phonemes

We introduce these in Nursery from March onwards.















They are repeated in Reception.

We introduce the letters in a specific order.

s a t p i n m d g o c k e u r h

Phase 2 grapheme information sheet

Autumn 1



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnnn sound nnnnnn	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.



Saying Sounds and Writing letters

Pronunciation phrase

Formation phrase



 <p>snake</p>	
<p>Pronunciation Phrase</p> <p>Show your teeth and <u>and</u> let the s hiss out <u>ssssss</u> <u>ssssss</u></p>	<p>Formation Phrase</p> <p>Under the snake's chin, slide down and round its tail.</p>



Saying Sounds and Writing letters

Pronunciation phrase

Formation phrase

 <p>astronaut</p>	
<p>Pronunciation Phrase</p> <p>Open your mouth wide and make <u>the</u> <u>a</u> sound at the back of your mouth</p> <p>a a a</p>	<p>Formation Phrase</p> <p>Around the astronaut's helmet and down into space.</p>



A cookie recipe

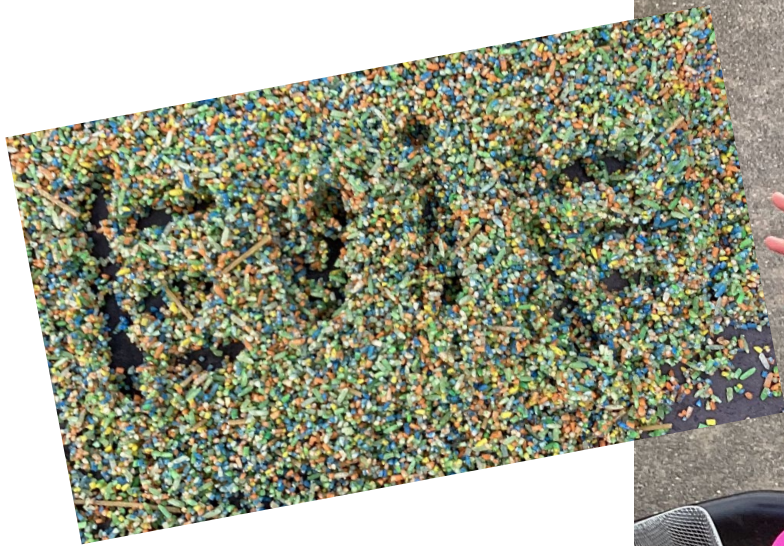


We're going on a Bear Hunt



Examples of writing in Nursery

Name writing in coloured rice.



Spelling in Reception

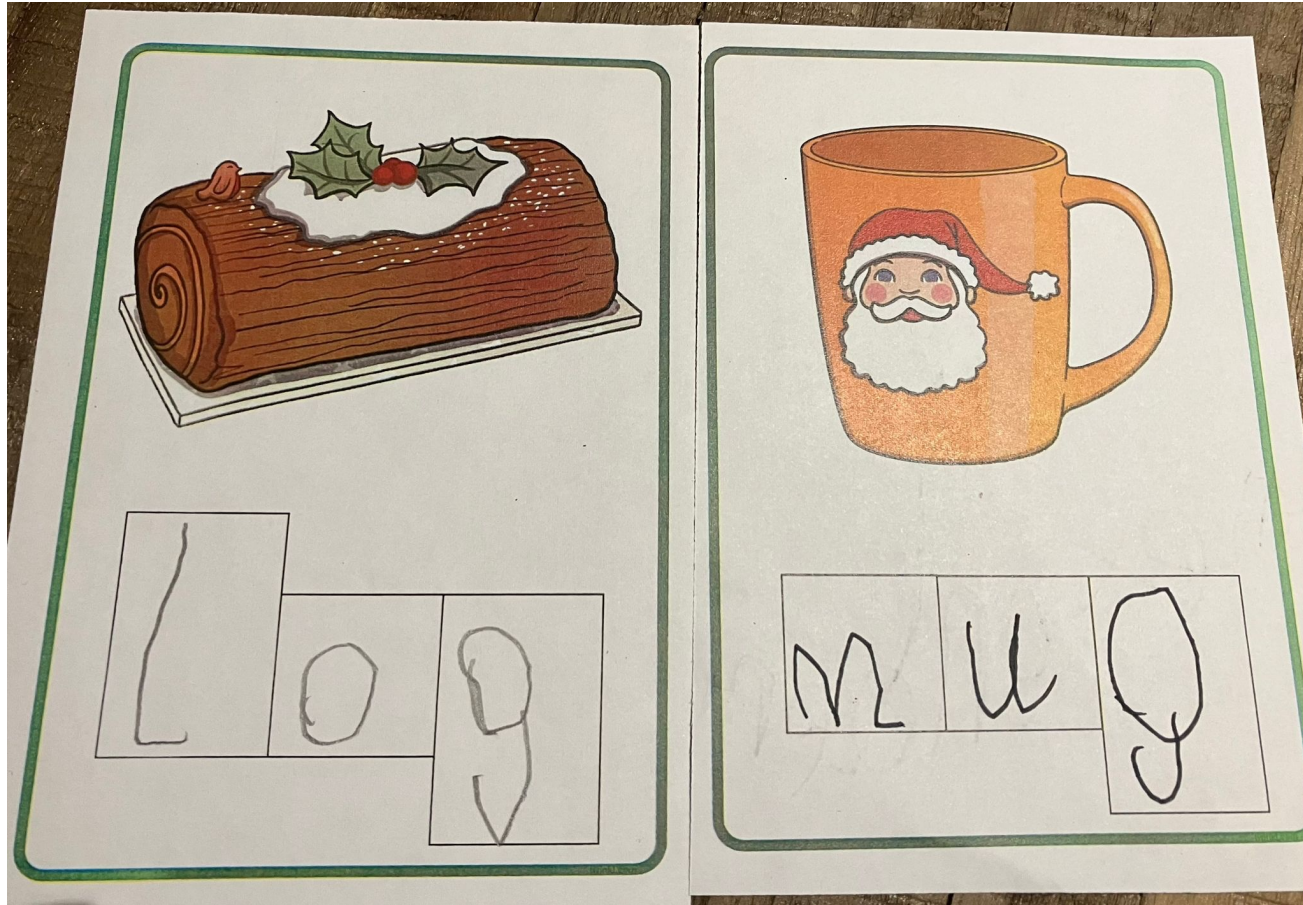
Using phonics sounds

It's okay to not be the correct spelling -
no copying!

Tricky word spellings - me, the, to, was
Look for patterns - me, we, she, he, be



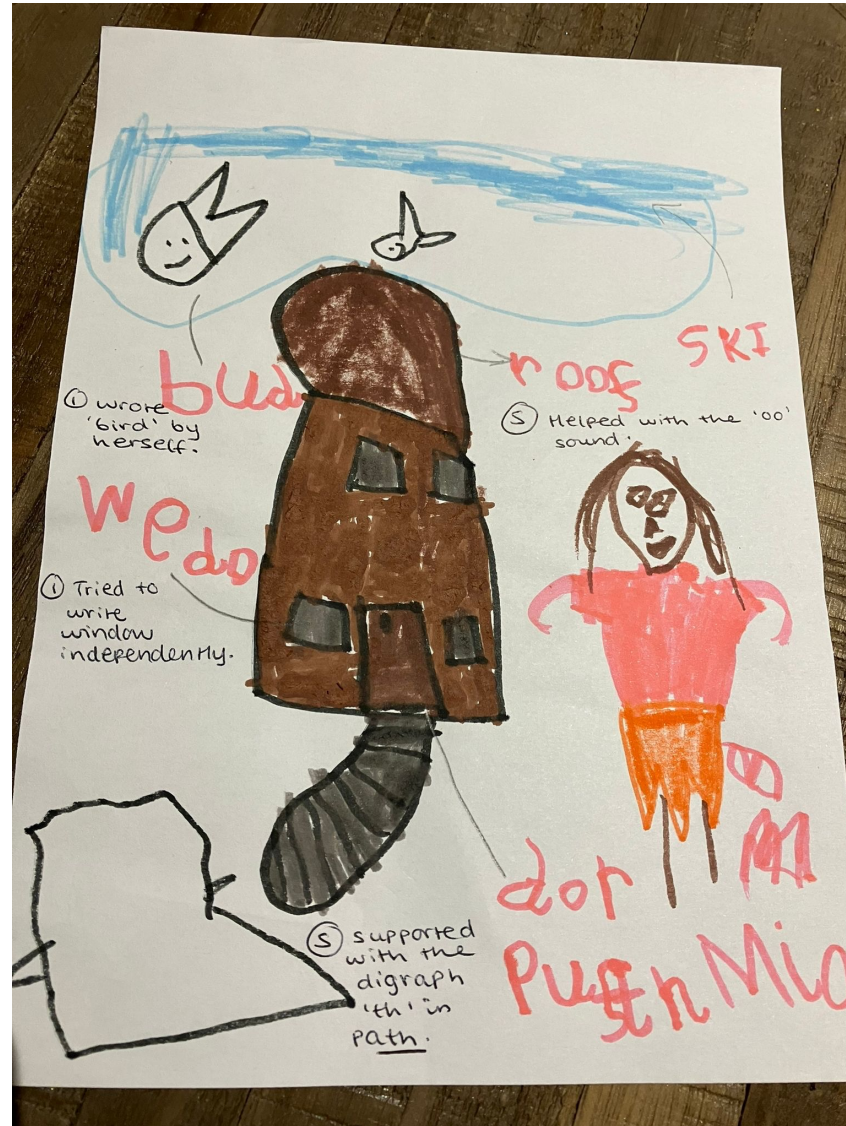
Spelling in Reception -



Examples of writing in Reception



Examples of writing in Reception



Examples of writing in Reception



to m u s n i o p e r s o n t o a t



Reception - end of year goal



I went to
Landa I sor dingo
bons I went to
the moys
m

Reception - end of year goal

Context

Set of instructions to how you get ready for 'Red nose' day - Aimee

Observation

red nose day
1. get ready nos.
2. put on red nose
3. put on red clothes
4. pay 20p in to wear
your red nose.
5. it is red nose day

1. Get red nose. 2. Put your red nose on. 3. Put red clothes on. 4. Pay 20p in to wear your red nose. 5. It is red nose day.

Help at home

How to help at Home with Nursery phonics

Go on a listening walk

Sing lots of songs, play and listen to music,

Dance and clap along to the beat of music

Read rhyming books and poems - Julia Donaldson has lots!

Give toys names with the same initial sound - Silly snake, Tommy Teddy. Daisy the Dolly.

Play online games/watch videos - google 'Phase 1 phonics games'



Help at Home

Read to your child every day

Visit the Library

Read story books and information books

Read with expression - make books exciting

Talk about the pictures

Talk about the characters

Retell the stories

Read books over and over again

Talk about new words



Go out and about and talk about what you see, notice writing on signs, car registrations etc.

Visit the park, shops, Library, Museums, Art Galleries

Talk about what you see

Learn new words

Make up stories and build knowledge

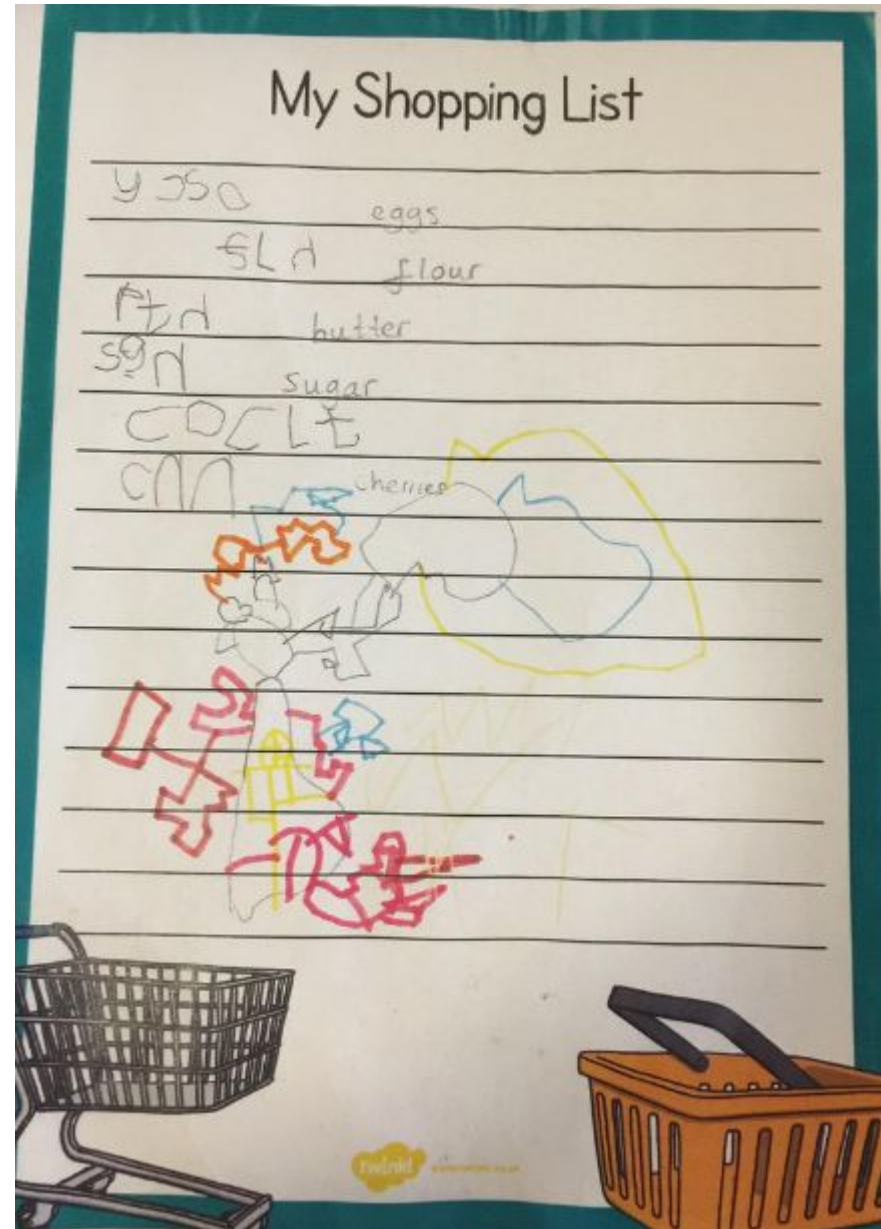
When you play with toys make up stories

Make up stories about animals or imaginary people

Talk about facts about animals, objects, how things work around the house.

Ideas for Writing at home

- Shopping list
- Name writing - family, friends
- Cards, letters, invitations
- Recipes
- Labels
- Story writing
- Fact writing - lift the flap!
- Inspiration Station weekly challenge - Reception



Help at home with writing reminders.

Make sure your child can hold a pencil correctly and firmly.

Help them recognise and write their name.

Use chalk, paint brushes, colourful pencils.

Make writing fun and for a purpose.

Have post it notes, paper, old card, craft resources at hand.



Read lots of books, learn lots of new words every day.

In Reception read the reading books and ebooks.

Check which phonemes we are learning every week and make sure your child knows how to write them.

Thank you for coming.
Questionnaires please

