

# Early Years and Key Stage 1

Supporting early writing and the  
writing process.

## Aims

- ▶ To understand the writing process involved in developing early writers.
- ▶ To identify where your child is along that process.
- ▶ To understand how best to support your child in their writing journey and to develop a growth mindset attitude towards writing from a young age.

▶ So let's start at the end of KS1...

What is expected of our children at this stage in their writing development?

- ▶ **Working at the expected standard**
- ▶ The pupil can, after discussion with the teacher:
- ▶ write simple, coherent narratives about personal experiences and those of others (real or fictional)
- ▶ write about real events, recording these simply and clearly
- ▶ demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- ▶ use present and past tense mostly correctly and consistently
- ▶ use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses
- ▶ segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- ▶ spell many common exception words\*
- ▶ form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- ▶ use spacing between words that reflects the size of the letters.

Content

Punctuation

Grammar

Phonics and  
spelling

Handwriting

# REWIND

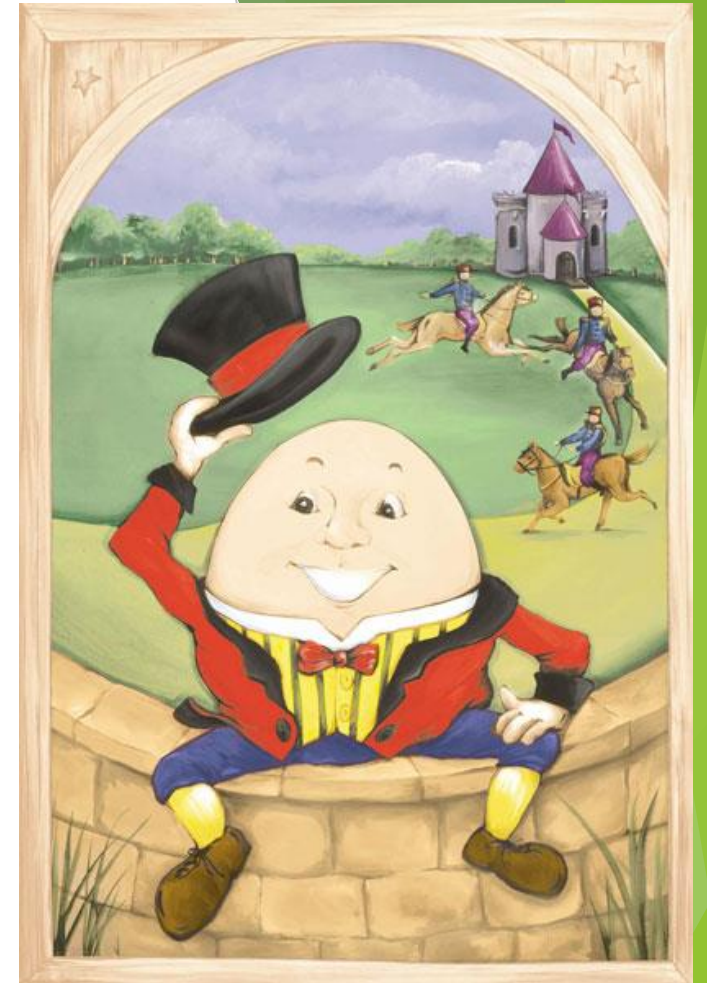
- ▶ Back to the beginning!
- ▶ How does a child's writing **journey** start?
- ▶ How do they piece it all together?

# Stories and Rhyme!

- ▶ ‘Research into the development and acquisition of early literacy skills has conclusively shown that rhythm and rhyme play a hugely important role. This is because children’s early literacy skills are about listening and speaking rather than reading and writing. These first two skills are the bedrock foundation for the latter, and create much stronger ability in the latter if ingrained deeply and early on. **It’s simply not possible to be a good writer if you don’t first of all have a good vocabulary.**’ - *The importance of Rhyme in early literacy development* - Anna Ranson

# What does it teach our children?

- ▶ Auditory discrimination
- ▶ Listening skills
- ▶ A rich range of language
- ▶ Concentration skills
- ▶ Oral story telling/poetry skills
- ▶ Phonemic awareness
- ▶ Memory



# How can we help?

- ▶ Sing rhymes during everyday routine
- ▶ Read poems and nursery rhymes
- ▶ Play rhyming games e.g. matching games, rhyming lotto
- ▶ Read a range of books with rhyming text. Julia Donaldson, Dr Seuss, traditional tales
- ▶ Make storytelling come alive - costumes, masks, actions, voices etc
- ▶ Use puppets and props
- ▶ Tapping and stamping out rhythms
- ▶ Play rhyming string games - silly or real words
- ▶ Listen to CDs watch DVDs with rhymes in



# Talk



- ▶ Role play
- ▶ Stories - many different genres
- ▶ Exploring different forms of writing - lists, recipes, instructions, poems, stories, letters, etc
- ▶ Small world - building stories around toys
- ▶ Puppets
- ▶ Discussions
- ▶ Discovering and talking about the world around us
- ▶ Questioning

How many skills do you think you need to have learnt before you can write a sentence?

1-10

10-15

More  
than 15



More  
than 15

Have the gross motor skills to channel then into fine motor skills



Know how to hold a pencil correctly



Have the strength to be able to hold a pencil correctly



Have the hand-eye co-ordination to make marks using the pencil



Have the control to make sure you apply the correct amount of pressure to the page



Know what all of the sounds look like (formation)  
Be able to form these letters recognisably

Know that sounds make up words



Be able to segment a word to hear sounds



Be able to put the sounds back together to make the word



Know that writing goes from left to right across the page



Be able to think of an idea about what to write



Be able to order thoughts to form a sentence for that format

**Know how to use finger spaces when writing a sentence**



**To understand how to signify the start of a sentence (capital letters)**



**To understand how to signify the end of a sentence (full stops)**



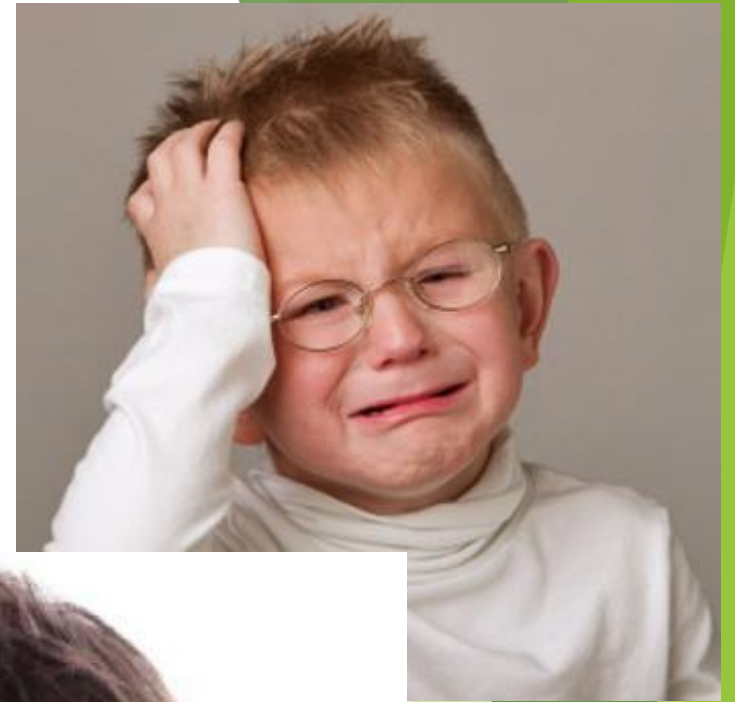
**Be able to write words in the correct order in a sentence**



**To be able to read own writing back to others**



**To be able to recognise errors and self correct**



**OUCH!**

Breadth and depth  
of indoor and  
outdoor  
experiences.

Time  
Space  
Practice  
Consolidation

Body strength,  
posture and hand  
eye co-ordination.

# Motivation!

**Challenge**

**Interest**

Relevance to routine,  
their life, play,  
experiences.



# Gross motor and fine motor control - How can we help development?

Gross motor	Fine motor
<p data-bbox="129 472 952 722">Lots of opportunities for indoor and outdoor activities developing:</p> <ul data-bbox="165 796 965 1310" style="list-style-type: none"><li>• Large arm movements</li><li>• Upper body strength<ul style="list-style-type: none"><li>• Co-ordination</li><li>• Balance</li><li>• Perseverance</li></ul></li><li>• Spatial Awareness</li></ul>	<p data-bbox="1029 472 1862 634">Lots of opportunities to engage in activities that:</p> <ul data-bbox="1029 739 1880 1253" style="list-style-type: none"><li>• Develop stronger wrist and finger movement</li><li>• Dexterity</li><li>• Hand - eye co-ordination</li><li>• strengthen grip</li></ul>

Developing  
a growth  
mindset  
starts here!

# Gross motor development

Bats and balls



Climbing



Skipping



Dancing



Throwing and Catching



Bowling



Swimming





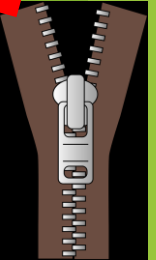
Using a knife and fork



Cooking - cutting, icing.



# Fine motor development



Cutting and sticking



Pegging clothes on a washing line



Bubble wrap



Zips, buttons, poppers

Play dough - squeezing, rolling, cutting, squashing



Threading beads/pasta

Squeezing bottles



Tightening lids, screws etc



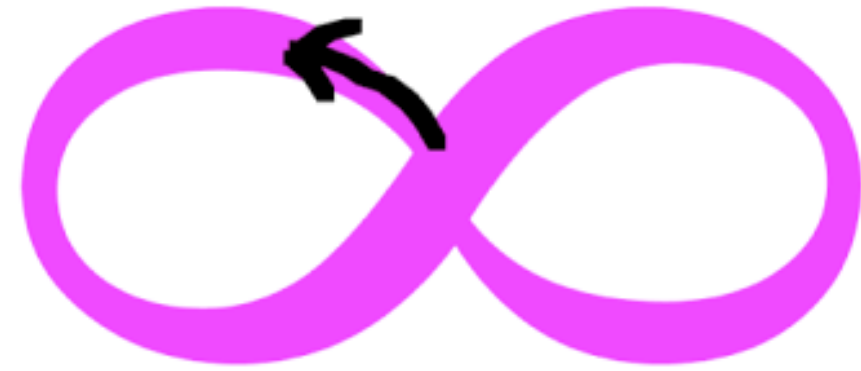
Peeling stickers





# Bilateral Integration

- Dominant side of the body
- Co-ordinate both sides of the body doing different actions
- Lazy 8's
- Simon says...with a twist



## Mark Making

- ▶ First stage of writing - marks will not contain meaning at first it is more experimentation of movements - scribbling
- ▶ Developing a pincer grasp
- ▶ Make it fun and creative
- ▶ Always use a pencil?





Where?  
With what?  
Why?





- Magic fingers
- Magic wands
- Sand, foam, gel with your finger
- Chalk on the floor
- Paintbrushes with water on the floor
- White boards and white board pens
- Highlighters and chunky pens
- Vegetables!



# Meaningful marks

## Soldier Marks

straight lined, up and down, side to side



## Magic Marks

curly, circular



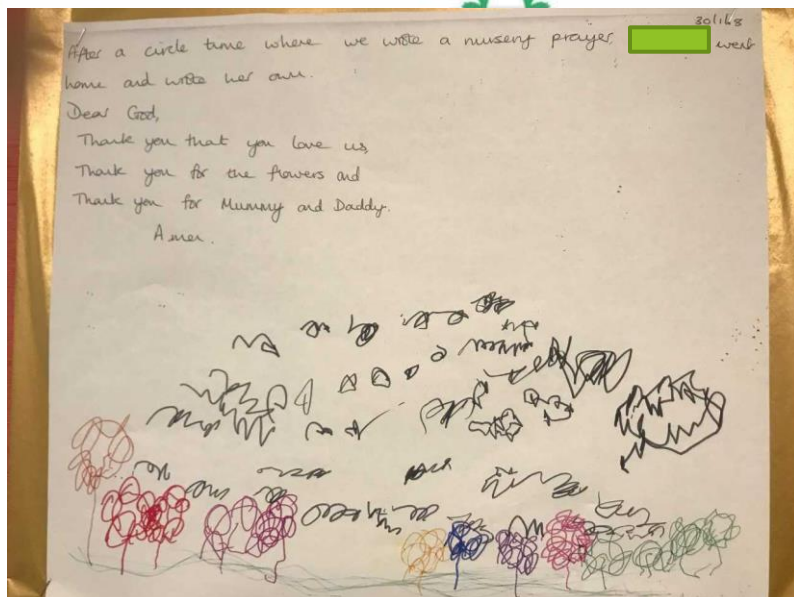
## Rainbow Marks

humped, curved, arched



## Monster Marks

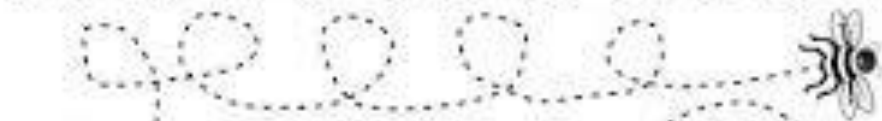
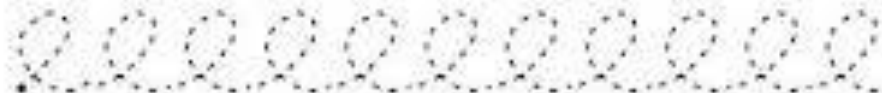
zig zag, diagonal, pointed



## Making swirls (e)

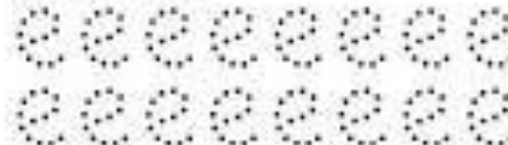
Name: \_\_\_\_\_

Trace over the line with 3 different colour pencils

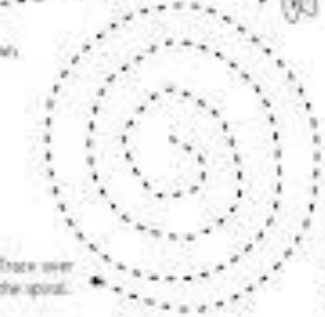


Trace over the line to show where the bee has flown.

Trace over the e sounds.



Trace over the spiral.



After a circle time where we wrote a nursery prayer,  
home and wrote her own.

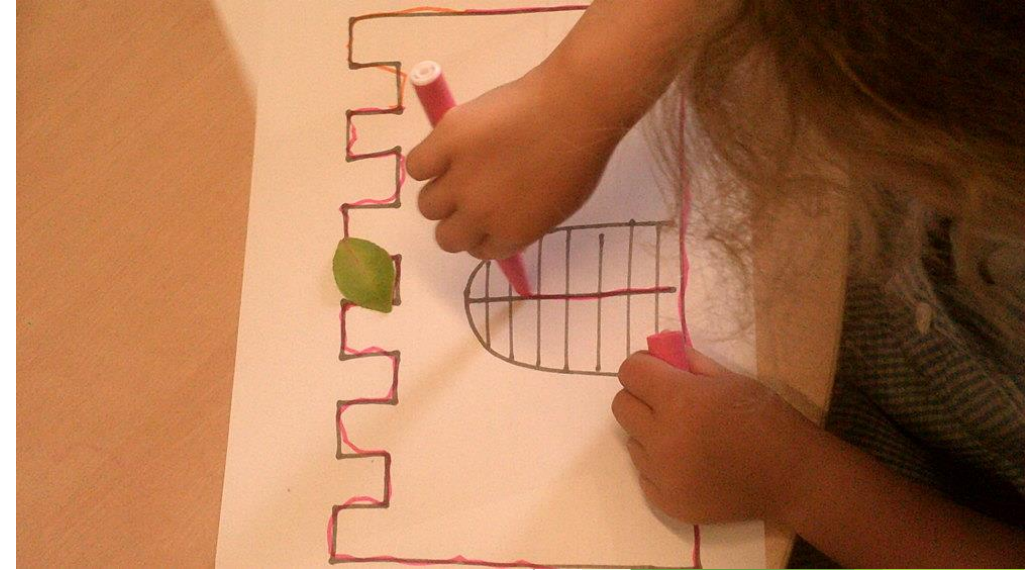


Dear God,  
Thank you that you love us,  
Thank you for the flowers and  
Thank you for Mummy and Daddy.  
Amen.



# Progression

- Children will have meaning /context for the marks they make
- Gain more control over drawing and the movement of the pencil
- Write from left to write and say what they have written
- Copy sounds/ their name successfully





# Marks into words -

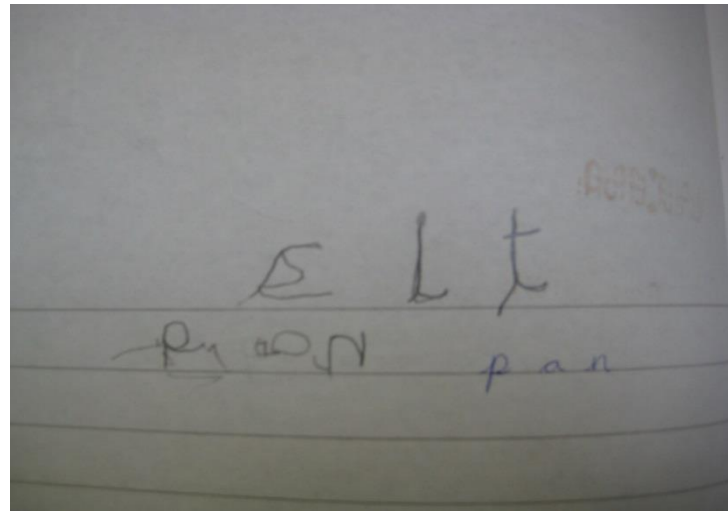
- Phonics
- Oral segmenting and blending
- Single sounds (initial sounds)
- CVC words
- Simple phrases
- Finger spaces

Support at home...

Lots of exposure to alphabet and letters

Reading stories and writing - Modelling sounding out

Asking questions - What sound can you hear?



🏠 **S** (Time: The Farmer in the Dell)

The **snake** is in the grass.  
The snake is in the grass.  
/sss/ /sss/  
The snake is in the grass.



← →

 Action: Weave your hand in an 's' shape, like a snake, and say: ssssss.  



# Phonetic attempts

- Making attempts at words using the sounds, digraphs, trigraphs that they know
- Meaningful writing through play
- Independence
- Build Self-esteem and encouragement - have a go!
- Motivation - giving children purpose and excitement about writing

Thought in a

dig and stay

for the good

the world get

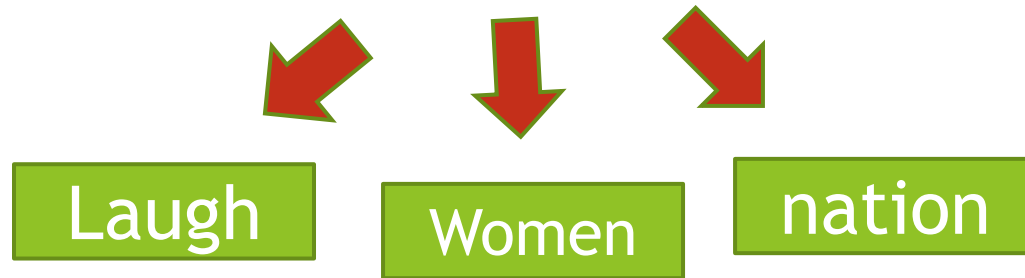
to let

men

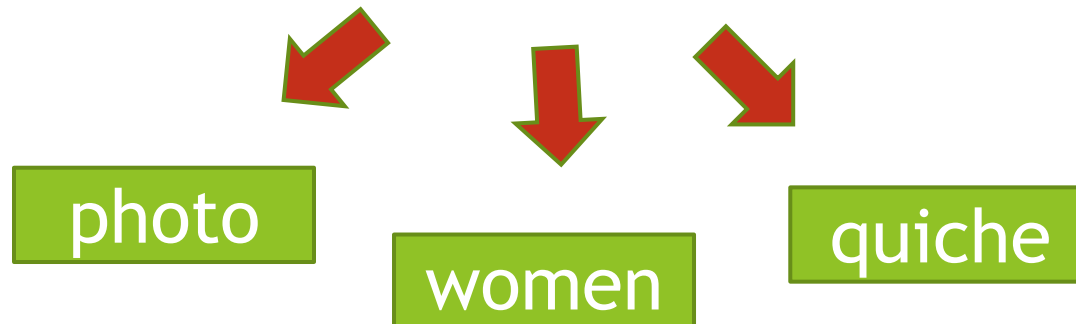


# Phish = Fish

Ghoti



Phoche



# Sentence structure

- Purpose for the writing - role play, signs, letters, prayers, notes, stories
- Group writing
- Finger spacing
- Memory - remember the sentence throughout the sequencing process
- Initial punctuation - Capital letters and full stops
- Challenge - How can we improve the sentence? - sentence stretching

# STRETCH

## YOUR SENTENCE

By using the 5 W's you can add a lot more detail to a sentence.

**WHO?**

My silly brother

**WHAT?**

My silly brother fell down a hole.

**WHERE?**

At the beach, my silly brother fell down a hole.

**WHEN?**

At the beach last year, my silly brother fell down a hole.

**WHY?**

At the beach last year, my silly brother fell down a hole because he wasn't looking where he was going!

twinkl

www.twinkl.co.uk

**Who -**

**What -**

**Where -**

**When -**

**Why -**

This strategy may be useful when trying to promote a growth mindset and to give children a structure to improve at a young age.

# Editing - So what does it look like?

Early stages

Questioning to prompt improvement - What is your picture missing?

What could you add to make your picture/sentence even better?

Can you follow the marks carefully?

Modelling group/whole class -

Adults physically and verbally modelling the process that is involved in writing at every stage along the way.

Modelling in play -

Writing in different ways and making mistakes, reacting to them and then showing resilience and having another go. This will be copied and build an ethos that it is ok to make mistakes and try again.

# When sentence structure and understanding is secure...

- Self editing - Children identifying their own mistakes and being able to amend their own work. This will require guidance at first. Prompts for what they are looking for and how to change them will need to be given.
- Peer editing - Edit each others work. So the children become the teacher!
- Make it fun! - Use colours/highlighters. Different techniques for changing different elements of their writing. Editing stations!

Friday 19<sup>th</sup> January 2018

Scary Surprise!

The fairy had a cat  
and a very long mat.

She had long silver hair which she wore in a  
plait. How the cat meowed and how the fairy  
smiled. "Let's go and play" said the fairy as  
she smiled. "Let's go up" said the cat as  
he purred. "OK" said the fairy and up she went  
but every thing she saw was bent.

Through the woods the fairy saw a group  
of animals looking very sad.

The fairy asked them "why are you sad?"

The animals said "because a slimy snake  
bent the woods." "Is he bad?" asked the  
fairy. "Yes he is very bad" said the animals.

"Now before we go off to find the snake  
I need to know your names" said the fairy.

"OK" said the animals. "Hello I'm cat" purred  
cat. "Hi I'm panda" said panda. "Hello I'm  
wild hamster" said wild hamster.

"Hello I am rat" said rat. "Hi I'm mole"  
said mole. Then a six friends set off  
through the deep, cold, windy, dark woods.  
All though it was cold and dark the  
friends kept going. Then the fairy  
suddenly shouted "Look out". The  
animals were trembling with fright.

"Ha ha ha": "A ha a perfect feast" said the  
giant snake slithering around but before  
the snake took a bite of fairy and  
chips a giant slopy grass monster  
appeared "Buzz of you disgusting bit of  
slime" grumbled the slopy grass monster.  
"Opps" said the snake as he slithered  
off. "Thank you" said the fairy to her  
friends.

Thursday 25<sup>th</sup> January 2018

## Scary Surprise!

Rhyme

The fairy had a cat  
and a very long rat.

She had long silver hair which she wore in a plait.  
How the cat meowed and how the fairy smiled.

"Let's go and play" said the fairy as she smiled.

"Let's go up" meowed the cat.

"Ok" shouted the fairy and up she went

but every thing the fairy saw was bent.

Through the woods the fairy saw a group of animals  
looking very sad.

The fairy asked them "Why are you sad?"

The animals replied "because a slimy snake bent  
the woods"

"Is he bad" muttered the fairy.

"Yes" shouted the animals.

"Now before we go to find the slimy snake  
I need to know your names" said the fairy.

"Ok" said the animals.

"Hello I'm cat" purred cat.

"Hi I'm panda" said panda shyly.

"Hello I'm wild hamster" said wild hamster.

"Hello I'm rat" said rat.

"Hi I'm mole" said mole.

Then all six friends set off through the  
deep dark woods. All though it was cold, the

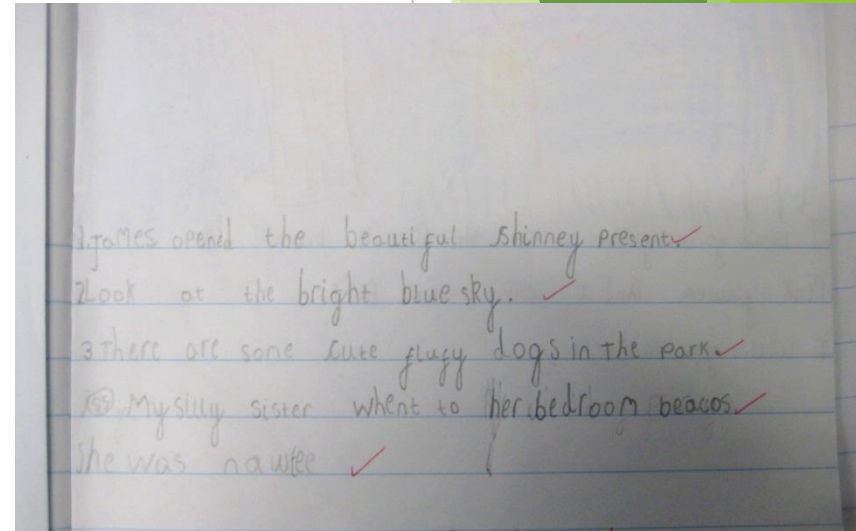
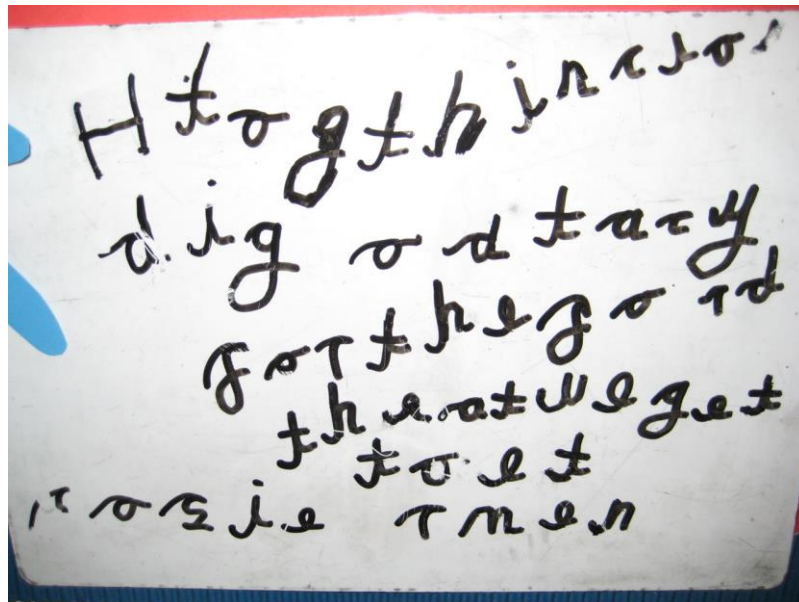
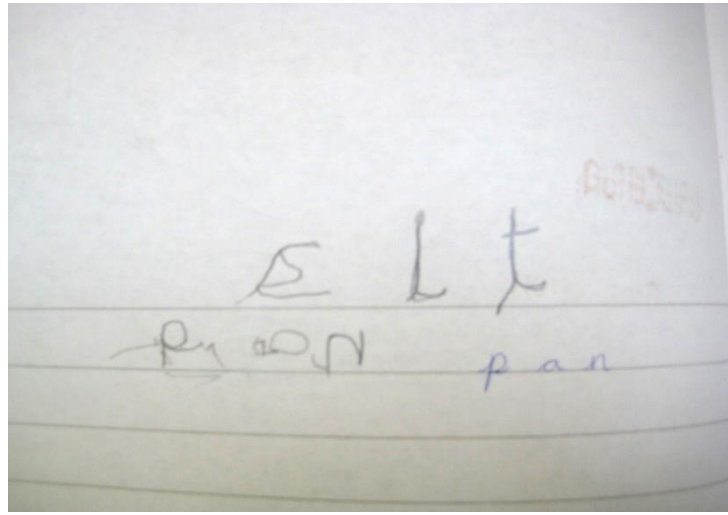
friends kept going.

Then the fairy suddenly shouted "look out!"

The animals were trembling with fright.

"Ha ha a perfect feast" said the snake slithering  
around but before the snake took a bite of fairy

Sp





Thursday 25<sup>th</sup> January 2018

Bee's Great Escape

enter  
out  
of  
the  
hole  
by  
commas

There was a bee and it was cheeky and clever. It lived in a lovely grassy garden owned by some humans. It had swings, slides or see-saw and a trampoline.

One day the bee wondered a bit further away from home than usual and met some other bugs also going on a walk and they soon became friends. They were butterflies, wasps and ants. The butterflies were all called Janet, the wasps were all called Henry and the ants were all called Lucky. They were all kind and helpful.

Then a human came out into the garden to play and tried to step on the bee. The animals were all frightened and scared especially the bee. Then, luckily she remembered she had a fake bee she always kept with her and just in the nick of time slipped it under the humans foot.

They all said "phee" and celebrated the escape of the bee. The bee walked home with her friends and invited them to tea. They had honey sandwiches, tea and boiled honey sweets. They all got to bring home some honey from the hive. Everyone was happy.



Great story to read! Now try and add exclamation sentences.

# Top tips...

Develop self esteem through praise, encouragement, positivity and modelling.

Confidence will lead to willing writers who will want to try!

Work out your child's stage in the writing process and choose targets/next steps that are appropriate.

Only correct some mistakes - Not every mistake. Be selective and sensitive with feedback for improvement.

Support and challenge, helping children learn how to improve their own writing and to enjoy and be happy doing so.

Improve your own writing too! Show that we are all improving all the time!

Tomorrow - Reception,  
Y1 & Y2

Friday 9<sup>th</sup> March - Nursery  
writing themed Stay and  
Play