

# Reception Writing Workshop



# Aims of workshop

- ▶ Reception expectations
- ▶ Phonic application
- ▶ Sentence composition
- ▶ Tricky word spelling
- ▶ Finger spaces

# Reception Expectations

- ▶ 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

# Handwriting

- ▶ Importance of ensuring that letters at home and school are formed correctly
- ▶ Correcting one or two at a time that are incorrectly formed and discussing or practising them further
- ▶ Practise in order to embed the muscle memory so that it becomes automatic

# Phonic Application

- ▶ Writing is difficult
- ▶ There is so much to think about – composition, spacing, punctuation, spelling, grammar, handwriting, orientation
- ▶ Children do find it difficult and it does take longer and require more perseverance
- ▶ In some cases, copying out a sentence from an adult has its place when looking at handwriting
- ▶ We do not expect every word to be spelt correctly
- ▶ We encourage children to attempt new spelling using their phonic knowledge
- ▶ We regularly use sound mats to support children who find it difficult to remember the shape

# Guess the spelling

- ▶ Skool
- ▶ Spays
- ▶ Sor
- ▶ Woz
- ▶ Trayn

# Phonic Application

- ▶ All these are acceptable spellings because the child has broken the word down and attempted to represent each part with a sound
- ▶ We would not expect our Reception children to spell train correctly because they have not been taught the 'ai' sound yet but they do know the 'ay' sound

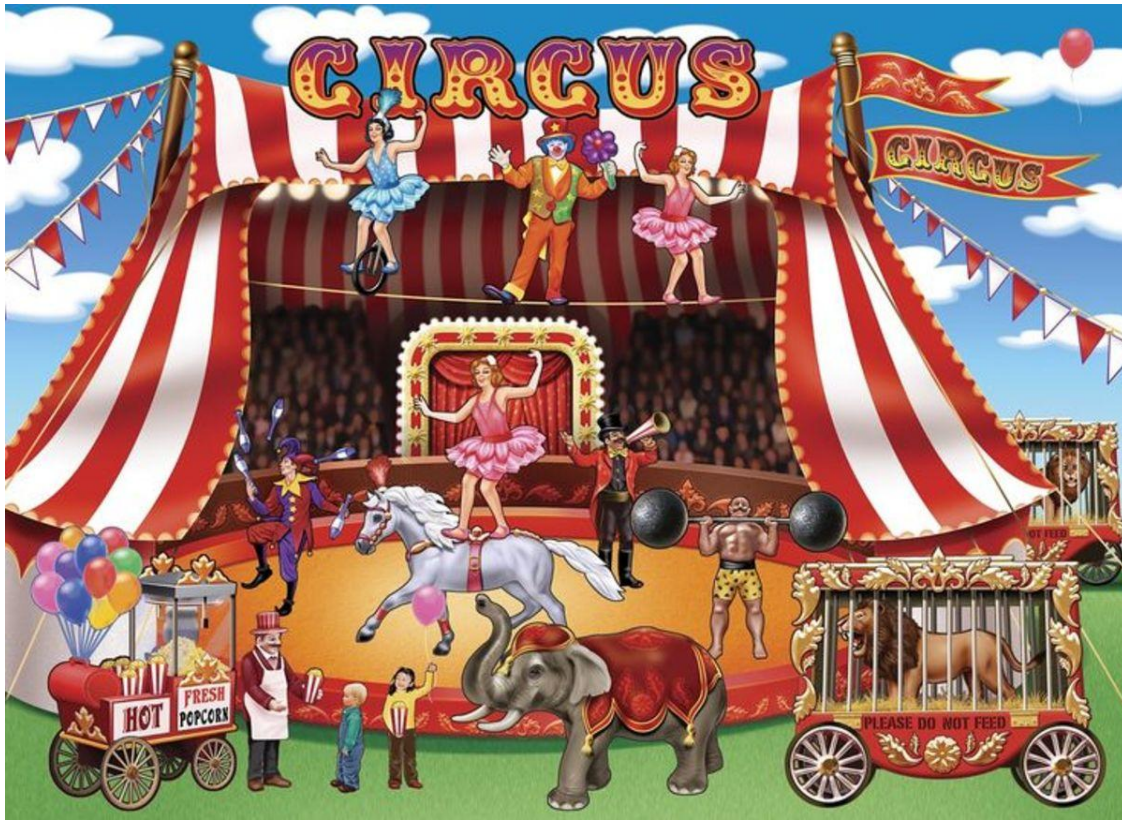
# Sentence Composition

- ▶ We think about a sentence and how it is structured
- ▶ Starting with a noun – cat
- ▶ A noun with an adjective – a red hen
- ▶ Then a noun and a place – a cat in a hat
- ▶ After a noun, place and verb – a cat in a hat playing
- ▶ Being able to write a simple sentence like this by the end of the Reception is what we are aiming for, as long as it is independently written and has had no help from an adult

# Pictures

- ▶ We like to use pictures in Reception to support children's writing
- ▶ This helps first of all to create ideas and a discussion
- ▶ From this, children can write a simple sentence
- ▶ If they forget, we can use the picture as a prompt

# The circus came to school



## Sentences the children wrote

- ▶ The clown is spinning
- ▶ The dog is jumping on the table
- ▶ The lion is in the cage
- ▶ The elephant is holding a hoop
- ▶ I can see a clown

# Finger Spaces

- ▶ Although this is not an explicit expectation, it does make writing more legible.
- ▶ We start by modelling a finger space by actually using our finger to write next to
- ▶ This is difficult for left handers and it becomes awkward to manage
- ▶ We use physical objects such as a lego piece or a coin to help them remember to leave a space
- ▶ Children also have to have an understanding of what a sound is and what a word is otherwise spaces can appear everywhere!!!!

# Good habits

- ▶ Again capital letters and full stops are not a requirement for Reception but we feel that it is important to get into good habits from the beginning
- ▶ We reinforce the importance of starting a sentence with a capital letter
- ▶ We also teach that we end a sentence with a full stop
- ▶ We use actions to reinforce and remind the children

# Tricky words - green

- ▶ These are words that children are likely to use frequently in their writing
- ▶ They are green words because they can be spelt phonetically
- ▶ We would expect these to be correctly spelt
- ▶ For example, on, it, at, in, am, an, Mum, Dad, can

# Tricky words - red

- ▶ These are words that children are likely to use frequently in their writing
- ▶ They are red words because they are more difficult to be spelt phonetically
- ▶ We teach these by looking at the word and identifying the tricky part of the word
- ▶ These need to be regularly practised in order for them to become fluent
- ▶ These will be found on the Google Classroom

# Writing

- ▶ Reading has a big influence in children's ability to write and this is why we encourage regular bedtime stories
- ▶ Children who have a wealth of language and ideas when writing have often been exposed to a variety of books
- ▶ Spoken language can also influence what and how they write
- ▶ Children often master reading first and then the writing flows after