

Welcome to our KS1 Writing Workshop!

Aims for our Workshop this morning

To give Parents....

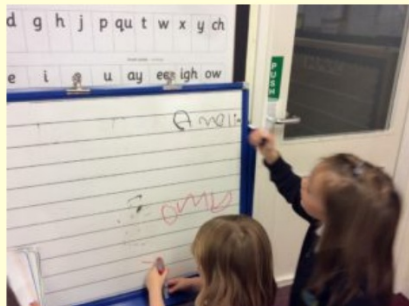
1. An insight into how we teach writing at Avonmore
2. Creative ideas for writing at home
3. Ideas for how to support and encourage your child's writing at home.

Nursery: Mark Making

•Children must learn 'mark making' before they pick up a pencil.

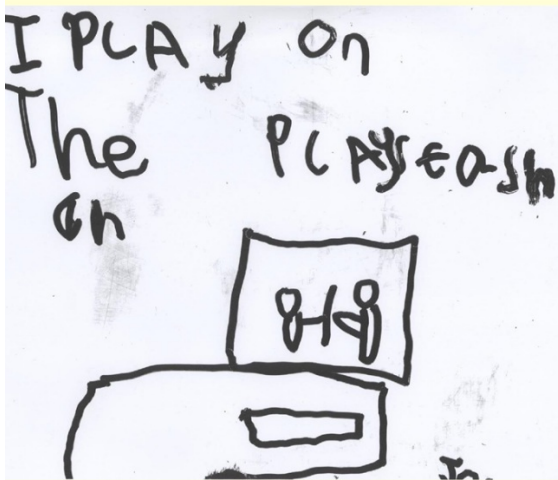
Examples of what these include:

- Paint marks on large paper
- Chalk or paint on the ground
- Waving a ribbon in the air
- Drawing in sand with fingers
- Using finger paint



When a child progresses on to writing with a pen or a pencil, one of the first words they learn to write is their name

In Reception

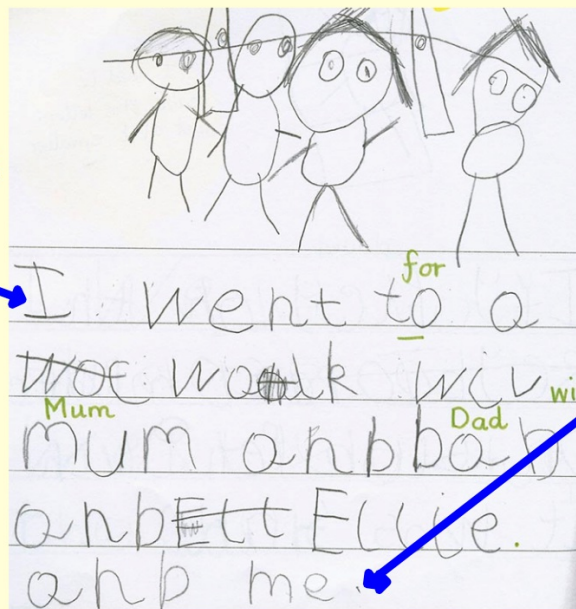


- Simple sentences beginning with a capital letter.
- The child is able to communicate meaning.
- Using phonics for high frequency words *'play'*
- Using phonics for unfamiliar words *'playstashon'*
- Letters are oriented correctly- the right direction and lower and capital letters mostly used correctly.

By the end of Reception

- The child can communicate meaning.

- Letters are oriented correctly- the right direction and lower and capital letters mostly used correctly.




- The child has an awareness of full stops.

In Year One


Cinderella
Cinderella is lovely.
Cinderella is helpful
She is kind and does all the
work. She is sad because
She can't go to the ball.
She is happy because
She has been married
to the prince. because
the a

- The child is able to communicate meaning.
- The child has an awareness of when to use full stops and capital letters.
- The child can use simple sentences.
- The child is beginning to use compound sentences.
- Letters are formed correctly, BUT size is inconsistent and letters aren't joined.

In Year One

NICKLE 21.5.08
 Rainbo Fish and his sister. 

ONCE UPON the ^{ocean} oshan there
 lived a fish and his famley.
 one day the fish went fo an
 exscited swim in the oshan.
 He looked around and he
 fownd at ^{circus} cerks on the ~~rock~~
 shiny rock. SO he swam faster
 and faster that he was so
 exscited he didnt notis the
 rock in frunt ~~fo~~ ^{of} him and
 kralsh, he band his haed: so
 he culd not go to the ^{circus} cerks
 and he lived Sadley
 ever after.


^{able to read back}

- Stories have a clear beginning, middle and end
- The child has an awareness of when to use full stops and capital letters.
- The child can use simple sentences.
- The child is beginning to use compound sentences.
- The child is using appropriate adjectives, verbs and adverbs.
- Letters are formed correctly, but size is inconsistent and letters might not be joined.

Year Two

The Magic Rock

One fine day I went rowing out to sea. The sea was silent and when the sun shone on it it sparkled. I landed with a rather big bump! When I got off I tripped over a shimmering rock. It looked magical and I picked it up.

But then something odd happened - the rock turned red! Then it turned lots of different colours! After a while it stopped but then it turned into an eagle.

The eagle picked me up and dropped me in a gloaming forest. It was filled with screeching noises. It was clever flying! It was so scary I cried. A few minutes later I saw this wisent. He said to me, "Come with me and I will bring you home". So I went with him. He took me to where there were

◦ Stories have a clear beginning, middle and end

◦ The child can use simple, compound and is beginning to use some complex sentences.

◦ The child is using appropriate adjectives, verbs and adverbs.

◦ The child is showing an awareness of using different ways to start sentences.

◦ Letters are formed correctly, but size is inconsistent and letters might not be joined.

Year Two

last week We went
to glaisdale train station
it was very noisy with
all the children there.
Atlast the train arrived
we clamberd on it was
grait fun hearing the
clicky clack of the train
wheeles. Finly We arrived
at middlesbrough. We walked
threw middlesbrough. Then
we walked in it was
wonderfull. A lady showed
us threw lots of wonderfull
runes. Finly, at last we had
our lunch and soon we
finishe. Next we had our
play time in the bottle
of notes. then we went
back into the huge
MIMA and got our coats.
Then we waited for the
train and went home.
I had a wonderfull time
at MIMA!

Non-fiction writing has purpose and the language choices are chosen carefully.

A range of ways of opening sentences are beginning to be used.

Full stops and capital letters are used accurately along with !

Children must be **reading** a full range of books, and looking and developing an interest in non-fiction texts such as newspapers and online articles.

Dear Katie Morag

My name is Kitty. I have brown eyes
and brown wavy soft hair.

I live at Teddlington Manor road. I like
my house because I love having my music
lessons at my neighbors house and I like
scooting to the bowling green.

I live with my mum my dad and my sisters
Ellie and Lola.

My best thing in the house is family
I like them because they are kind and
they take me to the park on my bike

Great letter

**Writing a letter to a
familiar character from
a book.**

m m m
An interview with the Wolf

Describe yourself in three words

I am greedy, I love eating especially pigs and I have a very bushy tail.



What did you say to the pigs? Why?

I said to let me in let me in and they said not

on the hair of my chinny chin chin I said then

I'll huff and I'll puff and I'll blow your house down!

Why did you blow their houses down?

I did it because I wanted to eat them all up.

How did you feel when the brick house stayed standing? very angry disappointed furious and cross.

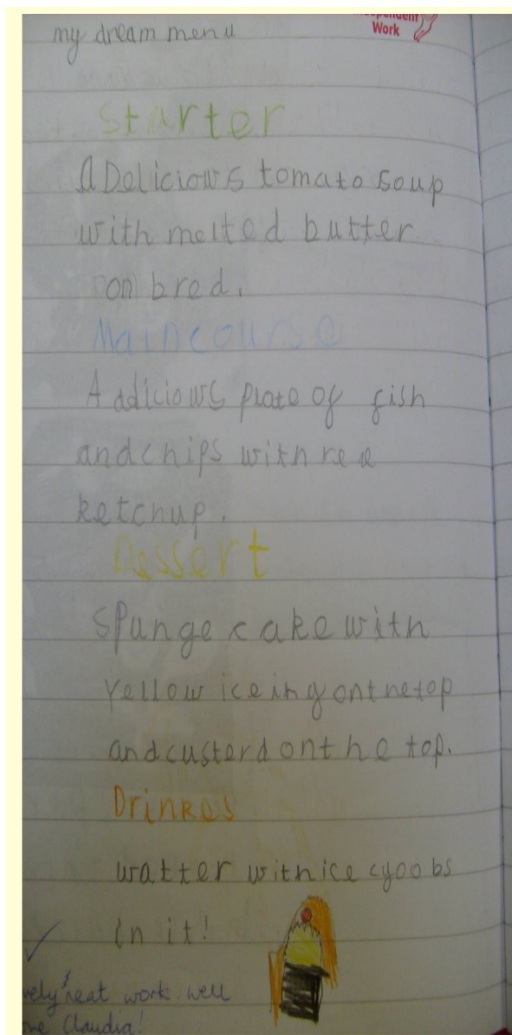
Where did you run away to?

I went to hide under the cars.

What are you doing now?

Turning the cars tipping them over and scratching them.

Writing from the point
of view of a story
character.



Creating a menu of
favourite foods following
the theme of a story

Ideas for writing at home

- Stories
- Letters
- Lists
- Recipes
- Instructions
- Reports
- Diaries
- Poems and rhymes
- Captions
- Labels
- Diagrams
- Posters
- Tickets
- Books and booklets

Make it meaningful and fun!

Handwriting at Avonmore

- Handwriting is a key priority for us from EYFS to the end of KS2
- Handwriting is taught every day from 8.40 - 9.00

Year	Stage	Examples
Nursery	Pre-writing skills	Any fine and gross motor skill activity Climbing/ building with lego Manipulating playdough Finger painting
Reception	Pre-writing skills Letter Formation Number formation Settled dominant hand for writing Grip Body position	Cutting/ making/ Scrunching/ twisting Shredding paper/ playdough Balance activities Crossing the midline Writing templates Whole body formation Encouragement of emerging writing Chalk/ painting Building – spatial activities Threading beads

Year 1	4-5 times per week Patterns are taught Letters are re-taught with lead -in Securing letter size (including Capitals) Ascenders and Descenders Letters on line Children begin to join when all letters are formed well with consistent size and accuracy.	Mini whiteboards Handwriting Books with tramlines Focus into transferring skills into other areas of learning.
Year 2	4-5 times per week Continue learning joins Break letters Skip lines (smaller lined books) Continue to focus on letter size Intervention where necessary	Handwriting books Joined up spellings

Cursive Upright (Books 1A-1B)

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m

n o p q r s t u v w x y z

The quick brown fox jumps
over the lazy dog.

Capital Letters have
no lead-in or tail

lead-in

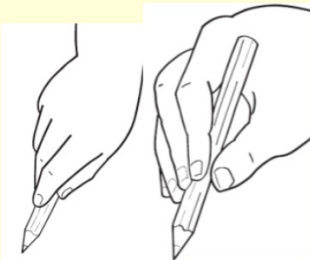
tail

Most mark makers start here...



1. STAGE ONE - SHOULDER PIVOT

Pivot: Shoulder



2. STAGE TWO - ELBOW PIVOT

Pivot: Elbow

Grip: Palm



Can you think of any activities you can do at home to help develop gross motor skills?



STAGE THREE - WRIST PIVOT

Pivot: Wrist

Grip: Usually Palm, but probably about to change!

...essential for developing handwriting skills.

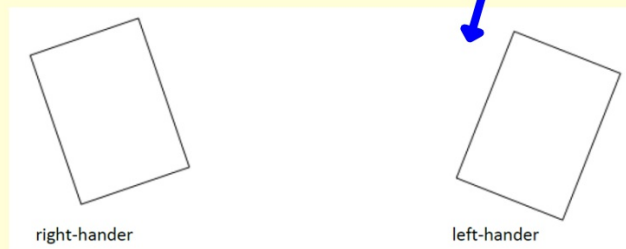
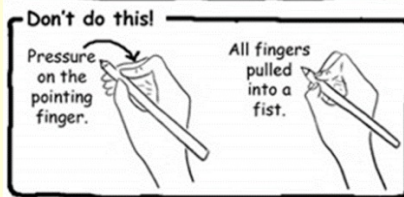


Let's have a go at some **writing warm ups** you can do with your child...

Whole Hand <u>Baton Twirl</u> 10 Rotate the pencil in, around and between all your fingers like it was a baton. Then try with the other hand.	Shoulder Strength <u>"I Don't Knows"</u> 16 Start with Your arms down by your sides and then bend the elbows 90 degrees with palms facing up wards. Then lift the shoulder up towards the ears hold for 2 seconds or say slowly "I don't know!" then release the shoulders. Repeat 5 times.
Thumb & Fingers <u>Finger Bend</u> 19 Extend arms and fingers straight out in front of you at chest height in a "mummy" position. Keeping the knuckles and wrists straight, and palms facing upwards, bend the fingers until they face your body and then straighten them out. Do not create a fist while bending your fingers. Repeat 5-10 times.	Crossing the Mid-line <u>Butterflies</u> 7 Start by holding arms straight out in front of the body, then link the thumbs to make an X, lift the palms so that they are facing out and finger tips point to the sky. Then draw lazy 8's (figure of 8 on it's side)in the air start by moving to the left for 5 eights lazy 8's and then 5 moving to the right as a start point.

<http://www.teachhandwriting.co.uk/index.html>

Key Tips for helping emergent writers at home



Grip, paper and sitting position



Thank you for your time!