Welcome to the writing Parent Workshop.

22nd January 2026



The Early Years Foundation Stage

Prime Areas

- Communication & Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Literacy

It is crucial for children to develop **a life-long love of reading.** Reading consists of two dimensions: **language comprehension and word reading.** Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together.** Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Comprehension Word Reading Writing	To know some graphemes and phonemes. To be able to correctly say the phonemes and match it to the grapheme. To orally blend some CVC words. To begin to show understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To know all the phase 2 tricky words. To blend sounds to read simple words To segment and write some CVC words. To begin to write some short captions, labels, and simple repetitive sentences with adult support. To read some short sentences. To know sentences are made up of several words.	To know the sounds for each letter in the alphabet and at least 5 digraphs To read and write some CVCC words. To read words consistent with their phonic knowledge. To read aloud simple sentences and books that are consistent with their phonic knowledge, including all phase 2 tricky words.	To know and read phase 3 tricky words To know the sounds for each letter in the alphabet and at least 10 diagraphs. To read simple words, sentences and books that are consistent with their phonic knowledge, including all taught tricky words To segment and spell words. To begin to be able to talk about adjectives in sentence writing.	To form all lower-case and some capital letters correctly. To segment and spell words and write simple phrases and sentences that can be read by others. To read simple words, sentences and books that are consistent with their phonic knowledge, including all taught tricky words To infer why things happen in stories	To write sentences using adjectives, nouns and connectives. To consistently use capital letters, finger spaces and full stop. To be able to re-read what they have written to check that it makes sense. To demonstrate understanding of what they have read by retelling and answering comprehension questions.
	To be able to anticipate key events in stories. To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Use mark making as a way to convey or interpret ideas, experiences and messages.	To participate in shared writing experiences. To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To be able to talk about story structures. To talk about characters, settings, authors and illustrators	To write recognisable letters, in line with PENPALS handwriting scheme. To segment and spell regular words when writing independently. To write simple regular words as sentences To continue to build an awareness of capital letters full stops and finger spaces when writing sentences. To begin to represent a well-known story using a story map.	To re-read loved books for enjoyment and build their fluency, understanding and confidence. To retell stories and narratives using their own words and recently introduced vocabulary. To begin to innovate a well-known story using a story map. To write sentences and begin to use capital letters full stops and finger spaces when writing.	To use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. To Write a sequence of ideas as short sentences. To join some digraphs when writing.	To read a variety of texts consistent with their phonic knowledge. Read aloud simple sentences and books that are consistent with their phonic knowledge, including most taught tricky Write phrases and sentences that can be read by others. To introduce narratives in their own writing.

Phonics **Little Wandle**	**Phase 2** Sounds: s-l Tricky Words: is I the	**Phase 2** Sounds: ff-nk Tricky Words: put-be	**Phase 3** Sounds: ai – er Tricky words: was-pure	**Phase 3** Sounds: review ai-er Tricky words: Review is-pure	**Phase 4** short vowels sounds endings: ing/ed/est Tricky words: said-today	**Phase 4** Long vowel sounds Recap endings Recap all tricky words
ELGs:	***Comprehension***- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. ***Word Reading***- Say a sound for each letter of the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ***Writing***- Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
KS1 (taken from Jonathon Bond Year 1 curriculum)	**Speaking, Listening and Discussion** - Tell a story or describe an incident clearly **Becoming a Reader**- Retell a story using prompts **Planning, Composing and Evaluating** - Write a sequence of sentences **Spelling** - Use letter names to talk about different grapheme choices					

How do writing muscles develop?

- A series of pivotal joints



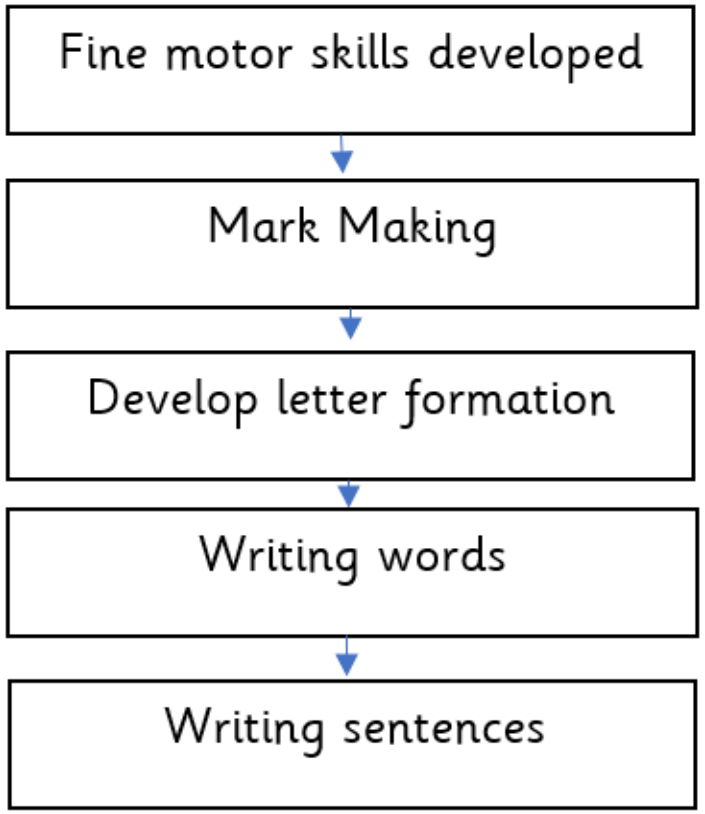






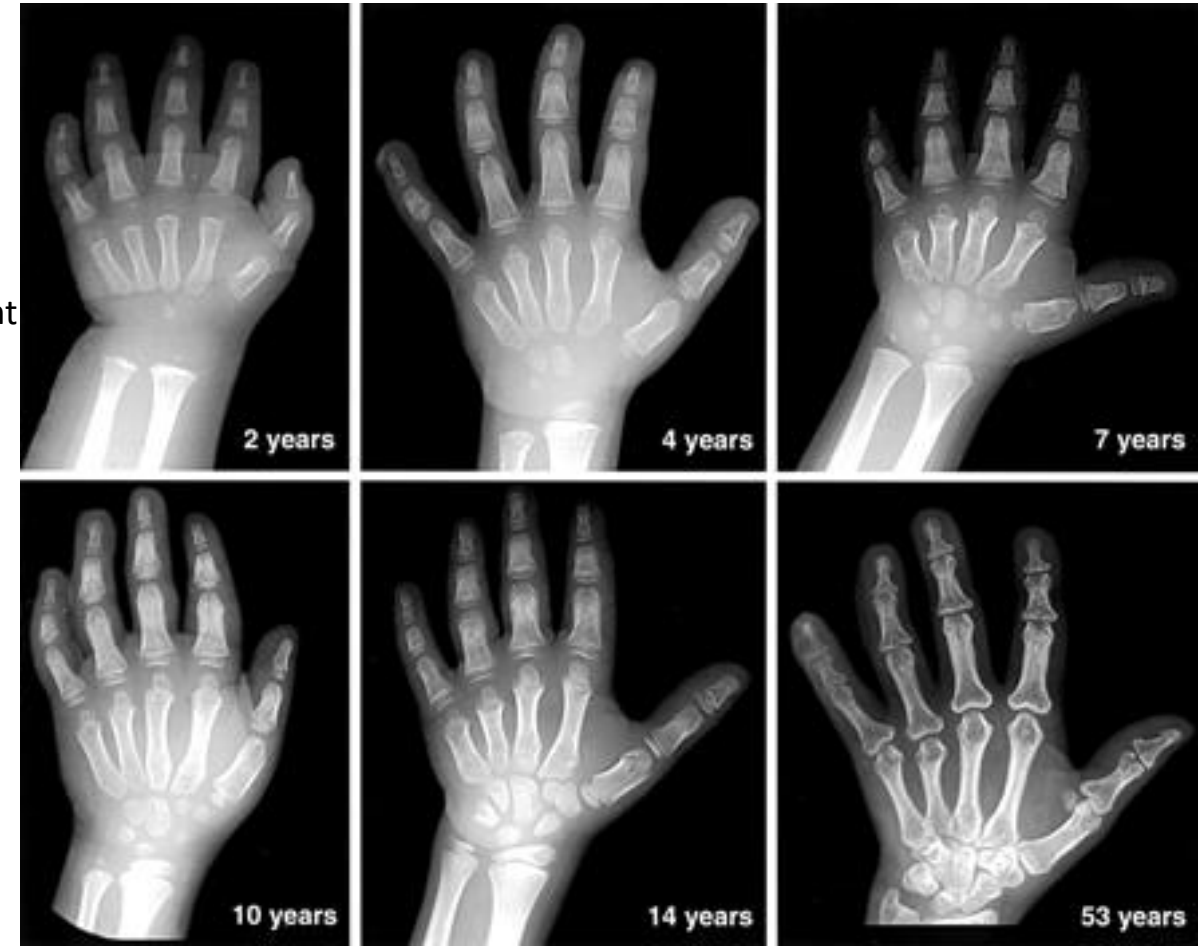
Stages of Writing

Children will begin with mark making and develop to pictures with meaning before finally beginning letter formation developed alongside our Little Wandle phonics program.



Building up muscle strength - Why Pre-writing skills are important.

Bone development in the hand of a small child.

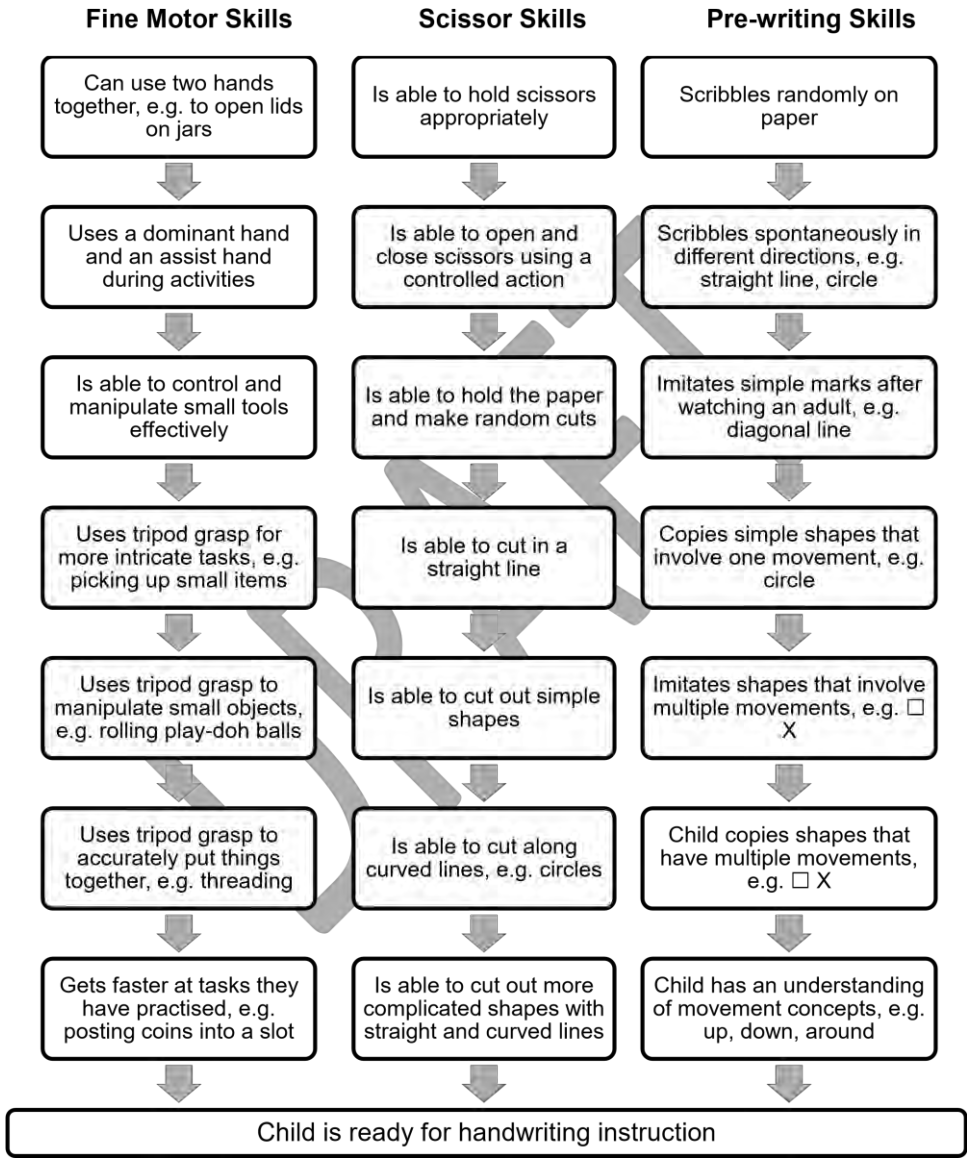






There are a number of things you can observe that will indicate whether a child has good hand stability and dexterity. Can they touch each finger to their thumb? With their fingers, can they show you number one, number two, number three, number four, number five? Are they separating the two sides of the hands?

Pre-Handwriting – Developmental Continuum



- A child's posture and seating during pre-writing activities can impact on their performance
- It is important that a child has lots of opportunity to develop their gross motor & co-ordination skills

Taken from - Care & Learning Service – Occupational Therapy, Educational Psychology, Speech and Language Therapy

What comes before writing?

We are seeing more and more children starting school with underdeveloped fine and gross motor skills; a prime area of learning. This could be due to the increase of children of pre-school age using iPads etc. at home. The ability to write is a complex one, not only do children need to have the confidence to pick up a pencil and make marks on paper, they also need to be developmentally ready to write with a strong core and hand muscles. The hand is a really complex piece of machinery and is made up of lots of joints and muscle groups that interconnect and work together to provide maximum dexterity.

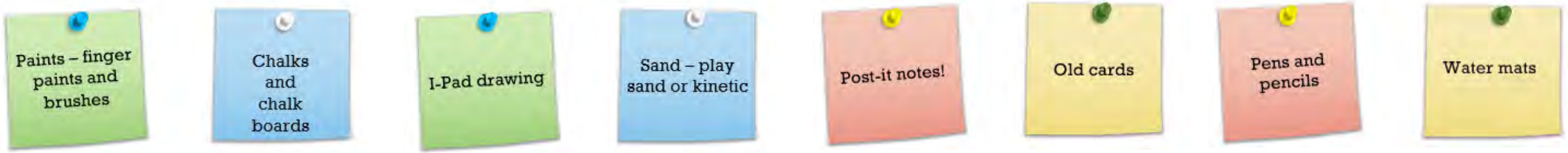


Writing



Developed muscles

mark making with variety of resources to develop grip .





Palmar Grasp
(4-6 months



Pincer Grasp
(9-10 months)



Palmar Supinate Grasp
(9-12 months



Digital Pronate Grasp
(12-15 months)



Quadrupod Grasp
(3-4 years



Tripod Grasp
(4-5 years

Mark Making

Once the muscles are fulling developed we can move onto mark making with pencils. The children will develop their own grip and it is important not to constantly ‘correct’ it but to guide children carefully to feel more comfortable holding a pencil.

Resources we provide for mark making are:

- Chalks
- Paint brushes
- Mops and long handled brushes
- Sand
- Water sprays
- Gloop in trays
- Paper and pens
- Whiteboards and pens
- Paper on the wall inside and outside



Writing at Home

You can encourage your child to write at home for a purpose or for fun in the following ways.

- Writing message to their friends
- Labelling their construction work
- Writing song lyrics
- Labelling art work
- Writing thank you cards to others
- Writing birthday cards and invitations
- Helping you write a shopping list





Writing Techniques



- It is important for children to learn the correct way to form a letter, from as early as they start writing, so that habits don't become and issue later on. When we see children writing we try to help them by guiding their letter formation.

- We use sound mats that children can access which contain the sounds that children have learnt through our phonics scheme.

- We also practise letter formation on white boards during our phonics sessions quickly and in a fun active way during a game for example find something under the parachute and write the letter it starts with.

Writing words and sentences



- Writing message to their friends
- Writing shopping lists in the home corner





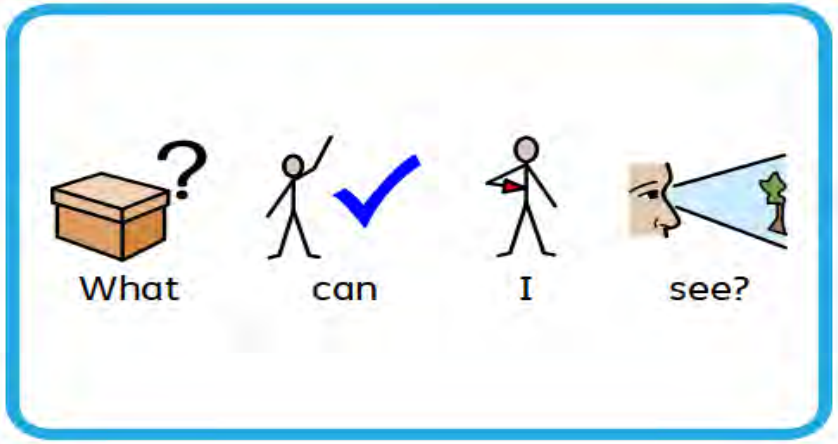
- Writing recipes
- Writing song lyrics
- Labelling work
- Writing a phone number
- Secret codes
- Writing cards



Where are we now?

- Small group guided writing (up to 6)
- Stem sentences all children write
- Use of images and actions to support recall of ideas
- Orally rehearsing sentences to support speaking in full sentences
- Practising spelling skills through adult modelling (phonic skills such as chunking, segmenting, looking for graphemes)
- Correct letter formation

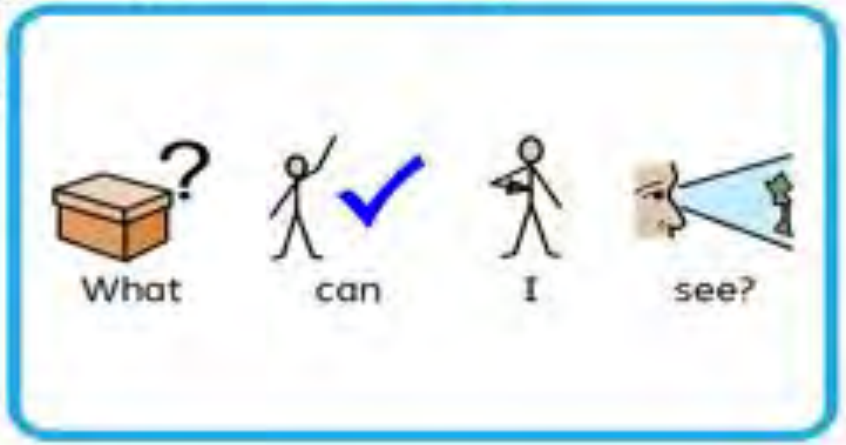




I can see a….

Activity Time ☺





I can see a....