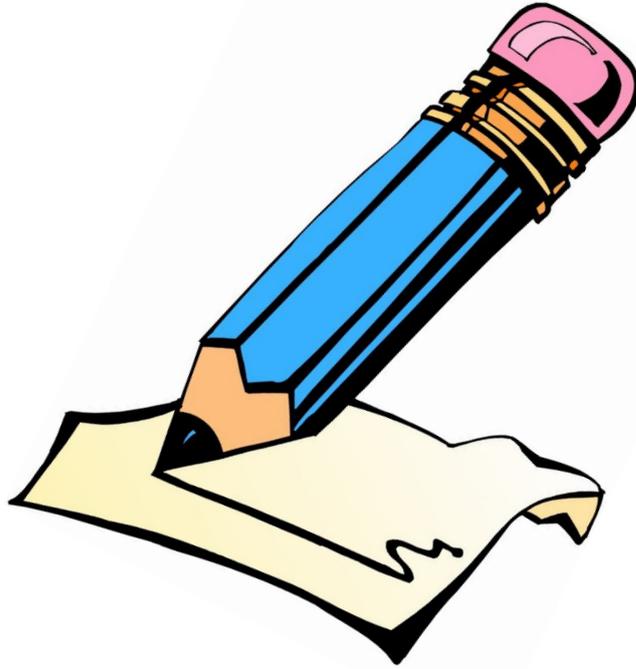




Hordle CE (VA) Primary School



SPLAT

Writing- Session One

2017-2018

Writing in Foundation Stage

Children develop the skills they need to write from an early age. Before children can learn to write, it is important that they understand the movements to create the different letter shapes. The control and strength to write comes from the shoulders, so developing the muscles in a child's upper body, specifically the movement in their shoulders and elbows is very important.

Activities to try with your child:

Shoulders – up and down movements the bigger the better.

Elbows – large clockwise and anti-clockwise circles/spirals

Wrists – small circles and spirals with a stretched wrist

Fingers – tasks/activities which involve the fore-finger and thumb pinching



Pencil Grip

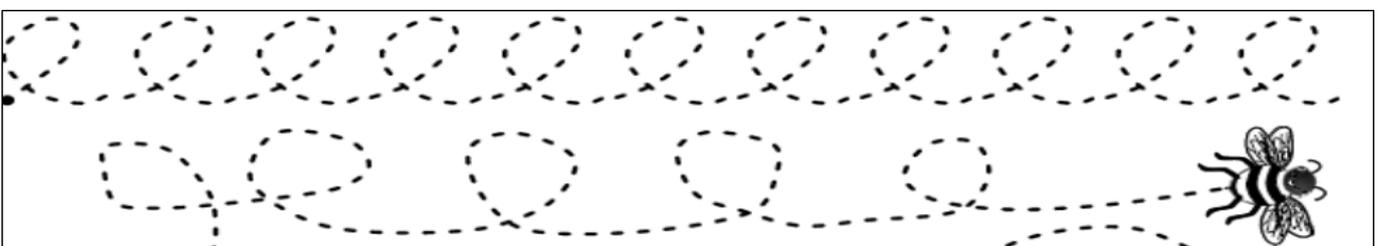
Children will need to learn to write with a pinching finger grip.



They pinch the pencil between the forefinger and thumb, resting the pencil on the middle finger. This helps reduce strain on their wrist and fingers when writing.

Pre-writing Patterns

Before children learn how to write letters, it is good developmental practice to trace over a range of patterns, wavy lines, straight lines, zig zag lines, lines of differing length, circles and crosses. This allows children to explore the different shaped marks that can be made and experience the feeling of making a variety of marks. It is also useful if the pre-writing patterns follow a left to right direction as this gets children used to the notion that writing is recorded from left to right.



Letter Formation

It is important to teach a child to form the letters correctly from an early age. We use rhymes from the 'Read Write Inc' scheme to help children remember how each letter is formed. At this stage, the children will only form each letter individually using a non-cursive script. When children are practising their letter formation, it is very important that they always do so, on a line. The best way of practising letter formation is to make it as exciting as possible!

Activities to try with your child:

- Trace letters in different media, e.g. sand, paint, shaving foam etc
- Use chalks, paint or water to trace out large letters on the ground
- Practise writing the letters in the air using their finger as the pencil
- Trace over letter shapes using different colours



Letter Formation

Please find below the rhymes we are teaching the children to use when they are writing.

a	Round the apple down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem, and draw the leaves (flower)
g	Round her face down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and dot for his head (insect)
j	Down his body curl and dot (jack-in-the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither down the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up down up (worm)
x	Down the arm and leg and repeat the other side (Exercise)
y	Down a horn up a horn and under his head (yak)
z	Zig-zag-zig (zip)

Name Writing

Children learn to write their first name, using a capital letter at the beginning and forming each letter cursively. Once they have successfully achieved this independently they then move on to learning their surname.

Natalie

Many of the letter formation ideas from above can be used to make name writing a more exciting task, e.g. writing in paint or writing in massive letters outside using water and a paintbrush.

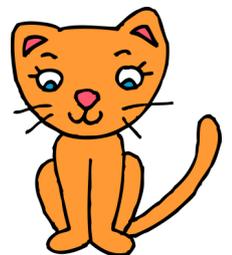
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Sentences

As we teach the children to recognise the sound of each letter, we also teach them to write the sound. Initially this is done through learning the rhyme and practising writing that sound over and over.

As their reading moves on, then so does their writing and they begin to write CVC (consonant, vowel, consonant) words, sounding out each letter and recording what they can hear. This often starts with just the initial sounds and then the final sound. As they develop this skill, they begin to hear and record all the sounds.

For example the progression for writing cat would be: c ct cat



Once they have mastered recording individual words, they are moved on to recording short sentences. The sentence is given to the children verbally and they repeat it a number of times in lots of different voices. The adult will then model writing the sentence before rubbing it off, the board. The children then write the sentence themselves sounding out as they go.

Activities to try with your child:

- Say a word and ask your child to sound it out, then ask them to record the sounds they can hear.
- Encourage your child to help with the shopping by writing their own shopping list with four things on



Spelling

At this stage of their writing we are looking for words which are spelt phonetically. Some of the different spelling patterns will not have been taught to the children yet so a good attempt is expected. Children may write **hn** instead of **hen**. This is fantastic because they are recording the sounds that they can hear.

Children may write **happee** instead of **happy**

This is fantastic as it shows they are using their phonics knowledge because we have learnt that 'ee' makes that sound.