

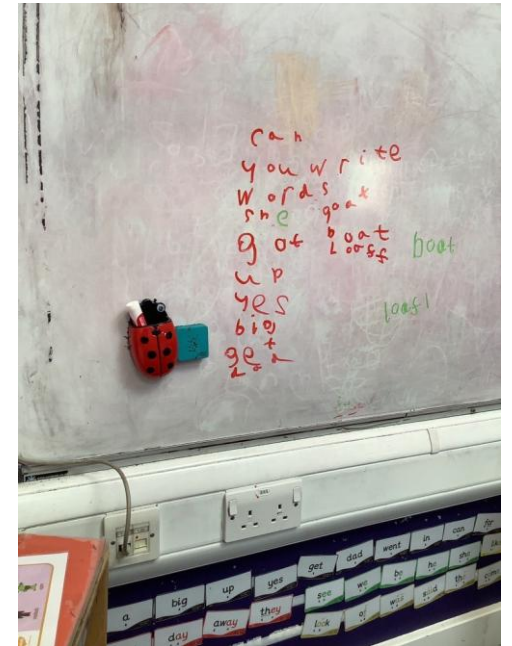
W/b: 02/03/26
WALT: using adjectives



Her hijab is bayby blue
as a ocean.
Her hijab is blue like
a ~~dolphin~~ fin. Her hijab
is ~~dolphin~~ blue as a
little asa bold. Her
hijab is bayb blue
as a goshy ice

Writing Workshop

The progression of writing from Nursery to Year 2



Aims for today

- Understand how writing develops from Nursery to Year 2
- Develop an understanding of what writing looks like at each stage
- Learn practical ways to support writing at home

Why do we need to learn to write?

- Take a moment to think about when you last wrote. Why did you write?



Shopping list
- so you can remember what you need



Sending an email - to communicate to someone

Writing a story / poem / diary - to express ideas and thoughts



Messaging on phone
- to communicate to someone



Writing a card - to communicate to someone your good wishes

Having a purpose to write is incredibly important. The children need to know why they are writing in order to build motivation to write.

Think big before small!

Some of the most important building blocks for writing are rooted in the development of gross motor skills - think crawling, climbing, reaching and even hanging upside down.

It is easy to focus on the hands and fingers when children struggle with writing, but strong handwriting begins with strong bodies.

Gross motor skills involve the large muscle groups in the body like the trunk, shoulders and neck.

These muscles are responsible for stability and coordination. Without this foundation, the smaller muscles in the hands and fingers can't work effectively or efficiently during writing tasks.

In order for children to write successfully, they need to:

- Sit upright with good posture
- Stabilize their shoulders to allow the hands and fingers to move freely
- Plan and carry out coordinated movements e.g. like forming the letters in sequence
- Use hand-eye coordination to guide the pencil across the page

If a child has low postural tone or weak shoulder stability, writing becomes tiring and messy. They may lean on the desk, fidget constantly, or complain of sore hands.

And it's not just about muscles, brain-body coordination (motor planning) plays a huge role too.

Writing is a complex task that involves organizing, timing, and executing movements in just the right way. That's a lot for a developing body!

Fun ways to support gross motor skills

To build postural control and shoulder stability:	To improve motor planning and coordination:	To develop eye-hand coordination:
<ul style="list-style-type: none">• Animal walks (bear crawl, crab walk, frog jumps)• Crawling through tunnels or under tables• Yoga poses like downward dog or plank - Cosmic Yoga has some great videos which the children love!• Climbing ladders or ropes at the playground• Swinging, hanging, and pulling on monkey bars• Pushing/pulling heavy toys or a wagon	<ul style="list-style-type: none">• Obstacle courses with multiple steps and directions• Sky writing big letters in the air using arms - this could be done with ribbons• Body letter shapes-make letters using your whole body!• Jumping jacks, clapping games, or hopscotch	<ul style="list-style-type: none">• Throwing and catching beanbags or balls• Aiming games like tossing into a hoop or bucket• Balloon volleyball

These types of activities help children become more aware of how their body moves in space (proprioception), how to coordinate movements, and how to control the force needed for tasks like writing.



How does writing develop?

Writing develops through stages. Children move from:



With any writing, the children need to be able to communicate. As we have discussed, writing is a form of communication so a huge focus, especially during the early years and into KS1 must be about developing the children's vocabulary and language skills.

Talking, reading and play are the foundations of writing.



Nursery (3 - 4 year olds)

Mark making → Drawing with meaning → Letter-like shapes

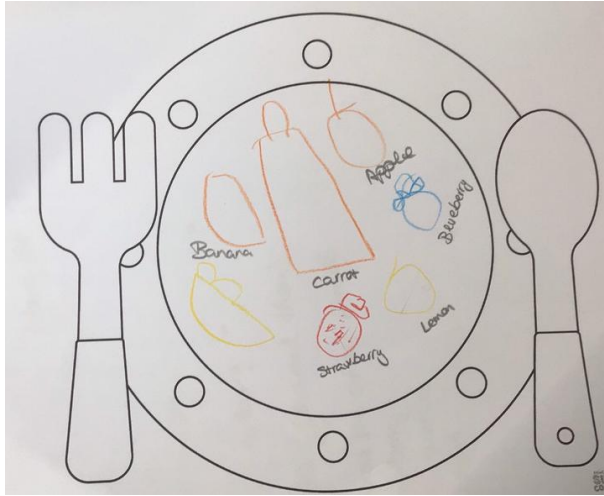


During the early years, children will be exploring making marks using a variety of tools and equipment - pens, pencils, crayons, paint, chalk, flour, gloop, playdough etc.

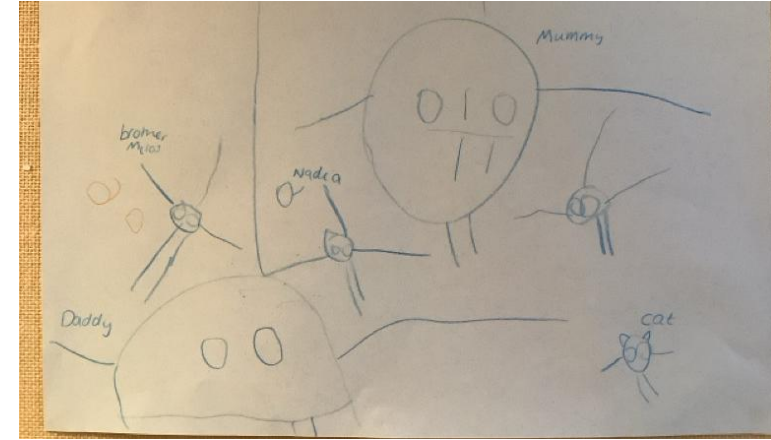
They will be learning their actions has an effect. Over time the children will give meaning to their marks e.g. that says Mummy.

What Writing Looks Like	Key Skills Being Developed
Scribbles and random marks Large movements (whole arm) Drawing pictures with meaning Giving meaning to marks ("That says mummy") Beginning to recognise their name and making letter-like shapes	Fine motor control Pencil grip Listening and speaking Vocabulary growth

Giving meanings to marks and how to support this



This begins with drawings where children are talking about what their pictures represent. It is important to engage children in conversations about their mark making / drawing to help them develop the understanding that what they are doing means something.



It is important to encourage drawing and mark making through the use of different tools and resources such as chunky crayons, chalk, paint and water brushes. This helps show the variety of ways we can make marks rather than always with pens and pencils.

Talk! It is important to encourage the children to talk about their drawings e.g. tell me about your picture. Having conversations with children helps to build their vocabulary which will later feed into their writing. Reading a variety of stories and books help children to develop their imagination and thoughts which helps to inspire them to draw.

Avoid correcting spelling at this stage – confidence is the priority.

Name writing

By the end of Nursery, children are expected to be able to write their name. Throughout their time in Nursery, we will be providing the children with opportunities to develop this skill.

This begins with children recognising their name and linking it to them. We do this through our self registration where children are encouraged to find their name at the start of the session to say they are here. We also have their name cards so children can make the link to the name and photo.

We provide name cards in different areas of the classroom for children to use.

Laura

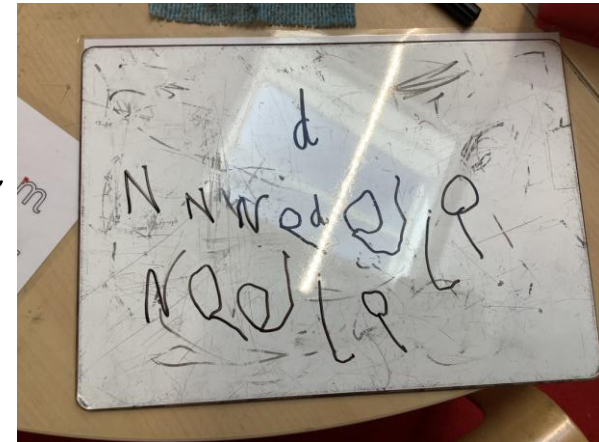
When we are teaching children to write their name we will begin by asking children to trace over the letters in their name so they can begin to understand how the letters are formed. We write it in yellow (or a light colour) so the children can see their marks.

We then move on to copying the name card and moving to independence in writing their name.

It is important to model writing left to right, with each letter following each other and in a line. Children will naturally write all over the place!

Giving children lots of opportunities to write their name is important such as on cards or invitations, pictures etc.

You could use magnetic letters on the fridge when the child wants pudding.



Do not write in capital letters! It is really hard to break this habit.

Reception (4 - 5 year olds)

Letter-like shapes → Writing sounds → Writing words → Writing sentences

Opportunities for mark making / writing from Nursery will continue in Reception. Opportunities for name writing will continue with a greater focus on letter formation and independence.

As part of the phonics teaching, children will make links between the phonemes and graphemes. They will learn how letters are formed which links to rhymes (see handout).

They will also begin to write words moving onto captions and sentences.

When children first write words, they will begin by writing the initial sound e.g. 'c' for cat, 'h' for horse. This will then move on to the initial and final sounds in words such as 'ct' for cat, before they are able to hear all sounds in CVC words.

Children will be exploring and applying their phonic knowledge in their writing which may result in the children using the incorrect grapheme e.g. in this example the child used a 'k' instead of 'c' for the word cat.



Using magnetic letters to write words is great for children to physically move the letters around where they can reread what they have written to check it makes sense and move the letters if needed.

Play games where children are writing labels to pictures. This could be the worksheets that are sent home each week as part of the phonics or labelling things around the home/toys.



Moving onto writing captions and simple sentences

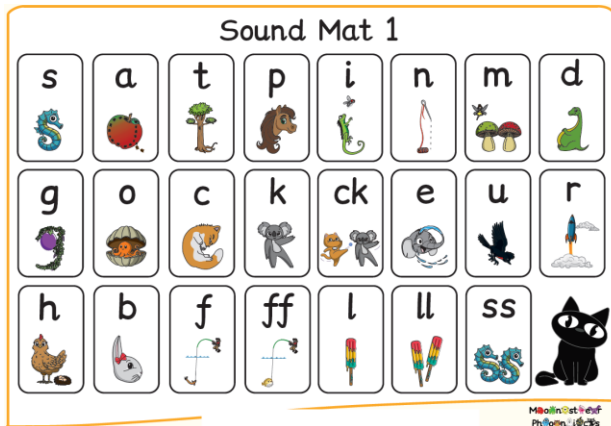
When children are secure in writing simple words, we move onto writing captions and then short sentences. This is modelled in our phonics lessons as well as in our small group activities.

In order to write a caption or sentence, children need to break it down into words. This is modelled by repeating the caption/sentence many times and counting how many words are included by putting up a finger to represent each word.

To support children, we use slips of paper to represent each word. For example, for the sentence 'I can sit on a bus.' we would have 6 slips of paper. We would talk about each word in turn, writing each one as we go.



In KS1, this strategy moves on with the use of cubes to represent the words rather than paper.



We talk about having finger spaces between our words so that it can be read back and model this with the gaps between the slips of paper. We also model writing a full stop at the end of our sentences and later introduce capital letters.

We always have sound mats for the children to refer to, so you could have these at home too.

We want to encourage the children to know what they have written so asking the children to read it to us is important. It is also important to praise and celebrate all writing attempts and not correct too much in one go.

Supporting writing at home

It is important for children to be encouraged to 'have a go' at writing and spelling words. When children rely on being given a word, they do not practice their independence or strategies for writing. Supporting them to segment the word orally (using fingers to help) and then recording each sound in turn. Remind the children to say the word slowly and listen for the sounds.

Provide opportunities for children to engage in purposeful writing through such activities like shopping lists, birthday cards, labelling drawings, sending messages to friends and family, bringing it into school to share in class (or on Tapestry)

Continue daily reading (especially the Monster Phonics books) as this will help children's memory of words as well as widen their vocabulary and imagination

Praise effort, not just accuracy.

Spellings and use of digraphs



From Reception, the children learn that each monster is linked to a sound (phoneme), but it can be written in different ways (grapheme).

In Reception, they learn and practice one way to represent each digraph. From Y1, the children are introduced to the alternative graphemes and learn strategies to work out which grapheme to use in their writing.

When children are learning to apply these digraphs in their writing, they may use the wrong grapheme.

E.g. a child may write 'I maid a caik.' (I made a cake)

In Reception this is the grapheme they have learnt and would be expectable. From Y1, children learn the split digraph so this could be corrected and explained.

Some children want to know 'the real way' to spell words, so do have these conversations from an early age if they are interested and keen to learn.

Year One (5 - 6 year olds)

Writing sentences → Writing longer, structured pieces

In Year One, the children build on what they have learnt in Reception and are becoming more consistent and independent.

They are writing simple sentences that include spacing between words and include a capital letter at the start and a full stop at the end.


The children are developing their accuracy in spelling and exploring the alternative graphemes for the phonemes.

They are developing their stamina to write and the length of their writing increases as the year goes on.

The children are taught to use 'and' to join ideas and write short narratives (a few sentences).

Handwriting becomes more consistent and children are taught how to position their writing on a line.

Likes	Dislikes
What did you like about the books? Why?	What did you not like? Why?
I liked when	I disliked when
they play ^{ed} hide and seek.	Bunting was in the boat.



Supporting children at home

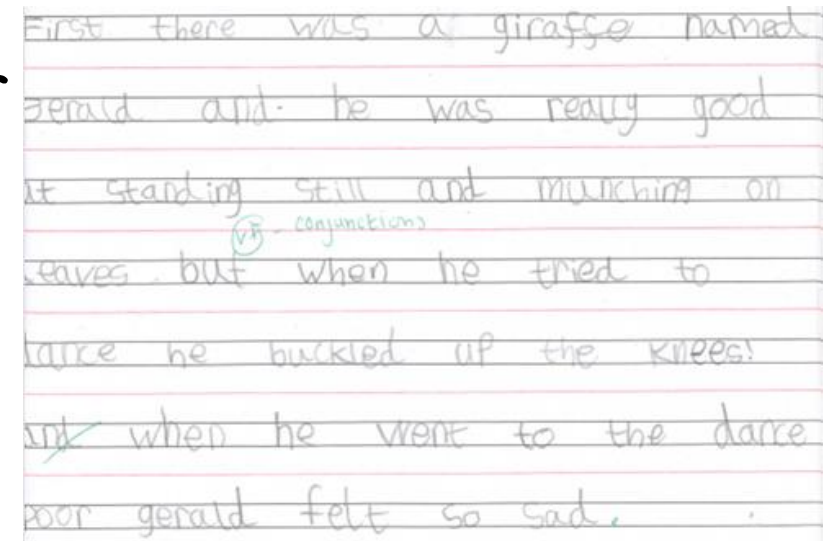
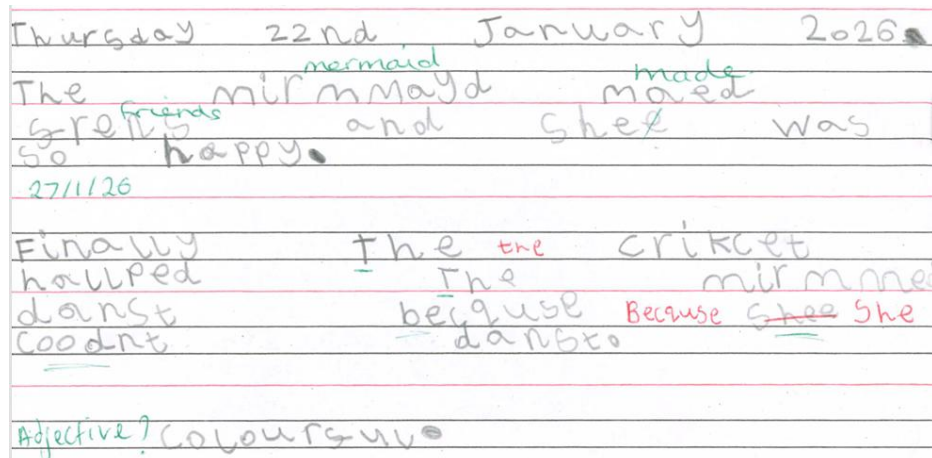
Provide opportunities for children to write at home and remind them to include finger spaces between words as well as the use of capital letters and full stops.

This could include writing letters to friends or family, book reviews, writing about real experiences such as a diary, writing stories or about a character of interest.

Ask questions to extend their ideas e.g. What happened next?

Practise the high frequency and common exception words - these could be through games (mentioned in the phonics workshop), such as a snap game, magnetic letters, trace and copy.

Short, regular practice is better than long sessions.



Year Two (6 - 7 year olds)

In Year 2, children are writing longer pieces of writing and include basic punctuation (. ! ?)

The children learn the use of conjunctions - because, when, if, but - to extend their writing and join ideas.

They extend their writing with expanded noun phrases such as 'the big, fluffy dog.'

Their writing has a clear beginning, middle and end.

The children are becoming more accurate in their spelling and start to edit their own work.

How to support at home:

Opportunities to write - writing a diary, comic strip, story, letters to friends and family, writing instructions for a game or how to make a model

Encourage children to re-read and check their writing, this helps with the editing process.

Support correct spelling of common words

Talk about different sentence starters

Help them plan ideas before writing

Celebrate improvements and effort

What I liked about the story:

I liked when there was lots
of explosives and drama.

What I didn't like about the story:

I did not like
that it was set in
LONDON.

Focus on one or two targets at a time - try not to focus on everything in one go!











High frequency and common exception words

and	on	that	had	then	big	from	got	off
a	for	with	this	mum	it's	him	put	an
in	at	can	went	them	will	get	help	children
it	but	up	not	dad	back	just	if	
they	came	day	made	make	a			
he	she	we	be	me	see	very	people	
I	my	like	by	time	I'm			
so	go	no	don't	oh	old			
to	you	do	into	too				
out	down	now	about	house				
have	your	could	when					
are	what	some	were	come	called	one		of
the	as	was	saw	there	all	little	look	
is	his	said	here	their	her	asked	looked	
Mr	Mrs							



Children's fluency in reading feeds into their writing as their memory of words helps them apply them to their writing. This is especially important for the high frequency and common exception words. When children know these words by heart, their writing becomes much more fluent, and they can write with greater ease and imagination.

We want to encourage the children to write and praising all efforts are important. We want to correct some of the children's spellings especially of the high frequency / common exception words, but we need to balance this, so we do not put children off having a go at writing. You could ask the children to check a particular word and discuss what elements need to be changed.

	no	go	so		a	says	they		
	be	he	me		today	do	to	you	school
	I	my	by		house	our			
	your	friend	are	some	come	love			
	one	once	where	of	his	is			
	the	were	has	there	here	was			
	said	ask	put	push	pull	full			

Developing pencil grip and handwriting

Pencil Grip Development

Palmar Supinate Grip

- Also referred to as the 'Fisted Grip'.
- The pencil is held in the palm with a whole fist and all of the fingers and thumb are used.
- The movement comes from the child's shoulder.
- The elbow, wrists and fingers stay in a fixed position.
- Light scribbles are produced with this grip.

Digital Pronate Grip

- All fingers are holding the pencil.
- The wrist is turned so the palm is facing downwards, towards the page.
- The pointer finger, the 'digit', points to the tip of the mark-making tool.
- Most of the movement comes from the elbow.
- Horizontal, vertical and circular lines can be copied with this grip.

Splayed Four-Finger Grip


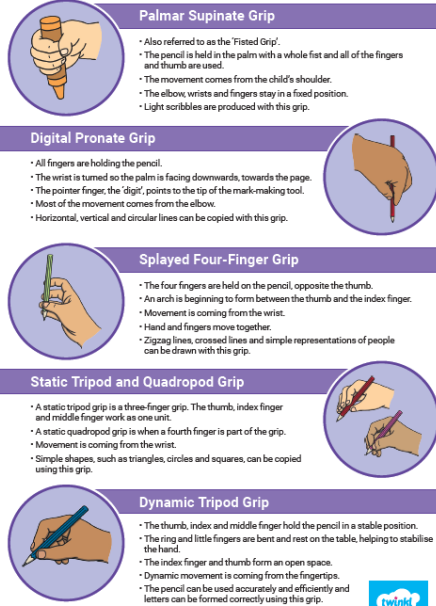
- The four fingers are held on the pencil, opposite the thumb.
- An arch is beginning to form between the thumb and the index finger.
- Movement is coming from the wrist.
- Hand and fingers move together.
- Zigzag lines, crossed lines and simple representations of people can be drawn with this grip.

Static Tripod and Quadropod Grip

- A static tripod grip is a three-finger grip. The thumb, index finger and middle finger work as one unit.
- A static quadropod grip is when a fourth finger is part of the grip.
- Movement is coming from the wrist.
- Simple shapes, such as triangles, circles and squares, can be copied using this grip.

Dynamic Tripod Grip

- The thumb, index and middle finger hold the pencil in a stable position.
- The ring and little fingers are bent and rest on the table, helping to stabilise the hand.
- The index finger and thumb form an open space.
- Dynamic movement is coming from the fingertips.
- The pencil can be used accurately and efficiently and letters can be formed correctly using this grip.

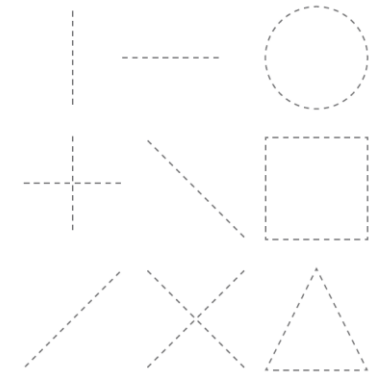


Developing a good pencil grip is essential for improving writing speed, endurance, and legibility while reducing hand fatigue and pain.

It allows for precise, fluid movements that improve academic performance and prevent long-term discomfort or joint stress.

Posture is also important and children must be encouraged to be sat correctly when writing (feet on floor, bottom to the back of chair).

When children first start writing, there is a progression of skills. They start by drawing lines from top to bottom, then across. This picture shows the progression of shapes that the children work through in order to be ready to write letters.



From Reception, the children take part in handwriting lessons using the 'Letter-join' scheme. In Reception and Year One, children focus on writing the letters using the correct formation and applying to writing words. In Year Two, children are introduced to cursive writing (joined up writing) once they are secure in their letter formation.

We want children to become fluent in their letter formation, so they do not have to think about the formation when writing and can focus on what they are writing. Having to think about how to write a letter prevents fluency and the children struggle to write.

Any questions?