



Be Kind, Grow Together, Learn Forever

Brookland Infant & Nursery School

WRITING WORKSHOP – 9TH OCTOBER 2024

Aims of the Morning

1. To give an overview as to how writing is taught within the school
2. Ideas to support your child's writing skills development at home

Our Children's Views on Writing

We asked some children in Year 1 and Year 2 about their writing.

- How do you feel about writing?
- What do you enjoy writing about?
- Where do you like to write?
- What do you use to help you when you are writing?
- How do you know if you've done a good piece of writing?
- What is tricky about writing?

Foundation Stage Curriculum

Whilst your child is in the nursery and reception they will be taught through the Foundation Stage Curriculum which is split into 7 areas of learning

PRIME AREAS

1. Communication and Language
2. Physical development
3. Personal, Social and Emotional development.

SPECIFIC AREAS

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design.

Communication and Language

The links between speaking and writing are crucial – when we are talking we are picking up on vocabulary, grammar and patterns of meaning.

Spoken language is the first and most important resource that young writers have. Children need to have a range of life experiences, a wide experience of story, knowledge of written language and how this works and knowledge of how print works as a means of communication – starting with simple symbols.

Children are constantly developing their communication and language whilst at school. They have access to a language rich environment, encouraged to express themselves and to develop their conversational skills through playing and interacting with others, role play, sharing stories, listening games and answering questions.



Physical Development

For writing to develop, children require plenty opportunity to build their physical strength and control of their core, upper body, hands and fingers.

Throughout nursery and reception, children have access to activities aimed to develop their muscles in all areas of their body. In order to hold a pencil correctly and to form letters effectively they need to be able to isolate the muscles in their shoulders, elbows, wrists and fingers.



The Physicality of Writing

- Trunk Stability and balance
- Shoulder Stability – the strength and stability of the shoulder joint
- Bilateral Co-ordination – using both sides of the body together.
- Tactile Sensory Skills – ability to accept, take in and use sensory information
- Hand Strength – whole hand and flexibility
- Eye Hand Co-ordination
- Grasp and Manipulation
- Stamina
- Body Awareness
- Attention to Task

Gross Motor Skills

Core Stability and Upper Body Strength Activities

Continuous Provision

- Bikes and scooters
- Throwing and catching skills – equipment and net in outside classroom
- Apparatus set up outside – changed regularly allowing children to explore skills such as rolling, crawling, jumping, climbing and balancing.
- Moveable materials – crates, tyres and wooden blanks allowing children to risk take and build their own obstacles demonstrating strength, co-ordination and balance
- Sand Pit – providing opportunity to dig, empty and fill buckets requiring core strength.
- Weekly PE sessions – exploring a variety of apparatus and moving with control, confidence and a sense of self and space.
- Large Perspex screens for painting
- Chalks on playground for big drawing



Developing Gross Motor Skills at Home

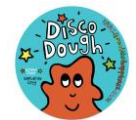
- Wash windows – large paintbrushes, scraper and buckets of water
- Wash bicycles and cars – sponges and water
- Cycling and Scooting
- Painting walls and ground with water, mud and large paint brushes
- Making large patterns with paint on old wallpaper
- Going to the playground and use of climbing equipment
- Swing ball type activities
- Hoop Rolling
- Swirl sticks with ribbons

Fine Motor Skills

Hand and eye co-ordination, Grasp and Manipulation

Continuous provision

- Funky Fingers Station in all classrooms – dedicated area to develop and strength muscles in their fingers using playdough, threading, building, tracing and cutting
- Drawing with a variety of tools – crayons, felt tips, chalk and pencils
- Painting – with brushes and finger painting
- Small World Toys
- Lego and construction activities
- Using tweezers – picking up pompoms, beads, marbles
- Pouring Water
- Dough Disco



Developing Fine Motor Skills at Home

- Use of malleable materials with a range of tools e.g playdough, clay, compost, shaving foam or pasta with scissors, chopsticks, cutters, potato mashers and rolling pins
- Arts and Crafts
- Pegging clothes on the washing line
- Help with cooking
- Super Sorting – using tweezers to sort beads/counters/peas/pasta/coins
- Bubble Wrap Popping
- Board Games
- Variety of activities and fine motor skills challenges available online

Literacy

Writing in Nursery

Children will focus on PHASE 1 phonics which is the first stage of the phonics teaching programme. This stage primarily focuses on developing speaking and listening skills. This includes listening to environmental sounds, music, rhyme and alliteration. This phase enables children to hear sounds in words and link these sounds to letters through oral blending and segmenting.

Children are encouraged to develop pencil control and make marks on paper which they can give meaning to. By the end of the summer term, children are encouraged to write their own name, forming recognisable letters.



Literacy

Writing in Reception

Children in Reception will start daily phonics sessions through the Little Wandle phonics scheme. As part of the phonics lesson they will be learning letter names, phonemes (sounds letters make) and graphemes (how to form letters).

Children have daily adult directed writing tasks as well as independent choice.

Continuous Provision

- Writing area with pens, pencils, crayons, hole punches, scissors, chalkboards, writing pads, whiteboards and pens. (Inside and Outside)
- Clipboards and pens in construction area
- Perspex screens with paint and chalk on playground for big writing
- Maths area provides children opportunity to mark make



Supporting Literacy Development at Home

- Learning animal sounds, musical sounds and letter sounds
- Sharing books – talking about pictures, spotting patterns of language, discussing new vocabulary
- During the foundation stage, there is NO expectation for children to sit down at home and formally write – try chalks outside, writing in mud, magnetic letters, bath time crayons etc
- Incorporate writing in play – role play such as cafes, shops, schools
- From Reception onwards, you will receive Little Wandle Home Learning to keep you informed as to what is being covered in class each week
- Oral blending games

Little Wandle - Letters and Sounds

Reception Phonics Home Learning



Phase 2 - Autumn 1 Week 1

Focus - Phonemes s / a / t / p

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -



Pronunciation Phrase - s

Show your teeth and let the s hiss out **sssss**



Pronunciation Phrase - a

Open your mouth wide and make the **a** sound at the back of your mouth **aa**



Pronunciation Phrase - t

Open your lips; put the tip of your tongue behind your teeth and press **ttt**



Pronunciation Phrase - p

Bring your lips together, push them open and say **p**
pp

We will be orally blending words. Can you hear the phonemes in these words? Can you listen and then repeat the word?

s - a - t

t - a - p

s - a - p

p - a - t

a - t












Writing Progression Throughout the Foundation Stage















	Nursery Autumn 1	Nursery Summer 2	Reception Autumn 1	Reception Summer 2
Communication and Language	<ul style="list-style-type: none"> Listen with interest when an adult reads stories Shows Interest in play with sounds, rhyme and song Uses new vocabulary when communicating 	<ul style="list-style-type: none"> To use longer sentences of four to six words To use a wider range of vocabulary To enjoy listening to longer stories and remember what has happened. 	<ul style="list-style-type: none"> To be able to use full sentences when communicating. To be able to use descriptive language when talking about stories or events in detail. 	<ul style="list-style-type: none"> To be able to re-tell short stories they have heard in roughly the right order (beginning, middle, end). To learn more words from our story key vocabulary and what a new word means.
Physical Development	<ul style="list-style-type: none"> To show a preference for a dominant hand To use large and small motor skills whilst playing 	<ul style="list-style-type: none"> To use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> To be able to copy/write some letters, e.g. letters from their name 	<ul style="list-style-type: none"> To become more confident using a three-finger grasp. To begin to form letters that are the same size.
Literacy	<ul style="list-style-type: none"> To enjoy drawing freely To begin to add some marks to their drawing to which they can give meaning Begin to join in with songs and rhyme Begin to repeat words and phrases from familiar stories 	<ul style="list-style-type: none"> To talk about the different marks they make. To write my name independently To use a pencil and hold it effectively to form recognisable letters in my name 	<ul style="list-style-type: none"> To begin to be able to hear initial sound in words. To begin to be able to hear last sound in words. To engage in oral blending and segmenting. To be able to recognise and write own name. 	<ul style="list-style-type: none"> To be able to write simple sentences with phonetic accuracy. To be able to check their writing by reading it back to themselves.










Activities – Alphabet challenge

Phase 2 grapheme information sheet

Autumn 1

Grapheme and phoneme	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss	Under the mule's chin, slide down and round to tail.
 a	 astronaut	Open your mouth wide and make the a round at the back of your mouth aaa	Around the astronaut's helmet down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripes across the tiger.
 p	 penguin	Bring your lips together, push them open and tap ppp	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n	 nail	Open your lips a bit, put your tongue behind your teeth and make the nnnnnn sound nnnnnn	Down the stick, up and over the nail.
 m	 moose	Put your lips together and make the mmmmmm sound mmmmmm	Down, up and over the moose's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g sound g g g	Round the goat's face, up to his ear, down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curly around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrr rrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 b	 bear	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound f f f	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press llll llll	All the way down the lollipop.

KS1 Writing

- Whilst your child is in Year 1 and Year 2 they will be taught writing through National Curriculum for English
- Children will participate in daily phonics sessions through the Little Wandle phonic scheme continuing on from reception
- English is taught discreetly with 4 lessons per week focussing on handwriting, grammar, punctuation and vocabulary.
- Writing opportunities based around topic – range of genres, encouraging creativity
- Ensuring opportunities to write for a purpose.

Handwriting



Despite an increase in digital technology, handwriting remains an important part of the curriculum. Children are expected to develop good handwriting skills. We are aware that children are increasingly finding handwriting a challenge so the development of good fine motor skills is a priority.

Skilful handwriting is closely linked to quality, length and fluency of writing.

Children require sufficient capacity in their working memory to plan, compose and review effectively which requires transcription skills to be secure.



Supporting Handwriting Skills at Home

1. Practise getting ready to write – make sure your child has a straight backed chair to sit on and a table/desk at the correct height for sitting to write.

2. Be familiar with how letter formation is taught within school – consistency is essential at this stage

3. Make time to write – create opportunities for writing at home. Adding labels and captions to drawings, writing messages in a greetings card or making signs and notices for their bedroom or elsewhere in the house.




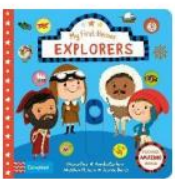





Writing in Year 1

During Year 1 there is a great deal of emphasis on children applying their phonic knowledge in their spelling as well as the correct use of grammar and punctuation. Correct letter formation and legible handwriting is also prioritised. Children will learn to write for different purposes such as stories, recounts, poetry, fact files and letters.

Children will be taught to:

- Plan what they want to say before they write it then checking their writing makes sense
- Learn about story structure and how to write their own stories and poems
- Recognise and use different features of text
- Join short sentences using 'and'
- Control word order and use the correct tense in speech and writing
- Recognise and use capital letter correctly
- Use punctuation (capital letters, full stops, exclamation and question marks)
- Use adjectives and adverbs to make their writing more interesting

Year 1 Curriculum Map 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Brookland Values	Friendship	Honesty	Respect	Responsibility	Courage	Tolerance
Parent Partnership	Throughout the Year: Let Your Child Explain, Mystery Reader, Parent volunteers/talks, Swimming helpers, Sport's Day, Y1 show, Curriculum Workshops, SEND coffee & chat sessions, Class Assembly, Celebration of different languages.					
Overarching Topic	Marvellous Me! 	Let's Explore! 	Once Upon a Time 	It's Wild! 	Kings & Queens 	Colour Chaos 
Foundation Subjects	Geography Art Science	History DT	History DT Science	Geography Art Science	Geography History DT	Art Science
Enrichment	Explore the school grounds	Live zoom with an explorer	Local church visit linked to RE	Local geographical walk Safari Pete	King Henry VIII workshop	Kew Gardens
High Quality Core Texts	<ul style="list-style-type: none"> Marvellous Me You Matter Me and My Amazing Body Super Duper You 	<ul style="list-style-type: none"> Keep on: the story of Matthew Henson 	<ul style="list-style-type: none"> Nibbles Traditional Tales 	<ul style="list-style-type: none"> The Magic Paintbrush Smile Out Loud The Little Mole Who Knew It was 	<ul style="list-style-type: none"> Prince Cinders Click, Clack Moo, Cows that Type. Dear Mr Blueberry 	<ul style="list-style-type: none"> Questions and Answers About plants The Extraordinary Gardener
		<ul style="list-style-type: none"> One Giant Leap: the story of Neil Armstrong The Lonely Beast 		None of his Business		
Phonics 	Little Wandle Phase 3 & 4 review	Little Wandle Phase 5	Little Wandle Phase 5	Little Wandle Phase 5	Little Wandle Phase 5	Little Wandle Phase 5
English Writing Opportunities	Labels, lists and captions	Instructions Fact-files Stories	Stories Recount Reports	Poetry (animal poems) Reports	Recount Letters	Fact-files (wild plants) Stories Recounts







Writing in Year 2

During Year 2 children will continue to write for different purposes and will develop their composition, stylistic and presentational skills. Writing is a complex process and the children will continue to build up on the skills they have been taught in Year 1

Children will be taught to:

- Organise and edit their writing
- Write about more than one idea, grouping related information, using extended phrases and using paragraphs
- Use of a variety of sentence starters and joining sentences with conjunctions and connectives
- Use the past and present tenses consistently and correctly
- Use of different sentence types – statements, commands, questions and exclamations
- Use punctuation (capital letters, full stops, exclamation, question marks and commas for lists)
- Use of apostrophes for possession (the cat's, Jane's etc) and contracted forms (I'm, didn't etc)
- Use and understand grammatical terminology – verb, adverb, noun, adjective, tense etc
- Use subordination (what, if, that and because) to extend sentences
- Start using diagonal and horizontal strokes required to join letters

Year 2 Curriculum Map 2024 – 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Brookland Values	Friendship	Honesty	Respect	Responsibility	Courage	Tolerance
Parent Partnership	Throughout the Year: Let Your Child Explain, Mystery Reader, Parent volunteers/talks, Swimming helpers, Sport's Day, Y2 shows, Curriculum Workshops, SEND coffee & chat sessions, Class Assembly, Performance Assemblies, Celebration of different languages.					
Overarching Topic	The World is in our Hands 	Sensational Safari 	Maybe It's Because I'm a Londoner 		Heroes & Heroines 	Nature Detectives 
Foundation Subjects	Geography Art (Black History Month)	Geography DT Science	History Science DT (Geography)	History Art Science	History Art Science	Geography DT Science
Enrichment	Synagogue Trip	African Drumming Workshop Infant Music Festival	Local Historical Walk GFOL Workshop		Barnet Environmental Centre	Moat Mount
High Quality Core Texts	<ul style="list-style-type: none">• Mr Postmouse• Clean Up• Captain Green and the Plastic Scene	<ul style="list-style-type: none">• Magic Bojabi Tree• Meerkat Mail	<ul style="list-style-type: none">• My First Book of London• Katie in London	<ul style="list-style-type: none">• Vlad and the Great Fire of London• The Baker Boy	<ul style="list-style-type: none">• Traction Man• Elliot the Midnight Superhero	<ul style="list-style-type: none">• Bee and Me• Omar the Bees and Me
Phonics/Spelling 	Spelling Shed Stage 2 Step 1-6	Spelling Shed Stage 2 Step 7-12	Spelling Shed Stage 2 Step 13-18	Spelling Shed Stage 2 Step 19-24	Spelling Shed Stage 2 Step 25-30	Spelling Shed Stage 2 Step 31-36
English Writing Opportunities	Postcards Speeches Letters	Stories Non-chronological report (Fact-files)	Stories Instructions (recipes)	Diary Entry Recount Poetry	Stories Factual writing Recount	Fact-files Stories

Supporting Young Writers

- Lots of praise – find the positives in their writing rather than focusing on what hasn't been achieved.
- Allow different forms of writing – writing emails or typing their ideas is a valid form of expressing their ideas
- Avoid focussing on spelling – if we can read it, it is well expressed and it fulfils its purpose then it is a successful piece of writing
- Follow your child's interests – football, lego, arts & crafts, dinosaurs, baking. Whatever your child's interests there will be a writing opportunity.
- Remember talk comes first – can they put their thoughts in order and express verbally what they want to say?
- Record your child planning what they want to say, they can then listen back and check their writing.

Supporting Young Writers

- Make a writing box – pens, pencils, crayons, felt tips, glitter pens, old birthday cards, coloured paper and sellotape to make little books.
- Make up stories together using their toys as characters. Take pictures and create a book or comic strip.
- Writing for a purpose – sending an email, thank you cards, making up a story to share with a family member or friend, signs or posters for around the house, adding captions to photographs, instructions or recipes
- Model how you write – ‘think aloud’ so your child can hear the decisions you make as you write.
- Messages – leave messages on post its or magnetic letters on the fridge for your child to respond to.
- “Take your pencil for a walk” – write about anything they like for 5 minutes