

PARENT WRITING WORKSHOP

Tuesday 24th January



MOTOR SKILLS

Mrs Ryan



GROSS MOTOR SKILLS

By the end of EYFS children will be expected to;

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and co-ordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing



GROSS MOTOR SKILLS

- Gross motor skills are the skills that children develop using their whole body.
- Gross motor skills involve children having to coordinate with confidence these whole body movements, including crossing the mid-line, which is also good for brain development and thinking.



GROSS MOTOR SKILLS



FINE MOTOR SKILLS

By the end of EYFS children will be expected to;

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing



FINE MOTOR SKILLS

- Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as hands, fingers, lips, tongues and eyes.
- The development of fine motor skills depends on the development of the gross motor skills.



FINE MOTOR SKILLS

BODY
POSTURE



ARM
POSITION



PENCIL
GRIP

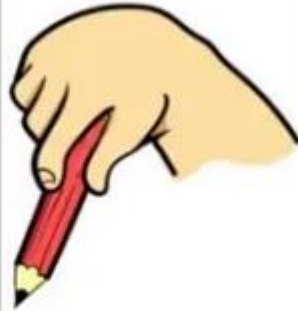


FINE MOTOR SKILLS



(1-1½ years)

**Fist
Grip**



(2-3 years)

**Pincer
Grip**



(3½- 4 years)

**Modified
Tripod Grip**



(4½- 7 years)

**Tripod
Grip**



PROGRESSION OF WRITING IN EYFS

Miss Robinson



By the end of EYFS the children will be expected to;

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.



In EYFS the children are taught to read the sounds first and then they learn the grapheme to match the sound.

They will then practise writing the individual sounds they are learning.



Next the children are taught to write CVC words using their 'Fred Talk' to sound out the sounds they can hear in the word.



How to Fred Talk a word!



Say the word.

Stretch the word.

Put it on your

Fred Fingers.

Write it.

Read it and check.



This then progresses to writing a few words to create a simple phrase or sentence.

We use 'cut up sentences' in order to support children with the structure of a sentence such as; capital letters, finger spaces and a full stop.

A big dog .

The man is sad .



PROGRESSION OF WRITING IN KSI

Mrs Williams



LESSONS

In KSI children have:

45minutes of phonics

60 minutes of English

5 minutes twice a day of fast phonics

20 minutes of Reading for pleasure



HANDWRITING

EYFS

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

Year 1

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

Year 2

abcdefghijklmnopqrstuvwxyz



YEAR 1

By the end of Year 1, your child should be able to:

- Write sentences in order to create short narratives and non-fiction texts.
- Use features of different text types.
- Use adjectives to describe.
- Use simple sentence structures.
- Have an awareness of capital letters and full stops and use these mostly correctly to start and end sentences.
- Have an awareness of finger spaces between words.
- Re-read their writing to check that it makes sense and make suggested changes.
- Use the joining word 'and' to link ideas and sentences.



ADJECTIVE

Words that describe (give more detail) to nouns.

Monster Adjectives

Size

tiny
small
minuscule
miniature
huge
enormous
gigantic
colossal
tall
short

Patterns

stripy
spotty
checked
speckled

Colour

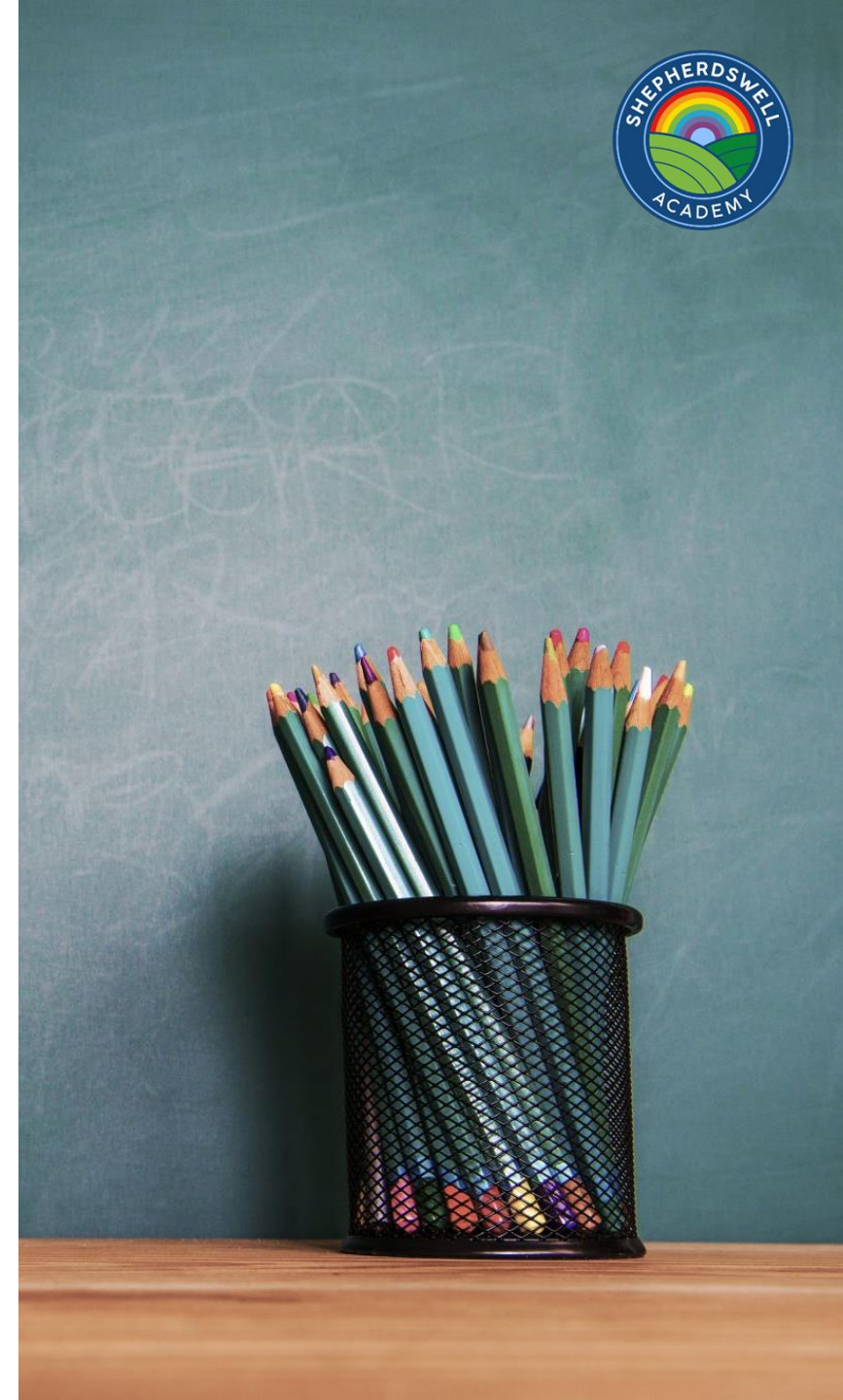
red
orange
yellow
green
blue
purple
pink
grey
brown
black
white
multicoloured

Shape

round
square
long
pointy

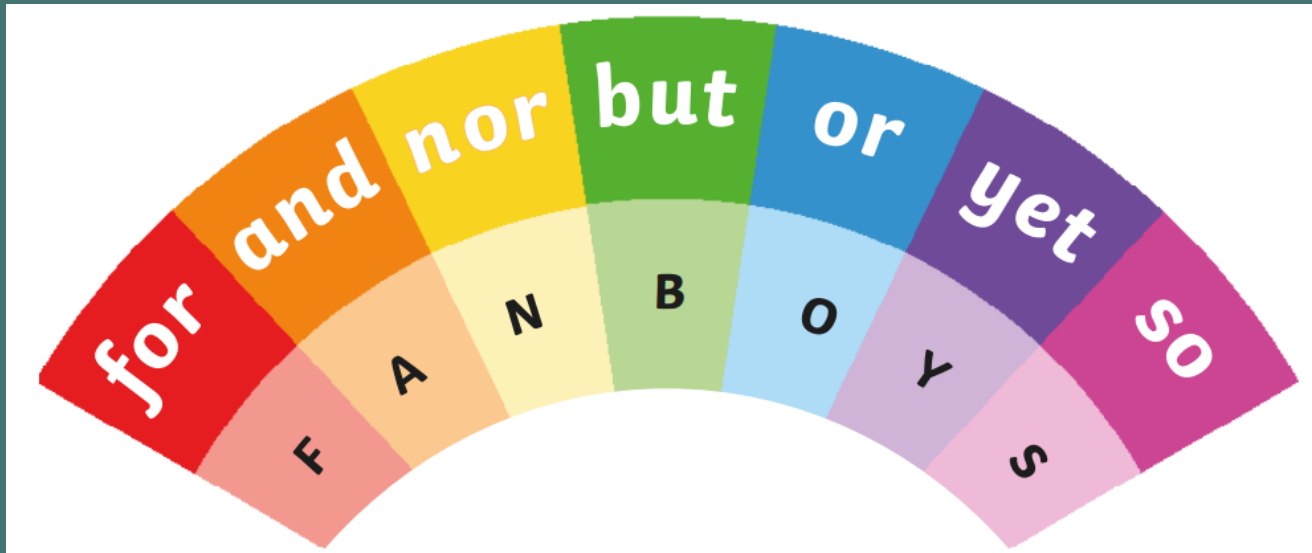
Personality

scary	kind
mean	friendly
grumpy	caring
fearsome	smiley
ferocious	excitable
unfriendly	interesting
aggressive	special
terrifying	cute
greedy	adorable




CONJUNCTIONS

Words that link two ideas/sentences together.



SAM - SENTENCE ASSESSMENT

SAM the Self-Assessment Man		
	Capital Letters 	Finger Spaces ^
	Punctuation ○	Phonics ☺
	Handwriting —	Vocabulary 👒



YEAR 1- EXAMPLE

The two thoughtful boys played with the boxes using their imagination but were surprised when Jeff wanted to play too. They pretended to be in shiny rocket ships and they flew to the moon.



YEAR 2

By the end of Year 2, your child should be able to:





























- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters.



ADVERBS

Words that describe (give more detail) to verbs.

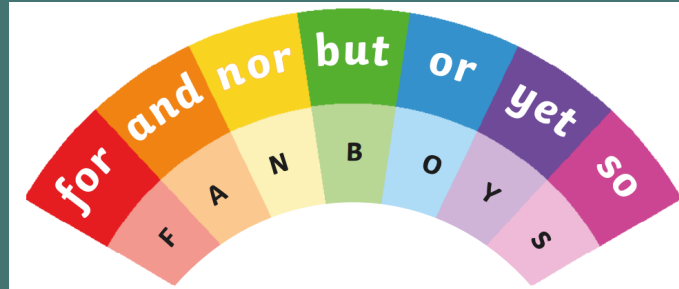
Adverbs

 excitedly	 sadly	 gently	 quickly	 loudly	 miserably
 cheerfully	 crossly	 softly	 grumpily	 moodily	
 eagerly	 gleefully	 merrily	 rudely	 joyfully	 warmly
 wisely	 cleverly	 politely	 lovingly	 wildly	 fiercely
	 coolly	 doubtfully	 anxiously	 reluctantly	 wickedly

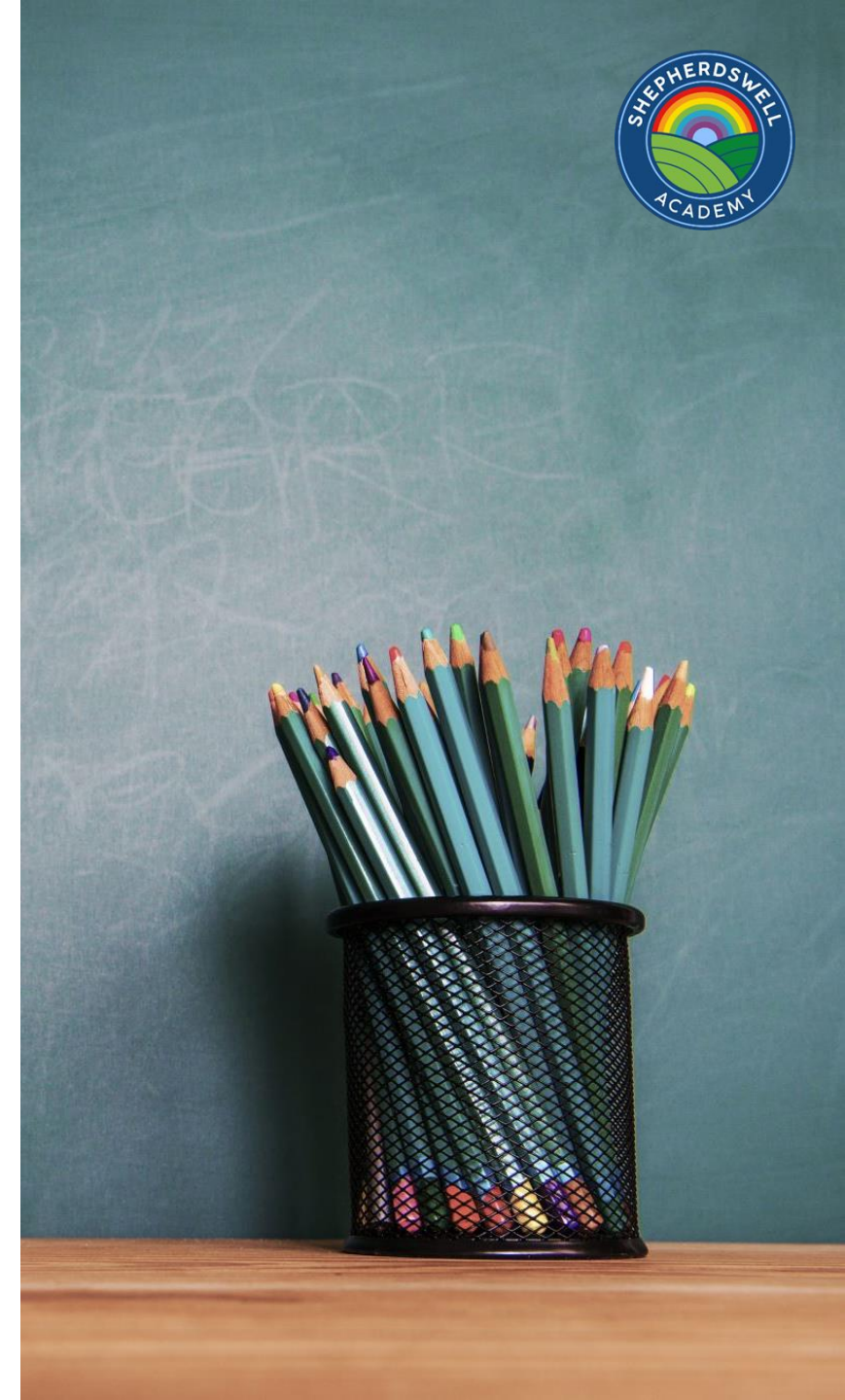
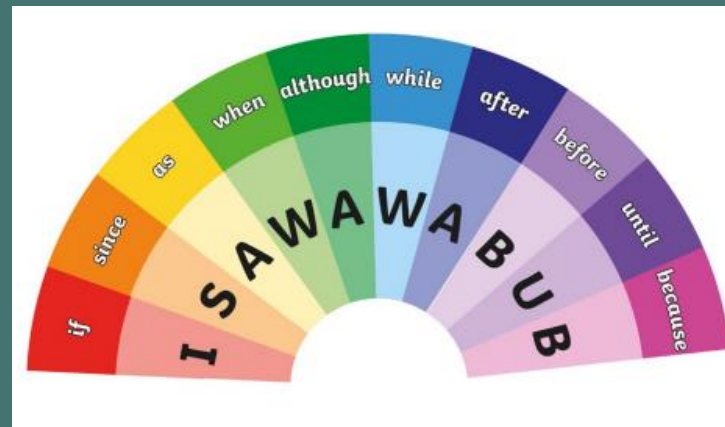


CONJUNCTIONS


Coordinating Conjunctions - Words that link two ideas/sentences together.



Subordinating Conjunctions - Words used to add extra detail



SAM - SENTENCE ASSESSMENT

SAM the Self-Assessment Man		
	Capital Letters 	Finger Spaces ^
	Punctuation ○	Phonics ☺
	Handwriting —	Vocabulary 👒



KSI ASSESSMENT

At the end of Year 2 all children have to be assessed in Maths, Reading and Writing.

In Writing this is done through teacher assessment in lessons and not a formalised test. All their independent writing can be used as evidence.



YEAR 2 - EXAMPLE

One sunny morning, the cool, calm girl was looking out window so she could see the waves gently fall on to the golden sand. She longed to go out to the glorious beach to play rather than having to go to school. All of a sudden, way out into the vast ocean she noticed something, it was a giant, black rock. Desperately she wanted to sail in her Dad's wooden boat because she wanted to find out what this mysterious rock was.

