

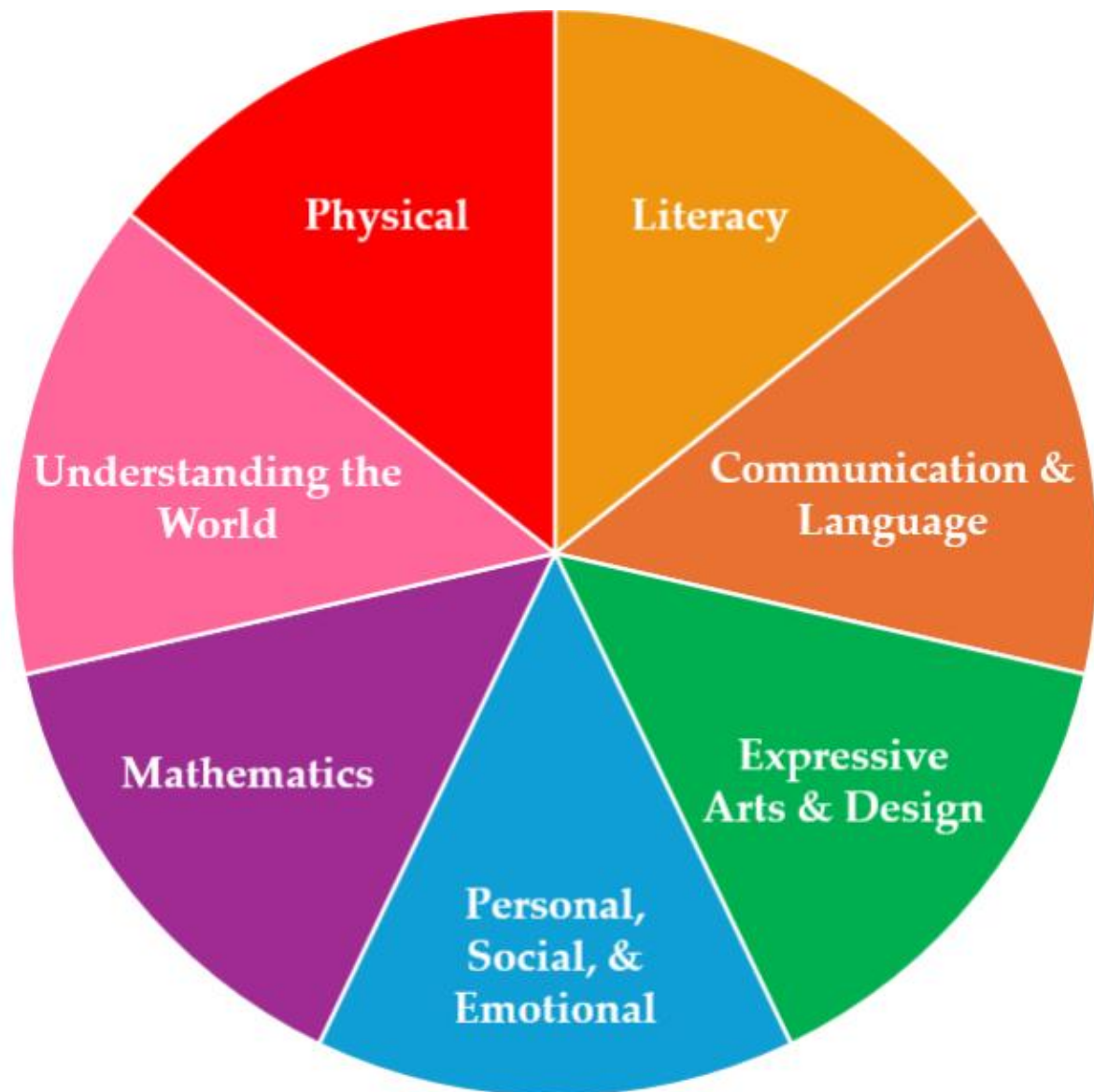


# Writing Workshop

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Reception Parent Writing Workshop

Wednesday 19<sup>th</sup> November 2025



The 7 areas of learning all have equal importance.



# Purpose of Writing

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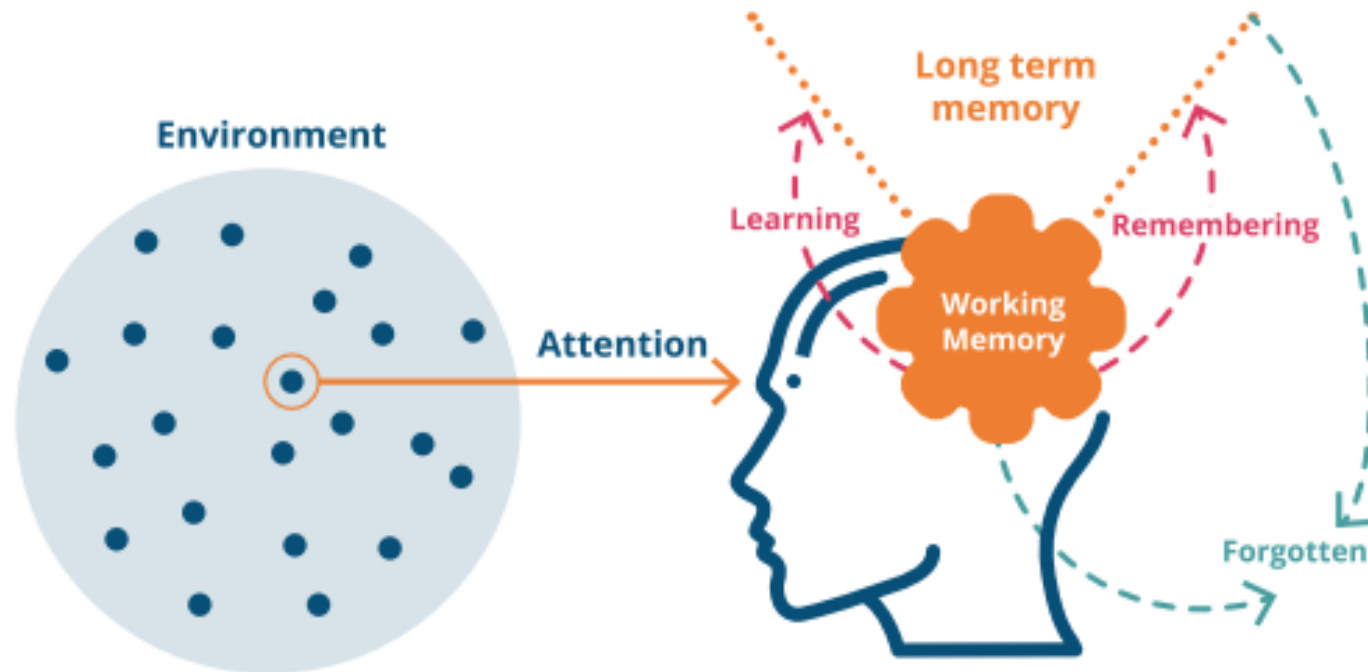
- Fluent transcription. Automaticity of writing without having to think about it.
- Start and end letters in the correct place.
- Hold a pencil effectively in preparation for fluent writing.

**Writing is complicated! So many skills go into writing.**

# Repeated Practice

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- Repeated practice beyond the lesson helps children move their new learning into their long-term memory.



# Writing in Reception

## Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities for mark making throughout the provision.	Writing initial sounds.	Begin to write some lowercase letters correctly.	Form some lowercase letters correctly.	Write phonetically plausible short sentences- e.g. a short man.	To form lowercase letters and capital letters correctly.
Opportunity to give meaning to marks.	Writing some CVC words.	Writing some Phase 2 tricky words.	Write Phase 2 and some Phase 3 tricky words.	To spell tricky words correctly.	To begin to use capital letters, full stops, and finger spaces correctly in sentences and captions.
Writing initial sounds.	Write their own name.	Combine and write CVC words- e.g. hot pan.	Write words, labels and captions using Phase 2 and 3 sounds.	To form some capital letters correctly.	Re-read what they have written to check that it makes sense.
Writing some CVC words.	Use some recognisable letters.	Write short captions.			
Engage in name writing activities.	Write CVC labels.				

## ELG

- 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.

# Writing in Year 1



## Fierté Year 1 Age Expectations in Writing

Writing - composition	
1	I can think of a sentence in my head.
2	I can say sentences out loud before writing them.
3	I can put sentences together in order to make short narratives ( <i>real or fictional</i> ).
4	I can re-read what I have written to check that it makes sense.
5	I can write for different purposes but may not always keep to the type of writing.
6	I can talk about my writing with the teacher and other pupils to check that what I have written makes sense and to make simple changes.
7	I can read aloud my writing clearly enough to be heard by other pupils and my teacher.
Vocabulary, Punctuation and Grammar	
8	I use capital letters and full stops to clearly show sentences.
9	I am beginning to use <i>question marks</i> and <i>exclamation marks</i> .
10	I leave (finger) spaces between words.
11	I use <i>capital letters</i> for names of people, places, days of the week and I.
12	I use adjectives.
13	I can use 'and' to join words and clauses.
14	I understand the words: <i>letter, capital letter; word, singular, plural, sentence, punctuation, full stop, question mark</i> and <i>exclamation mark</i> .
Spelling (Word)	
15	I can write from memory simple sentences dictated by the teacher that include words taught by the teacher using the GPCs and common exception words I have been taught so far.
16	I can spell words containing the 40+ phonemes I have been taught.
17	I can spell the days of the week correctly.
18	I can name letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.

This information is in the parent pack.



# Left-handed writers

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- Children will show a dominant hand for mark making and writing.
- Make sure that left-handed children sit on the left-hand side.
- Teach left-handed children to rotate their paper/books 45 degrees clockwise to help them see what they are writing.
- Help them to hold their pencil correctly. Children should be writing with a pencil on home learning sheets.
- In other activities involving the hands, for example, catching, encourage the use of both hands.

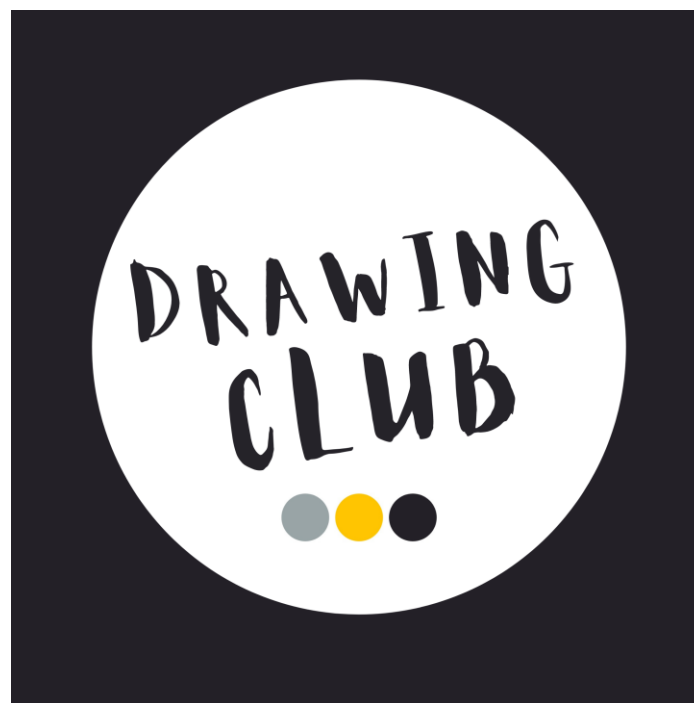
# Letter formation

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- Pre-cursive patterns- swirl, zig-zag, lines.
- Teaching the children to start and finish letters in specific places.
- Children are encouraged to say the phrase when writing.
- If letters are not formed in the correct direction and started and finished in the correct place, this can hinder fluent writing.
- Incorrectly formed letters can discourage children as they cannot read back their writing.

Please only use the LW phrases.

We use Drawing Club as an approach to writing in Reception.



# What is Drawing Club?

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Drawing Club is a daily 10-minute whole class session, followed by the 'Drawing Club' itself. It is based around three key aims; supporting children's progress with mark making, mathematics, and making conversation.



# Mark Making

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- The drawing itself.
- Letters, sounds, words, *codes*.

Drawing Club is always centred around a child's unique next step. Throughout a child's time in Drawing Club, they will increase their fine motor skills with purpose. We will support children with their unique next steps, whether this be developing a strong pencil grip, applying their phonic knowledge to writing that supports their drawing or sequencing sentences to form narratives!



# Mathematics

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- Numbering features/amounts, *codes*.

Drawing is full of mathematical opportunities, whether that be counting, comparing, writing numerals or using mathematical language. These concepts are modelled by staff leading Drawing Club so that children become confident in using this in their own drawing and writing.



# Making Conversation

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- Describing the marks made, collaborating with others, listening to other children's ideas, using the new vocabulary, transferring Drawing Club skills into the provision.

Throughout Drawing Club, we model and support children with developing conversational skills. We focus on ensuring that children can talk confidently, listen to and respect the ideas of others, and provide opportunities for children to collaborate. Each week, we introduce children to new vocabulary and support them in using this within and beyond Drawing Club itself.



# Why Drawing Club?

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- Children love drawing!
- Drawing brings imagination to life.
- Vocabulary is introduced in a contextual way.
- Huge benefits for fine motor.
- Every interaction with each child in Drawing Club is keyed into their unique next step. This is the 'cusp of confidence'.

*Drawing is the hook that can naturally lead children into the joy of writing, reading, mathematics, and the next steps they can take to move forward.*

**Greg Bottrill**



# Why Drawing Club?

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- It is not about being good at drawing!
- The skills from Drawing Club can transfer into all areas of learning.

Drawing is the hook that can naturally lead children into the joy of writing, reading, mathematics, and the next steps they can take to move forward.

**Greg Bottrill**

## THE 4 MINI MOMENTS

**MOMENT 1**

VOCABULARY

**MOMENT 2**

STORY  
SHARING

**MOMENT 3**

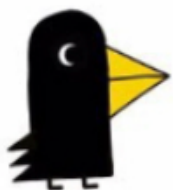
MODELLED  
DRAWING

**MOMENT 4**

DRAWING  
CLUB

WHOLE CLASS

CLUB





# Moment 1

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## Vocabulary

- 2 minutes on the carpet.
- Share the vocabulary, and a simple definition.
- Create an action.

Most importantly, put the vocabulary  
into context.

# Moment 2

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## Story sharing

- 5 minutes on the carpet.
- Share the story/tale/animation.

# Moment 3

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## Modelled drawing

- 3 minutes on the carpet.
- Adult to model the daily challenge to the children on the carpet/
- Confidently model the 3 M's.



# Moment 4

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## Drawing Club

- The club.
- Small groups (6 children) or 1:1.
- Complete in books once a week.
- Opportunity to join the club in the provision with the resources available.

# Challenges

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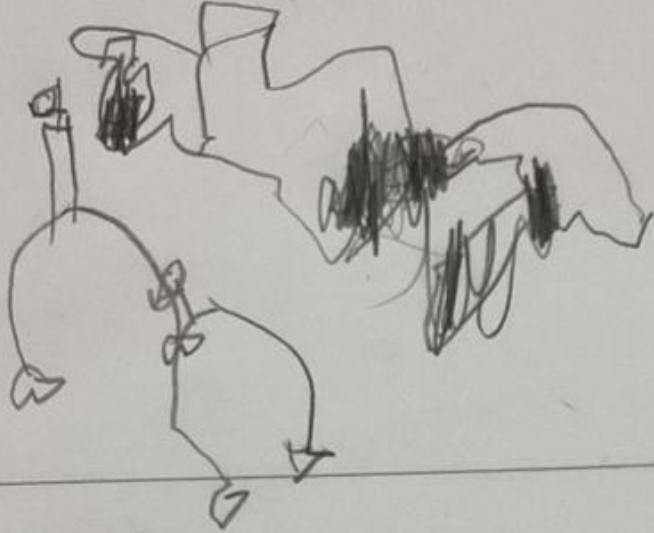


Monday	Character
Tuesday	Setting
Wednesday	Adventure
Thursday	Adventure
Friday	Adventure

Text: The Colour Monster

Vocabulary: kindness.

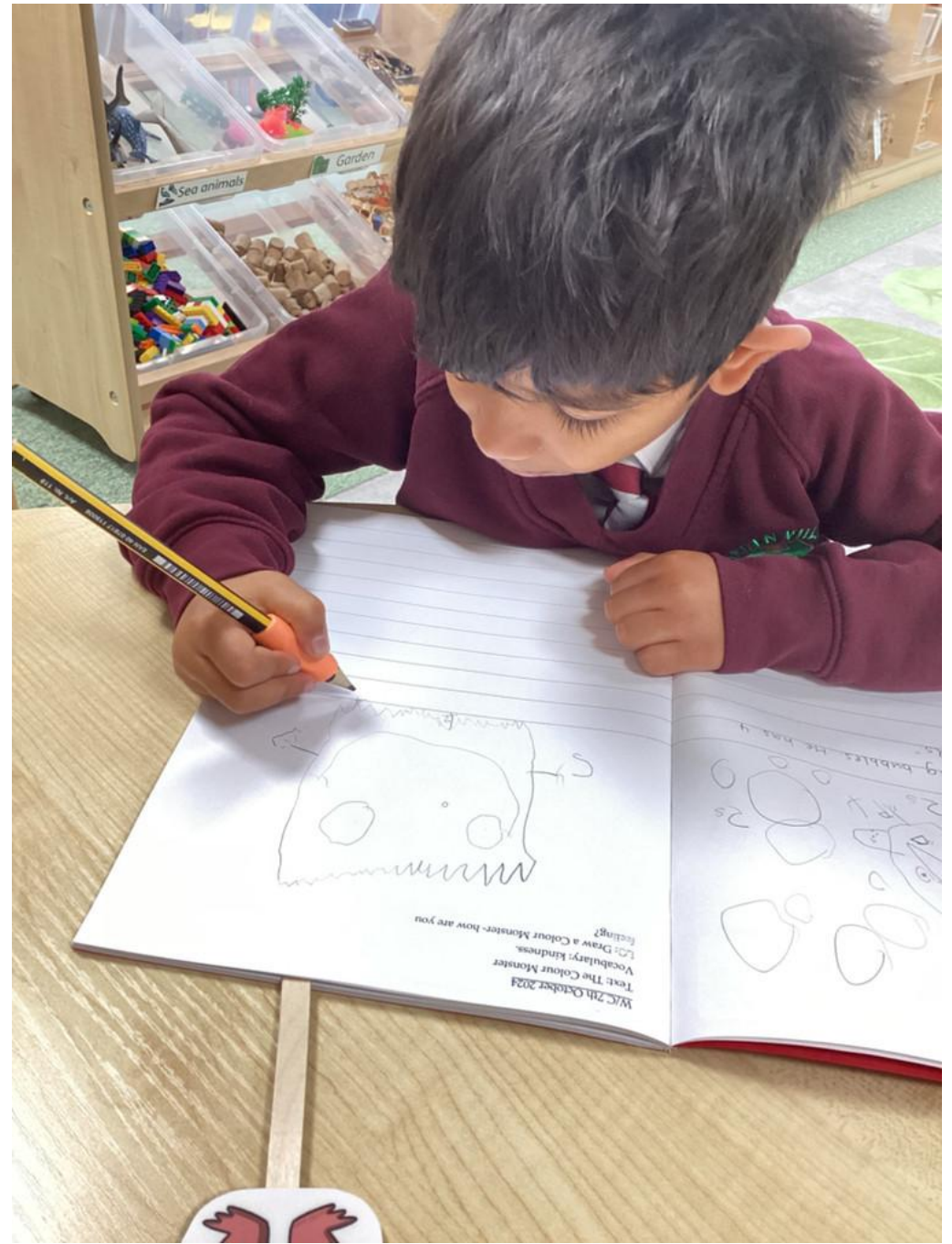
LO: The emotion thief is coming! Which emotion jar does it want to steal? Why?

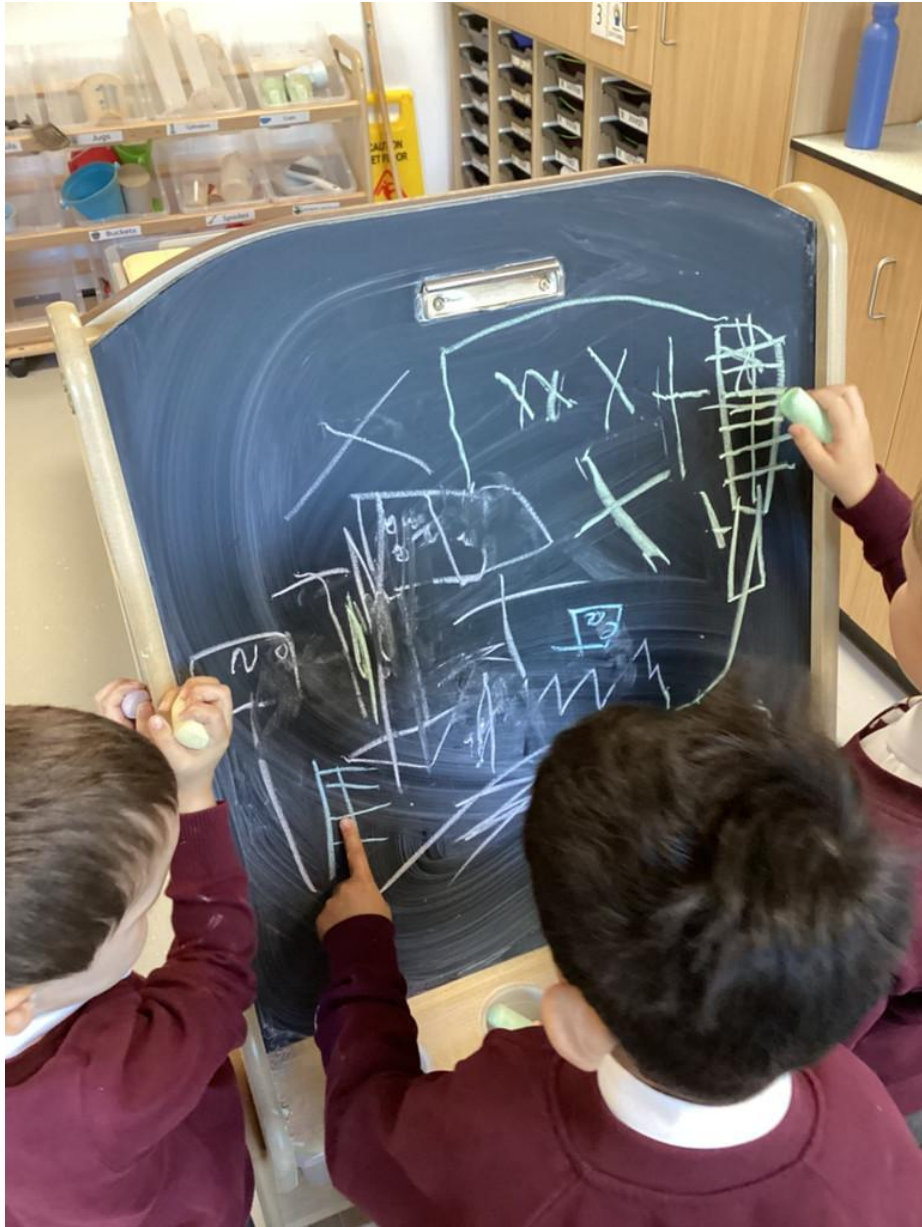


m o m



"Steal them for my Mommy and Daddy... happy and sad."

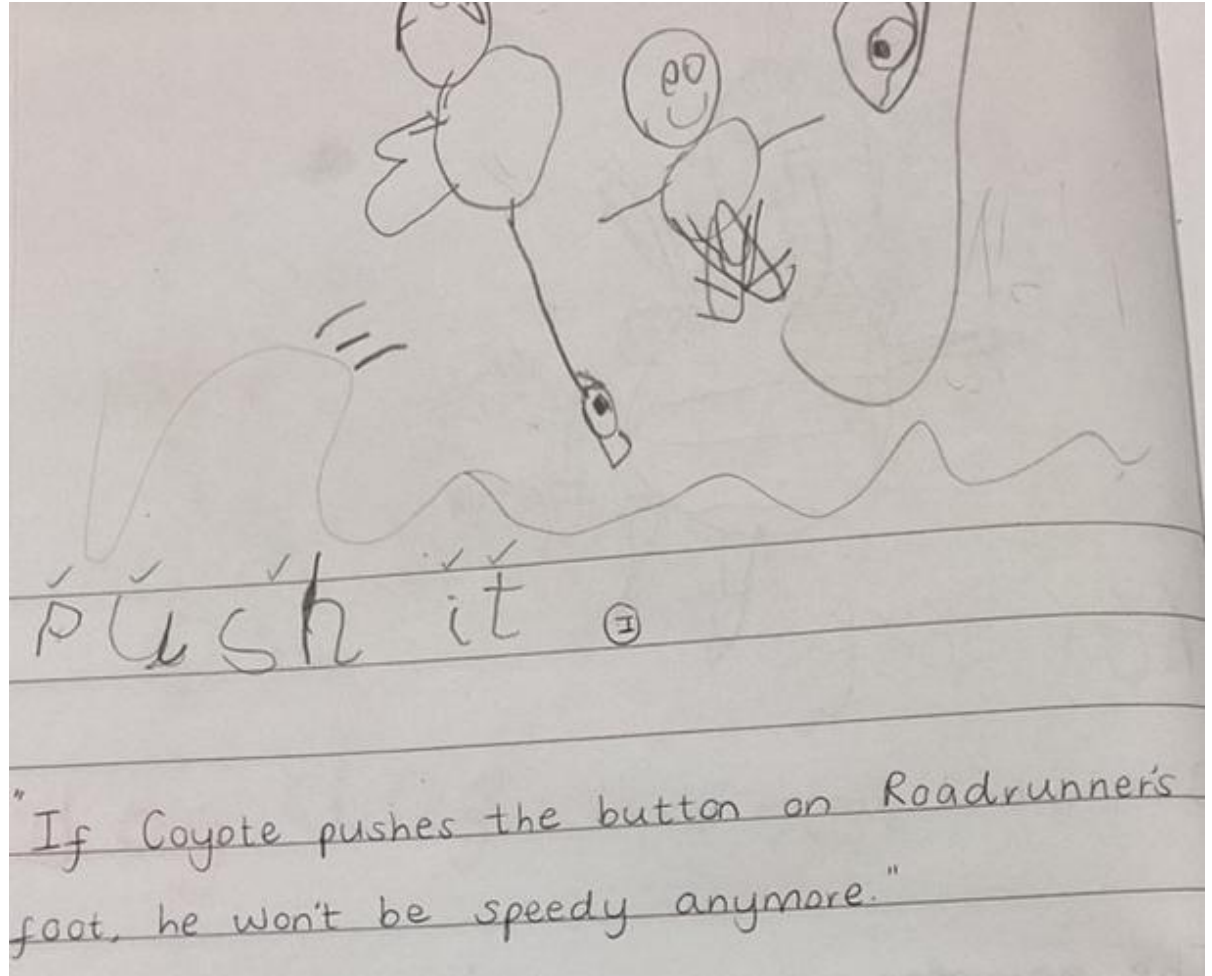


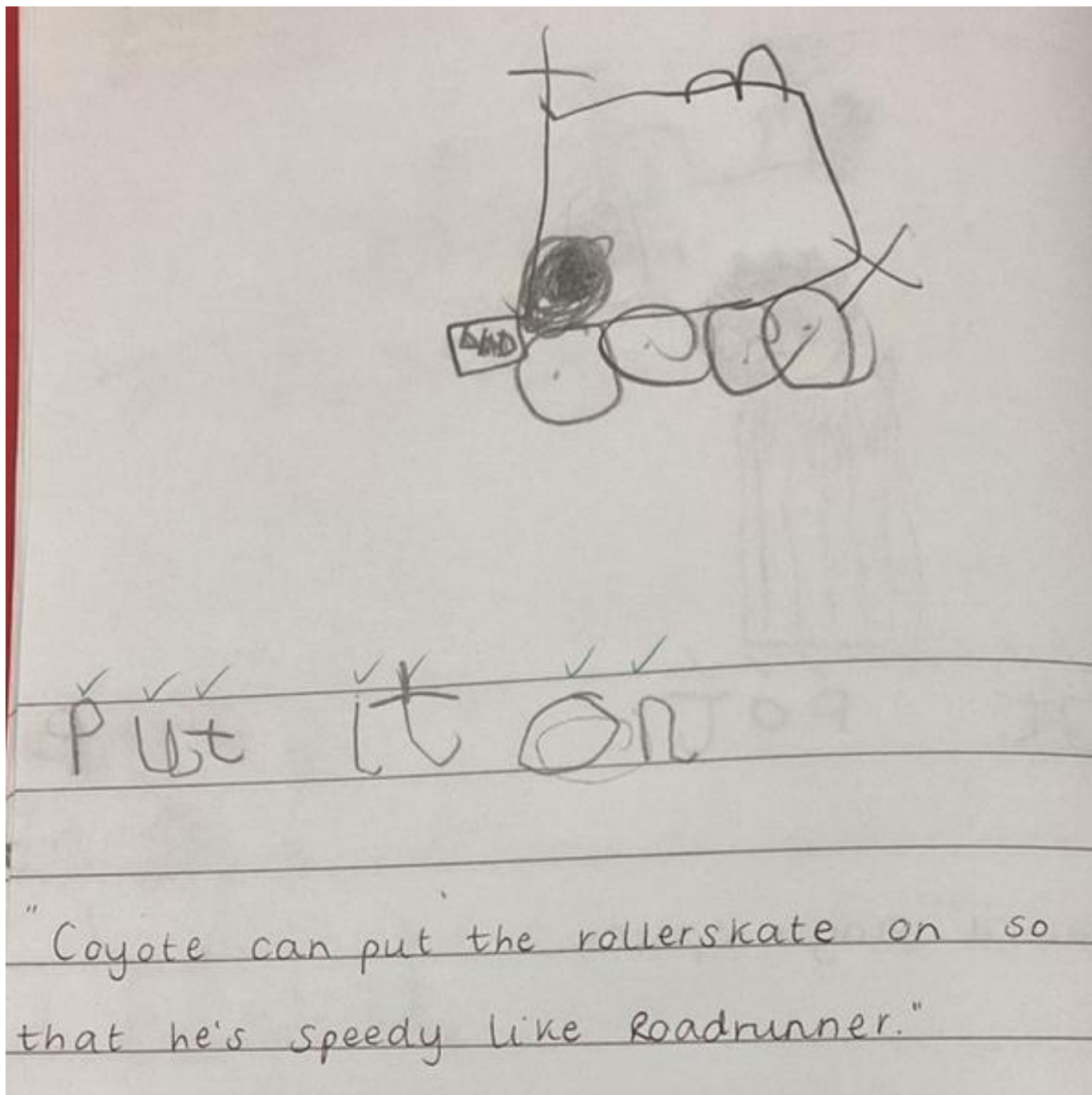
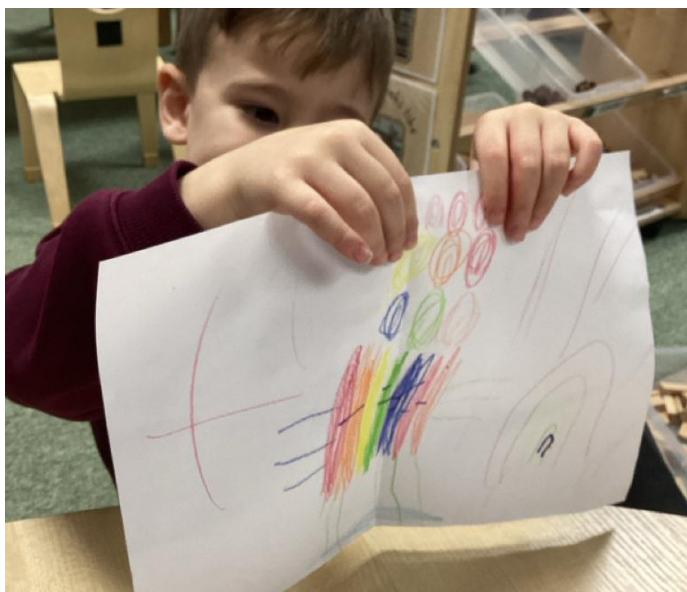
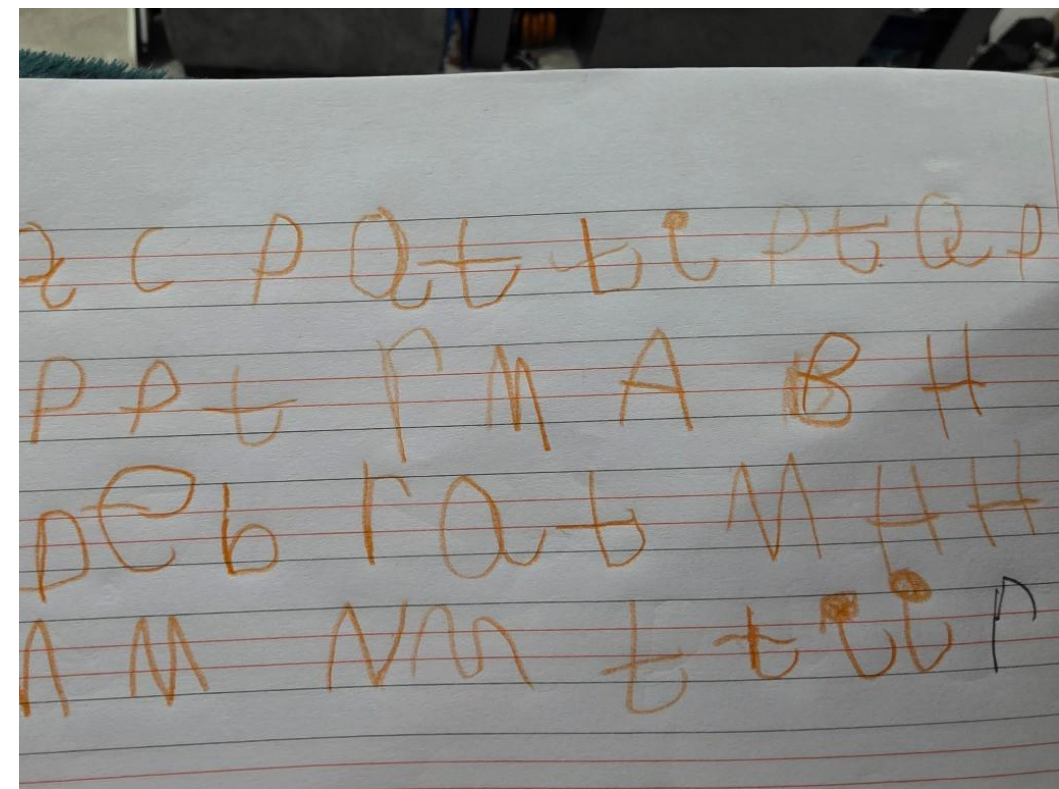


“Quick, draw a ladder”.

“The monster is inside the house!”.

“I’ll climb my ladder and then go through the window and into the corridor. The monster is in the bedroom”.







# Fine Motor Skills

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In the Reception provision, children have daily access to fine motor activities, and resources. These include:

- Playdough
- Weaving
- Threading
- Jigsaw puzzles
- Tweezers
- Pencil grips



3-4 years



6 years



14 years



# How can you help?

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- Encourage writing for a purpose- e.g. cards, shopping lists.
- Reception Maple love writing in notepads and on sticky notes.
- Make it fun!
- Complete the home learning writing sheets.
- Be positive, model, and embrace mistakes.
- Fine motor activities- threading, playdough, cutting, painting.
- Cutting shapes.