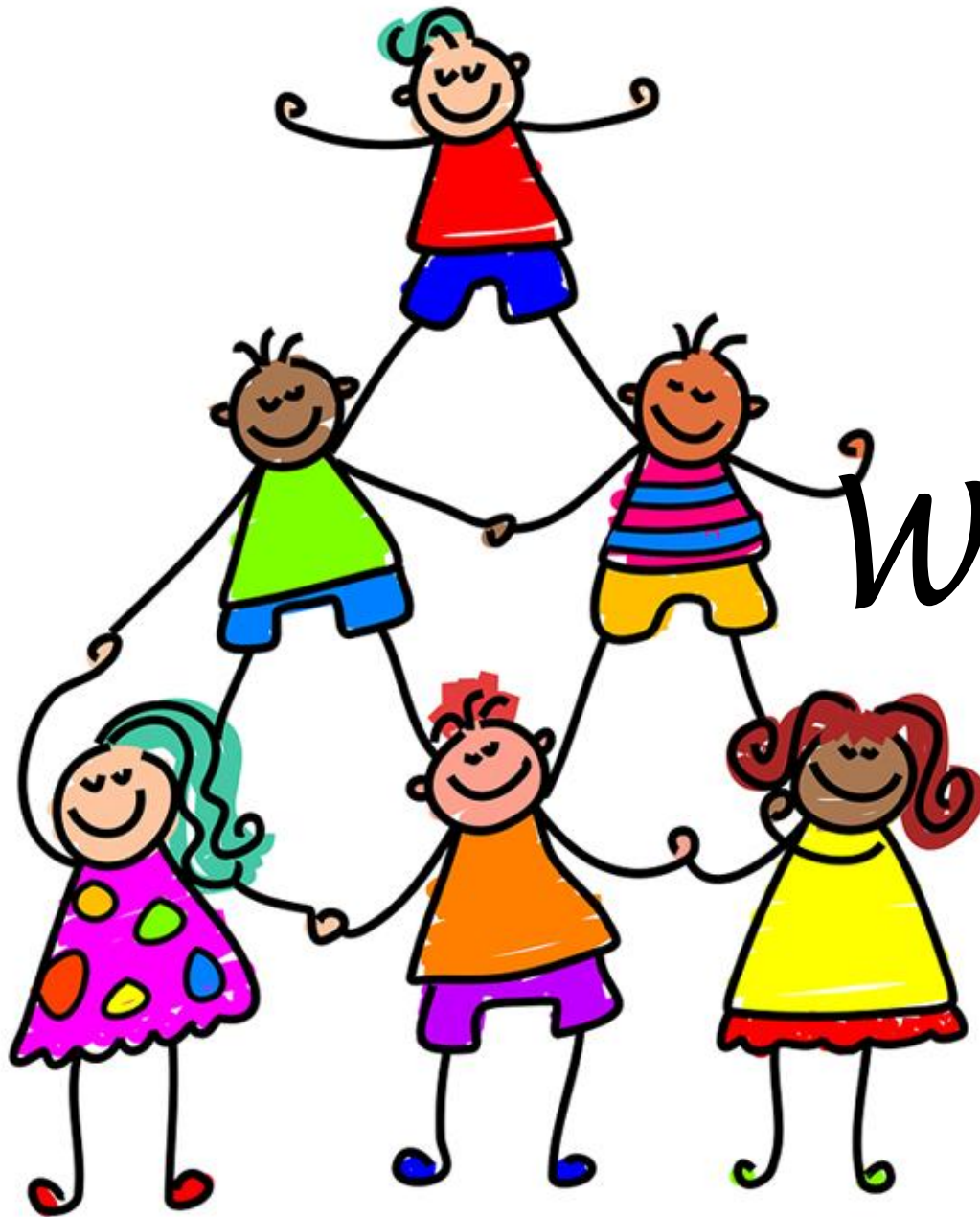
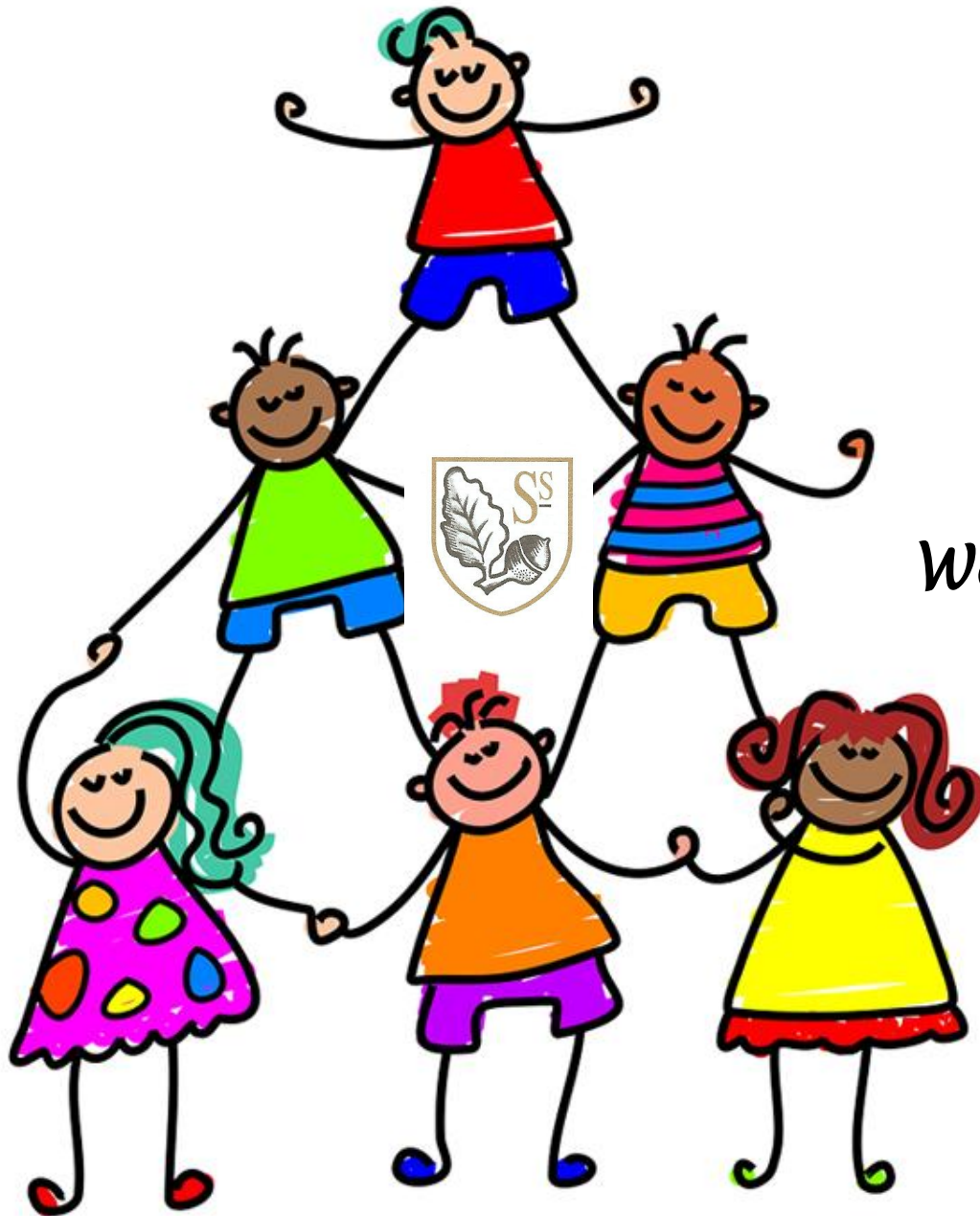




*Welcome*





# *Writing Workshop for Parents*

*March 2026*



## *Our Writing Vision*

We aim to develop children into articulate and imaginative communicators who are enthusiastic and proficient when writing for a range of purposes.





## *A key skill*

Writing is a lifelong skill, allowing children to share thoughts, ideas and feelings.

Children need hand-eye coordination and finger strength before learning to write.

Writing builds on children's understanding of language and how print works.



*To be a writer you need to be ...*

A **composer** and a **secretary**!

Both need teaching and both need nurturing



Promoting research - informed writing teaching



# *Writing The Early Learning Goal in EYFS*



Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Children at the expected level of development will:

- 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.



# *Fine Motor Skills*

## *The Early Learning Goal in EYFS*

### ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.





# *Transcription (Spelling, Handwriting and Grammar)*

Developing fine motor strength will support transcription

- Complete puzzles
- Manipulate playdough
- Thread beads or pasta
- Scrunch up paper
- Use tweezers to pick up peas/ pasta





## Developing Gross Motor strength

Give children opportunities to develop core strength and 'muscle isolation', a crucial first step towards writing.

Work on a large scale e.g. painting brushes with water on a wall outside

Reaching across the body to put shoes and socks on the opposite side

Climbing, throwing and catching

Children move through stages in their mark making. Gradually muscle control becomes more defined until they develop an ability to use straight lines and curves to form symbols.

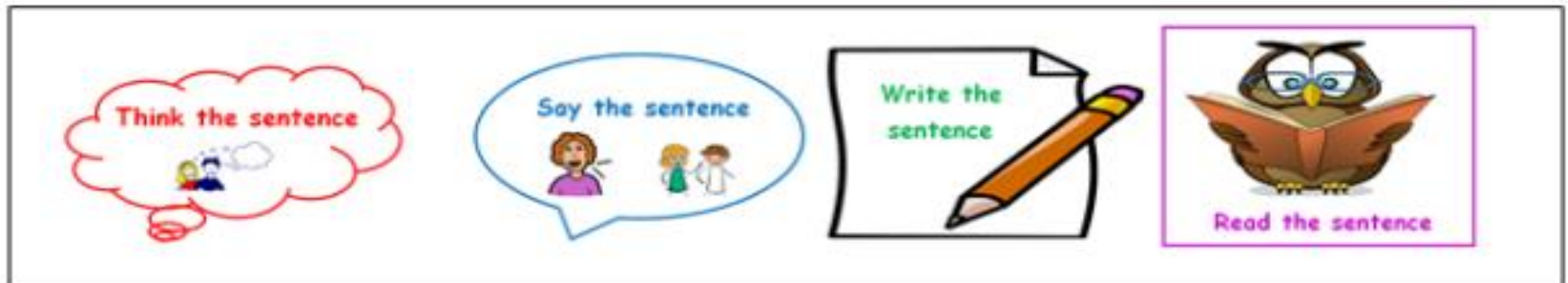


# Composition

*(Putting ideas into speech before writing)*

## You can support this by;

- Reading stories/ Role play
- Talking to children about events that have happened
- Re-phrasing what they have said and modelling correct sentence structure
- Structure thinking for a range of purposes and audiences e.g. create invitations, role play, use an office keyboard, make a shopping list, make notes in a note book, send a card to a family member





# Writing Progression

**FS1**

| Pictures | Random Scribbling | Scribble writing | Symbols that represent letters | Random letters | Letter Strings | Letter groups |
|----------|-------------------|------------------|--------------------------------|----------------|----------------|---------------|
|          |                   |                  |                                |                |                |               |

**FS2**

| Early Phonemic Stage                    | Letter name stage                                 |                                                                 |
|-----------------------------------------|---------------------------------------------------|-----------------------------------------------------------------|
| Environmental print                     | Beginning sounds<br>Random and initial consonants | Initial and final sounds appear                                 |
| the I is<br>see like<br>12345<br>and mr | I V A D A A O                                     | I l k m i B k.<br><br>We wn to the s<br>(We went to the store.) |

| KS1                                                                                                    |                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Vowel sounds appear<br>Evidence of tricky words                                                        | All syllables represented                                                                                                        |
| Thehcarr<br>(The horse can run.)                                                                       | My fav or i t d i n o s o r i s<br>the s t e g o s o r u s .                                                                     |
| Inventive spelling                                                                                     | Multiple related sentences with many words spelled correctly                                                                     |
| To daye i won<br>to play with the<br>white board and<br>the shapes and<br>I won to play<br>with my fen | Today I am going to<br>the stor with my mother.<br>I am going to by a present<br>for my broths birthday. He<br>is thre yers old. |



# Examples of Early Learning Goal Writing

I Went to the rolscat

ing. I had rolscating shoos.



# Examples of Early Learning Goal Writing

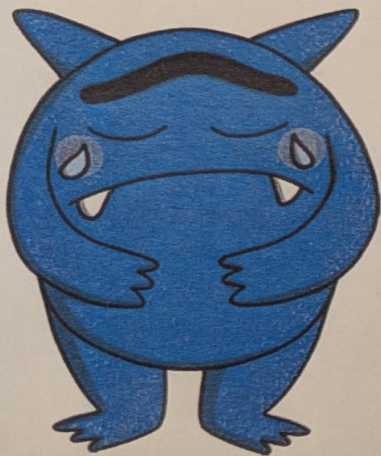


The bus is BLOW

The bus ~~is~~ ~~has~~ flashing



# Examples of Early Learning Goal Writing



he si sad  
he has teeth  
he si blue

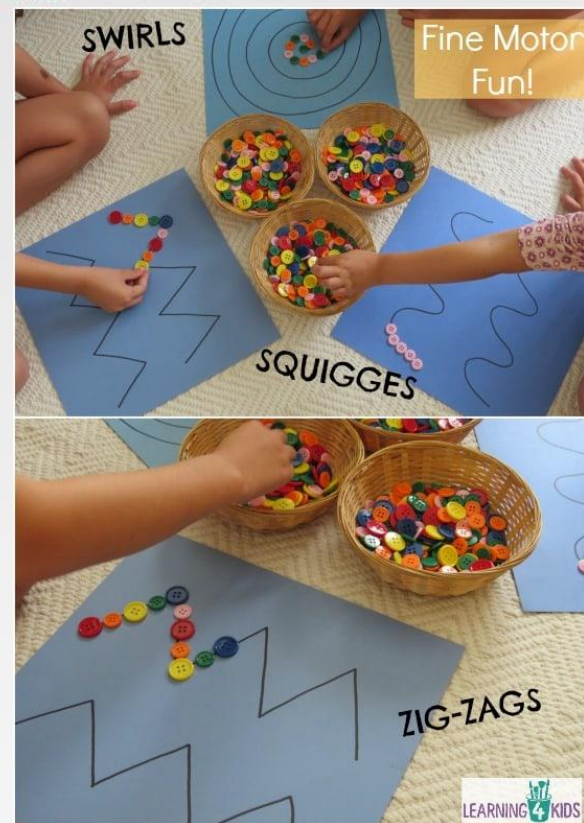


## *How can I help at home?*

- Model writing and explain your thinking and decision making to help children understand what happens as you write and can begin to copy you.
- Build imagination through play!
- Provide things such as, wet sand, corn flour, foam, chunky markers, clipboards, chinks for paving stones, and notepads.
- Plan small muscle coordination for hands and fingers, through things like using scissors, learning to sew, eating with cutlery, using small painting brushes or drawing pencils and crayons.
- Create books about favourite stories or TV characters



# How can I help at home?







# *Useful Things To Have In The Home*

Pasta  
Toilet roll holders & paper clips  
Pegs and washing  
Playdough and matchsticks  
Buttons  
Threading - cardboard with holes (pipecleaners)  
Cheerios onto straws  
A range of writing materials  
e.g chalk/ felt tips/ notebooks





# *Live Lesson*





*Thank you!*

