

Writing Workshop EYFS

Vanessa Savill – Spring Term 2024

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Teaching writing in EYFS

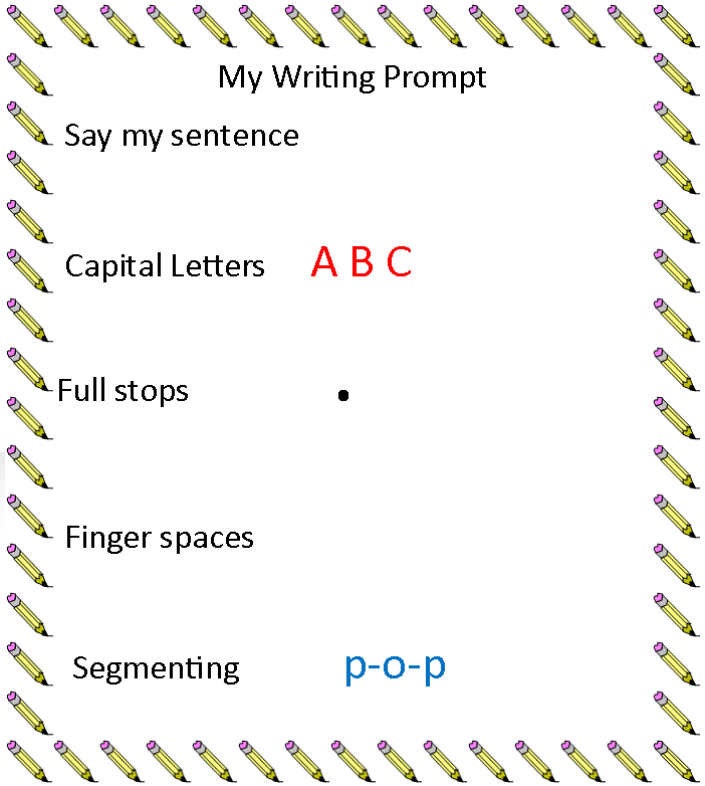


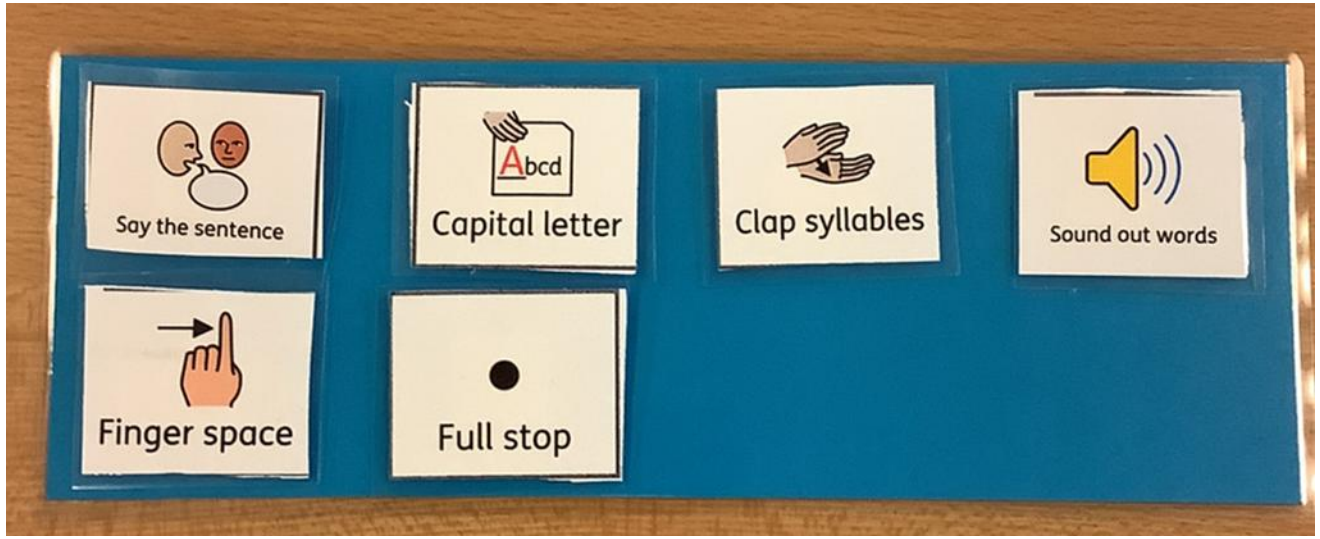
What knowledge and skills do we need to write independently?

- How to hold a pencil correctly.
- Say an appropriate word or sentence to write clearly with correct pronunciation.
- Use the phonic skills to segment the word for spelling.
- Know what the letters look like in order to write them.
- Learn sentence punctuation.
- Concentrate for long enough to bring all this knowledge and skill together in our working memory in order to write.

How we teach the process of writing

- First, we decide on the sentence we need to write.
- Sing the sentence song.
- We say the sentence aloud.
- Say the sentence aloud and use my fingers to show each word.
- Say it again and add in finger spaces.
- Check pencil grip and posture.
- Say first word, segment first word, write first word. Check position on the page.
- Finger space, next word and so on until full stop.





Segmenting Words

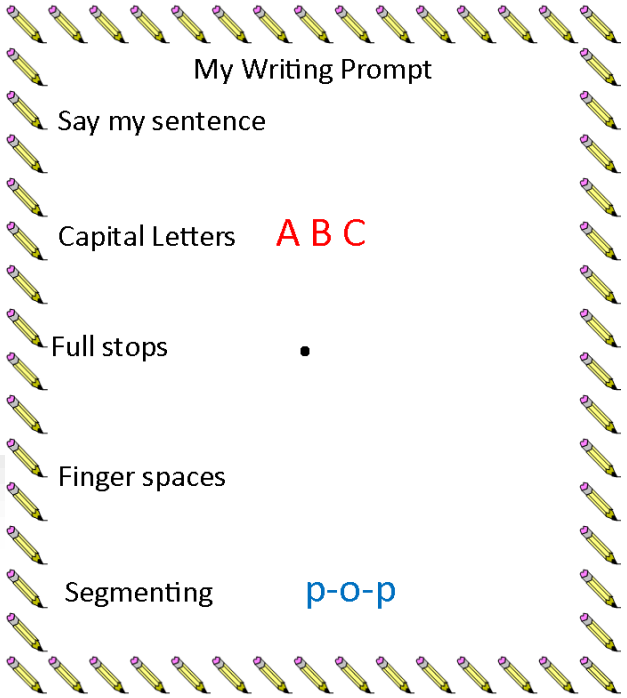


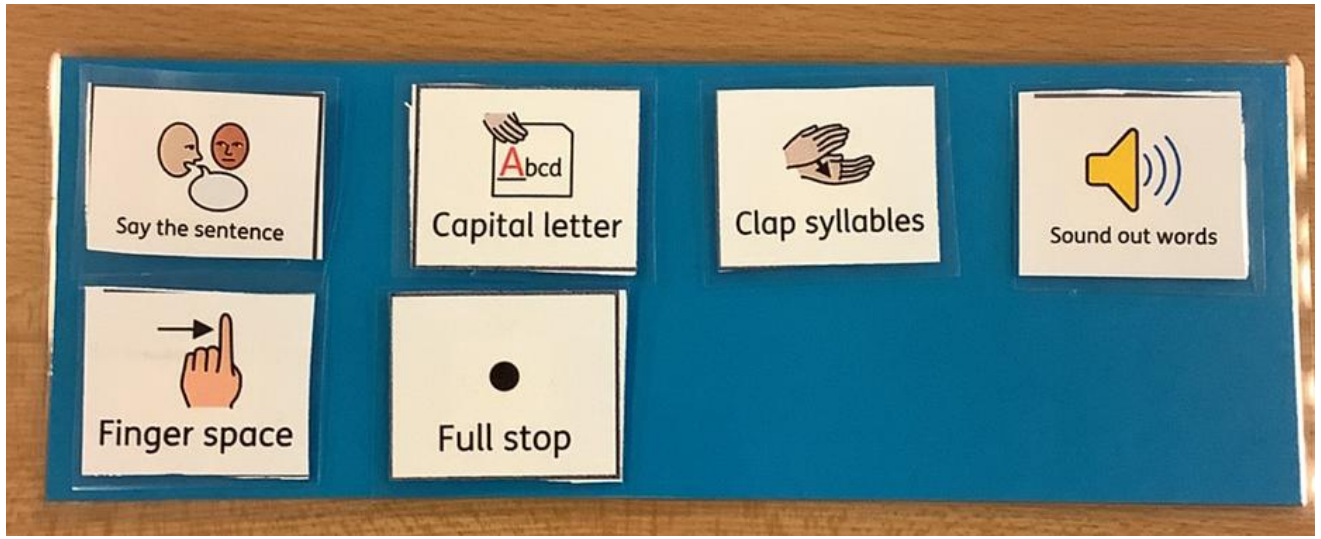
We write in line with our latest phonics teaching:

- All the tricky words we have already taught we expect to see spelt correctly.
- All the sounds and digraphs we have taught we expect to see in place.
- The children will need to ‘hulk smash’ the word before they write.
- Always praise first and then say - Can I tell you something that will make your writing even better?
- If it is a two syllable or multi syllable word we clap the syllables first and then segment each syllable at a time and write each part in turn.

After each sentence is written…

- Use the sentence prompt to check you have everything a sentence needs.
- Make sure that there are no words missing and it makes sense.
- Practise anything that needs to be improved.
- Do all letters with ascenders and descenders have them?
- Correct reversals
- Correct tricky words that are mis-spelt.
- Model the sentence for them so they can see how it looks.





When should I encourage writing?



Some children will enjoy writing and want to do it all the time – Let them!

Some children will never, ever ask to write at home – here's how to help:

- If they draw a picture ask them to label it.
- Encourage them to work alongside you if you are writing a list or a note for a family member. Ask as if you would like their help.
- Use writing as part of play. When you are playing alongside them – write as part of the game – label the lego, write a doctors note, leave a note on the ipad to tell someone to leave the game alone, have a secret code to get inside the den they've made.
- Provide exciting writing tools and paper, post it notes are very popular.

Try to / Try Not To...



Try to:

- **Rephrase a very tricky sentence to something more simple – It is a….. / I went to…. / I got a……**

- **Praise for effort, good segmenting, careful handwriting, great determination, meeting a challenge.**

- **Have the resources children need to hand – sound mat / tricky word mat / sentence prompt – all found on the website.**

- **Try Not To:**
- **Write words for children to copy. This is handwriting practice not writing.**

- **Give the children the sounds when they ask you to spell something. Use hulk smash to segment with them.**

When a child is struggling...



- **As teachers we need to identify which parts of the writing process children are finding difficult. It could be one or more of the following areas:**

- Physical – children unable to form letters clearly enough to read what they have written.
- Phonics – children have insufficient knowledge of phonemes / graphemes to enable them to write a sentence independently.
- Executive function and working memory barriers – children are unable to hold all the knowledge they need in order to concentrate, segment, form letters and follow features of a sentence at the same time.
- SEND – children have specific learning difficulties related to literacy / communication and language including - speech and language / vocabulary / grammar difficulties.

Intervention



- **Once identified:**

Children need additional work in the area that they are finding difficult

- Pre teach and intervention through practise of segmenting for spelling
- Handwriting activities – gross and fine motor activities – dough disco.
- Executive Function activities – see sheet on website.

Practise makes permanent!