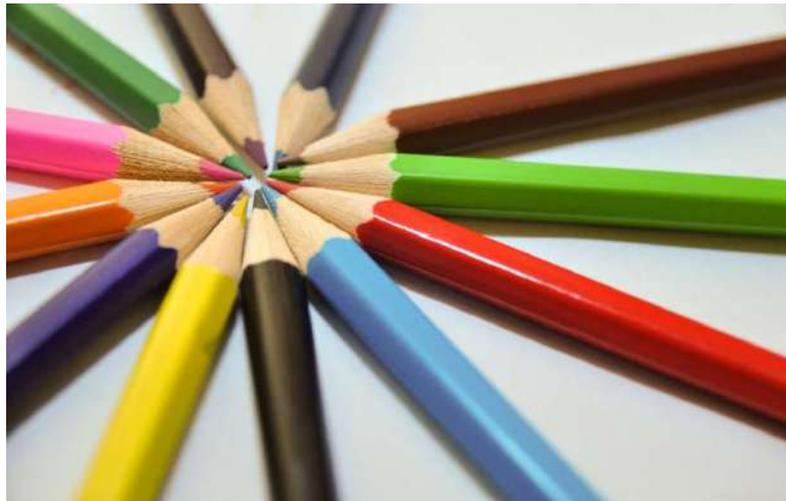


Monday 18th November

Foundation Parent Workshop
Literacy



What we will be focussing on today-

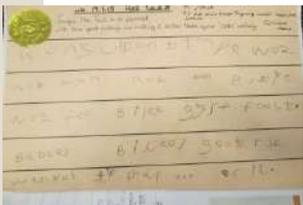
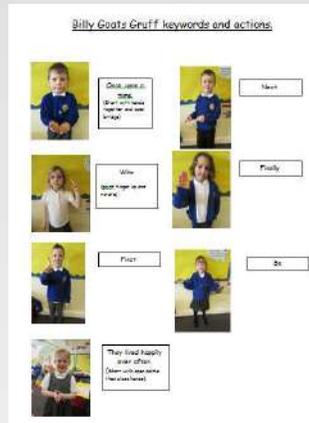
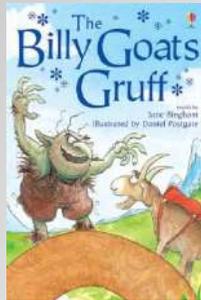
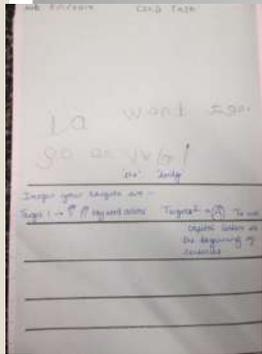
- TalkforWriting
- The EYFS curriculum
- Handwriting

What is Talk for Writing?



- Exactly what it says!! We need to be able to love stories, tell stories orally and experience stories before we can start to write them.
- Good writers read.
- Pie Corbett Project – TalkforWriting Training Centre
- The three I's. (Imitation, Innovation, Independent application)
- In Foundation we learn one TalkforWriting story per term, which lasts for around three to four weeks.

What does it look like?



Continuous child initiated activities, personalised target planning, games, oral story telling and hands- on experiences.

Evidence of cold and hot task

wb 5/1/2014 COLD TASK

la want to go.
go on v v to i.
'the' 'bridge'

I [redacted] your targets are -

Target 1 → Key word actions Targets 2 → To use capital letters at the beginning of sentences.

wb 19.1.15 Hot Task T1 ✓ Met
T2 We will keep trying with capital letters. Well done.

I [redacted] Mrs. Tait is so pleased with this good writing and making it better than your "cold" writing.

wun s upon t t m ye woz
not wun not too but ye
woz fee B i ee g g r A foost.
Babeer B i weef goot ruf
w en t k t t P k h a p o o r B r l l .

TALK 4 WRITING ACTIONS

In the end
Eventually



who

Index finger moves
in a circle.



Fortunately



Moreover

Waves
nominally



but



Furthermore



First

Next
Then



Later
on

After
that



Hands
rolling
forwards.

At that
moment

whether
or not



because

although



On the
other
hand

Therefore



Once upon
a time...

Early
one
morning



Luckily

In
conclusion



Additionally
In addition

Also



Writing in the EYFS Curriculum

A Unique Child: observing what a child is learning	
 30-50 months	<ul style="list-style-type: none">• Sometimes gives meaning to marks as they draw and paint.• Ascribes meanings to marks that they see in different places.
 40-60+ months	<ul style="list-style-type: none">• Gives meaning to marks they make as they draw, write and paint.• Begins to break the flow of speech into words.• Continues a rhyming string.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together.• Links sounds to letters, naming and sounding the letters of the alphabet.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Writes own name and other things such as labels, captions.• Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

Exceeding

Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Use key features of narrative in own writing.

NB – A child will only attain 'exceeding' if they have achieved the **whole** Early Learning Goal.

A child can attain at expected for a specific Early Learning Goal if they can achieve 80% of it, but for writing that must include being able to write a simple sentence.

Tricky Words

These are also known as irregular or common exception words.

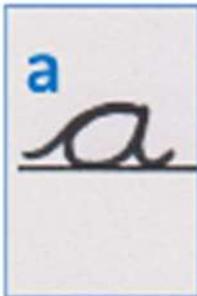
Phase 2	Phase 3	Phase 4	Phase 5
I	he	little	oh
go	she	one	their
no	we	do	people
into	me	when	Mr
the	be	out	Mrs
to	was	what	Looked
	my	were	called
	you	there	asked
	they	come	could
	her	some	
	all	like	
	are	so	
		said	
		have	

Handwriting

- Fine motor activities
(Threading, pegs, tweezers,
scissors, playdough.)
- Patterns



Handwriting

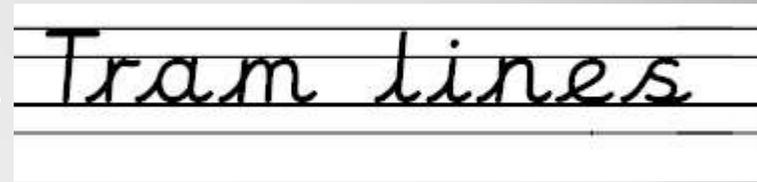


Start on the base-line; up the lead-in line;
hook over; back and round; catch the hook;
straight down; and flick.

The key terms would be 'lead in lines' and 'flicks'.

Size of Handwriting

- Small letters and tall letters.
- Letter body: The part of the letter which sits on the base-line. In letters without either an ascender or descender, this may be the whole letter (a, w, e, r, u, i, o, s, z, x, c, v, n, m)
- Ascenders: The part of the tall lowercase letters, such as b, d, and h, that extends above the body of lower-case letters (such as c).
- Descenders: The portion of a letter (y, g, p, q) that extends below the baseline of a font.
- Tramlines will be introduced later in the year to support sizing.



Let's have a go...

A	A	a	a
B	B	b	b
C	C	c	c
D	D	d	d
E	E	e	e
F	F	f	f
G	G	g	g
H	H	h	h
I	I	i	i
J	J	j	j
K	K	k	k
L	L	l	l
M	M	m	m
N	N	n	n
O	O	o	o

P	P	p	p
Q	Q	q	q
R	R	r	r
S	S	s	s
T	T	t	t
U	U	u	u
V	V	v	v
W	W	w	w
X	X	x	x
Y	Y	y	y
Z	Z	z	z



Let's have a go...

Any questions?