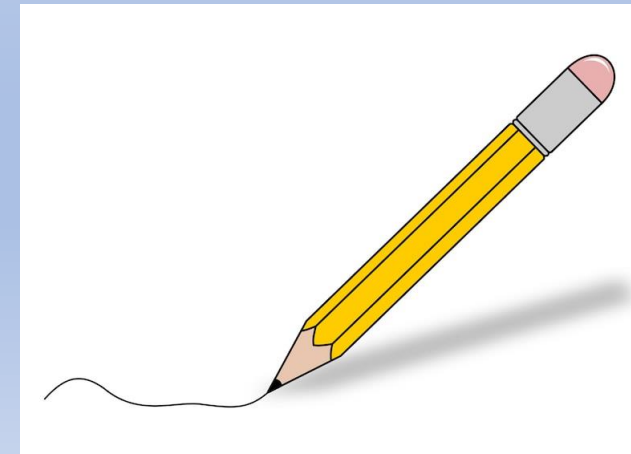


Inspire workshop 2026

# Writing



# Housekeeping

- Please turn phones off.
- No fire alarm planned. If the alarm does go off, please exit the building.
- We will be spending some time in the classroom – please stay in the classroom/outdoor area and do not take your child to the toilet.

# What will we be doing today?

The hour will be split into 2 sections:

- Session 1 – In the hall to explain the curriculum, end of year/Key Stage expectations and practical activities to help.
- Session 2 – In the classroom seeing some of the activities in action.

# What is writing?

Writing requires 3 components:

- 1) Physically being able to hold a pencil. This requires muscles to hold the pencil and a correct grip to have control to move it where you want.
- 2) Knowing how to form letters, what shapes they are and where to begin and end.
- 3) Knowing what you want to write (and wanting to write it!). Having the correct phonics knowledge to segment words and having knowledge about words and sentences. Also being able to say what you want to write and remember this.

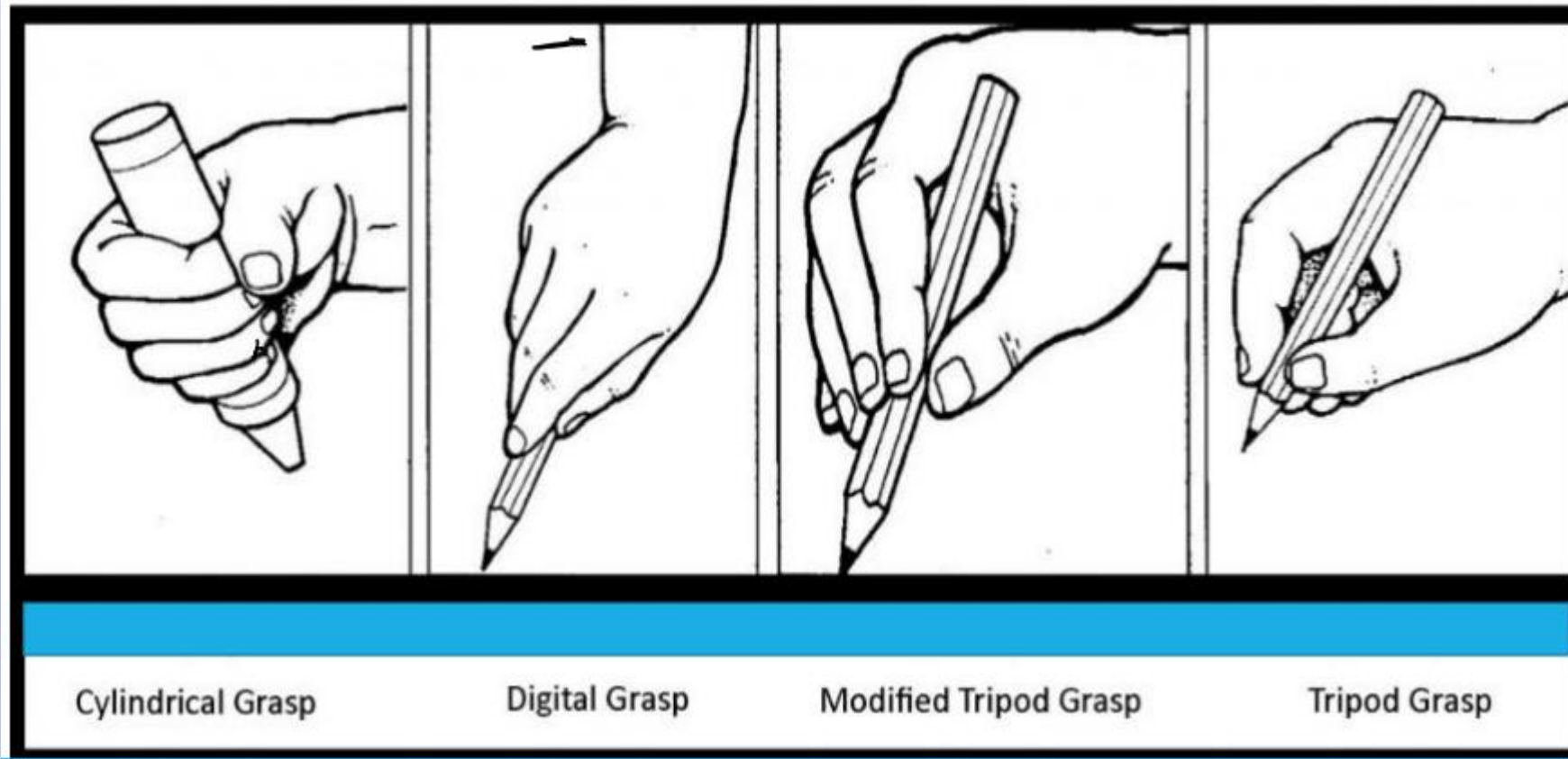
# Physically holding a pencil

Hand development/growth

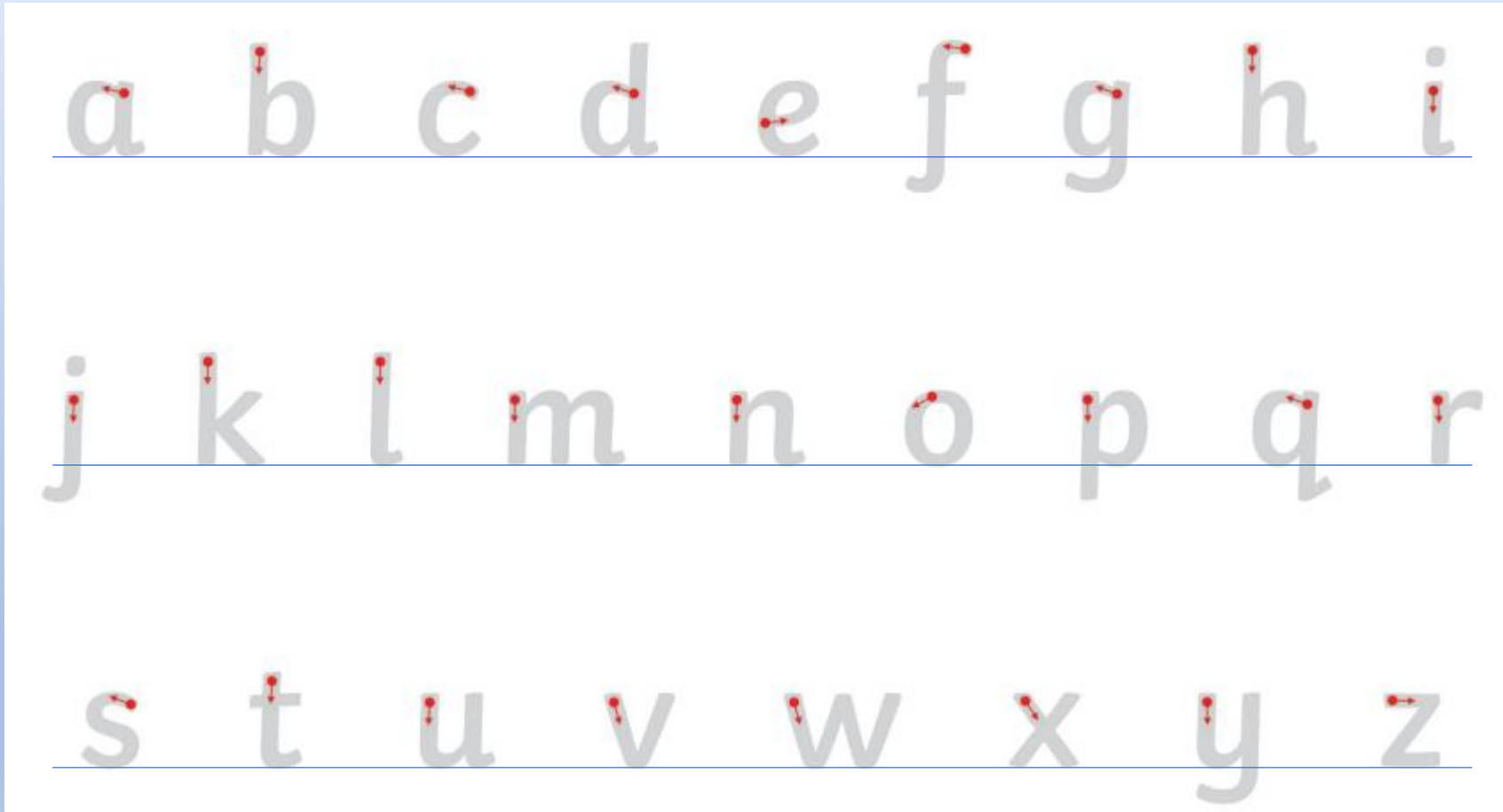


# Physically holding a pencil

Pencil grip



# Knowing how to form letters

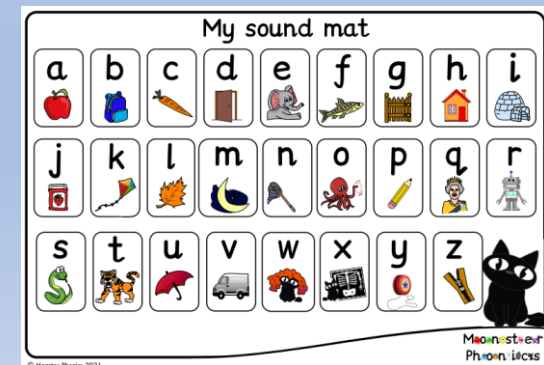
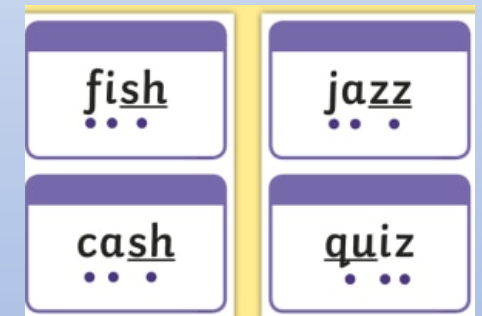
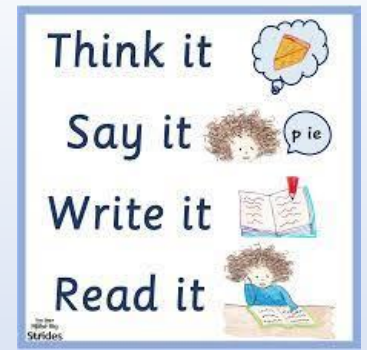


## Handwriting

- Begin at the top
- Anti clockwise
- Begin and end in the correct place
- Sit letters on/under the line

# What do I want to write?

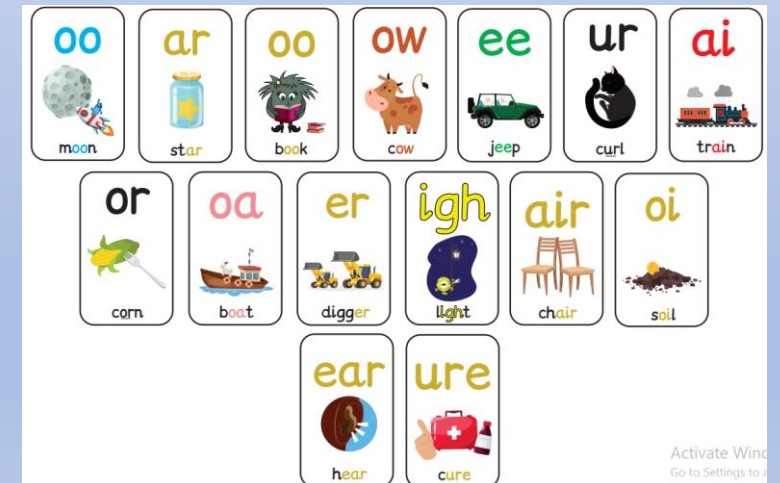
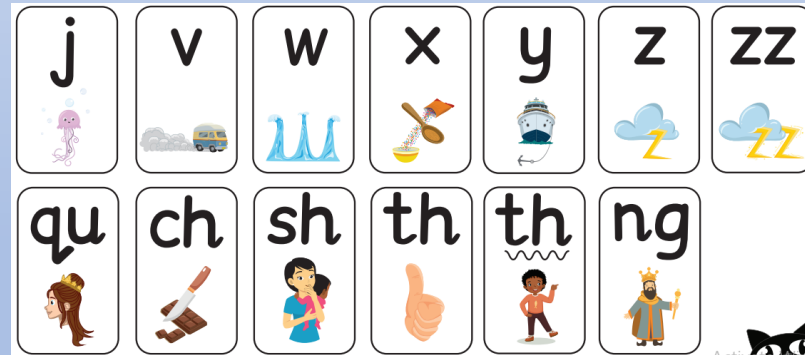
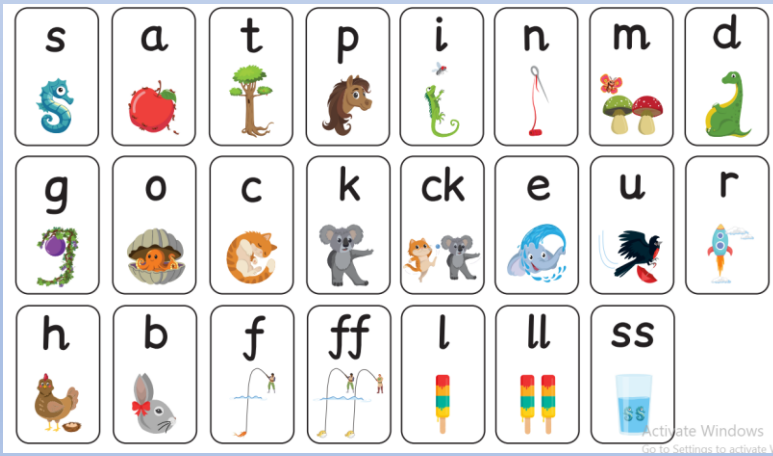
- One word at a time – being able to segment the sounds then use phonetic knowledge to write this down or knowledge of tricky words.
- Being able to first say the sentence and understand and count the number of words.
- Knowing I will need a capital letter at the beginning, finger spaces between my words and a full stop at the end. (Please always encourage your child to write in lower case).
- Having a reason to write – writing for a purpose/writing stimulus. Eg. Birthday card, invitation, shopping list, sign.



# What do I want to write?

Your turn! Using a phoneme frame and ONLY the sounds below, how would you write these words?

--	--	--



Activate Windows  
Go to Settings to activate Windows.

Activate Windows  
Go to Settings to activate Windows.

- cat (kat?)
- ship
- beep
- caik (kaik, caic, kaic, caick)

c

a

t

k

a

t

sh

i

p

b

ee

p

**c**

**ai**

**k**

**k**

**ai**

**ck**

# The Early Years Foundation Stage (EYFS) curriculum

## The Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development (Gross motor and fine motor)

## The Specific Areas

- Literacy (Comprehension, word reading, writing)
- Maths
- Understanding the World
- Expressive Art and Design

# The Early Years Foundation Stage (EYFS) curriculum

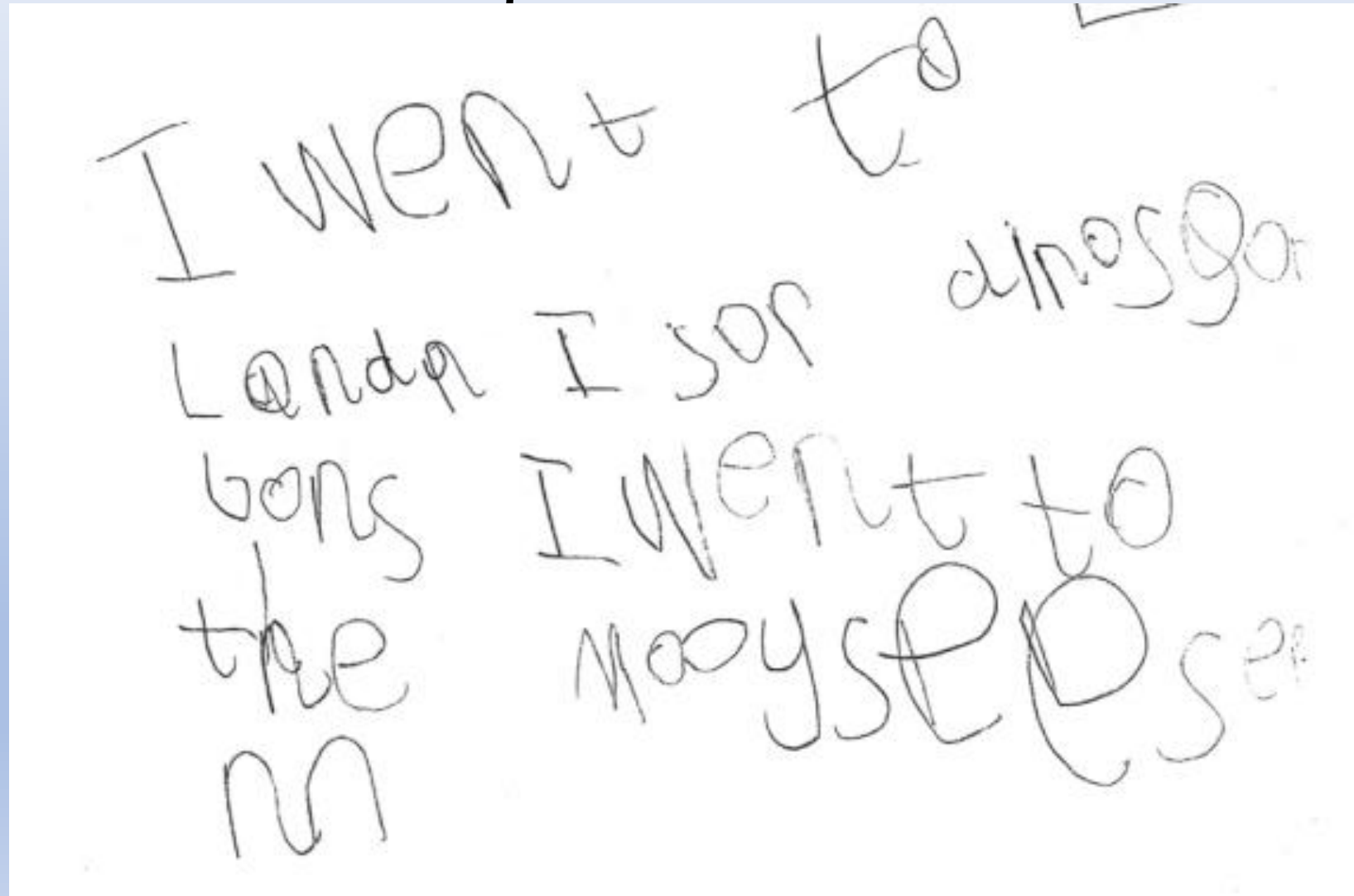
## Physical Development – Fine Motor ELGs

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy – Writing ELGs

- 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.

# Example of expected level at the end of Reception/EYFS



The image shows four examples of handwritten text on a white background, illustrating the expected level of writing at the end of Reception or EYFS. The first example is 'I WENT to', with 'I' and 'WENT' in all caps and 'to' in lowercase. The second is 'Landa I sop dnosgo', where 'Landa' and 'I sop' are in all caps and 'dnosgo' is in lowercase. The third is 'bons I went to', with 'bons' in all caps and 'I went to' in lowercase. The fourth is 'the moyste se', with 'the' in all caps and 'moyste se' in lowercase. The handwriting is simple and shows early letter formation and spacing.

I WENT to

Landa I sop dnosgo

bons I went to

the moyste se

Oh saturday I

Went to the  
met fodoom

Iswamandaplaia wivsa  
I went to the side:

# Some fine motor activities

Cutting

Tweezers and pegs

Threading, sewing

Drawing and colouring

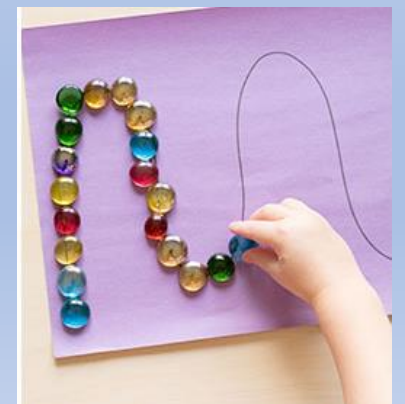
Painting

Placing

Playdough

Stickers

Pop-its



# Some fine motor activities

Spray bottles

Catches

Nuts and bolts

Legos

Elastic bands

Sand

Pipettes

Laces



# Encouraging writing

Purpose, games, copying, praise, don't over-correct, anywhere!

## ✓ ENCOURAGE WRITING FOR A PURPOSE

Children are more likely to engage with writing if they feel like they are writing for a real life purpose.



✓ Shopping lists

✓ Postcards

✓ Letters to friends and family

✓ Signs

✓ Birthday cards and invites

✓ Recipes and menus

✓ Instructions

✓ Labelling Lego models

@Phonics Family



## ✓ PROVIDE A VARIETY OF WRITING TOOLS

Often these tools are chunkier and easier to hold. They also are more likely to engage and motivate children. Once they have a go they may not realise that they are actually writing!



Paintbrushes and water

Chalk



Paint



Crayons

Sensory Writing Trays



@Phonics Family



# Reading to children

It's important you still read to your child (1,825 by their 5<sup>th</sup> Birthday!)  
Let them enjoy books, talk about characters, make predictions, answer questions, hear new words, learn about sentence structure  
...and they will have ideas for their own writing!



## Read One Book A Day To a Child

Your Child Will Enjoy:

by Age 1.....365 Books

by Age 2.....730 Books

by Age 3.....1095 Books

by Age 4.....1460 Books

### In Reality:

Dear Zoo- 301 times, The Very Hungry Caterpillar- 431 times and Everyone Poops- 728 TIMES!

# Questions?

