

Hermitage Primary School

Writing in Reception



Writing in the Early Years

Writing is part of Literacy, one of the four specific areas in EYFS.

This comes from both literacy and physical development, focusing on pencil grip and muscle strength.

- **Writing** – 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.
- **Moving and handling** – children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

Writing at the start of a child's school journey can be seen through mark making.



What does writing look like?

1. **Scribbling and drawing**, marks are the early pencil lines in play.
2. **Letter-like forms and shapes**, using shapes and circles in random places, children tell someone what they have written.
3. **Writing random letters**, using letters from their name, mostly in upper case letters.
4. **Letters and spaces**, using beginning and end sounds, experimenting with writing sentences.
5. **Writing and spelling**, using phonics to sound to write longer words, writing for different purposes.



Writing opportunities in school

- **Mark making opportunities** are available throughout the class.
- **Writing opportunities** are provided daily throughout every area of the classroom. For example, writing numbers in words, labelling counties, writing lists and letters.
- **Structured adult led writing activities** – supporting letter formation, writing sounds, using full stops, capital letters and finger spaces.
- Links are made between reading and writing in every phonics lesson.
- **Handwriting and letter formation practice.**
- **Writing in different ways** – writing in sand, with paint, drawing in different materials, mark making.
- **Using whiteboards and pens** in areas of the classroom.
- **Writing outdoors** on whiteboards and with chalk.
- **Name writing.**
- **Fine motor** skills to support with hand-eye coordination and developing hand strength.



How can you support writing at home?

- **Encourage, praise and support.** If your child is attempting to mark make, write or use their sounds independently this is brilliant!
- **You can encourage your child to trace over their letters/words** to support with letter formation. They can then copy the words or themselves underneath.
- **Use the 'Read, Write Inc. letter rhymes'** to support with letter formation.
- Please encourage your child to be as **independent** as possible with their writing – every word does not need to be spelt correctly.
- If they are drawing a picture, challenge them to label or write a sentence about the picture.
- Letter writing, scrapbooks, shopping lists, labelling toys, post cards etc. are all really engaging ways to encourage your child to write.



Writing ideas and challenges

Rhymes for letter formation – taken from Read Write Inc.

a  Around the apple and down the leaf.	b  Down the bat and around the ball.	c  Curl around the caterpillar.	d  Around the dinosaur's back, up his neck and down to his feet.	e  Around the egg and across the middle.	f  Down the stem and draw the leaves.
g  Around the girl's face, down her hair and give her a curl.	h  Down the head, up and over the horse's back and down his legs.	i  Down the insect and dot for the head.	j  Down the body, curl and dot.	k  Down the kangaroo's body, tail and leg.	l  Down the lolly stick.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirate's plait and around his face.	qu  Round her head, up past her ears and down her hair.	r  Down the robot's back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under his head.	z  Zig-zag-zig.				



Read Write Inc. Handwriting Rhymes and Characters

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the lace to the heel, round the toe (boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom, up his tail neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither down the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down, up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig-zag-zig (z)

Bouncy vowels

Bouncy consonants

Stretchy consonants

Writing ideas and challenges

- **Mark making opportunities** are available throughout the class.
- **Writing ideas** are provided daily in different areas of the classroom. For example, writing numbers in words, labelling pictures, writing lists and letters.
- **Structured activities** – supporting letter formation, writing sounds, using full stops, capital letters and finger spaces.
- **Links are made between reading and writing** in every phonics lesson.
- **Handwriting and letter formation** practice is available in a range of fun and engaging ways.
- **Writing in different ways** – such as writing in sand, with paint, drawing in different materials and mark making.
- **Using whiteboards, chalk and pens** in areas of the classroom.
- **Name writing** opportunities.
- **Fine motor skills activities** to support hand-eye coordination and develop hand strength.



Writing in sand



Writing prompts



Word towers



Mark making area



Whiteboards and pens