PURPOSE

• EYFS expectations.
• Ways to support children’s communication and language, writing and creative thinking skills.
• To gain an understanding of the importance of how communication and language within the home can support children’s reading and writing abilities.
• To gain an understanding of how children’s writing develops.
• To give you some practical ideas about how you can support your children at home with their writing.
EYFS GOALS

• Communication and language.
• Physical development.
• Personal, social and emotional development.
• Literacy.
• Mathematics.
• Understanding of the world.
• Expressive arts and design.
The workshop will focus on these particular areas within the EYFS goals:

- Communication and language.
- Physical development.
- Personal, social and emotional development.
- Literacy.
- Mathematics.
- Understanding of the world.
- Expressive arts and design.
“Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.”

National Curriculum in England, 2014
HOW CAN WE SUPPORT CHILDREN’S WRITING?

• Regular dialogue as, without talk, children do not have the required vocabulary and grammatical skills to write well.

• Encourage children to read regularly and for pleasure: competent writers read deeply.
  – ‘The most proficient writers in any class are always those children who read regularly’. If you want to be a writer, then read, read, read.

• Stimulate an interest in words and sentences because they lie at the root of all writing.

• Give pupils regular opportunities to write for a purpose e.g. mark making, shopping lists, jottings and notes.

• Allow children to write in a range of different text styles so that they can discover how they like to express themselves.
HOW CAN YOU SUPPORT AT HOME?

• Speaking and listening activities
• Building sentences
• Creative writing with parents recording children’s ideas
SPEAKING AND LISTENING ACTIVITIES

- **I-SPY** – one person decides upon an object and gives the other players the first letter of the word. Other players have to guess the object by thinking of other objects beginning with the same letter.

- **PICTURE SCENES** – use a picture scene and create questions about what is happening in the picture e.g. why is the cat in the tree?

- **QUESTIONS** – create questions and then ask WHY. For example: would you prefer to be very hot or very cold? Why? If you had a super power, what would it be? Why?

- **PASS THE WHISPER** – one player creates a sentence that is whispered to another person playing which is, in turn, passed on to all the other players one to another. However, is the sentence at the end of the round the same as the original sentence?

- **HOW MANY?** Ask a series of question on a topic that your child has an interest in and see how many responses they can give. E.g. How many animals can you name that hatch from an egg?
LET’S TRY THIS SPEAKING AND LISTENING ACTIVITY

ACTIVITY 1 - I-SPY

• The first player decides upon an object and gives the other player(s) the first letter of the word.
• Other players guess what the object is and are told whether they are correct or incorrect.
• When a player has guessed correctly, it moves to the next person to pick an object.
LET’S TALK THROUGH OUR IDEAS

ACTIVITY 2 – TALKING SENTENCES

STEP 1: CHOOSE A CHARACTER FOR YOUR STORY

Talk through what your character looks like (what colour hair, eyes etc). Discuss what sort of clothes they wear (the colour of their clothes and what type of clothes).

STEP 2: CHOOSE A SETTING FOR YOUR CHARACTER TO HAVE THEIR ADVENTURE IN

Talk through what your setting looks like. What can you see? What can you hear? What can you feel?
LET’S TALK THROUGH OUR IDEAS

STEP 3: WHAT IS THE PROBLEM? WHAT HAPPENS TO THE CHARACTER?

Choose a problem that happens to the character whilst they are in the setting.

Discuss what could happen to your character for example a spell is put on them by an unkind witch.

STEP 4: HOW DO THEY SOLVE THE PROBLEM?

What does your character do to overcome the problem? E.g. eat a magic apple which undoes the witch’s spell.
ACTIVITIES FOR BUILDING SENTENCES

• **ADD A WORD** – Start with a basic sentence and add adjectives to nouns to improve it and add interest.

• **ORDERING WORDS** – Use magnetic words to create sentences. Try to create a further sentence that makes sense using the words given but rearranged into a different order.

• **FINISHING SENTENCES** – From the opening given, find possible endings to the sentence e.g. The cat in the ______.

• **JOINING SENTENCES** – Create two simple sentences and then join them together using the coordinating conjunctions and or but.

• **SILLY SENTENCES** - Create a sentence then cut it up and put it in a different order.
LET’S TRY WRITING SENTENCES

ACTIVITY 3 – WRITING SENTENCES

STEP 1: CREATE A SIMPLE SENTENCE ABOUT YOUR CHARACTER

Write about what your character looks like (what colour hair, eyes etc) or what sort of clothes they wear (the colour of their clothes and what type of clothes). For example:

   The frog was happy.
   The girl and boy played.

STEP 2: CREATE A SENTENCE ABOUT YOUR SETTING

Write a simple sentence about what you can see, hear and touch. Keep using capital letters and full stops.

   The woods were dark.
   The tower was tall.
LET’S TRY WRITING SENTENCES

STEP 3: THE PROBLEM
Write a sentence about what happens to your character in the setting.

The fairy cast a spell.

The wolf went into the woods.

STEP 4: HOW DO THEY SOLVE THE PROBLEM?
Explain in a sentence about how the problem was solved.

The good fairy waved her wand.

The wolf was chased away.
ACTIVITIES FOR CREATIVE WRITING

• **YOUR STORY** – create a story together with parents writing down children’s ideas.

• **INK WASTER** – creating as many words as possible from a picture or word stimulus.

• **ALPHABET GAMES** – very simple versions of the game can be played to list different items e.g. boys’ names, fruit and vegetables or the names of places.

• **CAPTION** – write a caption for a picture.

• **BOOKS** – make a concertina book about a well-known traditional tale.
• **ACTIVITY 4 - INK WASTER**

Choose one of the words from the word mat and write as many words as you can associated with the word in one minute. Repeat with other words of your choosing.

![Goldilocks and the Three Bears Word Mat](image)
THE SUCCESS OF CHILDREN’S ABILITY TO WRITE IS BASED ON:

• A rich talking environment.
• Experience of many stories that have been read and told to them.
• Being able to join in with stories and adding their own ideas.
• Practising and developing their own story language - ‘talking like a book’.
• A range of engaging speaking and listening activities related to drama.

Thank you for coming.
Please complete the feedback sheet provided.