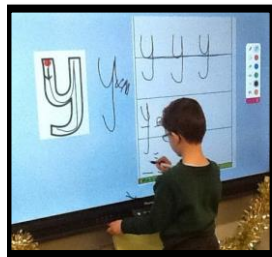
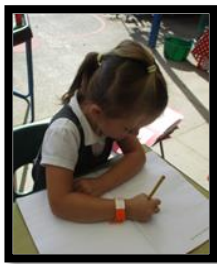
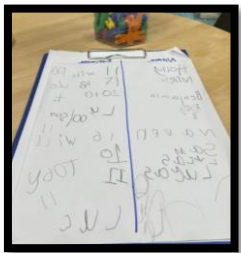


January in Reception

Focus on Mark Making and Writing

In reception we have lots of opportunities to **mark make and write**, inside and out. We make big marks outside using water with paintbrushes, clipboards and chalks.

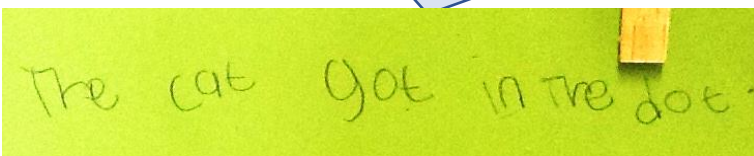
Then inside we can use thin paintbrushes, pencils, pens and whiteboard markers to create messages, cards, labels and pictures.



We are now using our Red Writing Books every week to practise **writing words and sentences using our phonic knowledge**. We have been making up a sentence, counting the number of words and then having a go at writing it. It takes a LOT of skill; thinking skills, concentration skills, phonic skills and fine motor skills! Here is an example...

We will be learning the digraph 'oa' to help us spell words like boat.

E brought me a sentence that she had written independently – 'The cat got in the bot (boat)'. She was able to read it back to me. She noticed she had written 'is' instead of 'in' so she asked for an eraser to correct it. When asked if she needed to add anything else she remembered a full stop.



Some children are forming recognisable letters but not in any order, some are beginning to organise the sounds into recognisable words and some are writing and ordering the words into sentences.

I am learning to....

Develop a handwriting style that is fast, accurate and efficient. At this stage, getting the process right (like 'round-up-down' when I write the letter 'd') is more important than how neat it looks.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words when I know the sound/ letter correspondences and re-read it to check it makes sense.

Use a capital letter and a full stop.

Children need good **hand-eye coordination and finger strength** to then learn to write. The following are some examples of daily activities that support this: pouring water from a jug at lunchtime, doing buttons/ zips up, building with construction equipment, threading, using scissors etc.



How can you help?

>Encourage your child to use a tripod grip



>Practise recognising and writing the sounds from their phonics folders

>Let them help you sound out words when you write

>Encourage your child to write birthday cards, lists, notes etc