



# Reception Writing Workshop

## Spring 2026

# Writing

**EYFS Statutory Educational Programme:** Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Please remember:

- ▶ Every child works at their own pace, some children pick phonics up very quickly but for other children it takes more time and practise.
- ▶ Reading supports the children with their writing progression- please refer to the reading workshop on our school website for more information.

# Developing motor skills to support writing

Young children learning to write benefit from experiences that support the development of fine motor skills in the hands and fingers. Children should have strength and dexterity in their hands and fingers before being asked to manipulate a pencil on paper.

- Physical development : Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

## **3 and 4-year-olds**

- Use one-handed tools and equipment, for example, making snips in paper with scissors

- Use a comfortable grip with good control when holding pens and pencils

**Reception** preference for a dominant hand

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

- Develop the foundations of a handwriting style which is fast, accurate

# How we can help:

Activities to support core strength:

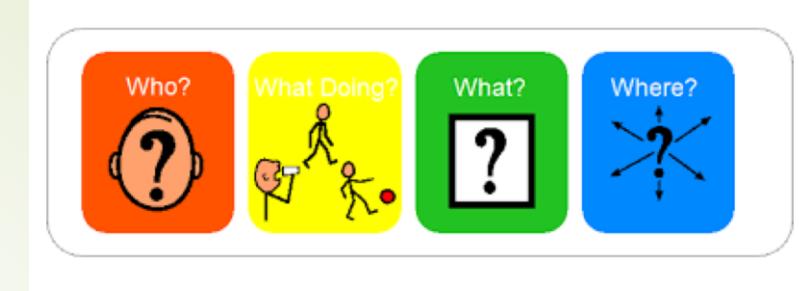
- Tummy crawling
- Crawling on all fours
- Climbing
- Pulling themselves up on a rope and hanging on monkey bars.

Activities to support fine motor skills:

- Threading and sewing
- Woodwork
- Pouring
- Stirring
- Using spray bottles
- Dressing and undressing
- Playing with small world toys
- Playing with playdough and clay
- Lego
- Puzzles
- Peeling fruit
- Making models with junk materials

# Composition (articulating ideas and structuring them in speech, before writing)

Oral composition is a process by which children are taught to say what they want to write out loud before writing it down.



The relationship between reading and writing is vital for writing composition to ensure that the children understand the different purposes of writing and further develop their language and vocabulary.

Before the children physically write, it is important that they are supported to communicate what they would like to write first (their word or sentence).

- ~~In the Early Years, we will be introducing 'Big Talk' sessions to encourage the children to articulate their ideas (of repeating them down the line together) and send home a topic or a picture to talk about with your child to prepare them for their 'Big Talk' session the following week.~~

# Big Talk



## I See (What can you see?)

*I can see a fox sitting in the snow. I can see a cuddly fox sleeping in the snow. I can see a fox curled up in the snow.*



## I Think (What do you think is going on?)

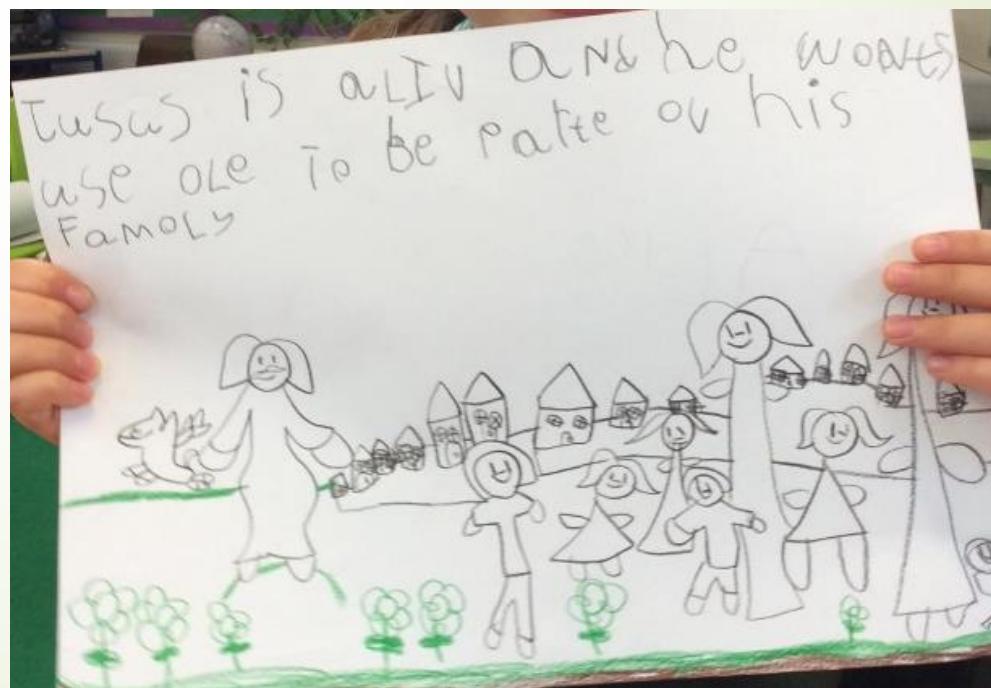
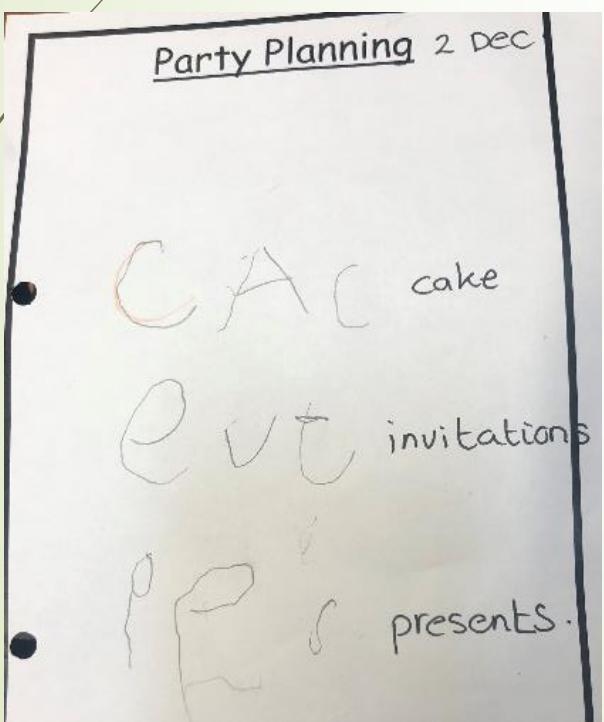
*I think the fox is sleeping because his eyes are closed. Maybe he is closing his eyes to feel the snowflakes on his face. He looks like he is smiling because the snow feels tickly on his face.*



## I Wonder (What does it make you wonder? )

*I wonder if the fox has friends to play with? I wonder if the fox feels cold? I wonder if the fox can smell the snow? I wonder if his fur is like a warm coat? I wonder if the fox is playing hide and seek with his friends?*

# Writing progression through



# Writing (transcription) in the EYFS (3 and 4-year-olds)

- Enjoy drawing freely
- Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
- Make marks on their picture to stand for their name.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘b’ for banana.
- Write some or all of their name.
- Write some letters accurately.



# How we can help:

- ▶ Regular sharing of books and discussion of children's ideas and responses.
- ▶ Encourage children to draw freely.
- ▶ Motivate children to write by providing opportunities in a wide range of ways.  
Suggestions: birthday cards, shopping lists, clipboards outdoors, chalks for paving stones, boards and notepads.
- ▶ Children enjoy having a range of pencils, crayons, chalks and pens to choose from.
- ▶ Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc.
- ▶ Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc).



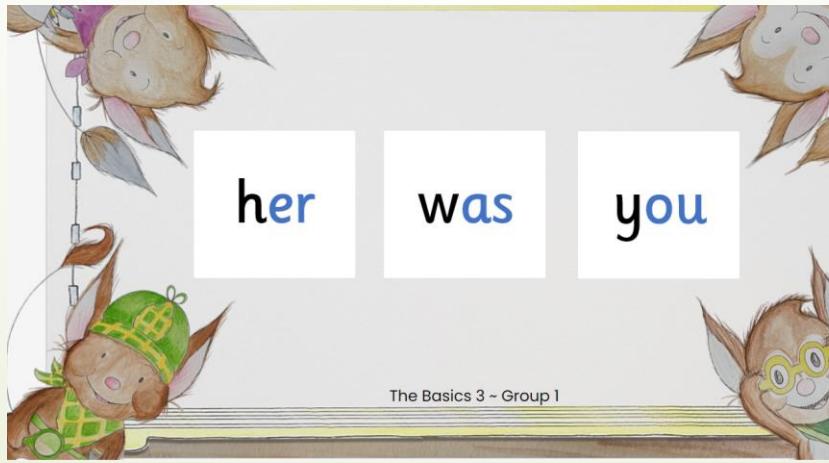
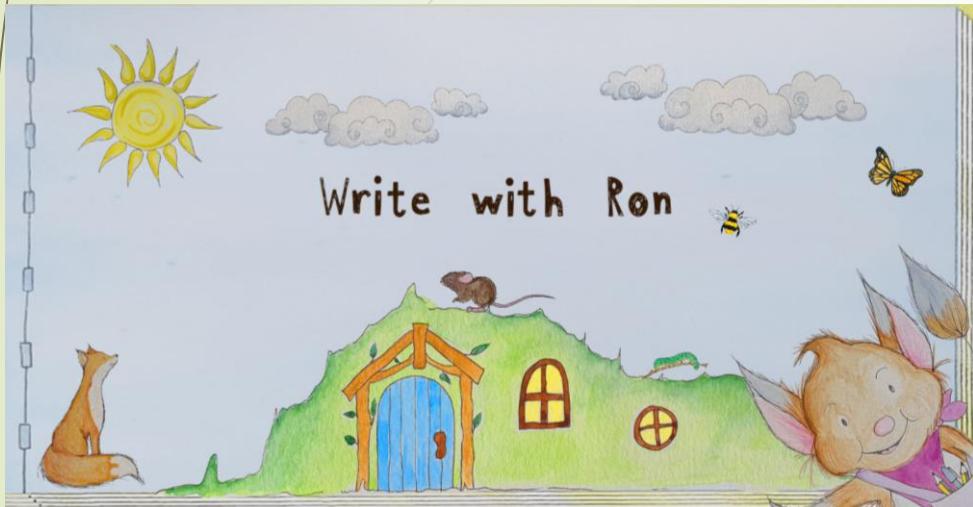
## Writing (transcription)- Reception

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write simple phrases and sentences that can be read by others (when they are confident with their sentence writing we do encourage the children to use a capital letter and full stop).
- Re-read what they have written to check that it makes sense.

## How we can help:

- Encourage the children to draw freely.
- Regular sharing of books and discussion of children's ideas and responses.
- Motivate the children to write for a variety of different purposes (do not break my Lego model, party invitation, wanted poster).
- Encourage the children to engage in writing activities to match their phonic ability (initial sounds, words, then sentence writing).
- We encourage children to use their phonics so we do not expect children to spell things 'correctly' although there are some words which this does not apply to (tricky words).
- Support the children to say the sounds in their word aloud before writing their word down (the same with words when they are writing a sentence).
- Model how you read and re-read your own writing to check it makes sense.
- Support the children to gain confidence and independence in their writing (not being afraid of making mistakes, "if in doubt, sound it out!").
- We will be supporting the children to form lower case and capital letters of learnt sounds correctly (Kinetic Letters).
- Continuously check the process of children's handwriting (pencil grip and letter formation). Provide extra help and guidance when needed.

# Supersonic phonic friends writing opportunities:



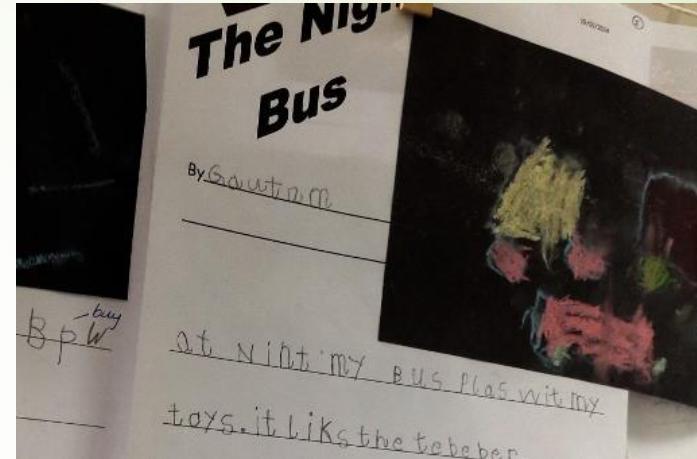
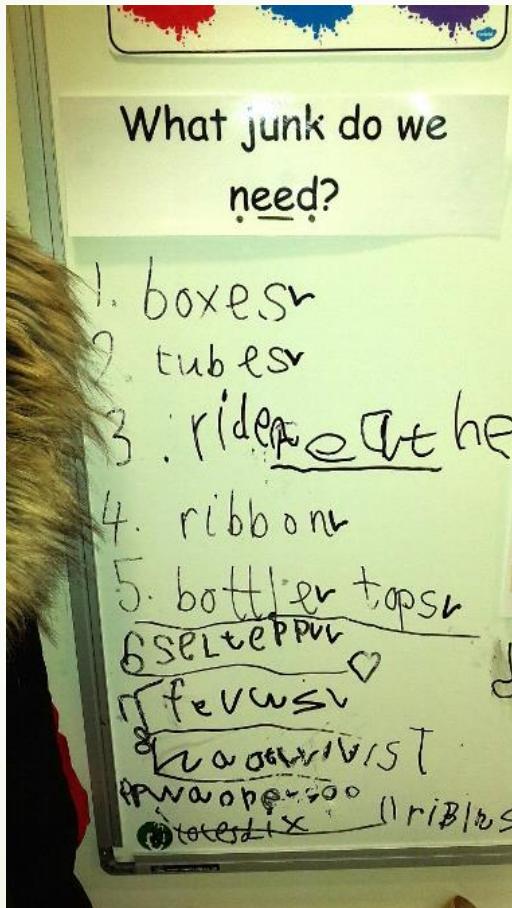
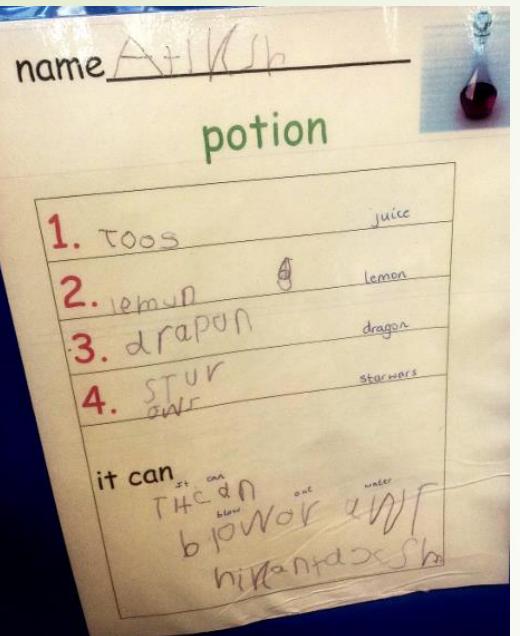
# Write with Ron

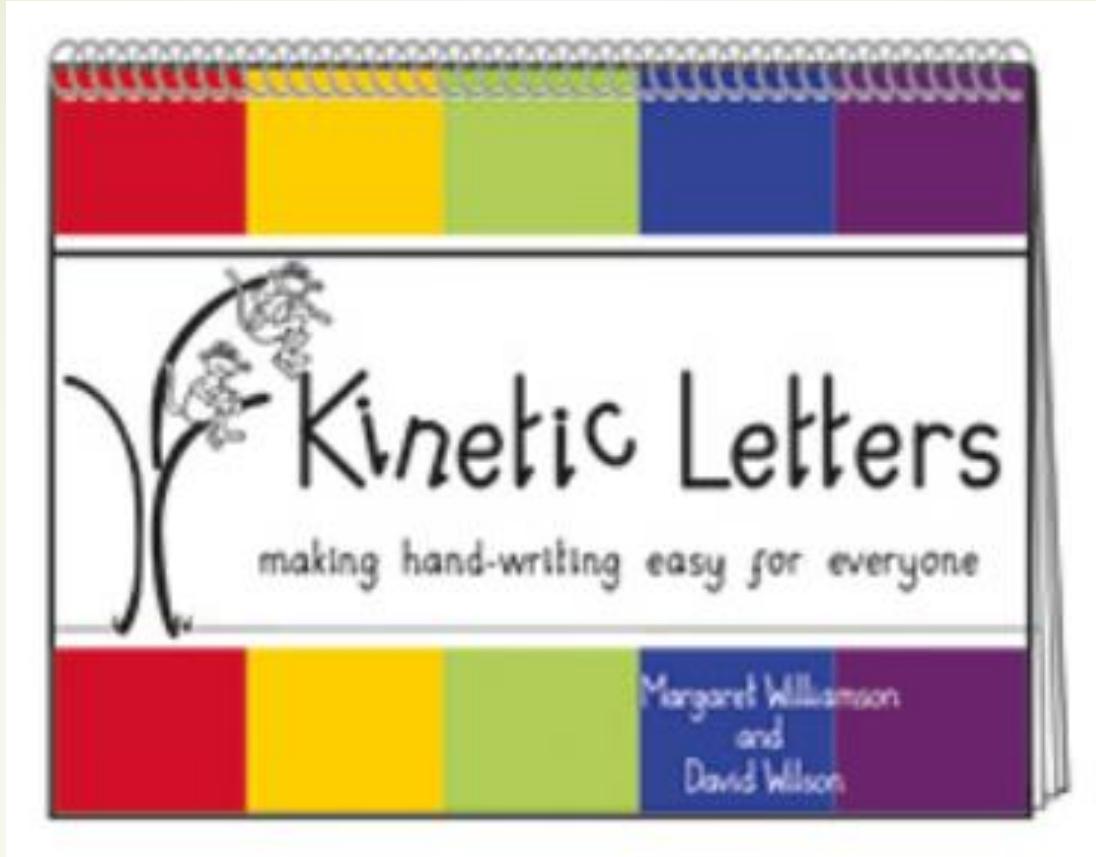


p | i | p  
s | i | t



# Classroom examples:





- We will be supporting the children to form lower case and capital letters of learnt sounds correctly.
- Continuously check the process of children's handwriting (pencil grip and letter formation). Provide extra help and guidance when needed.
- Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.



# What Is The Aim?

- ▶ The aim is not solely for the children to have neat handwriting. Handwriting has an impact on the children's writing whether it is the content, length or creativity of their writing.
- ▶ When we write we have to attend to a multitude of cognitive (content) and motor (handwriting) aspects. Humans have a limit to what we can concentrate on at once, if the demand becomes too great, then the challenge of handwriting will take over and the higher order skills of content are abandoned. Poor handwriting then conceals potential, children will potentially play it safe or write shorter pieces.
- ▶ Kinetic Letters aims to help all children to master handwriting to the point where it becomes second nature. This happens when a child practises a skill enough times for the brain to perform it subconsciously, without conscious effort. This then frees up space in the conscious brain for other high level tasks such as creative thinking.

# How Does It Work?

- Kinetic Letters is made of four strands.
- Red Thread- Making Bodies Stronger
- Yellow Thread- Learning the Letters
- Green Thread- Holding the Pencil
- Blue Thread- Flow and Fluency and the Joining Programme

## Red Thread- Making Bodies Stronger

**Building Strength, Dexterity and Manipulation.**

Pelvic Girdle (TB 2.04)

Shoulder Girdle Strength (TB 2.05)

Forearm and Wrist (TB 2.08)

Hand and Finger (TB 2.10)

Dexterity and Manipulation (TB 2.12)

Writing Positions (TB 2.14)

**Making Bodies Stronger**



# Animal Positions

## Meerkat Position



Fig 7 Meerkat position  
How? Kneel upright.  
Arms by sides.

## Bear Position



Fig 8 Bear position  
How? Legs crossed. Sit upright.  
Hands rest on knees.

## Penguin Position



Fig 9 Penguin position  
How? Feet hip-distance apart.  
Arms by sides.

## Stone Lion Position



Fig 11 Stone Lion position  
How? Back horizontal.  
Arms/thighs vertical.

## Lizard Position



Fig 10 Lizard position  
How? Legs straight and together.  
Arms support upper body  
(elbows under shoulders).

# Writing Positions

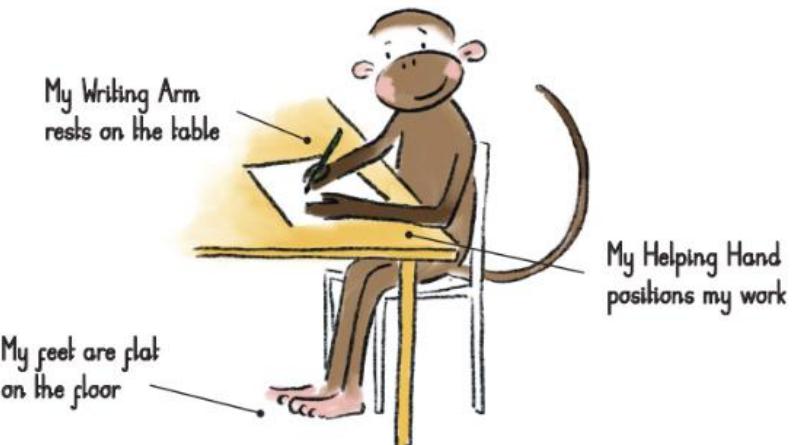


Why do they sit

## Making Bodies Stronger

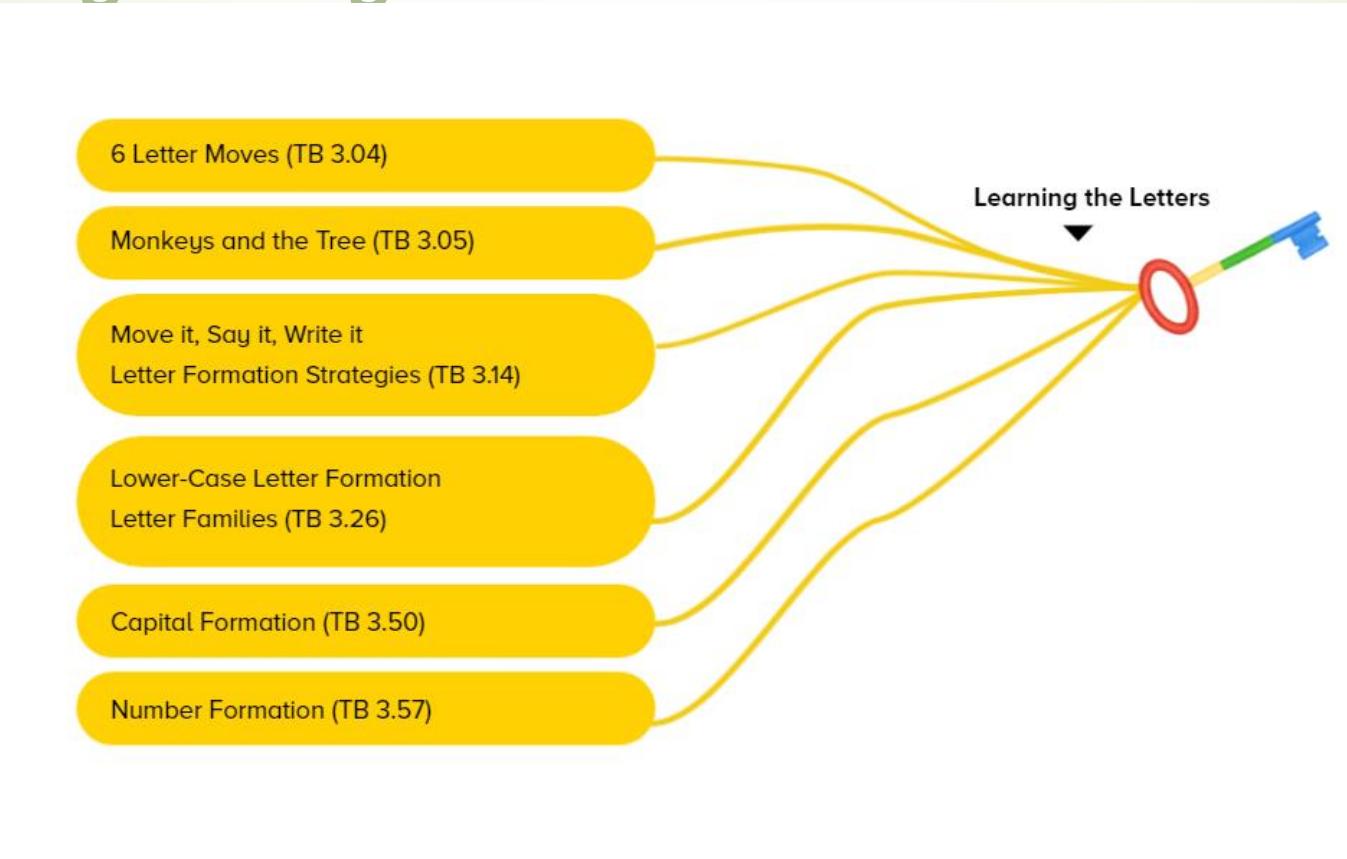


I can use my strong Table-writing position



## Yellow Thread- Learning the Letters

Letter Formation and Spacing Through Movement.  
Remembering Through Stories.



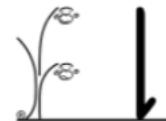
# The Six Letter Moves

## WHY is it important?

Only **6 Moves** are needed to form any letter or number



These **6 Moves are combined** into sequences to form each letter.



Down. Flick

Letters learnt through movements, are correctly formed and orientated.

# The Two Monkeys

## WHY is it important?

**The Tree Symbol of the Monkeys on their Tree**  
is a visual prompt for the  
formation, height and grounding of letters.



**Brave Monkey** makes letters that start from his high branch e.g. **h**

**Scared Monkey** makes letters that start from his lower branch e.g. **n**

**The Tree** grows on the ground which guides whether letters are placed on it, or descend below it.

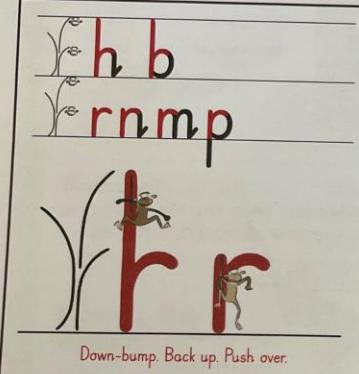
# The Letter Families

Books  
Details  
Letters  
ants each  
family share  
e their  
e.  
ay it  
e are  
red on

© Konic Letters® 2018

### Letter Families: Stories and Family Features

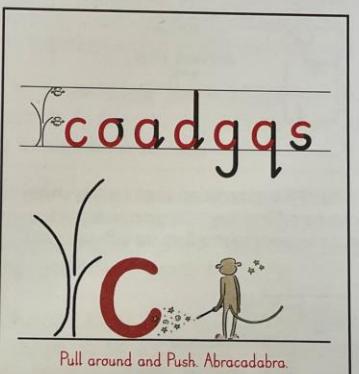
**Jumper Family:**  
Made by jumping from trees in the Island Adventure.



h b  
r n m p

Down-bump. Back up. Push over.

**Abracadabra Family:**  
Magicked from c in the Party adventure.



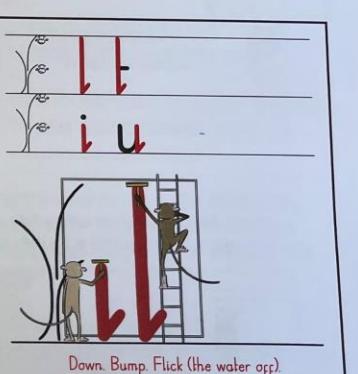
c o a d a g s

C

Pull around and Push. Abracadabra.

**Learning Strategy**

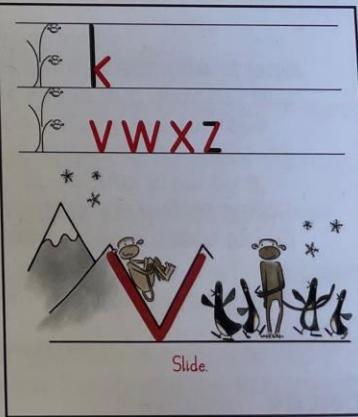
**Window Cleaner Family:**  
Made with squeegees in the City Adventure.



l t  
i u

Down. Bump. Flick (the water off).

**Slider Family:**  
Made by sliding down mountains in the Antarctic Adventure.



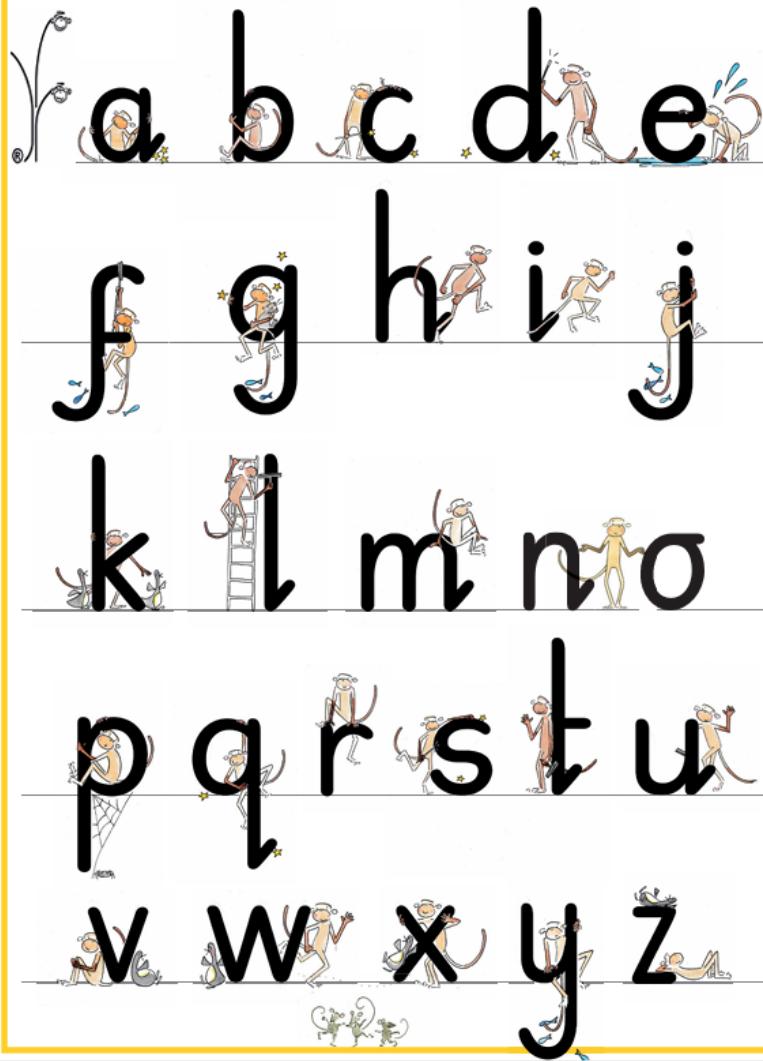
k  
v w x z

Slide.

3.09



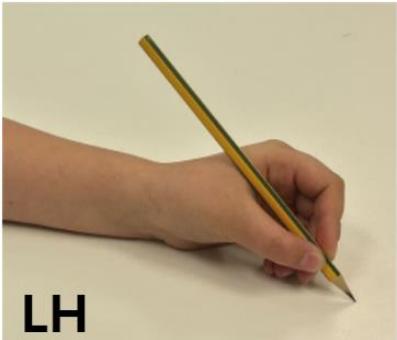
## Kinetic Letters®



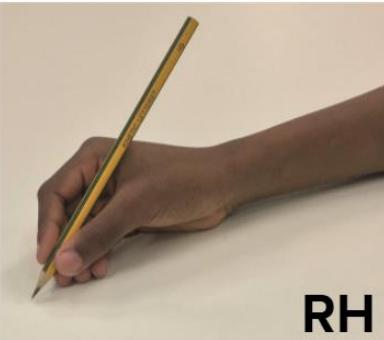
# The Three Friends Hold

The 3 Friends Pencil Hold is a technique for holding the writing tool and so can be learnt or improved at any age.

Just like any new technique for handling a tool, it may feel strange at first but since it fits the natural mechanics of the hand, pupils quickly adjust and create a new habit.



**The 3  
Friends  
Pencil  
Hold**



This is the solution that works with left-handers and right-handers of all ages, as it suits the mechanics of how our hands work and so makes writing comfortable, legible and fast.

## Background Information:

The fine movements of the thumb and the fingers are made possible when they are relaxed, by making the base of the hand and wrist responsible for general stability. Whereas, if the whole hand becomes involved in stabilising the position, the thumb and

# The Three Friends Hold

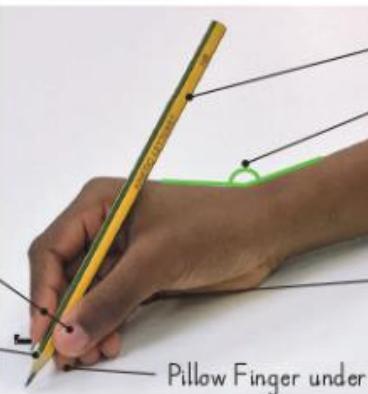
## The 3 Friends Pencil Hold



I am right-handed

Holding Fingers opposite

Can you see some green leaf?



Pencil back

Wrist bent

Hand rests down

Pillow Finger under

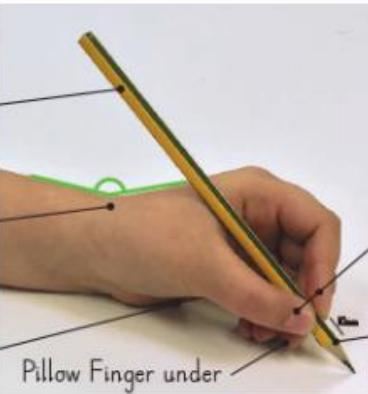


I am left-handed

Pencil back

Wrist bent

Hand rests down



Holding Fingers opposite

Can you see some green leaf?

Pillow Finger under

# The Three Friends Hold

## Pencil Pick Up Song

You get your

Holding Fingers ready

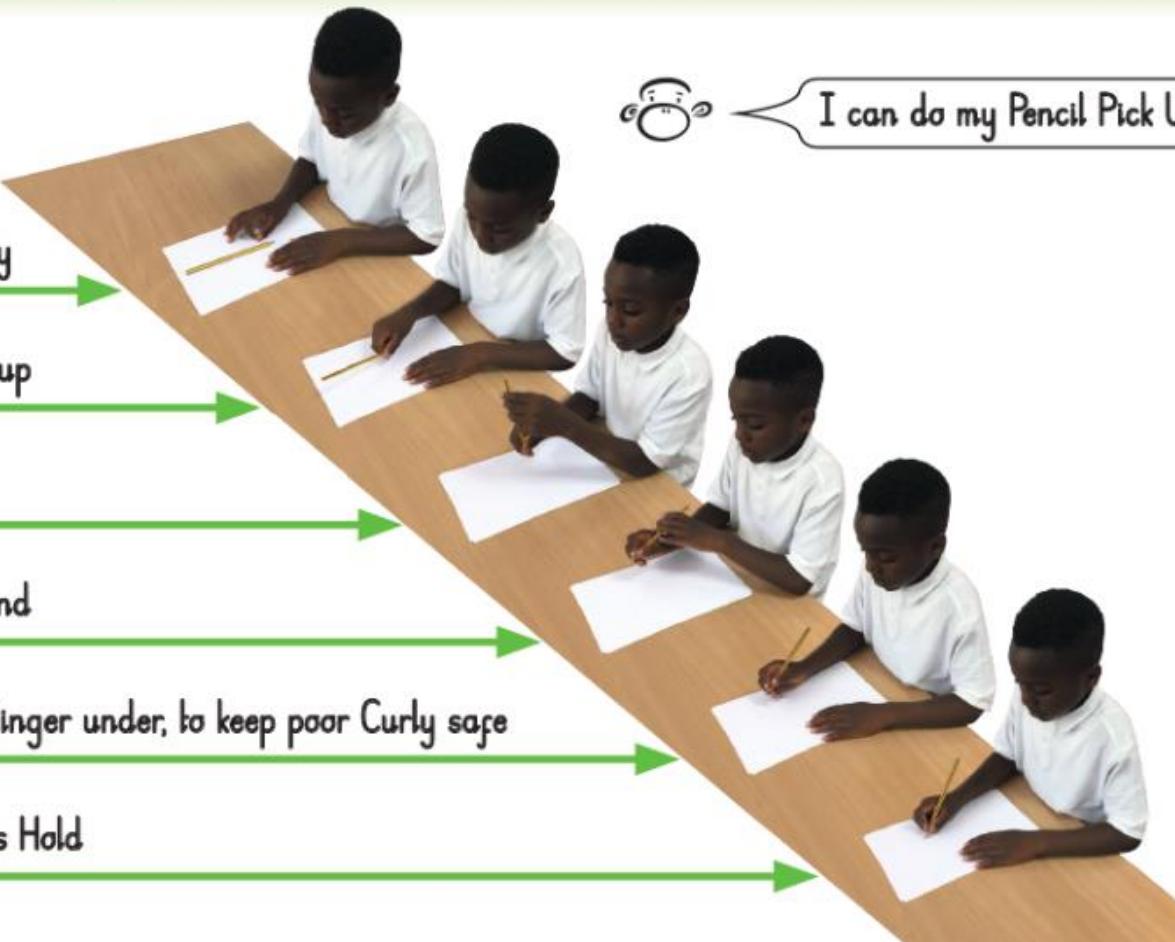
And pick your pencil up

You tip it back

To lie across your hand

You put your Pillow Finger under, to keep poor Curly safe

That's your 3 Friends Hold





# How Can You Help At Home?

- Support your child to hold their pens/pencils correctly
- Encourage your child to practice the animal poses
- Encourage your child to develop their gross motor and fine motor skills. Play dough, Lego, trips to the park climbing etc, carrying heavy objects/ school bags!
- When your child begins to learn the letter formation, encourage them to follow the correct instructions.

# How Can You Help At Home?

## How to use the Kinetic Letters® letter sheets at home

The Letter Family

The letter is by the Kinetic Letters Tree, to show which Monkey's branch it starts from.

The letters in the family

The letter moves. Say them aloud, in time with writing each part of the letter.  
1<sup>st</sup>- use your hand and write in the air.  
2<sup>nd</sup>- use a pencil and write on this paper (see below)

Use these lines to practise writing 3 By the Tree (3BT).

Line 1: practise a single letter 3BT.

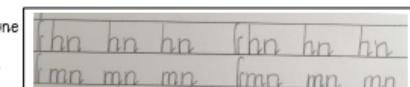
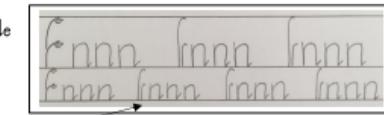
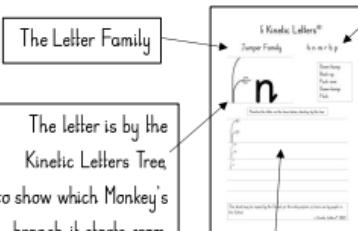
Then draw a Quick Tree, to write the next 3BT

Lines 2 & 3: keep practising the single letter by the smaller Trees on these narrower lines.

Extra challenges: Snuggle the groups of 3 letters together  
Try and 'feel the flow' as you get a little faster

Lines 4-5: either repeat the single letter  
or  
Combine this letter with another one you know from this Letter Family, to make a Letter Pair;

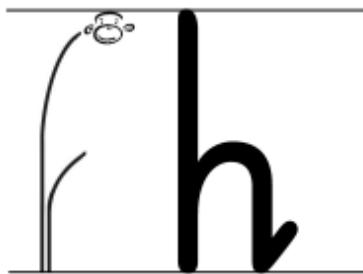
Extra challenges: Snuggle the Letter pairs  
Leave an 'invisible pair' (ie 2 letters) between them.



## Kinetic Letters®

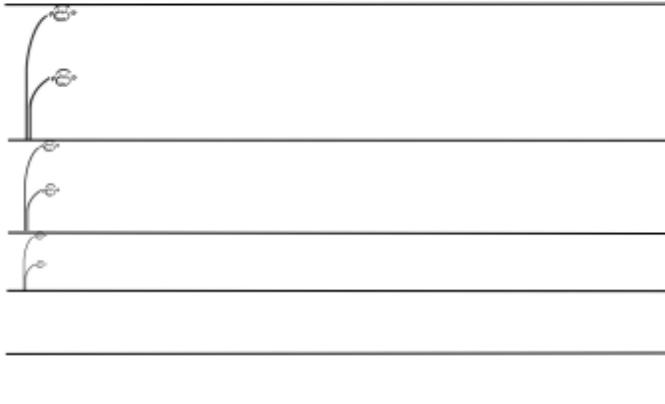
### Jumper Family

h n m r b p



Down-bump.  
Back up.  
Push over.  
Down-bump.  
Flick

Practise the letter on the lines below, starting by the tree.



This sheet may be copied by the School for the sole purpose of home use by pupils in the School.

Please check our class page on the school website regularly as I will upload the sounds we have been learning that week.

**SUPersonic**  
Phonic Friends

Parent Newsletter  
The Basics 2 Group 1

Alliteration Sounds we hear at the beginning of a word	Rhyming Words that sound the same	Oral Blending & Segmenting Hearing all the sound in a word
apple, panda, tiger, sap, strawberry, astronaut, pinecone, teddy bear	mouse, bee, hat, house, rabbit, rabbit	tap, sap

This group's spellings for the sounds

s (sock)	a (apple)	t (tiger)	p (panda)
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Build, Read & Write

asp (as)	sat (sat)	tap (tap)	sap (sap)
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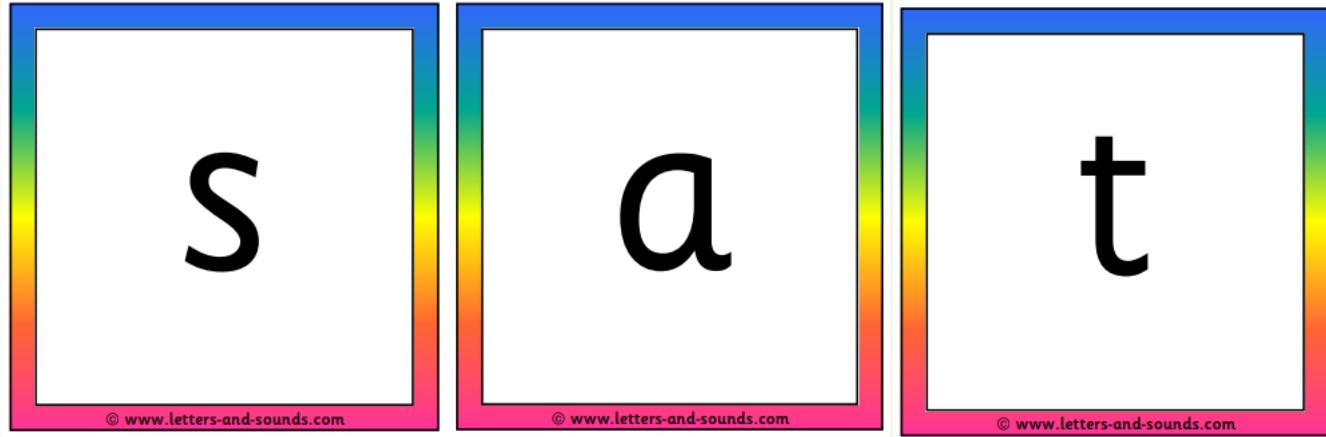
Spelling Frames

a " s " p	s " a " t	t " a " p	s " a " p
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Next group spellings for the sounds

i (ink)	n (nap)	m (map)	d (doll)
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**SUPersonic**  
Phonic Friends



# Phonics Glossary

[Phonics Glossary – Letters and Sounds  
\(letters-and-sounds.com\)](https://letters-and-sounds.com)

Term	Meaning
<b>Adjacent consonants</b>	Two or three consonants next to each other that represent different sounds. For example, <b>bl</b> in <b>black</b> . Notice here that <b>bl</b> makes the two different sounds <b>b</b> and <b>l</b> , whereas <b>ck</b> makes the single sound <b>ck</b> .
<b>Blending</b>	Blending involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, <b>j-a-m</b> blended together reads the word <b>jam</b> .
<b>Consonant</b>	The letters of the alphabet (apart from the vowels <b>a, e, i, o</b> and <b>u</b> ).
<b>Consonant digraph</b>	A digraph that is made up of two consonants ( <b>sh</b> in <b>shop</b> ).
<b>CVC words</b>	A consonant-vowel-consonant word, such as <b>cat</b> , <b>pin</b> or <b>top</b> .
<b>CCVC words</b>	Consonant-consonant-vowel-consonant words such as <b>clap</b> and <b>from</b> .
<b>CVCC words</b>	Consonant-vowel-consonant-consonant words such as <b>mask</b> and <b>belt</b> .
<b>Digraph</b>	A grapheme made up of two letters that makes one sound ( <b>sh</b> in <b>shop</b> ).
<b>Grapheme</b>	Graphemes are the written representation of sounds. A grapheme may be one letter ( <b>f</b> ), two letters ( <b>ir</b> ), three letters ( <b>igh</b> ) or four letters in length ( <b>ough</b> ).
<b>Grapheme-phoneme correspondences (GPCs)</b>	Knowing your GPCs means being able to hear a phoneme and knowing what grapheme to use to represent it. This is helpful for spelling. It also means seeing a grapheme and knowing the phoneme that relates to it, which is important for reading.
<b>Phoneme</b>	Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word <b>sit</b> /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, <b>fit</b> . If you change the phoneme /t/ in fit for a /sh/, you have a new word, <b>fish</b> – /f/-/i/-/sh/. There are around 44 phonemes in English and they are represented by graphemes in writing.
<b>Segmenting</b>	Segmenting involves breaking up a word that you hear into its sounds. This helps with spelling because if you know what graphemes represent the sounds in the word, you can write it! For example, the word <b>jam</b> is segmented into the sounds <b>j-a-m</b> .
<b>Split digraph</b>	A digraph that is split between a consonant ( <b>a-e</b> in <b>make</b> ). A split digraph usually changes the sound of the first vowel. For example, compare the pronunciation between <b>man</b> and <b>made</b> .
<b>Tricky words</b>	Words that are commonly used in English, but they have spelling patterns which make them difficult to read and write using introductory phonic knowledge. For example, <b>said</b> , <b>of</b> and <b>was</b> .
<b>Trigraph</b>	A grapheme made up of three letters that makes one sound ( <b>igh</b> in <b>high</b> ).
<b>Vowel</b>	The letters <b>a, e, i, o</b> and <b>u</b> .



# Thank you for your support.

- ▶ Please do not hesitate to come and see me if you have any questions. You can also email me via the school office email.