

Magic Box

Making Writing fun



Community Learning at
Bracknell Open Learning Centre

NEW New shorter courses...get your qualification in a term or even less!



Bringing learning to life



Val Redford
September
2018

Bracknell Forest Community Learning

Our Commitment

We are committed to promoting learning for all and we welcome adult learners regardless of age, gender, race, disability, belief, sexual orientation, background or learning difficulty.

You have the right to feel safe where you learn, and your safety is extremely important to us. This leaflet gives you key information and various contact numbers to use if you, or someone you know, are at risk.

1. Fire Regulations

Please familiarise yourself with the health and safety procedures and fire exits for the venue before your session begins.

On hearing the fire alarm:

- Leave the building by the nearest fire exit
- Do not stop to collect personal belongings
- Assemble at the appointed place where your tutor will take the register
- Remain at the assembly point until advised otherwise

2. Accident

If you have an accident, injury, or near miss while on the premises, please notify a member of staff. We will arrange any necessary assistance and ask you to complete an incident report form.

3. 'Safeguarding'

Our staff undertake Safeguarding training and understand the importance of safeguarding children and adults at risk from abuse.

Abuse is when someone does something to another person that damages their quality of life or puts them at risk of harm. Abuse may be physical, emotional, sexual, neglect, financial or discriminatory.

If you suspect that a child or adult is at risk of being abused or neglected, you should either:

- 1) Inform your tutor or another available member of staff
- 2) Telephone the **Bracknell Forest Safeguarding Children Team on 01344 354014/ Bracknell Forest Safeguarding Adults Team on 01344 351500**
- 3) The council Out of Hours Team are available on 01344 766543 or Thames Valley Police on 101 (or 999 in an emergency)

You can also call these numbers if you are the person being abused.

Today we will look at :

- The challenge for early writers
- How young children's writing develops
- Some activities in school
- How to help and encourage your child

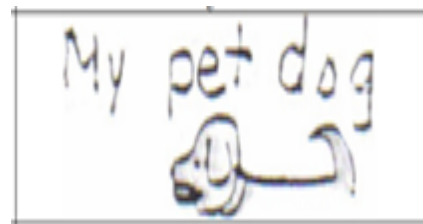
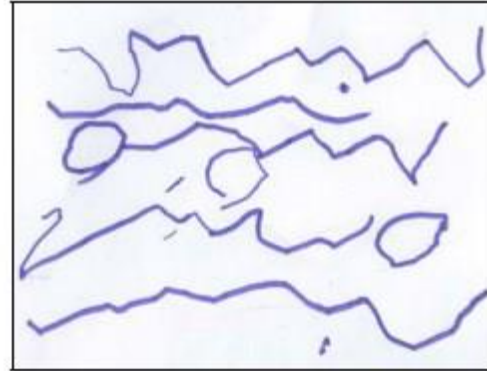
NB: Your child will join us for the last part of the session so that you can make the magic box and play a writing game

What is involved in completing a piece of writing?



- **Physical skills** - handwriting or typing neatly and legibly
- **Technical skills** - grammar, punctuation, spelling, format and layout of letter or email
- **Creative skills** - ideas for what to write, how to express yourself in the correct way, suitable words for the audience, sequencing and structuring your thoughts logically

A child's journey - from mark making to writing for a purpose

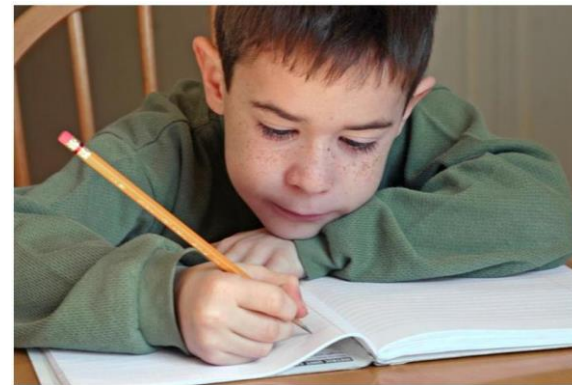


On saturday I
Went to the
met fodoam.
I swam and played with
I went on the side.

- Understanding that print carries meaning
- Making letter like shapes
- Using the letters in their own name to write words
- Being sure of what they have written, even if adults cannot recognise it as writing
- Writing in a line, instead of randomly on the page



- Leaving spaces between words
- Beginning to make phonetically plausible attempts at words
- Writing becomes more even in size and more fluent
- Spelling more words correctly
- Using punctuation (full stops and capital letters)
- Beginning to proof read and self correct



Early Learning Goals for writing

By the end of their year
in reception, most children
will be able to:



- Use their phonic knowledge to write words in ways that match their spoken sounds. (Some words will be spelt correctly, but not all.)

Write some irregular common words.

(Tricky words -)

the, to, I, no, go.

he, she, we, me, be, was, you, they,

all, are, my, her

Write sentences which can be read by themselves and others.



Handwriting

- Your school will have a handwriting policy and a script that they model for the children.
- Encourage your child to hold the pencil correctly by doing this yourself and 'talking them through' how to hold it.

Place the pencil down in front of the child. Let them decide which hand to pick it up with. They should use their pincer grip (index finger and thumb) to pick up the pencil about 2 cm from the end. Flick the pencil back so it rests in the soft part between thumb and index finger. Fingers 4 and 5 should curl into the palm. If your child tries to use these fingers, give them a pen top/ ball of blu-tac) to hold to keep these fingers busy.



o e d g q

a

Caterpillar

Letters

f s

c

a c o d g q e s f

Good posture

- This is **as important as good pencil grip**. It prevents headaches, fatigue and pain in the shoulder, arm and hand.
- **Table height** should allow the child to sit with their feet flat on the floor and be able to reach the table without stretching up or reaching over.
- They should **use their non-writing hand** to steady the paper and bear some body weight.

Left Handers

- Place the paper slightly to the left of their body and **tilt the page** so they can see what they have written.
- Ensure they have **good posture** (important for right handers too).
- They **may** need to have a **higher seat** so they can see what they have written and to prevent the elbow locking into their side as they write. (Developing Early Writing DfEE 2001)

Writing activities in school

- *'Children are encouraged to do writing for real purposes, such as stories, lists, labels, captions, recipes, instructions and letters.'*
National Strategy

Support your child's ability to write stories by reading to them frequently and talking about stories and characters together.



Talk for writing

- To help them **generate ideas** and practise the language they will need for the writing task, they spend a lot of time preparing for writing by doing **speaking and listening** activities.

Spend quality time talking and sharing thoughts and ideas with your child. Make quality talking a regular part of your family life.



- 'If a child can't say it, they can't write it'

Ros Wilson- the Big Write

When your child has some writing to do for homework, help them to gather their thoughts and ideas by chatting about the task together. Remind them of what they know already.



Should I correct my child's spelling?

At this stage, encourage their writing attempts without being critical of spelling. Remember that the ELG for this age group is to write 'phonetically plausible' words. That means having a go at writing using their growing knowledge of phonics, which is not yet complete. (Your child's teacher will correct your child according to what sounds she knows they should be able to spell.)

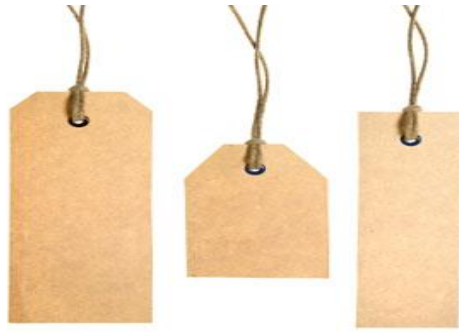
The motivation to write

- **Role models:** children like to copy us! Let them see you writing lists, letters and cards. Involve them in writing too.



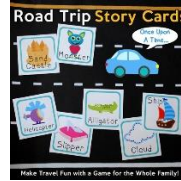
- Write **name cards** and **decorated menus** for family meals.
- Write **labels** for 'visitors', for a Lego display, junk model or a collection of twigs, stones and other 'treasure!'





How to use your Magic Box

It's MAGIC because it changes all the time!



As a Story Box – use the objects to make up a story with your child. If you have a notebook inside you can jot down the story and re-read it which will help to reinforce the relationship between ideas, words and print.

As a Phonics Box– use the objects to stimulate learning the sounds of letters. What sound does the object start with? Can your child think of something else that starts with that sound. Can they sort objects into digraphs or into groups using the middle vowel sound?

As a Sentence Maker – pick an object and get your child to make up a sentence about it – The brown teddy bear has a very cute face.

As a Rhyme Maker – put objects or pictures in the box and work out which rhyme.

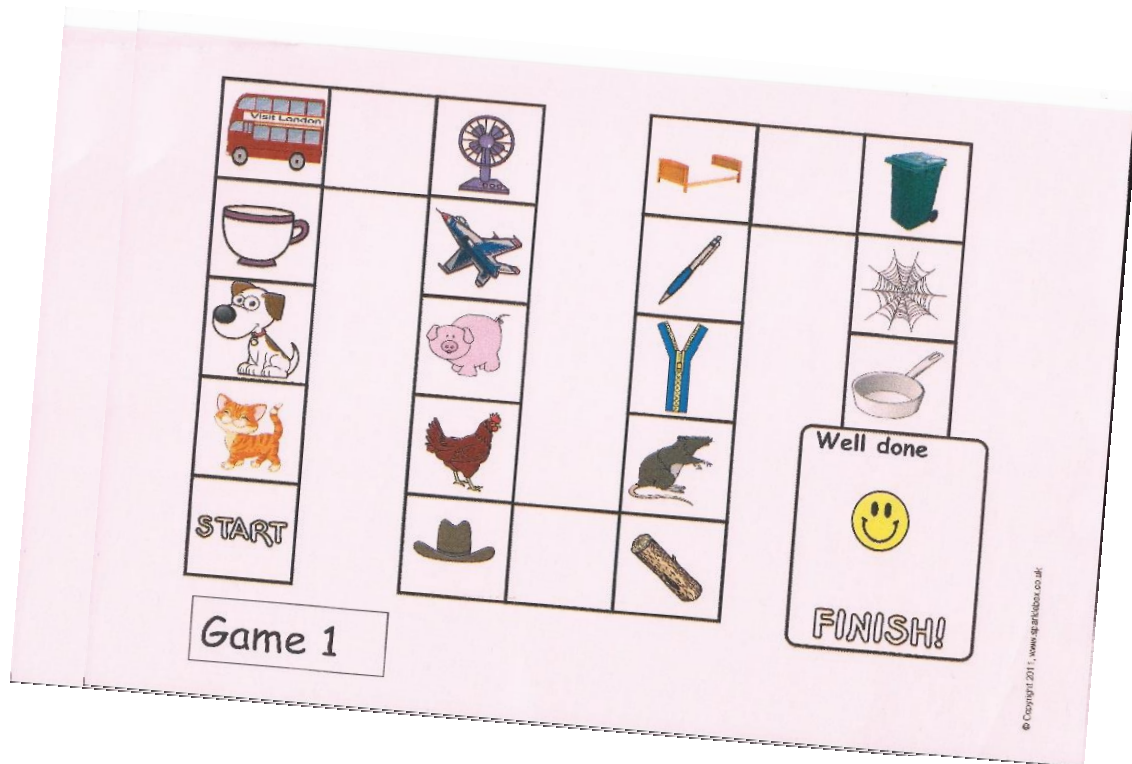
As a Book Box– put some objects that are in a story and use them to help retell the story (like a story sack)

As a Memory Box – play Kim's Game

As a **Writing Box** – fill with a variety of stationery to encourage writing & mark making.

Remember - YOU are the keeper of The Magic Box!

Game



Choose a counter.
Take it in turns to move the counter.
Look at the picture. What can you see? **cat** Say the initial (beginning sound)
Write the sound on your white board
Encourage the correct letter formation (If your child can manage to write the initial sounds encourage them to write the whole word)


Let's make our magic
box and play our game

Some useful websites

<https://therapyfunzone.net/blog/ot/fine-motor-skills/>

<http://www.sparklebox.co.uk/literacy/writing/frames/#.WNRMN-ZFf5q>

Thank you for coming today
Please could you fill in the blue evaluation form

Family Learning Evaluation 

Session Attended: 'Magic Box -Making phonics fun' FS2/Reception
Tutor: Val Redford

We hope you have enjoyed today's session - In order for us to monitor the quality of our courses, we would be grateful if you could spend a couple of minutes completing the sections below:

Your name: Date:

1. Glad you came?

Did you find today's session informative and useful? Yes/No

Did you enjoy your time in school today? Yes/No

Did you learn something new? Please rate increase in knowledge/skills:

+0	+1	+2	+3	+4	+5	+6	+7	+8	+9	+10
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Best bit?

Any challenges?

Is there anything we did not cover in the session that you think could have been included?
.....

2. Want to do more/something else? We run a variety of short courses - please circle any of interest (many are FREE)

Courses to support my child's learning: Maths, Literacy, other.....

Back to work courses: working with children / be your own boss / retail / hospitality / customer service / food safety / health & safety / first aid

Soft Skills: Managing change / confidence building / team building / effective communication

English / maths for adults - informal 'café style' sessions (brush up on skills/gain a qualification)

IT skills: Word / Excel / Outlook / Power Point / IT for jobseekers

Something else?

Phone number/email address:

Thank you for your time