



THE BRITISH INTERNATIONAL SCHOOL  
ABU DHABI  
A NORD ANGLIA EDUCATION SCHOOL

Welcome

أهلاً وسهلاً

FS

Writing workshop





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# Where did it all begin?

At the beginning of FS2, some children could...

- Recognise and write some letters in their play
- Recognise and write their own name
- Read simple words



What do we expect to see by the end of  
FS2?

- **They write simple sentences which can be read by themselves and others.**
- **They also write some irregular common words.**
- **Some words are spelt correctly and others are phonetically plausible.**
- Show an understanding of punctuation – capital letters, finger spaces and full stops.

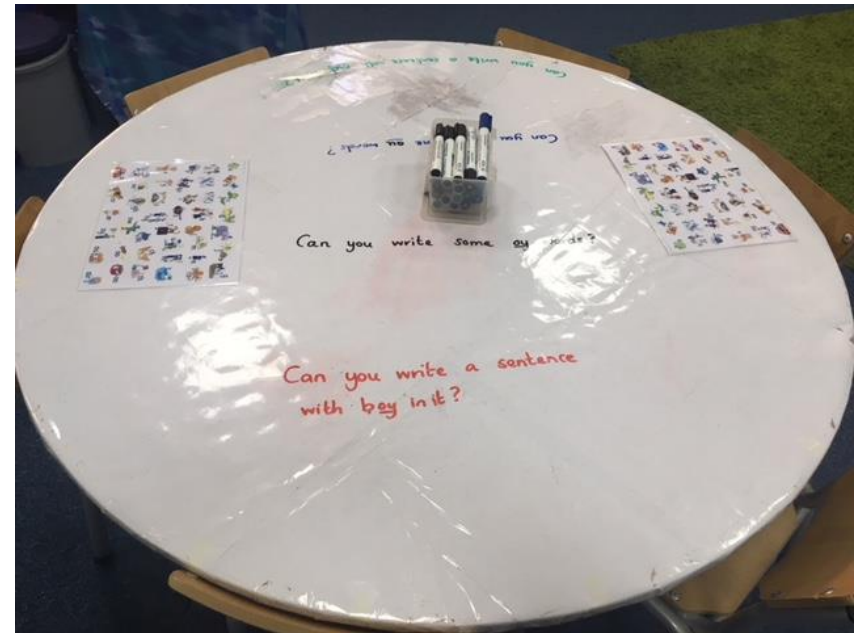


# Continuous Provision Activities



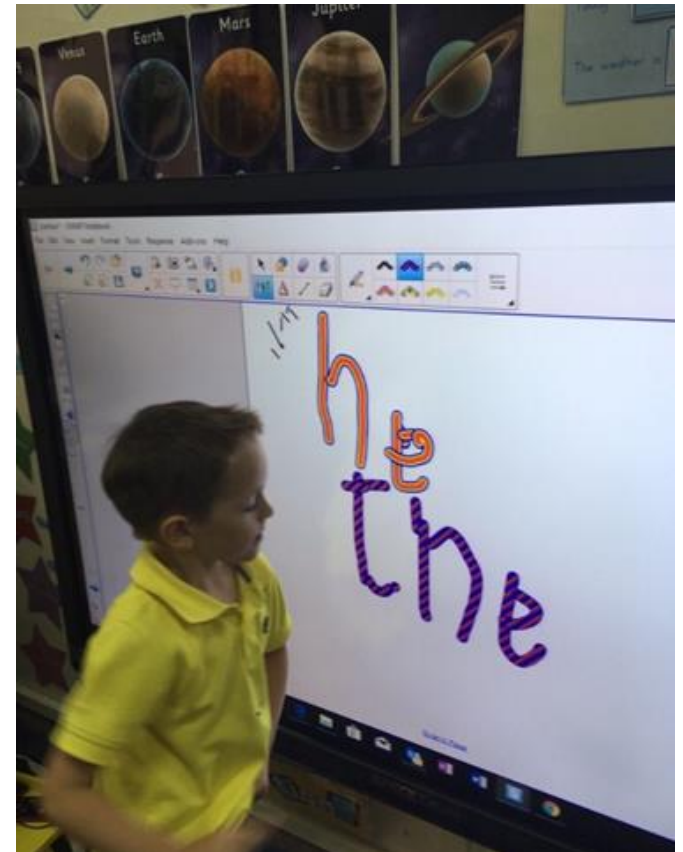
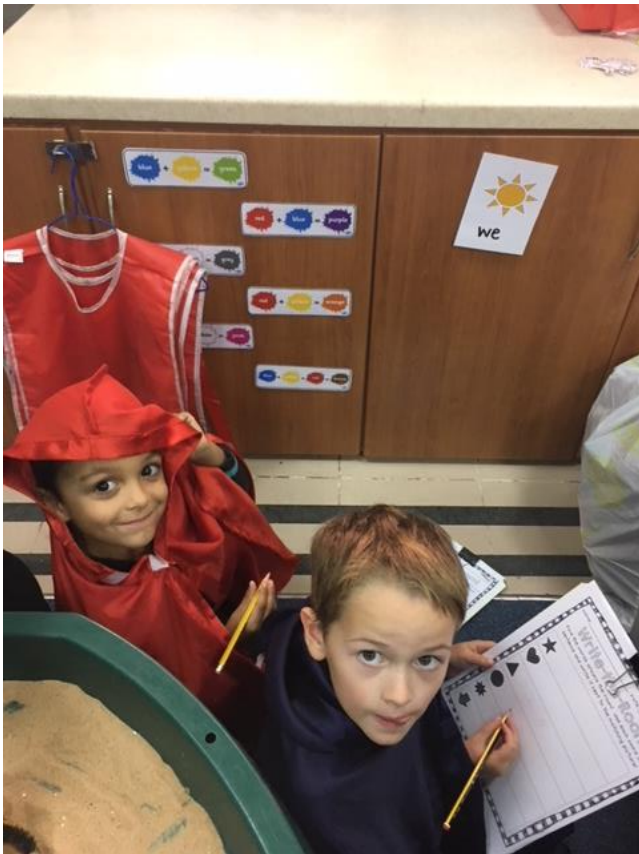


# Continuous Provision Activities





# Continuous Provision Activities





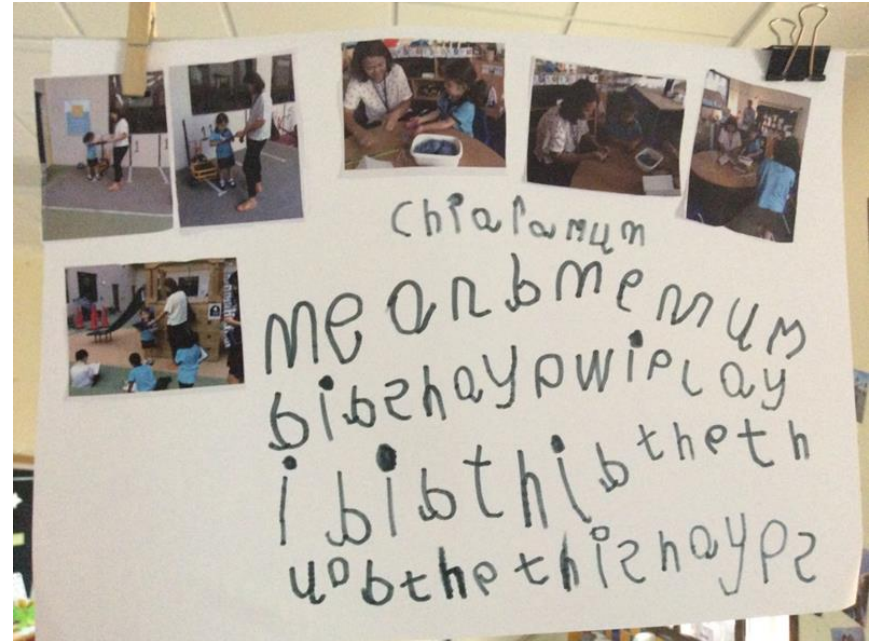
# Continuous Provision Activities





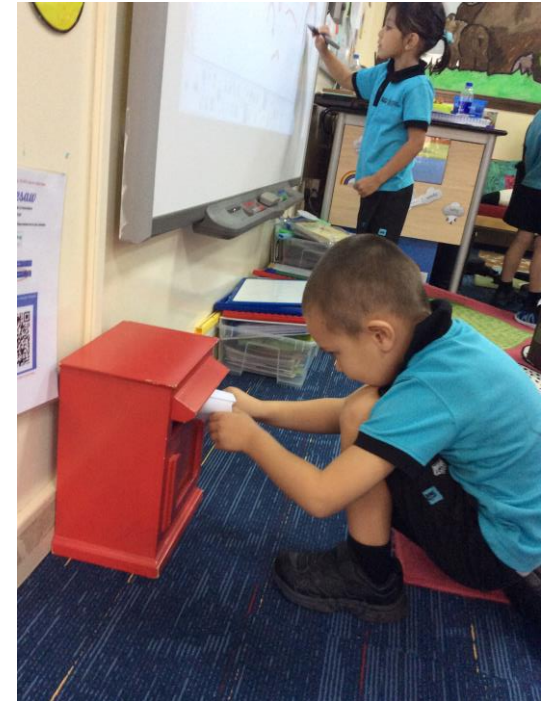


# Writing for a purpose





# Writing for a purpose





# Writing for a purpose





# Writing for a purpose





# Phonics-Song of Sounds

Song of Sounds is a multisensory approach to learning phonics.

We teach each sound through a song with a matching picture and action. Children then associate the sound with the picture and letter and eventually with just the letter.

When children are confident with the single letter sounds, we then teach the remaining sounds which are made up of 2 or 3 letters.



**O**

Octopus is orange o o o



**oo oo**

Zoom to the moon oo oo oo



# Supporting Writing

- Model segmenting a word with children, over emphasising sounds when necessary. Encourage children to use their sound mat.
- Encourage children to count the sounds they can hear in a word. E.g. h-a-t has 3 sounds. E.g. sh-ee-p also has 3 sounds.
- When they are ready to write more than one word, encourage them to count how many words are in a sentence.
- Ask “Which hidden sounds can you hear?” “What tricky words are in the sentence?”
- Say the sentence in different ways.



# Spelling

Children will be taught sounds in a specific order and we encourage children to write phonetically, rather than focusing on the correct spelling. For example one of the first diagraphs taught is 'ay'.

## The raynbow iz in the scigh.

This is not saying children can not and should not be corrected and taught the correct spellings when they are ready. Children will begin to learn simple spelling rules towards the end of FS2.



# Tricky Words

What are the tricky parts of these words?

my

is

no

to

she

was





# Phonics group activities

## 4 activities

- Guided Writing-Hold a sentence
- Reading activity with an adult
- Tricky word activity
- Independent reading or writing activity





# Writing Club





# Composing a sentence

**ABC**

capital letters



finger spaces



full stops



read it again

a b c d e f g h i j k l m n o p q r s t u v w x y z  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z





Now it's your turn

learning is  
**NOT**  
a spectator  
sport.  
so let's  
**PLAY!**

Learning  
is more effective  
when it is  
an active  
rather than  
a passive  
process.  
Kurt Lewin



## Ways to help your child at home

- Encourage fun writing for a specific purpose. E.g. Shopping list, labels, invitations etc.
- Keep a holiday scrap book or journal.
- Send postcards to us at school!
- Letter formation – please practise at home.
- Pointing out letters/words in the environment
- Encourage children to type when using technology.
- Apps on the iPads that allow children to practise their blending and segmenting skills. Eg Phonics play.

Thank you for coming!

Goodbye! إلى اللقاء

Q & A