

What to do Writing

*IMPORTANT Parent or Carer –
Please check that you are happy with any weblinks or use of the internet.*

Our focus today is writing.

1. Discuss the consequences of a character's actions.

Reread and enjoy **Goldilocks**. Look at the way that the cats react to the mess and destruction left by Goldilocks. *Did Goldilocks think of the consequences when she went around, eating, sitting, and sleeping? Did she mean to upset the family?*

2. Write a list of jobs.

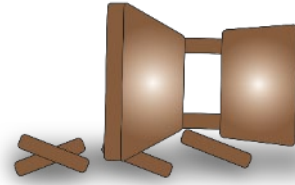
- Talk about how you might feel if someone went into your home and ate your breakfast or damaged your toys.
- Discuss the idea of making amends. *What might help to make the three cats/bears feel better? What could Goldilocks do?*
- Discuss ideas, e.g. *She could cook some more porridge or fix the chair or cheer up Baby Cat/Bear with a bedtime story.*
- Write a list of 2-3 jobs that she could do. You can write the list on **Job List for Goldilocks** below as short phrases or in sentences.

NB. *Getting young children to write is not easy! See **Guidance and handwriting groups** below.*

Try these Fun-Time Extras

- Make a poster with a list of rules to remind Goldilocks of your own house rules in case she comes to visit!
- Make thank you cards to show appreciation to people who make us happy. Fold a piece of paper, draw a happy picture on the front and write a thank you message inside.

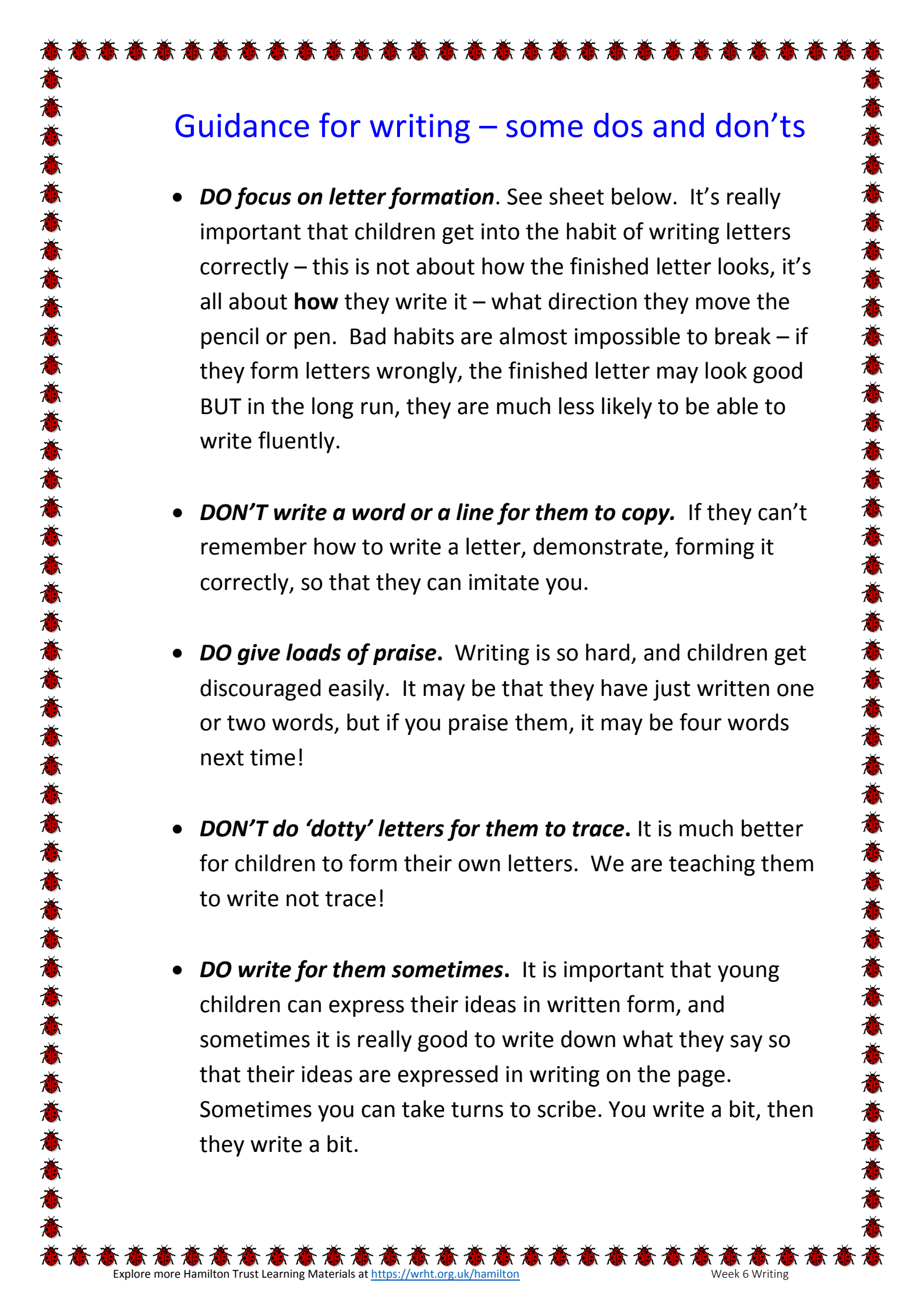
Job List for Goldilocks



1. _____

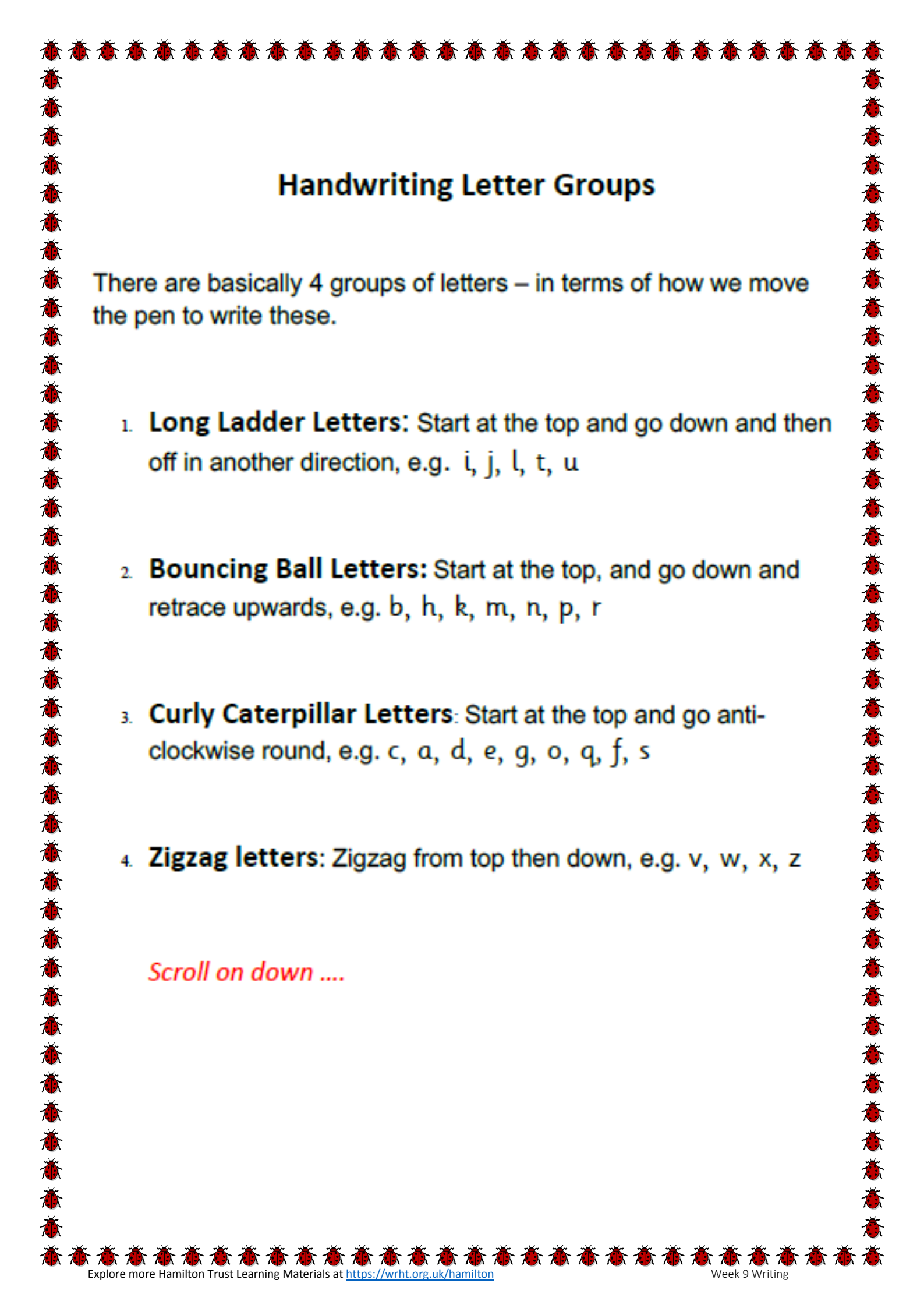
2. _____

3. _____

A decorative border of small red ladybugs with black spots, arranged in a grid-like pattern around the page.

Guidance for writing – some dos and don'ts

- **DO focus on letter formation.** See sheet below. It's really important that children get into the habit of writing letters correctly – this is not about how the finished letter looks, it's all about **how** they write it – what direction they move the pencil or pen. Bad habits are almost impossible to break – if they form letters wrongly, the finished letter may look good BUT in the long run, they are much less likely to be able to write fluently.
- **DON'T write a word or a line for them to copy.** If they can't remember how to write a letter, demonstrate, forming it correctly, so that they can imitate you.
- **DO give loads of praise.** Writing is so hard, and children get discouraged easily. It may be that they have just written one or two words, but if you praise them, it may be four words next time!
- **DON'T do 'dotty' letters for them to trace.** It is much better for children to form their own letters. We are teaching them to write not trace!
- **DO write for them sometimes.** It is important that young children can express their ideas in written form, and sometimes it is really good to write down what they say so that their ideas are expressed in writing on the page. Sometimes you can take turns to scribe. You write a bit, then they write a bit.

A decorative border of small red ladybugs with black spots, arranged in a grid-like pattern around the edges of the page.

Handwriting Letter Groups

There are basically 4 groups of letters – in terms of how we move the pen to write these.

1. **Long Ladder Letters:** Start at the top and go down and then off in another direction, e.g. i, j, l, t, u
2. **Bouncing Ball Letters:** Start at the top, and go down and retrace upwards, e.g. b, h, k, m, n, p, r
3. **Curly Caterpillar Letters:** Start at the top and go anti-clockwise round, e.g. c, a, d, e, g, o, q, f, s
4. **Zigzag letters:** Zigzag from top then down, e.g. v, w, x, z

Scroll on down

Letter Groups

Group 1 – Long Ladder Letters

Start at the top and come down the ladder and go off into another direction.

i j l
t u

Group 2 – Bouncing Ball Letters

Start at the top, go down and then re-trace upwards.

b h k
m n p r

Group 3 – Curly Caterpillar Letters

Start at the top and go anti-clockwise round.

c a d e
g o q f
s

Group 4 – Zigzag Letters

Start at the top and zigzag down and up again.

v w
x z