



During this session we will:

- * talk about the different stages of early writing
- * think about the importance of developing gross and fine motor skills and the impact this has on early writing development
- * explore the link between phonics and writing development
- * find out what writing looks like in Nursery and Reception

Writing is very tricky!

Before children can hold a pencil or write, they must be physically ready.



Large physical movements (gross motor skills)



Digging is great fun!



Large Motor Skills

Strengthening the upper body-
wide circular movements from
the shoulder



Small physical movements (fine motor skills)



More ideas...



Promoting Independence



As young children develop the muscles in their hands, they develop the strength they need for the fine motor skills required for writing.

For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers.

Gross Motor Skills

- climbing
- jumping
- balancing
- skipping
- batting
- swinging
- throwing
- skywriting
- writing on backs
- water/paintbrushes
- chalks outside
- steamy windows
- BIG painting/drawing



Fine Motor Skills

- sewing
- threading
- tap a shape
- jigsaws
- playdough
- lego/building
- drawing
- colouring
- cutting/sticking
- patterns
- painting
- letter shapes
- computers

Pencil Grasp Development

Stay At Home Educator

Cylindrical Grasp 1-1/2 years



Digital Grasp 2-3 years



Modified Tripod Grasp 3 1/2-4 years



Tripod Grasp 4 1/2-7 years



1-2 years old: Fisted grip or Palm Grip. Children often hold their writing tool like a dagger, scribbling using their whole arm.

2-3 years old: Digital Pronate grip. All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Children begin to stabilise their shoulders, so that movement now comes mostly from the elbow. At this age, children should start being able to copy a horizontal, vertical and circular line.

3-4 years old: 'Splayed' or 4 finger grip. 4 fingers are held on the writing tool, beginning to form the arc between the thumb and index finger (web space). Movement will occur mostly from the wrist and the hand and fingers move as one whole unit. At this age, children should be able to complete simple dot-to-dots, imitate zig-zag and crossed lines, trace dotted lines and draw simple humans (eg. Head, stick body and one other body part such as arm or leg).

4-6 years old: Static Tripod grip. This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit. At this age, children should be able to copy a diagonal line, a square, a diagonal cross, a circle and a triangle. Pictures of humans become more detailed, including both arms and legs and even facial features. Sometimes this can also have a fourth finger involved, and be termed a Quadrapod grip.

Whilst it's important to start encouraging the correct pencil grip at a young age, it's important to be aware that you are encouraging the correct age-appropriate grip. Getting a 3 year old to use a tripod grip when their muscles aren't developed enough will only result in them using an awkward version of the grip and these incorrect habits are hard to correct over time. However, you can support the development of their pencil grips by developing the underlying skills required for manipulating a pencil properly, such as grip strength, finger isolation, shoulder stability and postural control.

Stages of writing development



This is an example of very early attempts at mark making. There are lots of random marks, often made over other marks. Adults may describe this mark making as scribbling.

A child at this stage usually can not distinguish the difference between their 'writing' and a picture.



At this stage the marks made go across the page from left to right. These are often zigzags and wavy lines. The child has a clear idea of the marks they want to make and can give meaning to them.

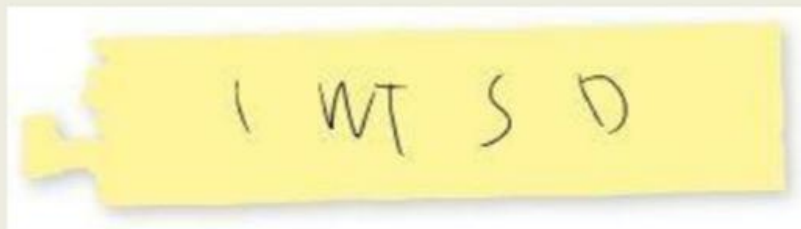
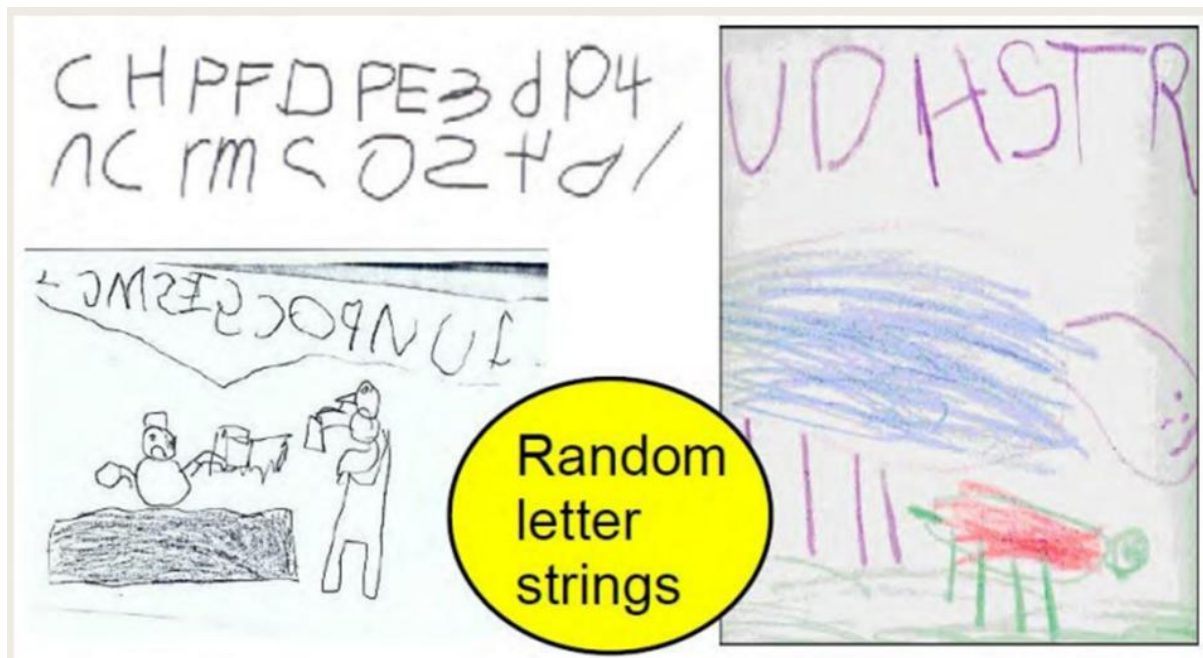


b d c z o b o b
w c c ' o z m



Letter-like forms

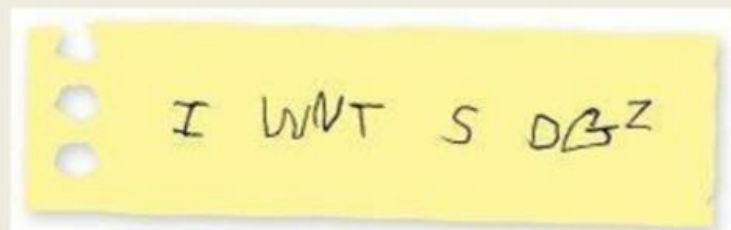




At this stage the child is using some letters to communicate meaning.

They may be able to represent some sounds correctly and in sequence.

They can hear and write the initial sounds in words.

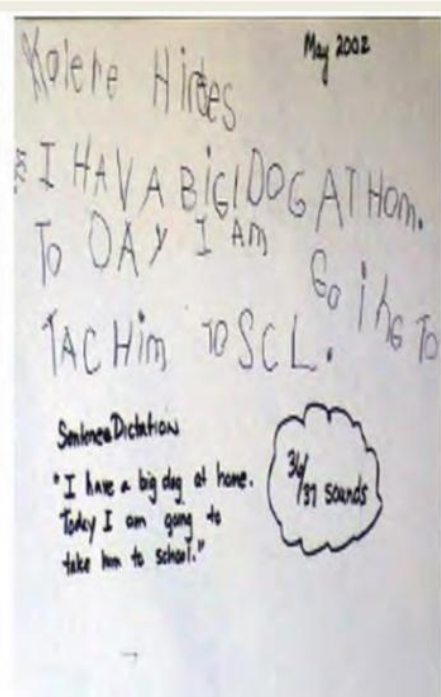




Invented
Spelling



Conventional
Spelling



This shows that they can hear and write words with initial, middle and final sounds.



At this stage the child is using their phonic knowledge to write words in ways which match their spoken sounds. They can write sentences which can be read by others. Some words are spelt correctly and others are phonetically plausible.



By the end of EYFS, most children are expected to be able to:

- * write recognisable letters, most of which are accurately formed
- * spell a word by identifying the sounds in them and represent the sounds with a letter or letters
- * write simple phrases and sentences that can be read by others



caterpillars et
lets. They
hav lots
of legs. He
has a cacooh.

How does Read Write Inc. help children to write?

From the very start of the programme, children learn how to write individual letters.

Let's watch the video!

<https://www.youtube.com/watch?v=QD1yuISr3XA>

Children learn how to use their Fred Fingers to spell words.

Let's watch the video!

<https://www.youtube.com/watch?v=absSgYIPCns>

When children are ready, they learn how to hold and write a sentence.

Let's watch the video!

<https://schools.ruthmiskin.com/training/view/7c2Qsp5h/nnAPRvYn>

Writing in Reception

Children are encouraged to write as part of their purposeful play.

They write in a variety of role play situations that match their interests and stimulate talking.

They experiment with writing by making marks, personal writing symbols and conventional script.

They are given lots of praise and encouragement to have a go.



When ready, we support the children's writing by encouraging them to hear the sound at the beginning of the word in their writing. Then they progress in hearing other sounds in words in their writing.

We support children in writing stories, poems and information texts.

They begin to write in sentences sometimes using punctuation (mainly full stops).

Understanding how to write a sentence

There are many skills involved that we take for granted because we have been doing it for so long. But for the children it's all new, and there's a lot to learn:

- *Deciding what I want to say before I begin to write
- *Where to start writing?
- *Remember what first word was - listen for sounds in the word, is it a word I already know?
- *Leave a space before I begin to write the next word, otherwise it will look like one big long word and nobody will be able to read it
- *Say the sentence again - remember what I've already written, decide what is the next word is, listen for the sounds again
- *Where to go when you reach the end of the line
- *Read the whole sentence. Did it make sense? Did I miss any words out? Put a full stop at the end.