

Year R Parents' Workshop

Writing in the Early Years

Being physically ready to write

- Before children can hold a pencil or write effectively, they need to be physically ready.
- This involves working on gross & fine motor skills.

“The ability to write requires simultaneous movement and work from the fingers, wrist, elbow, shoulder and back.”

Alistair Bryce-Clegg 2013

Gross Motor Skills



Digging



Jumping



Running



Balancing

Stretching

Climbing

Hopping

Fine Motor Skills

Holding a pencil



Tweezers

Bead threading

Lego



Zips & buttons

Developing Pencil Grip

- As a child's hand, arm and body strength develop, so does their pencil grip.
- In order to help a child with their pencil grip development, we focus on strengthening activities rather than forcing their hand to form the grip in the next stage.
- We remind them of the 'beaky bird' way to pick up & hold a pencil.

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



Inspiring writers

- Children need to WANT to write.
- They need to believe that they CAN write.
- They need to find writing fun so that they CHOOSE to write.





Small world play



Role play



Reasons to write



Appealing resources



Orientation

Organising thoughts

Letter formation

Fine motor

Physical skills

Gross motor



Story language

Characters

Plot

Rich texts



Ideas



Story structure



Talk for writing



Vocabulary



Oracy



Speaking and listening

Drawing Club

- 4 times a week.
- Whole class drawing & writing.
- 3-week cycle:

Week 1 – Book

Week 2 – Story telling

Week 3 – Animation

- Develops fine motor skills, vocabulary, knowledge of story & sentence structure.
- It's FUN!


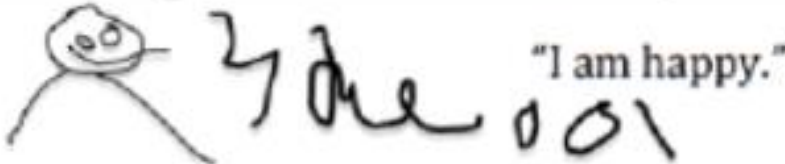
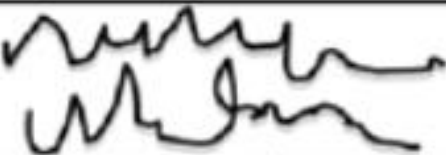
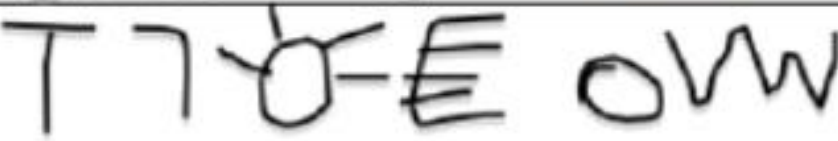


Segmenting to write

- We learn to spell phonetically, but do concentrate on spelling tricky words correctly
- We break a word into phonemes (sounds)
- Counting phonemes helps us identify which graphemes we need to write
- We usually learn to hear and write initial sounds first, then end sounds. Getting the ones in the middle correct is hard!
- Here's how I model writing & support the children to write:

- SAY the word (tree)
- Say it again, a few more times. Listen carefully to see what sounds you can hear.
- COUNT the sounds (phonemes) on your fingers. In 'tree' I can hear 3 phonemes.
- What's the first phoneme? CH. Find it on your grapheme mat and write it down.
- Second phoneme? R
- Final phoneme? EE
- In this case, tree will be written as chree. This is great! All phonemes have been identified, matched with a suitable grapheme and written down.

What does writing development look like?

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	 "I am happy."
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	 "I am playing."
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Emergent

Strings of Letters- long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways

TЯH02FTX

Groups of letters- groupings of letters with spaces in between to resemble words

M1 20T CA

Labeling pictures- matching beginning sounds with the letter to label a picture

 D  F

Environmental Print- copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing

CLOCK MOM

Transitional

Letter/Word Representation-uses first letter sound of word to represent entire word, uses letter sound relationships

I W H (I went home.)

First/Last Letter Representation- word represented by first and last letter sound

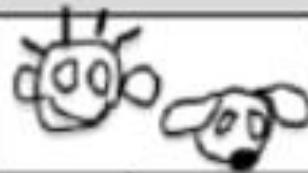
 C T (cat)

Medial Letter Sounds- words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable

MI CAT iz BrN
(My cat is brown.)

Fluent

Beginning Phrase Writing- using all of the above skills to construct phrases that convey a message connected to their illustration



I Pla wif my
dog

Sentence Writing- Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail

I play with my frind.
We like to jump rop!

Six Traits of Writing- Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)

Early Learning Goals

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Early Learning Goal for Writing

Children at the expected level of development will

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.