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**Supporting your
child with
writing in the
Early Years**



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Overview

- The importance of spoken language (oracy)
- How we support reading and writing
- Developing fine motor skills
- The stages of writing development
- An explanation of the end of year expectations
- How you can help at home



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Children's spoken language supports reading and writing

- Speaking and listening are the foundations for both reading and writing.
- Promote a love of reading.
- Encourage storytelling/retelling of familiar stories.
- Widen vocabulary.
- Explore different genres – fiction, non-fiction, magazines, poems, familiar rhymes.
- Comprehension.



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How we support reading and writing

- Phonics
- Fiddly fingers – finger gym
- Dough disco
- Handwriting
- Poetry picnic, songs and rhymes
- Library visits
- Reading practice (4 times a week) – Little Wandle
- Purposeful writing challenges in provision
- Phonics writing activities
- Story times



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Why fiddly finger and mark-making activities are so important



An x ray of a developed hand (around the age of 7) on the left compared to an EYFS age child's hand on the right.



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Beginning to write

- Physical development is very important in this process.
- Gross motor – large full arm movements.
- Fine motor - letter formation/pencil control.
- Independence – encouragement to “just have a go”.
- Write as many sounds as they can.
- Importance of writing for a purpose.
- Praise and encouragement.
- Making it fun!



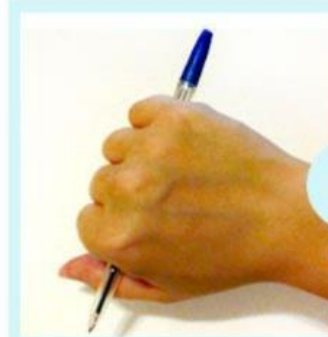
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Pencil grip is important.

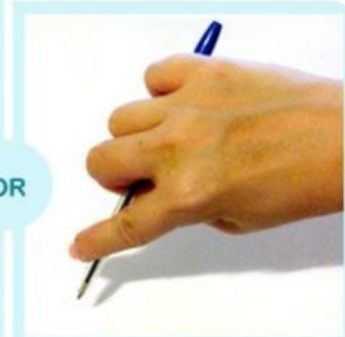


FISTED GRIP
1-2 years old

Children often hold their writing tool like a dagger, scribbling using their whole arm.



OR



DIGITAL PRONATE GRIP
2-3 years old

All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy a horizontal, vertical and circular line.



4 FINGER GRIP
3-4 years old

4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.



STATIC TRIPOD GRIP
4-6 years old

This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.



DYNAMIC TRIPOD GRIP
By 6 or 7 years old

Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.



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Writing for a purpose



maps



labelling models



registers, lists...



making observations



wanted posters





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Developmental progression of a child's writing.

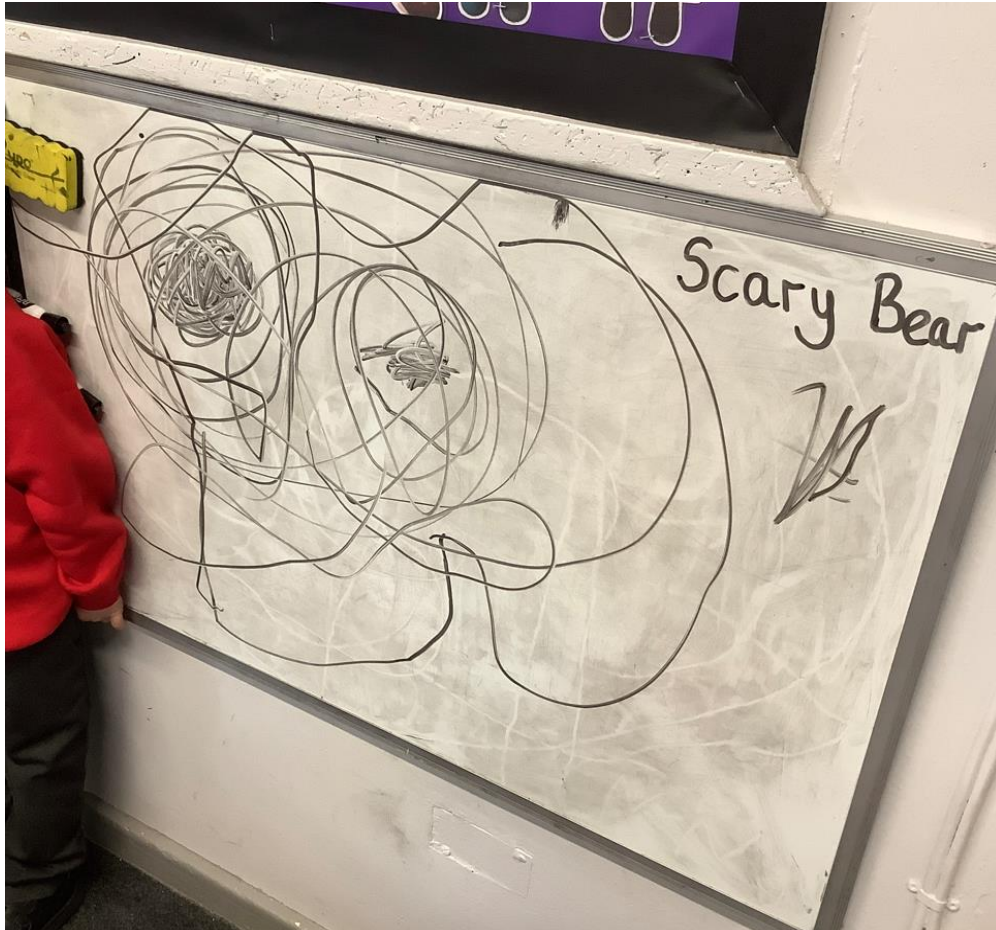
HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>



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Emergent writing

This is a form of mark-making that purely imitates the idea of writing. The marks will be placed at any point on the page, and will usually involve circular strokes and random marks.

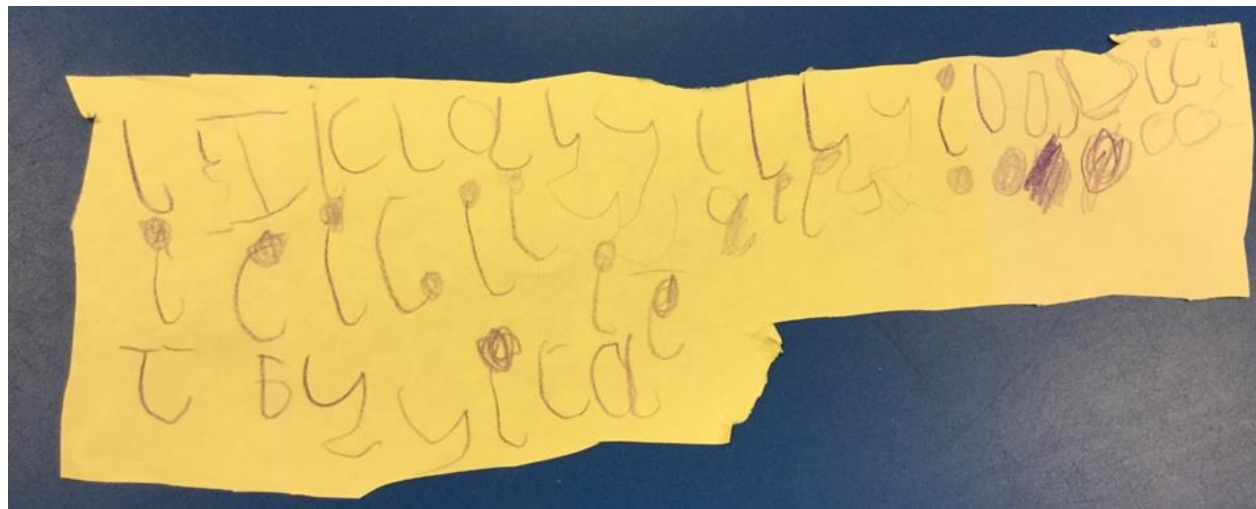
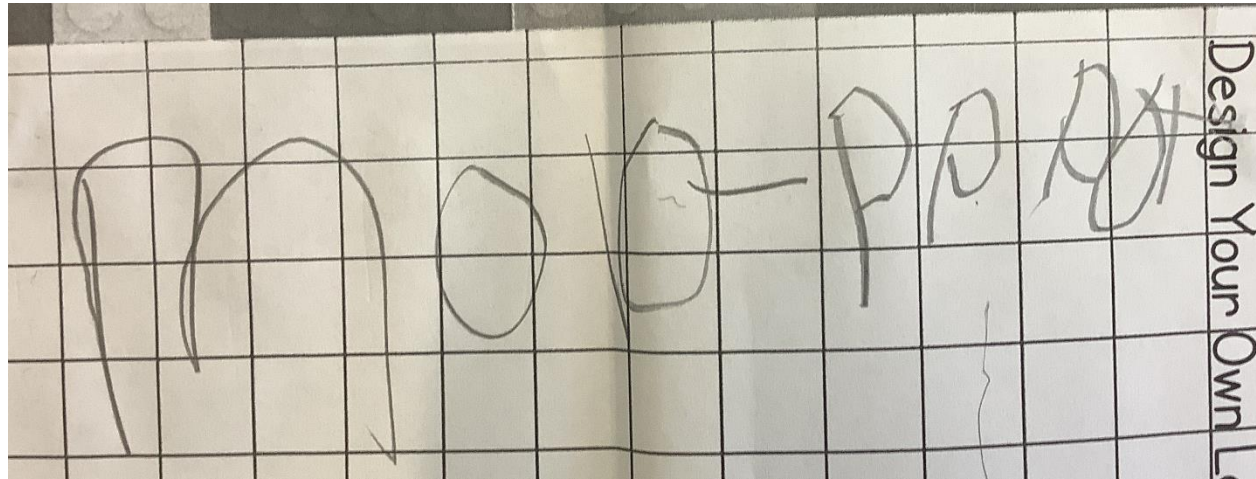




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Beginning to use familiar letters

Emergent writing starts with strings of letters.

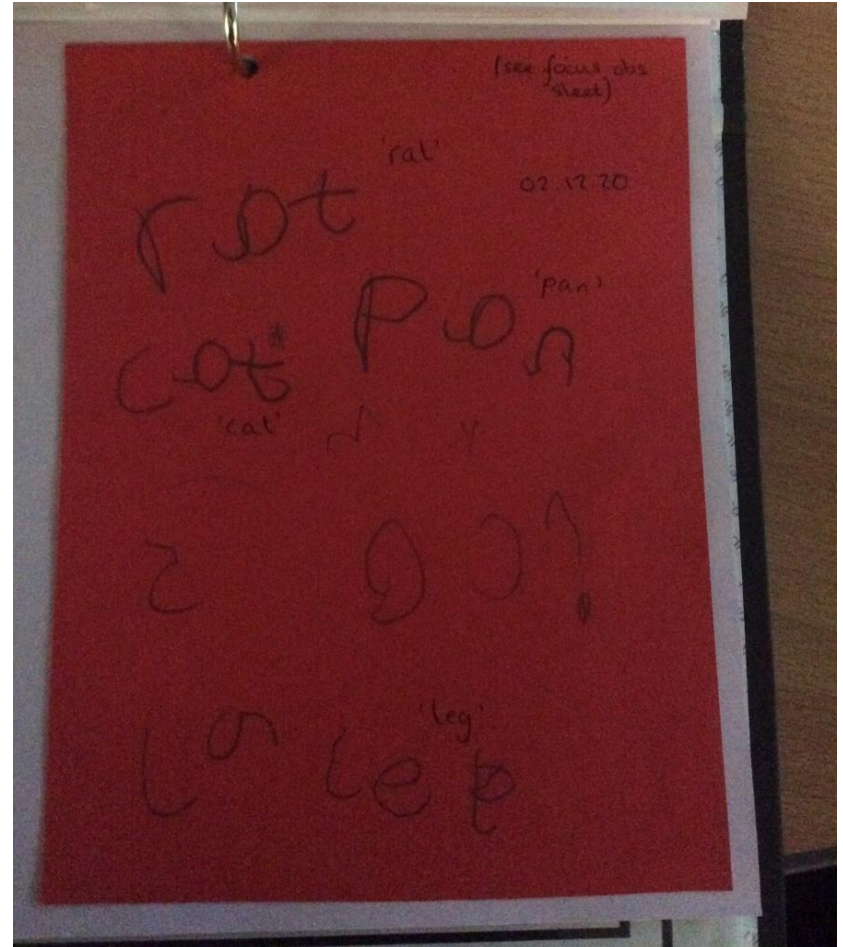
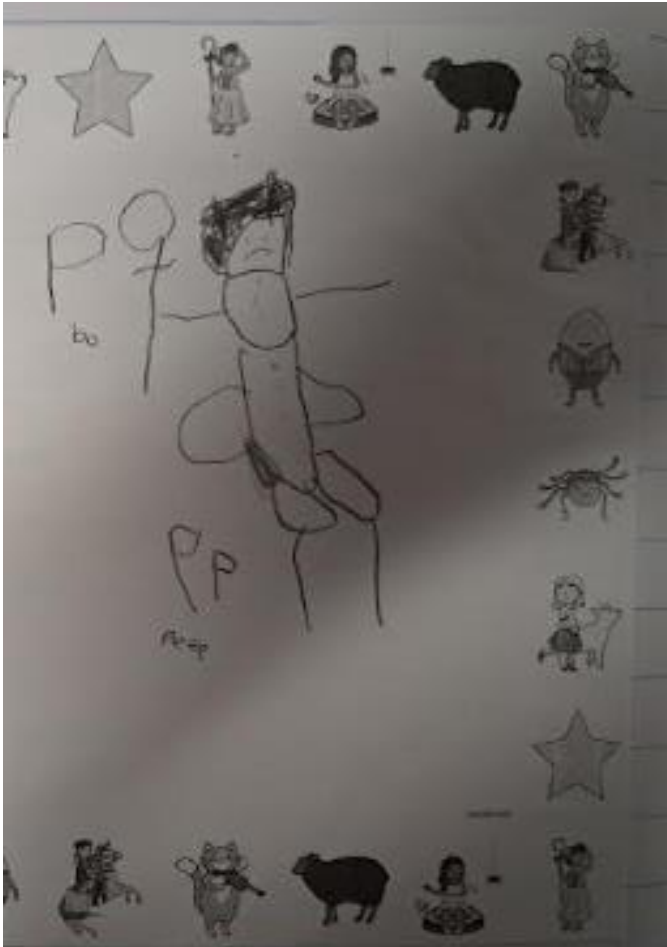




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Some sound correspondence

You will see your child begin to use letters to represent sounds or whole words.

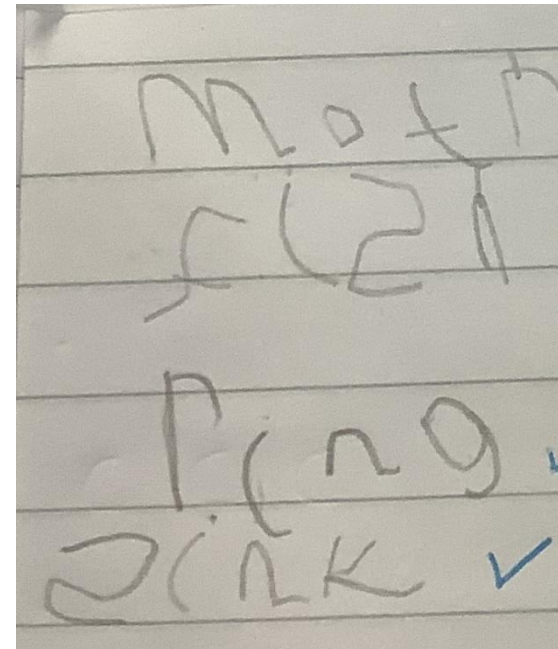
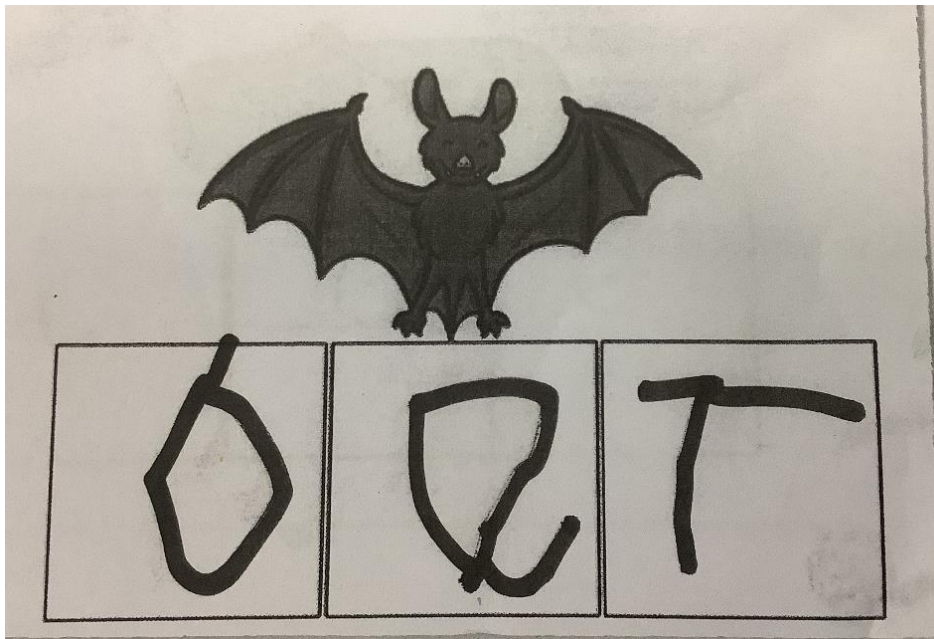




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Phonetic spelling

As children hear more sounds in words, their writing becomes more recognisable. They will start to correctly sequence the graphemes/phonemes that they have learnt in phonics.

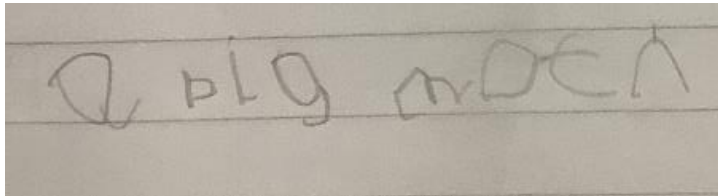




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Writing simple captions and sentences

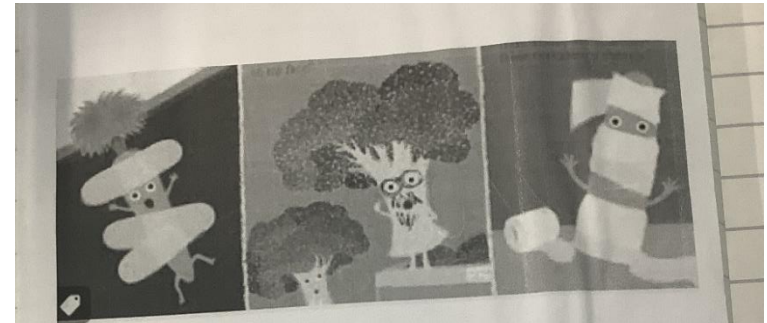
These will start to include the correct spelling of tricky words.



I can see a star.

I can see a ship.

sheep



help help I am s

be con the p Co via

stuck

belt

conveyor

help 500

somebody's on me

somebody's

me





End of the year expectations

In Reception, we are on the journey to becoming fantastic writers. This is what we need to do to reach a **Good Level of Development** in writing.

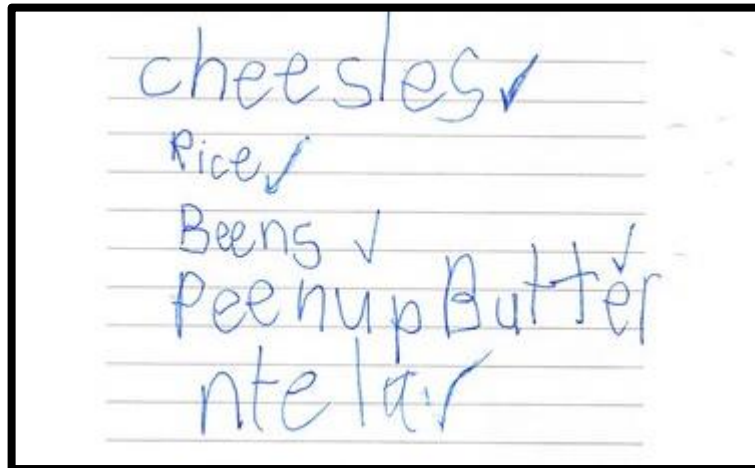
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



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How you can help at home

- Writing for a purpose.
- Writing shopping lists, to do lists.
- Post it notes for messages.
- Writing cards, letters, postcards.
- Labelling pictures that they have drawn.
- Writing ingredients and recipes.





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How you can help at home

"Spell words by identifying sounds in them and representing the sounds with a letter."



"Write recognisable letters, most of which are correctly formed."

Here the child has written 'movee' instead of 'movie' – that's okay. The child has used his phonic knowledge to spell the word.

"Write simple phrases and sentences that can be read by others."

Irregular common words can often be called 'sight words'. Here the child has correctly spelt 'I' and 'was'. These are words which cannot be sounded out easily. Rather than sounding out a word, your child has to memorise how to spell them. Your child may call some of these words 'tricky words'.



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Fine motor activities

