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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

Children's spoken language supports reading and writing



How you can support spoken language at home



Read a variety of text!

Promotes a love of reading

Encourages storytelling/retelling of familiar stories

Widens vocabulary

Explore different genres – fiction, non-fiction, magazines, poems, familiar rhymes

Children's spoken language supports reading and writing

THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words





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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.



Beginning to write

Physical development is very important in this process.

Gross motor = large full arm movements.

Fine motor = letter formation/pencil control.



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How you can support at home: Fine motor activities





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How you can support at home: Gross motor activities





Beginning to write

Independence – encouragement to “just have a go”

Importance of writing for a purpose

Praise and encouragement

Making it fun!



Handwriting

4Ps:

Posture

Pencil grip







Paper position

Pressure



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Pencil grip is important.

		
<p>FISTED GRIP 1-2 years old</p> <p>Children often hold their writing tool like a dagger, scribbling using their whole arm.</p>	<p>DIGITAL PRONATE GRIP 2-3 years old</p> <p>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.</p>	<p>OR</p>
		
<p>4 FINGER GRIP 3-4 years old</p> <p>4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>	<p>STATIC TRIPOD GRIP 4-6 years old</p> <p>This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	<p>DYNAMIC TRIPOD GRIP By 6 or 7 years old</p> <p>Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.</p>



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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.

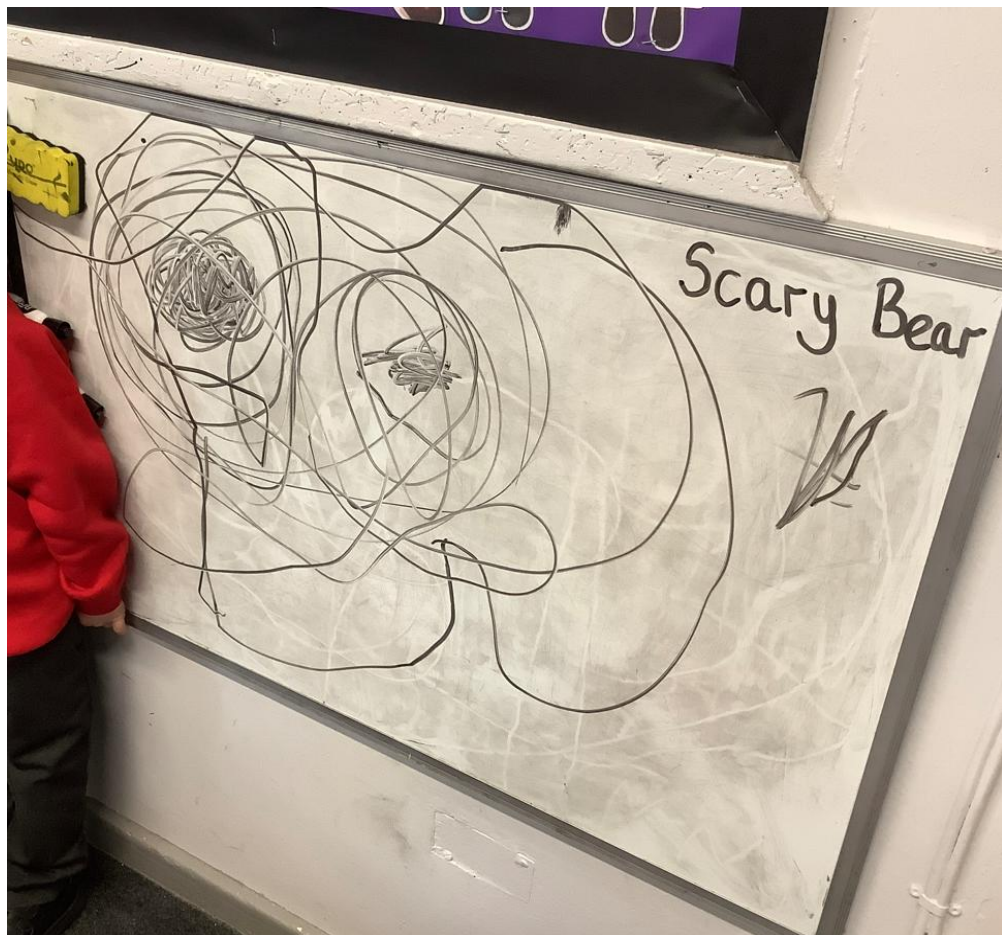
HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of 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>Thehcarr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</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>To daye i won to play with the white board and the shapes and I won to play with my feh (Today I want to play with the white board and the shapes, and I want to play with my friend.)</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>One day I saw my Frid it was Israel and Antonio and they got lost I had Tim. The end (One day I saw my friends. It was Israel and Antonio and they got lost I heard them. The end.)</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.

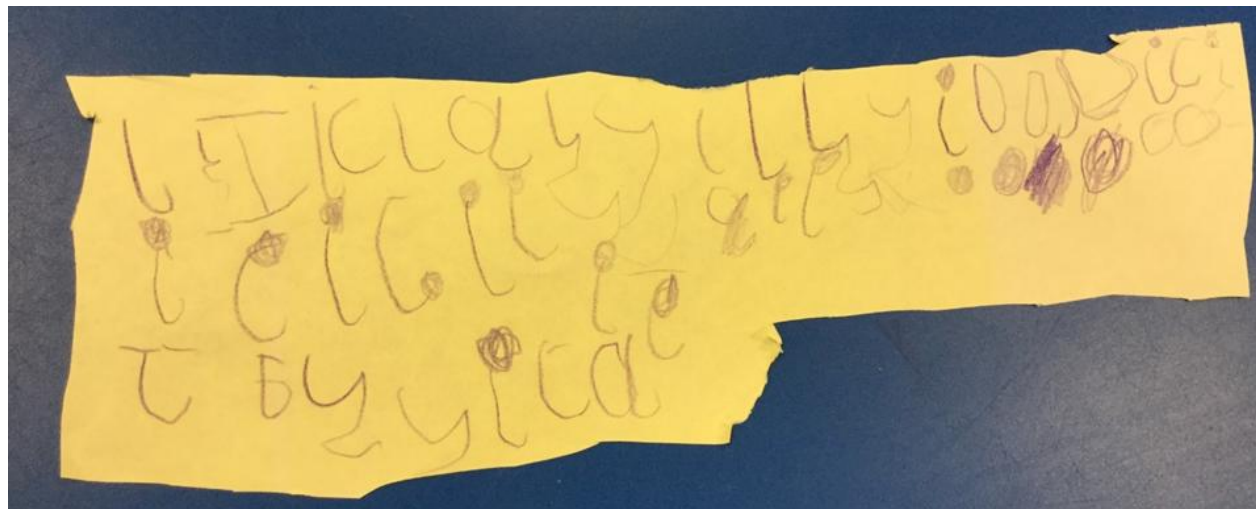
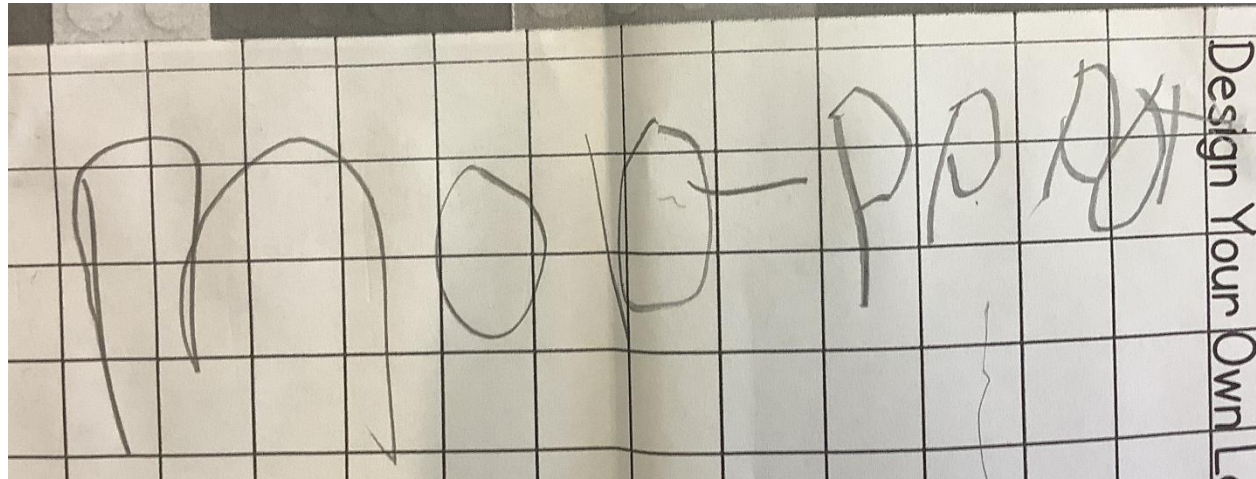




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Beginning to use familiar letters

Emergent writing starts with strings of letters.

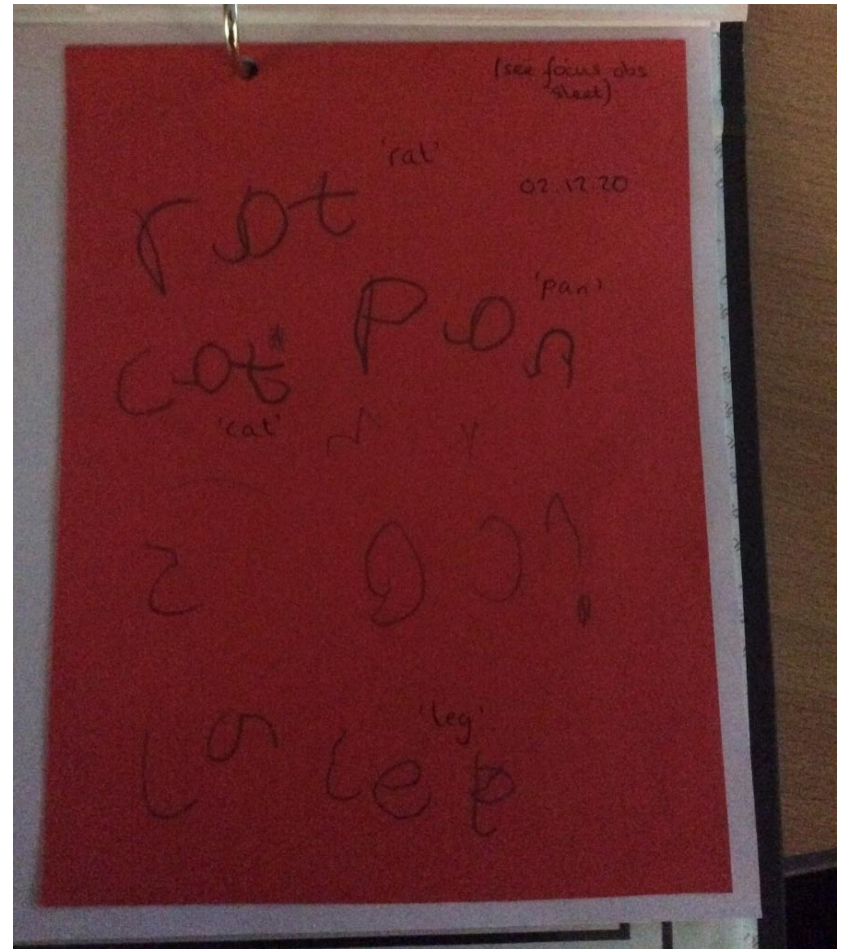
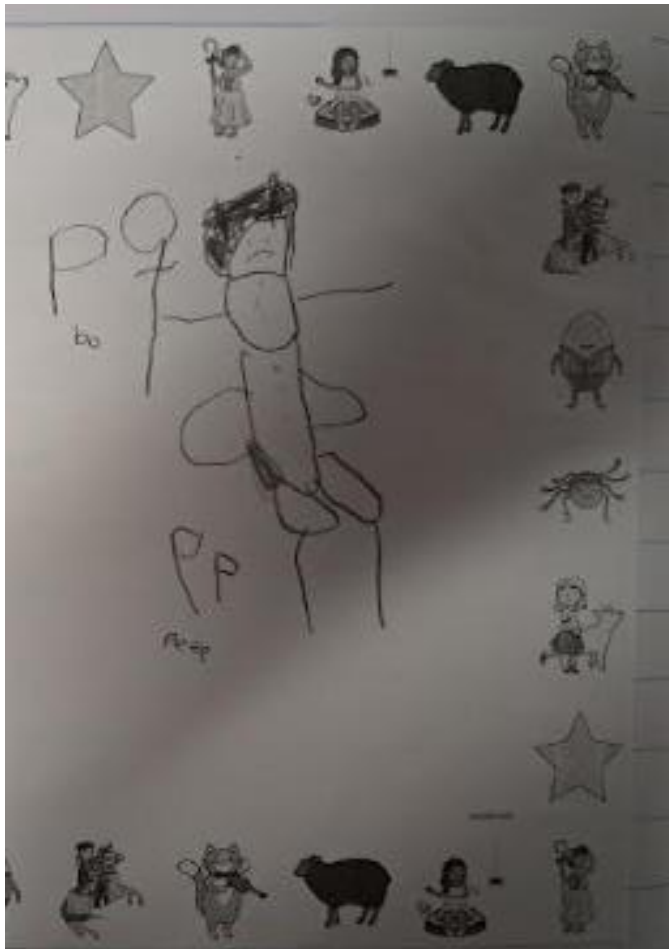




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Some sound correspondence

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

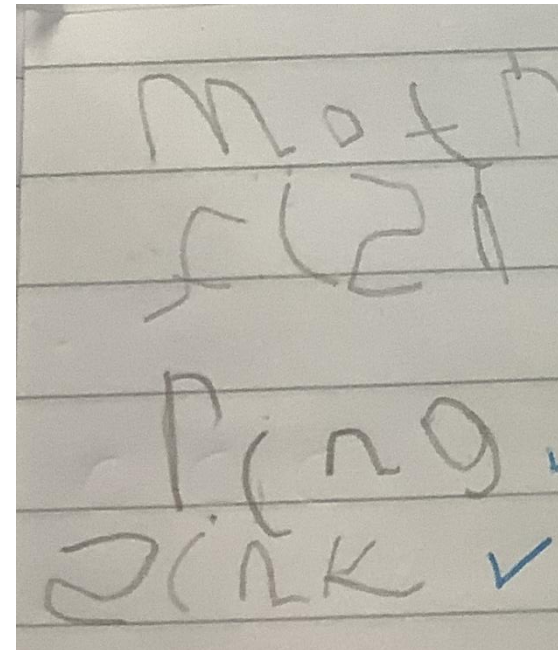
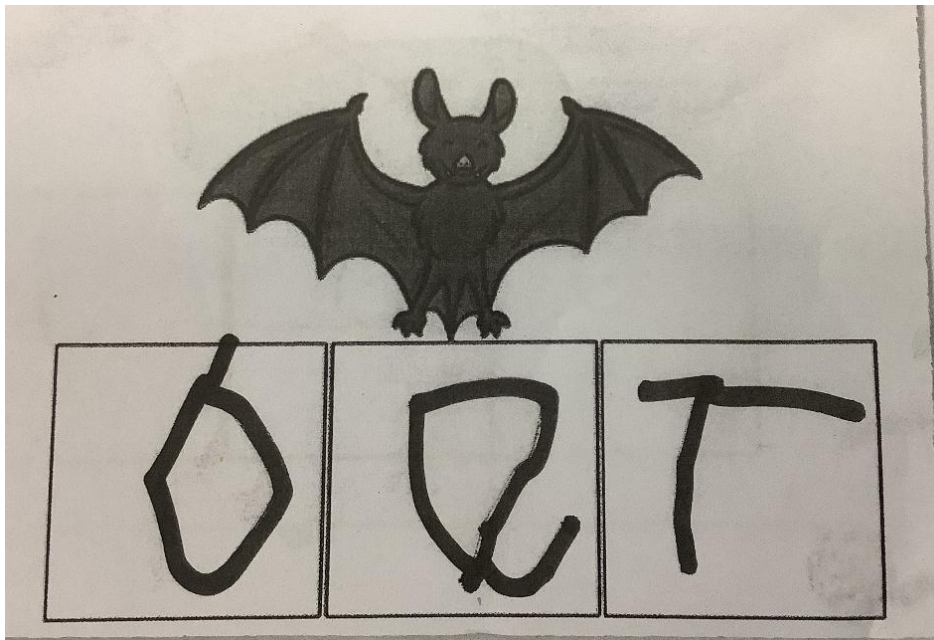




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Phonetic spelling

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

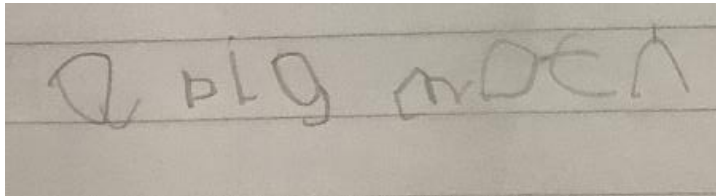




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Writing simple captions and sentences

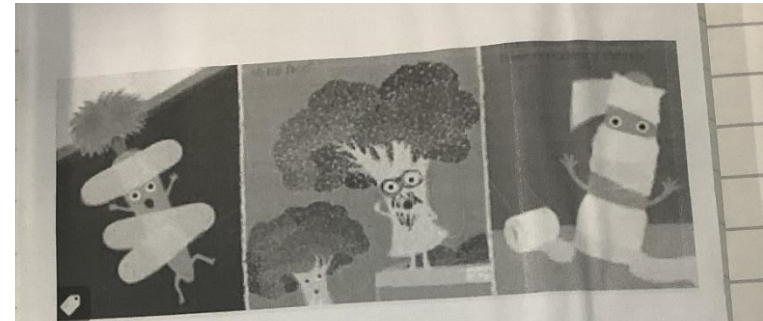
These will start to include the correct spelling of tricky words.



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 I 500

somebody's on me

somebody's

me





End of the year expectations

We are on the journey in Reception to be 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

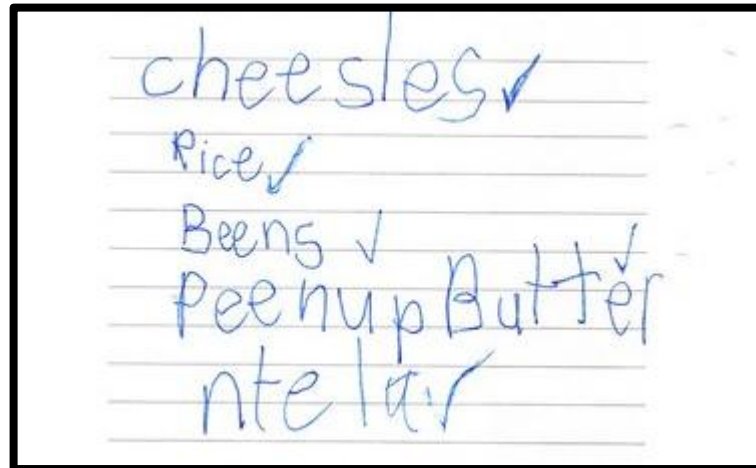
Writing shopping lists, to do lists.

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'.