

WRITING IN RECEPTION

January 2019

WHY BOTHER...

Handwriting proficiency impacts on all areas of learning. If the child can write well they can concentrate on the content and not how to form the letters. Research shows that there is a unique relationship between the hand and the brain when it comes to composing thoughts and ideas. Finger movements in handwriting, unlike those for keyboard skills, stimulate the brain to engage thinking, language and working memory which improves the storage and management of information (Virginia Berniger - Educational Psychologist University of Washington 2011).



THE FACTS

Handwriting is a MOTOR skill and unrelated to phonics, reading and composition.

The hand is not fully developed until 6 years of age

Content is significantly affected until scrip is automatic

Phonic knowledge requires auditory and visual processing but is not useful for writing until letter formation is mastered.

Motor development is therefore essential for handwriting.



GROSS MOTOR SKILLS

By four years old most children will be able to

- Jump from a low step
- Walk backwards and sideways
- Stand and walk on tiptoe
- Ride a pedal bike
- Climb up stairs with one foot on each step
- Move around each other without bumping into each other
- Throw a ball over-hand and bounce a ball
- Catch a ball with hands outstretched
- Kick a ball with force
- Walk along a painted or taped line
- Run on tiptoe
- Balance on one leg for 5+ seconds



FINE MOTOR SKILLS

- By four years old most children will be able to
- Build a tower of 10 cubes
- Thread small beads onto a lace
- Hold and use a pen with a tripod grip
- Draw a person with head, body, arms, legs and some facial features
- Copy H, T, O, X, V
- Touch each finger with the thumb of the same hand

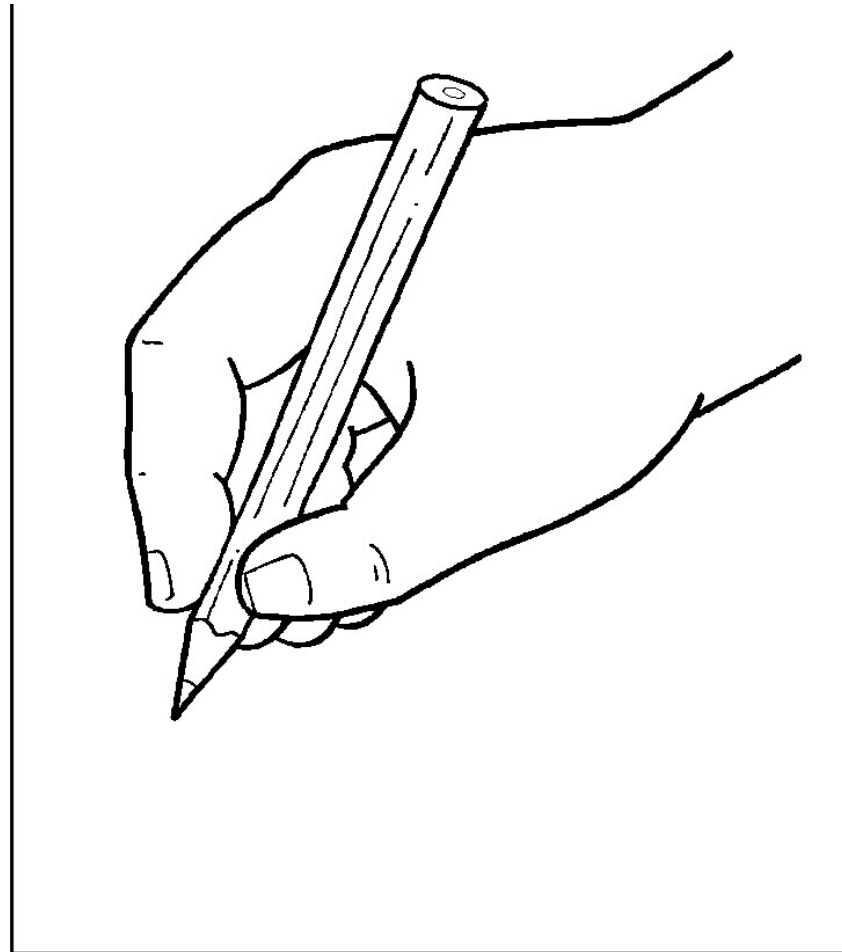


ESSENTIAL SKILLS

- Visual motor
- Visual perception
- Fine motor
- Trunk control
- Shoulder stability



PENCIL GRIP



PRE WRITING IDEAS

- Playdough
- Finger painting
- Sand/foam
- Lines and circles
- Writing icing
- Cheese strings
- Fine Motor Skills box
- Anything involving picking up with tweezers/tongs
- Pegs on a board
- Clothes pegs



IDEAS FOR WRITING

- write inside and outside
- write a menu for a picnic
- write a shopping list
- send postcards & greetings cards
- label pictures or models
- write a new ending for a story
- make lists of words – e.g. alternatives to ‘said’ - whispered, yelled, shouted, groaned
- make a puppet theatre and write a play
- make a zig-zag book
- put speech bubbles on to magazine pictures and think of funny things for character to say
- use photos of a day out to make a story board



Development Matters – EYFS expectations for Physical Development: Moving and Handling

30 – 50 months

- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.



Development Matters – EYFS expectations for Physical Development: Moving and Handling

40 -60 months

- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.



Development Matters – EYFS expectations for Physical Development: Moving and Handling

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.



Development Matters – EYFS expectations

30 – 50 months

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.



Development Matters – EYFS expectations

40 – 60 months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in the sequence.
- Write own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.



Development Matters – EYFS expectations

Early Learning Goal

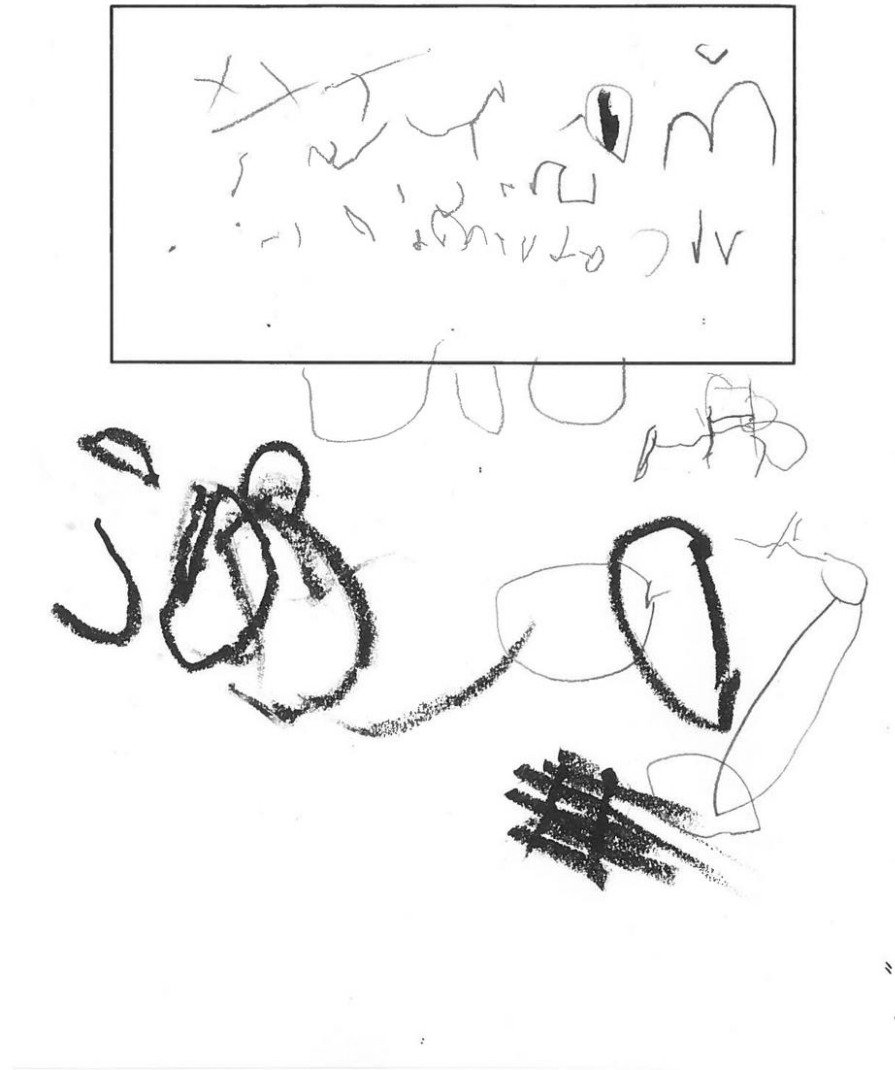
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Exceeding

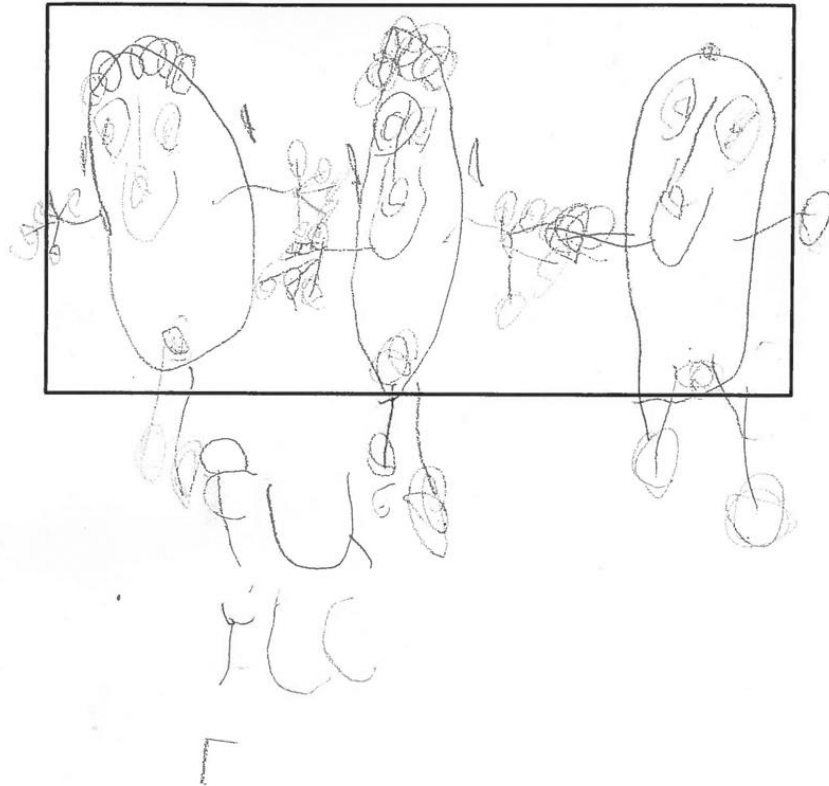
Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.



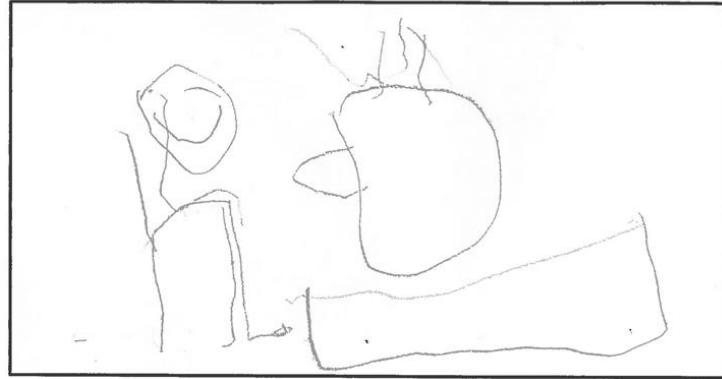
Working within 30 -50



Beginning (40 – 60)



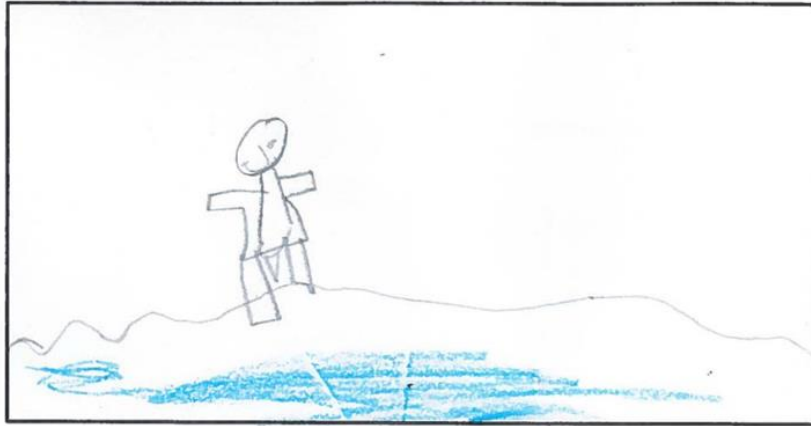
Working within (40 – 60)



T W D E I W
I W D O T T T
J W D D T T T



Secure (40 – 60)



I WNT SWMIG SATURDAY
I did SWMIG LND WOT



YEAR 1 - WRITING

Writing

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [*as introduction to paragraphs*].
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.

