
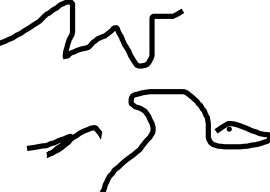

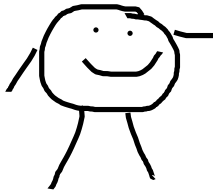

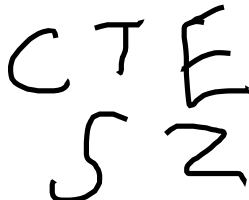

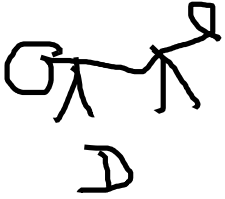

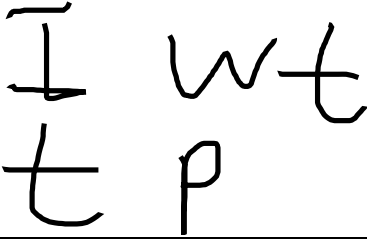

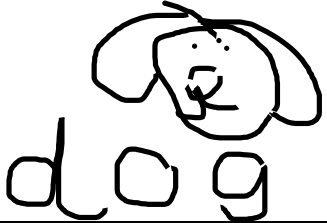


Writing development

As children's connections between spoken and written language develop, they extend their understanding to include symbolic forms to capture speech. Pre-school children typically engage in reading and writing activities in playful and sensory ways. Children who have had frequent opportunities to read and write are more likely to enter conventional literacy as confident, risk taking readers and writers (Sulzby, Teale and Kamberelis).

Pre-Phonemic Stage						
						
Random scribbling The starting point is any place on the page	Controlled scribbling Progression is from left to right	Circular scribbling Circles or ovals flow on the page	Drawing-Pictures Pictures convey a message	Letter Like symbols – these can be conventional symbols such as a heart, star, or letter like symbols	Letter strings. They have no spaces and no correlation with words or sounds	Groups of letters have spaces in between to resemble words Writing has meaning which may not always stay the same
<ul style="list-style-type: none"> ➤ Gross motor activities and largescale mark making ➤ Developing core strength- climbing, rolling, hopping ➤ Hand and eye coordination activities ➤ Sensory mark making using a range of materials ➤ Using a range of mark making tools ➤ Finger gym activities 	<ul style="list-style-type: none"> ➤ Gross motor activities and largescale mark making ➤ Developing core strength ➤ Developing shoulder and arm ➤ Hand and eye coordination activities ➤ Vertical mark making ➤ Modelling prewriting skills on a large scale ➤ Finger gym activities 	<ul style="list-style-type: none"> ➤ Gross motor activities and largescale mark making ➤ Developing core strength ➤ Developing shoulder and arm ➤ Hand and eye coordination activities ➤ Vertical mark making ➤ Modelling prewriting skills on a large scale ➤ Finger gym activities ➤ Scissor skills 	<ul style="list-style-type: none"> ➤ Gross motor activities and fine motor activities ➤ Developing core strength ➤ Developing shoulder and arm strength ➤ Hand and eye coordination activities ➤ Vertical mark making ➤ Prewriting skills ➤ Modelling writing and drawing ➤ Finger gym activities ➤ Scissor skills 	<ul style="list-style-type: none"> ➤ Developing shoulder and arm strength ➤ Hand/ eye coordination ➤ Vertical mark making ➤ Prewriting skills on a large scale ➤ Finger gym activities ➤ Scissor skills ➤ Sound discrimination ➤ Modelling writing in a range of situations ➤ Writing and mark making opportunities ➤ Handwriting- sensory activities ➤ Fred talk/ listening games 	<ul style="list-style-type: none"> ➤ Developing shoulder and arm strength ➤ Hand and eye coordination activities ➤ Vertical mark making ➤ Finger gym activities ➤ Scissor skills ➤ Sound discrimination ➤ Modelling writing in a range of situations ➤ Labelling opportunities ➤ Handwriting- sensory activities ➤ Fred talk/ listening games 	<ul style="list-style-type: none"> ➤ Finger gym activities ➤ Scissor skills ➤ Modelling writing in a range of situations ➤ Handwriting- sensory activities ➤ Labelling opportunities ➤ Shared writing ➤ Developing shoulder and arm strength ➤ Hand and eye coordination activities ➤ Vertical mark making ➤ Fred talk/ listening games

Early Phonemic Stage			Letter name stage	
				
Picture labelling- Letter matches initial sound of the picture e.g. D or d for dog	Awareness of environmental print Copies print such as names on objects or labels	Transitional stage spelling or invented spelling First letter of word is used to represent the word (I went to the park)	Initial and final letters are used to represent a word e.g ct is cat	Beginning to use initial, medial, and final sounds
<ul style="list-style-type: none"> ➤ Hand and eye coordination activities ➤ Finger gym activities ➤ Scissor skills ➤ Handwriting sessions ➤ Sensory handwriting opportunities both indoors and outdoors ➤ Phonics teaching sessions ➤ Opportunities for phonics play in continuous provision ➤ Opportunities for writing in continuous provision ➤ Discriminating between sounds ➤ Fred talk- blending opportunities/ games 	<ul style="list-style-type: none"> ➤ Hand and eye coordination activities ➤ Finger gym activities ➤ Scissor skills ➤ Handwriting sessions ➤ Sensory handwriting opportunities both indoors and outdoors ➤ Phonics teaching sessions ➤ Opportunities for phonics play in continuous provision ➤ Opportunities for writing in continuous provision ➤ Discriminating between sounds ➤ Fred talk- blending opportunities/ games ➤ Modelling writing 	<ul style="list-style-type: none"> ➤ Fred talk- blending opportunities/ games ➤ Modelling writing/ spelling ➤ Discriminating between sounds ➤ Hand and eye coordination activities ➤ Finger gym activities ➤ Scissor skills ➤ Handwriting sessions ➤ Sensory handwriting opportunities both indoors and outdoors ➤ Phonics teaching sessions ➤ Opportunities for phonics play in continuous provision ➤ Opportunities for writing in continuous provision 	<ul style="list-style-type: none"> ➤ Fred talk- blending opportunities/ games ➤ Modelling writing/ spelling ➤ Discriminating between sounds ➤ Hand and eye coordination activities ➤ Finger gym activities ➤ Scissor skills ➤ Handwriting sessions ➤ Sensory handwriting opportunities both indoors and outdoors ➤ Phonics teaching sessions ➤ Opportunities for phonics play in continuous provision ➤ Opportunities for writing in continuous provision 	<ul style="list-style-type: none"> ➤ Fred talk- blending opportunities/ games ➤ Modelling writing/ spelling ➤ Discriminating between sounds ➤ Hand and eye coordination activities ➤ Finger gym activities ➤ Scissor skills ➤ Handwriting sessions ➤ Sensory handwriting opportunities both indoors and outdoors ➤ Phonics teaching sessions ➤ Opportunities for phonics play in continuous provision ➤ Opportunities for writing in continuous provision

Transitional Stage					Conventional Writing Stage
					
Medial sound is a consonant (grass)	Medial sound is in correct position, but the vowel is wrong (grass)	A child hears beginning, medial and ending letters	Phrase writing begins – Rabbit in the sun	Whole sentence writing develops	Transitional stage spelling is replaced by full correct spelling of words
<ul style="list-style-type: none"> ➤ Hand and eye coordination activities ➤ Finger gym activities ➤ Scissor skills ➤ Handwriting sessions ➤ Sensory handwriting opportunities both indoors and outdoors ➤ Phonics teaching sessions ➤ Opportunities for phonics play in continuous provision ➤ Opportunities for writing in continuous provision ➤ Discriminating between sounds ➤ Fred talk- blending opportunities/ games 	<ul style="list-style-type: none"> ➤ Hand and eye coordination activities ➤ Finger gym activities ➤ Scissor skills ➤ Handwriting sessions ➤ Sensory handwriting opportunities both indoors and outdoors ➤ Phonics teaching sessions ➤ Opportunities for phonics play in continuous provision ➤ Opportunities for writing in continuous provision ➤ Discriminating between sounds ➤ Fred talk- blending opportunities/ games ➤ Modelling writing ➤ Teach tricky words 	<ul style="list-style-type: none"> ➤ Fred talk- blending opportunities/ games ➤ Modelling writing/ spelling ➤ Discriminating between sounds ➤ Hand and eye coordination activities ➤ Finger gym activities ➤ Scissor skills ➤ Handwriting sessions ➤ Sensory handwriting opportunities both indoors and outdoors ➤ Phonics teaching sessions ➤ Opportunities for phonics play in continuous provision ➤ Opportunities for writing in continuous provision ➤ Teach tricky words/ spelling 	<ul style="list-style-type: none"> ➤ Modelling writing/ spelling- finger spaces/ full stops ➤ Discriminating between sounds ➤ Hand and eye coordination activities ➤ Finger gym activities ➤ Scissor skills ➤ Handwriting sessions ➤ Sensory handwriting opportunities both indoors and outdoors ➤ Phonics teaching sessions ➤ Opportunities for phonics play in continuous provision ➤ Opportunities for writing in continuous provision ➤ Teach tricky words/ spelling 	<ul style="list-style-type: none"> ➤ Modelling writing/ spelling- finger spaces/ full stops ➤ Spelling games/ activities ➤ Purposeful writing opportunities ➤ Handwriting 	