

Where do we start?



GROSS motor skills: foundational skills using large muscle groups (arms, legs, feet, and trunks) to move the body.

FINE motor skills: skills that require the small muscles of the hand to work together to perform precise and refined movements



Towards letter formation ...

Pathways in the brain are created through gross motor movements – feeling the letter shape in your shoulder is the best way to learn your way around a letter!

Encourage and provide activities for mark making which are not just pen to paper based...

Sweeping

Mopping

Climbing



Developing “flow”

- The body needs to develop strong foundations through large muscle activity for the development of small hand muscle skills AND for internalising understanding of directional movements
- Left to right
- Encouraging fluidity of movement



felt sense of movement (Vestibular)

A child must be able to recognise the direction of his body in

3-dimensional space

in order to be able to interpret the direction of

2-dimensional symbols



Physical Development

Fine Motor Skills

- skills that require the small muscles of the hand to work together to perform precise and refined movements
- generally develop later than large muscle skills
- boys tend to develop them later than girls



grasping - cutting - threading - drawing - writing

Fine Motor Activities



Giving children lots of opportunities to manipulate objects, and exercise their fine motor skills, improves their dexterity and lays a strong foundation for being able to master learning to write.

Fine Motor Skills

- Developing fine motor skills are a fundamental prerequisite in the process of learning to write.
- From an early age, we need to practice our fine motor skills, engaging in activities that strengthen the small muscles in our fingers and wrists. This is the precursor to honing hand-eye coordination, and mastering pencil grip and control.



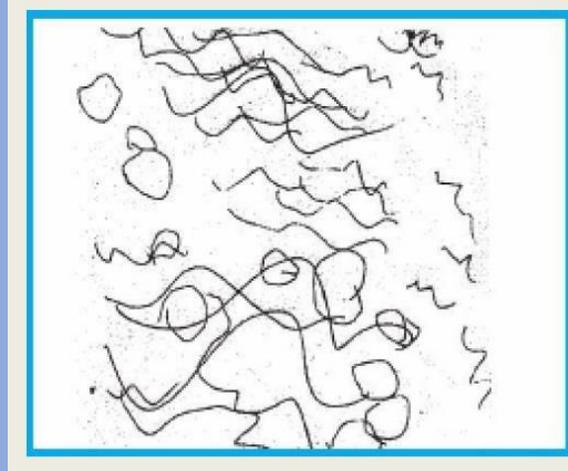


Activities like threading, mark-making, moulding shapes with modelling dough, and playing with toys all contribute to refining agility.

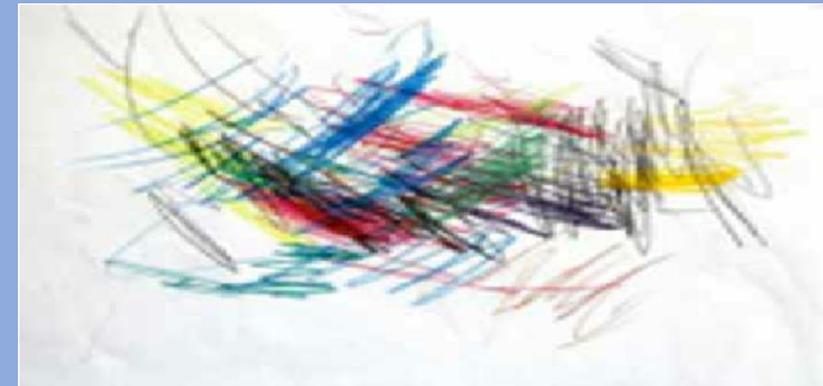
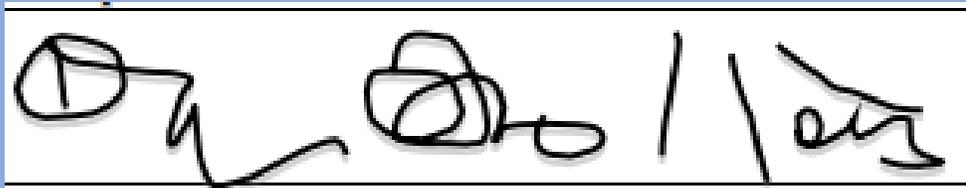
Dough Disco



Scribble Stage



- 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 - there won't be anything recognisable at this point.
- Giving meaning: Children will be able to tell you, when prompted, what each of these random marks actually mean.



Symbolic stage

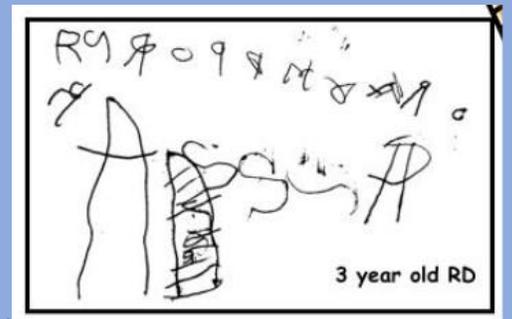
- Now the marks have an intended message. Perhaps there will be pictures (like smiley faces), and some random strokes intended to mimic writing. If you were to ask, then these marks would convey a basic message or idea like, “I am happy,” or, “I saw a rainbow,” etc.



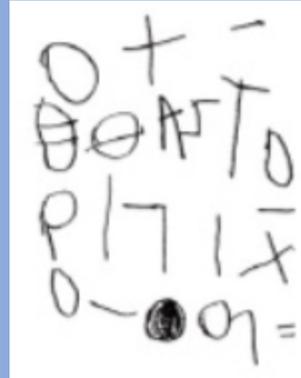
- Directional Scribble comes next, and this shows a lot more intent: The attempt to write will be written from left to right, usually in a linear place and pattern. Though there won't be actual words or letters involved (again, this is just a scribble), there will be some intentional message behind the marks.



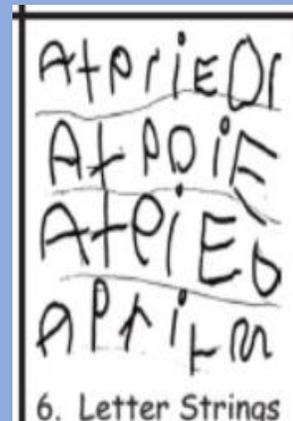
Emergent...



- Mock Letters: this stage of writing development is the child creating their own attempt at letters. They will often be symbolic, though sometimes a few numbers might make their way in. It won't be spaced out like normal writing, but it would be easy to notice this as an attempt to write.



- Strings of Letters: At this stage of learning to write, it's common to see actual letters make their way into your child's writing. At this point, they are starting to notice the written word around them, and so you'll see many random letters put together. They will often have no structure, may be written backwards, or perhaps you'll notice some coordinated letters like those from a name.

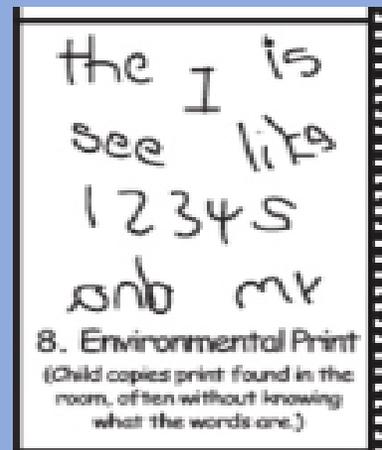


Environmental Print

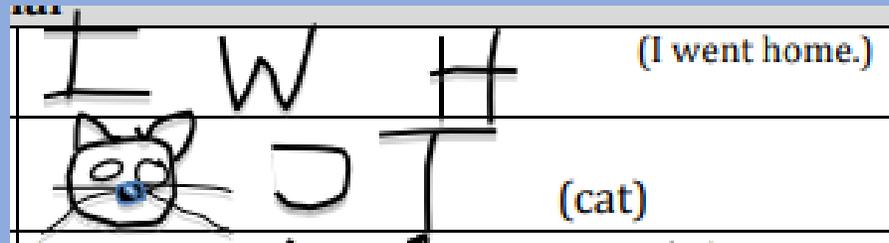
- Environmental Print:

This stage is all about copying what you see around you. Children are incredibly observant and at this stage of writing they will replicate words that they see around them regularly.

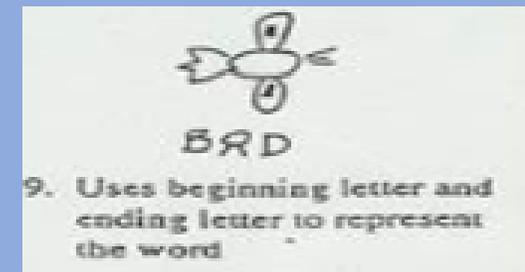
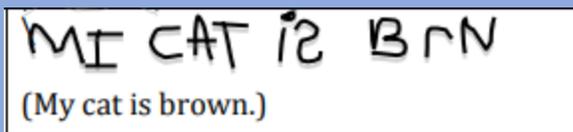
Letter reversals are common here, but children are picking up the way that letters interact to form a word.



Transitional



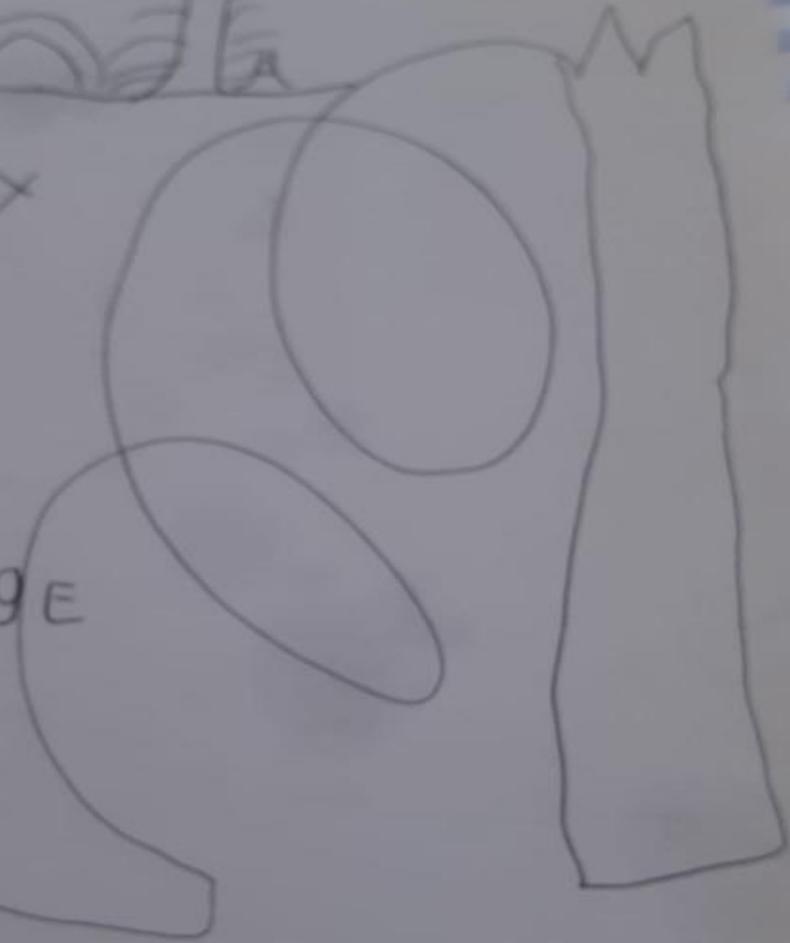
- Word Representation: Here you'll see children begin to use single letters to represent sounds, or whole words - "I W H" - "I went home".
- From here we develop into Letter Representation: Where a word might be represented by the first and last letter - "dg" - "dog".
- Medial Letter Sounds end the Transitional stage of writing: This is the stage that most people will begin to recognise as writing. Medial Letter Sounds take a crude spelling of a word based on the sounds that children can recognise. "Mi" - "My". Children recognise that certain letters make certain sounds and attempt to use them correctly.



Zia



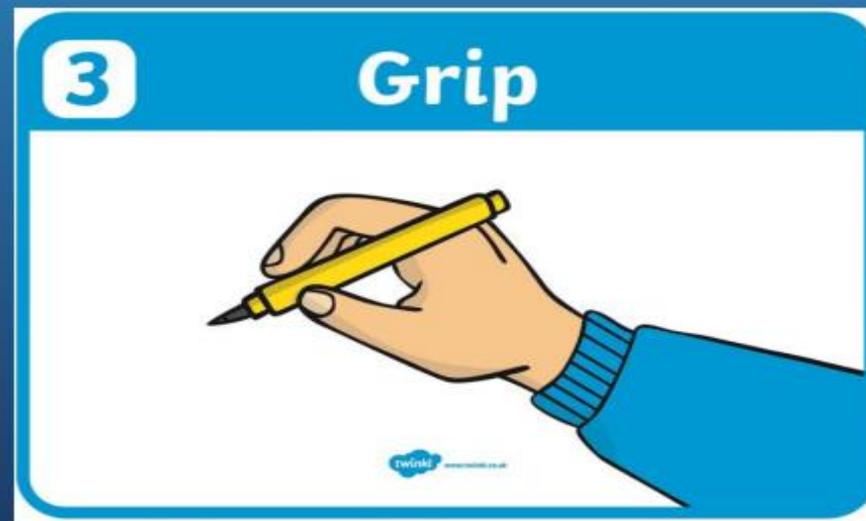
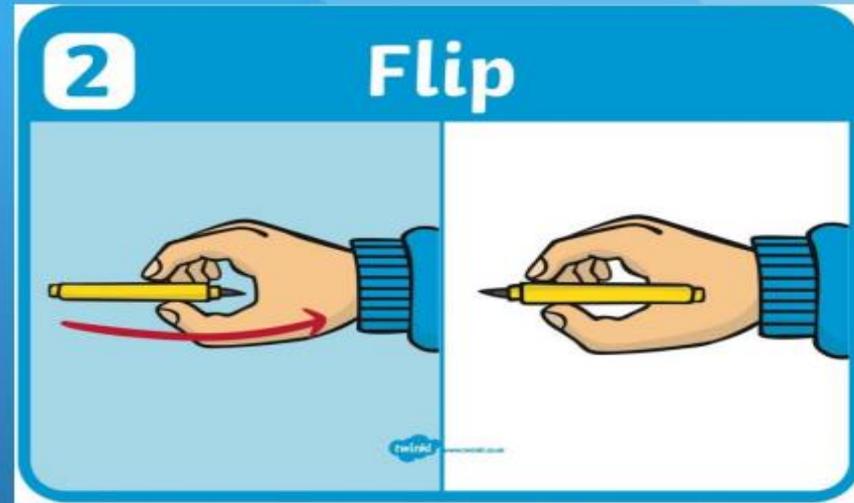
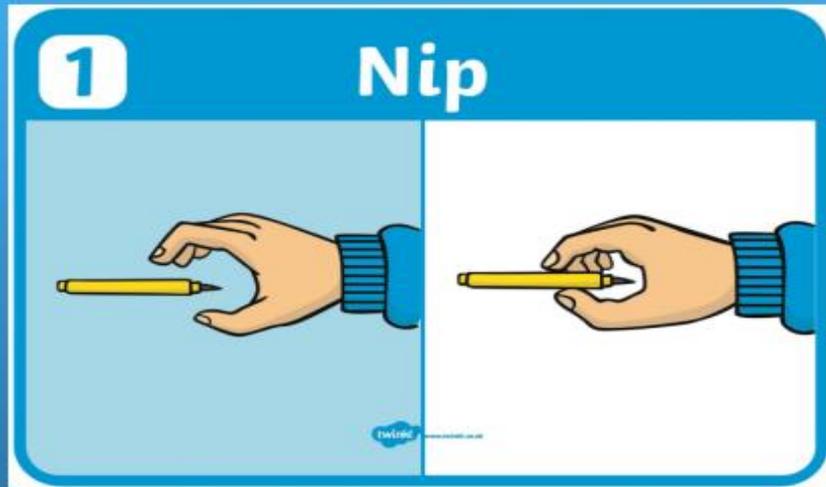
Grampy
did
go
over
a
bridge
and
they
found
treasure



Story writing.

(Grampy did go over the bridge and then they found treasure.)

How to support pencil grip.



Understanding how to write a sentence

There are many skills involved that we take for granted because we have been doing it for so long. But for the children it's all new, and there's a lot to learn:

Deciding what I want to say before I begin to write.

Remember what first word was - listen for sounds in the word, is it a word I already know?

Where to go when you reach the end of the line?

Did it make sense? Did I miss any words out?

Read the whole sentence, does it make sense?

Where to start writing?

Leave a space before I begin to write the next word, otherwise it will look like one big long word and nobody will be able to read it.

What shape is the letter I am writing?

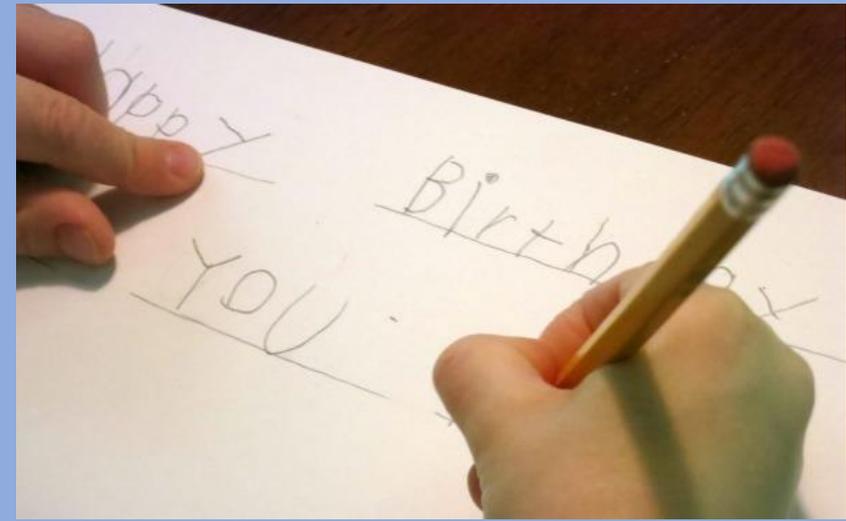
Say the sentence again - remember what I've already written, decide what is the next word is, listen for the sounds again

Put a full stop at the end.



Super Sentence Sessions

- We run these sessions two times a week
- The sentences develop over time from 3 words to longer
- The sentences we use include tricky words
- The sentences have a range of decodable words that the children can spell phonetically.



Super Sentence Clips...

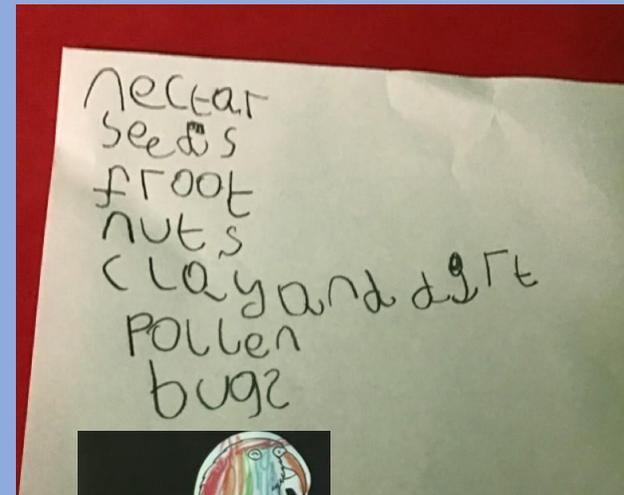
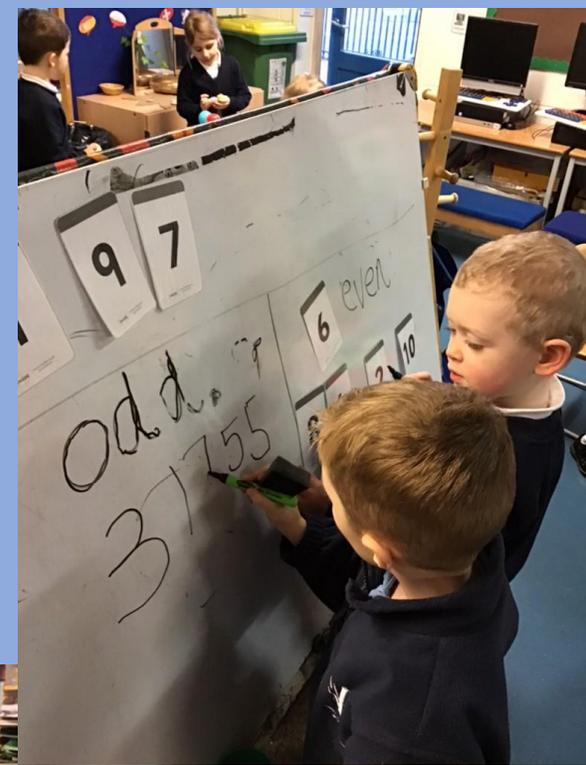
Seeing themselves as writers

- Imaginative writing - stories, poems and songs. We want children to become imaginative storytellers and eventually imaginative story writers. This is where imaginative play and sharing stories are invaluable.
- Children can't write stories if they don't hear stories. The more stories that children hear, then the more story book language they absorb - especially from traditional tales - phrases such as "once upon a time", "happily ever after" and expressions such as "burst into tears" instead of just "cried".



Seeing themselves as writers

- We want children to be able to write for a variety of purposes
- Functional writing: lists, letters, signs



Any Questions?

