

Developing Early Writing at Wheeler – Steps to Fluent Writers

Approx. age – area of school	1-2 years Little Treasures Yellow Room	2 years old Little Treasures Blue Room	3 years old Little Treasures Green Room	F1 3yrs Term 1	F1 3yrs Term 2+	F1 Term 3+	F2 Term 1/2	F2 Term 3 Getting Year 1 ready	Yr 1 Term 1
Our Goal for children	<p>Scribble and imitate adult.</p> <p>Make marks</p> <p>Show curiosity</p> <p>Imitate drawing vertical lines.</p> <p>Palmer-supinate grasp (fisted, with wrist turned towards body. Arm moves as a whole)</p>	<p>Digital-pronate grasp (5 fingers, elbow remains still while forearm moves as a solid unit).</p> <p>Stringing large beads.</p> <p>Turning single pages of a book.</p> <p>Painting with control (dots, lines, curved strokes)</p> <p>Pounds, squeezes and pulls playdough</p>	<p>Imitate vertical and horizontal lines.</p> <p>Copies a circle</p> <p>Imitates a cross</p> <p>Static tripod grip – held with 4 fingers. Wrist is held still while the hand moves as a unit.</p> <p>Finger gym</p> <p>Rolls (into a ball), pounds, squeezes and pulls playdough. Manipulates to create (e.g. snakes)</p> <p>Builds towers of blocks</p> <p>Uses non-dominant hand to assist and stabilise the use of objects</p> <p>Uses dominant hand for fine motor activities</p> <p>Uses non-dominant hand to assist and stabilise the use of objects</p>	<p>Imitate vertical and horizontal lines.</p> <p>Copies a circle</p> <p>Imitates a cross</p> <p>Tracing over lines - large</p> <p>Static tripod grip – held with 4 fingers. Wrist is held still while the hand moves as a unit (with support).</p> <p>Using scissors – snipping movement (around the edge of large shapes or snipping from long thin lengths)</p> <p>Rolls (into a ball), pounds, squeezes and pulls playdough. Manipulates to create (e.g. snakes).</p> <p>Builds towers of blocks.</p> <p>Uses dominant hand for fine motor activities</p> <p>Uses non-dominant hand to assist and stabilise the use of objects</p>	<p>Zig zag, wavy and horizontal lines</p> <p>Following a maze with a pencil – control</p> <p>Tracing lines – Trace on top of a thick horizontal line without going off the line much.</p> <p>Colouring Shapes - children should be able to colour grossly within the lines of simple shapes and forms.</p> <p>Using Scissors – cutting large pieces of paper, straight lines much. (With support)</p> <p>Static tripod grip – held with 4 fingers. Wrist is held still while the hand moves as a unit. (Independent)</p> <p>Tracing letters in name (with support)</p> <p>Uses dominant hand for mark making</p>	<p>Tracing letters in their name (independently)</p> <p>Copy letters in their name</p> <p>Use name cards to write some or all of name</p> <p>Scissors – cutting a continuous line</p> <p>Dynamic tripod grip (with support)</p>	<p>Write own name including capital letter</p> <p>Writes numbers 1-5</p> <p>Copies letters</p> <p>Forms letters using Little Wandle formation rhymes</p> <p>Dynamic tripod grip (independent)</p> <p>Scissors – cutting around simple shapes</p> <p>Writes CVC words</p> <p>Writes Phase 2 Tricky Words</p> <p>Writes simple phrases (2/3 words with finger spaces)</p> <p>Uses writing in play (emergent)</p>	<p>Writes simple sentence with capital letter, finger spaces and full stop (4+ words).</p> <p>Writes cvc, cvcc, ccvc and ccvcc words.</p> <p>Writes own surname.</p> <p>Writes numbers 6-10.</p> <p>Uses writing in play (using current phonics knowledge)</p>	<p>Writes simple sentences with capital letters, finger spaces and full stop.</p> <p>Writes simple sentence with capital letter, finger spaces and full stop, including an adjective or a conjunction.</p> <p>Handwriting is on the line with clear ascenders and descenders.</p> <p>Spells Phase 2 and 3 Tricky Words correctly, using word wall and Tricky Word mats for support.</p>
How we will develop this – direct adult led	Malleable equipment, soft to allow, encourage young children's use of fingers and hands to manipulate.	Demonstrate activities. Modelling. Hand over hand support. Hammering nails into boxes.	Demonstrate activities. Modelling. Hand over hand support.	Gross motor activities when children enter the classroom every day. Weekly adult led mark making activity- in continuous provision or group time. Daily phonics sessions focussing on phonological awareness. Term 1- All aspects.			Early identification of children for whom fine motor skills are an area for development through assessment of pencil grip and mark making (straight,	Daily name writing Daily taught handwriting sessions	Daily name writing – first and surname Daily handwriting linked to Little Wandle

	<p>Supervision on all adult led activities.</p> <p>Lots of modelling, hand over hand and repartition of activities.</p> <p>Nursery rhymes which encourage the use of fingers i.e. 1,2,3,4,5</p>	<p>Threading.</p> <p>Using tweezers to lift and move small objects.</p> <p>Activities that use hands and activities that use tools.</p> <p>Staff observation used to identify children who need extra support.</p> <p>Planning differentiated for different age and stage of development.</p>	<p>Hammering nails into boxes.</p> <p>Threading.</p> <p>Using tweezers to lift and move small objects.</p> <p>Activities that use hands and activities that use tools.</p> <p>Staff observation used to identify children who need extra support.</p> <p>Planning differentiated for different age and stage of development.</p> <p>Activate- use of gross motor skills</p>	<p>Term 2/3- Focus on phonemes- no introduction to the letters, just the sounds.</p> <p>Term 3- Weekly name writing practice, using Little Wandle phrases to aid formation.</p> <p>Half- termly assessment of fine motor- drawing a person and name writing. Focus on pencil grip.</p> <p>(The term the activities fall in will differ for different children due to having a termly intake.)</p>	<p>curved, zigzag and wavy lines).</p> <p>Term 1: Letter formation using Little Wandle rhymes. Taught during phonics session, practised on whiteboards immediately afterwards.</p> <p>Term 2: Handwriting developed through focussing on letter families</p> <p>Consolidating name writing, focussing on correct pencil grip and starting point/direction for each letter.</p>	<p>Dictated sentences weekly as part of phonics sessions.</p> <p>Weekly writing sessions – 1:1 or small group, dependent on need.</p>	<p>Once weekly handwriting lesson following school handwriting policy, focussing on specific letters and applying to word writing</p> <p>Daily writing activity during literacy lesson</p>
Continuous Provision	<p>Low furniture, to encourage young children to pull themselves up.</p> <p>Large toys which aid children's grasping and gripping skills.</p> <p>Small slide which helps young children to develop gross motor skill.</p> <p>Easel, with large 'chunky' crayons.</p> <p>Lots of pull along and push along toys to encourage young children's large movements.</p> <p>Also lots of 'cause and effect' toys, these require concentration and a high level of fine motor skills. i.e. using hands and then fingers to push/twist and prod</p>	<p>Easel, which has various media put out each day from paint to finger paints.</p> <p>Notebooks in the role play area.</p> <p>Mark making trolley available at all times.</p> <p>Whiteboards and dry wipe pens.</p> <p>Chalk boards.</p> <p>Mark making equipment in the sand.</p> <p>Malleable resources such as playdough and 'gloop'.</p> <p>Tools to use in these areas.</p> <p>Outside provision which includes:</p> <p>Chalk boards,</p> <p>Dry wipe boards,</p>	<p>Funky Fingers.</p> <p>Playdough.</p> <p>Left and right-handed pencil.</p> <p>Chunky pencil.</p> <p>Left and right-handed scissors.</p> <p>Threading.</p> <p>Writing table.</p> <p>High interest writing implements i.e. book, postcards and paper.</p> <p>Smaller equipment, which encourages children's finger use, hand eye and concentration.</p>	<p>Mark making materials- Table in this area and also an easel. Clipboards and whiteboards are also available if the children want to sit on the floor. Chunky and standard sized felt tips. Triangular pencils for both left/ right handed children. (These are also labelled and used in group.) Regular pencils, triangular crayons, wax crayons, whiteboard pens, paint brushes- wide/ narrow, chalk. A variety of different coloured paper, small cards, notebooks, diaries, notepads. Enhancements- sheets linked to the topic / area (shopping lists in the home corner etc.) Fine motor and colouring pages (changed based on theme. Challenge pages (adult led) linked to theme.</p> <p>Name cards are available for the children to select when they need them, name practice cards added in Spring.</p> <p>Fine motor activities that are available for the children to get out, these are also rotated and selected by staff weekly- linked to topic.</p> <p>Insert puzzles and jigsaws, threading, tweezers for sorting.</p> <p>Craft station- Scissors (some typical, some with hand over hand for training.) A variety of paper and craft resources- glue sticks, squeezezy PVA glue, pom poms, sequins, foam shapes (all small to enhance fine motor), dabbers.</p> <p>Playdough with a range of resources- cutters, rolling pins, slicers. Enhancements added based on theme such as black buttons and pipe cleaners during our Minibeast topic.</p> <p>Water/ sand/ gloop etc- rotated- Fine motor tools/ resources added.</p>	<p>Chunky triangular pencils available for children who need them.</p> <p>Fine motor activities linked to other areas of provision eg. Tearing paper in EAD, threading with fine laces and small holes, use of different sized cubes in maths and construction.</p> <p>Free access to a wide range of mark making materials including: chalk (fat/thin), markers (wide), felt tips (thin), wax crayons, pencil crayons, gel pens, paint brushes.</p> <p>Large rolls/sheets of paper, different sized/shaped/coloured paper, envelopes, notecards, greeting cards, diaries, notepads. These materials are available in all areas of the classroom.</p> <p>Specific writing activities set up in areas as challenges/stimuli.</p>	<p>Literacy based CP – reading & writing activities</p> <p>Fine motor opportunities – threading, cutting, pencil control, playdough, peg boards, loom bands, tracing.</p> <p>Slim pencils use is encouraged, with pencil grips used where necessary. Children have access to a wide range of mark making implements – pens/pencils of different sizes etc.</p>	

	switches in order for something to happen.	Writing corner, large sand pit and equipment which will strengthen children's use of fingers i.e. bucket and spade. Digging area, children encouraged to use hands as well as tools.				
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