

Every Child Is a
Writer:
Understanding &
Supporting Early
Writing



Tuesday 03/03/26 9:00-9:30am	Understanding early writing development	Mrs Tracey	-What early writing is -Fine motor and gross motor skills -Examples of real early writing stages	EYFS KS1
Tuesday 10/03/24 9:00-9:30am	Writing strategies at home	Mrs Tracey	-How to encourage talk before writing -Modelling writing in everyday life -Phonics in writing — what “using sounds” looks like -Creating a writing-friendly home environment	EYFS KS1
Tuesday 17/03/26 9:00-9:30am	Writing in the classroom- parent child workshop	Mrs Tracey Miss Robinson	- Writing at <u>Essendine</u> - Visit classes and work with your child	EYFS KS1

“What counts as writing?”

- Drawing pictures and talking about them
- Making marks with crayons, paint, chalk or sticks
- Scribbles (even if they look random!)
- Lines, circles, zig-zags and shapes
- Pretending to write in role play (e.g. writing a shopping list)
- Giving meaning to marks (“This says mummy”)



How do children become writers?

- Motivation – wanting to have a go
- Communication – speech and language
- Imaginative skills – role play and storytelling
- Physical skills – fine and gross motor skills, handwriting
- Literacy skills -phonics, spelling and grammar
- Purpose and audience – reasons for mark making and writing

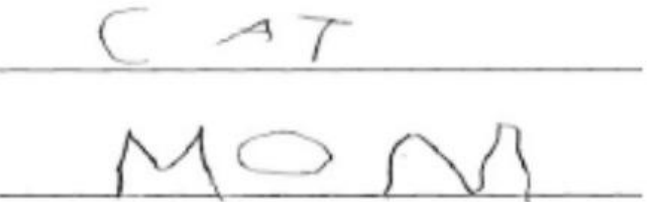


Emergent Writing

- Emergent writing is young children's first attempts at the writing process. Children as young as 2 years old begin to imitate the act of writing by creating drawings and symbolic markings that represent their thoughts and ideas



Drawing	Drawings that represent writing	
Scribbling	Marks or scribbles the child intends to be writing	
Wavy scribbles or mock handwriting	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	
Letter-like forms or mock letters	Letters and marks that resemble letter-like shapes	
	Strings of letters that do not create	

Transitional writing	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	
Invented or phonetic spelling	Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word	
Beginning word and phrase writing	Words with beginning, middle, and ending letter sounds; short phrases	
Conventional spelling and sentence writing	Correct spelling of words, generally the child's name and words such as <i>mom</i> and <i>dad</i> ; sentences with punctuation and correct use of uppercase and lowercase letters	

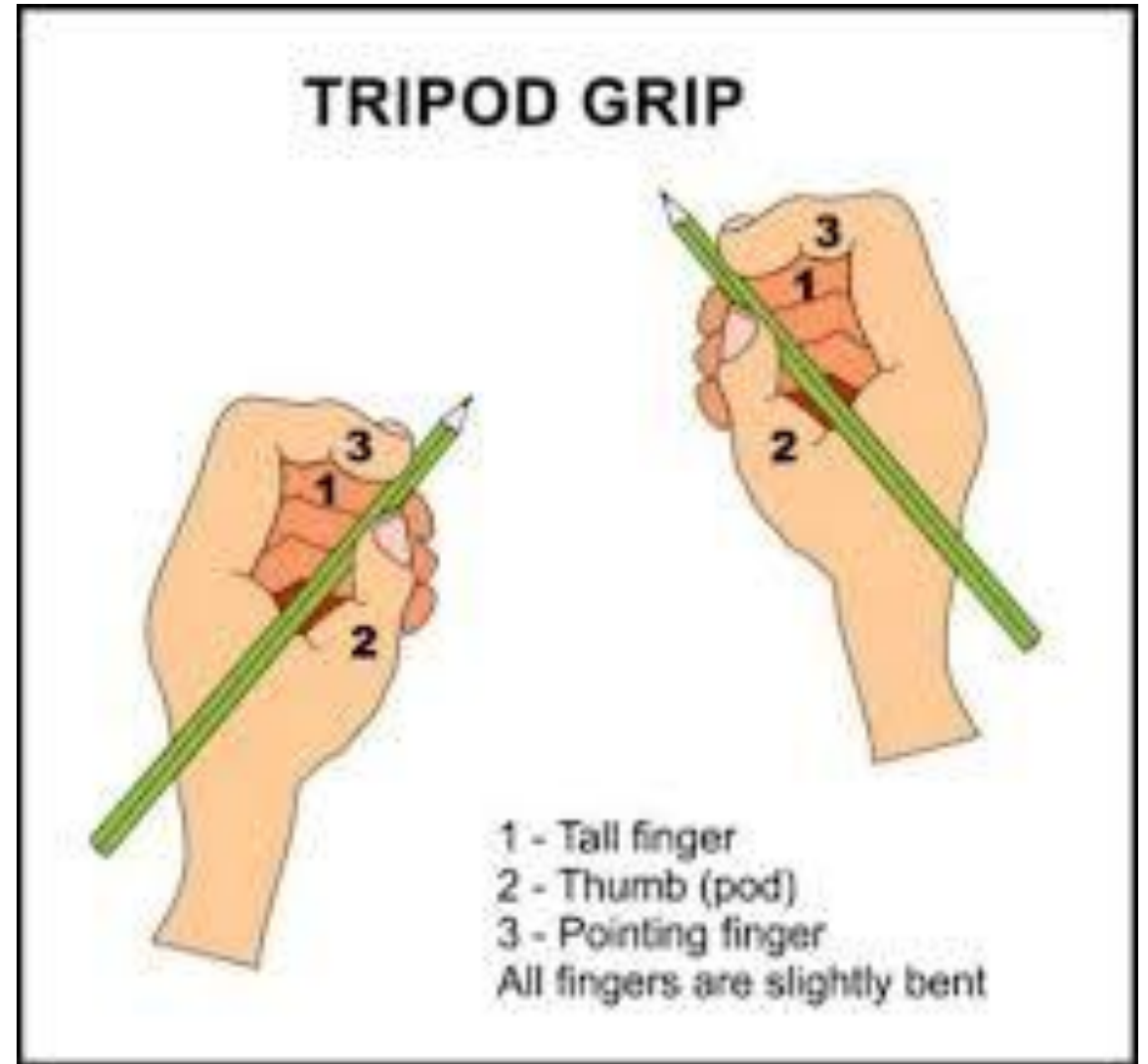
Stages of writing | 16-26 months

- Make connections between their movements and the marks they make.
- Build a tower with blocks.



Stages of writing | 22-36 months

- Show control in using mark making tools.
- Begin to use the tripod grip.
- Imitates drawing simple shapes such as circle and lines.
- May be showing preference for dominant hand.
- Distinguishes between marks they make.



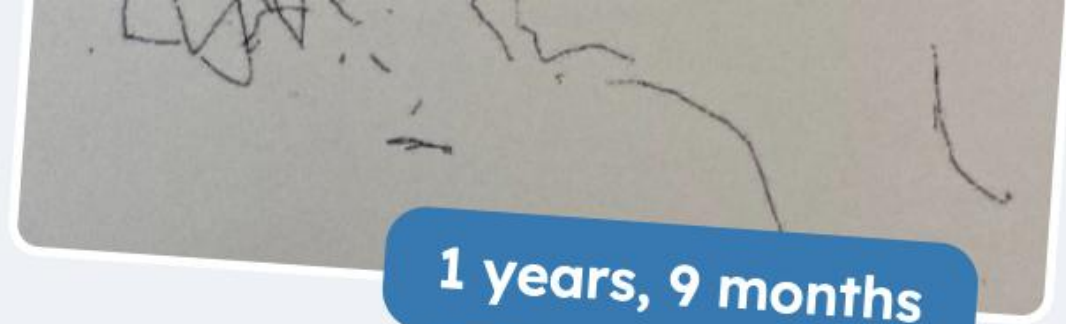
Choose a pattern to draw





2 years, 7 months

Variety of marks...
dabbing, rotation, vertical..
Changes implements.
No meaning attached.



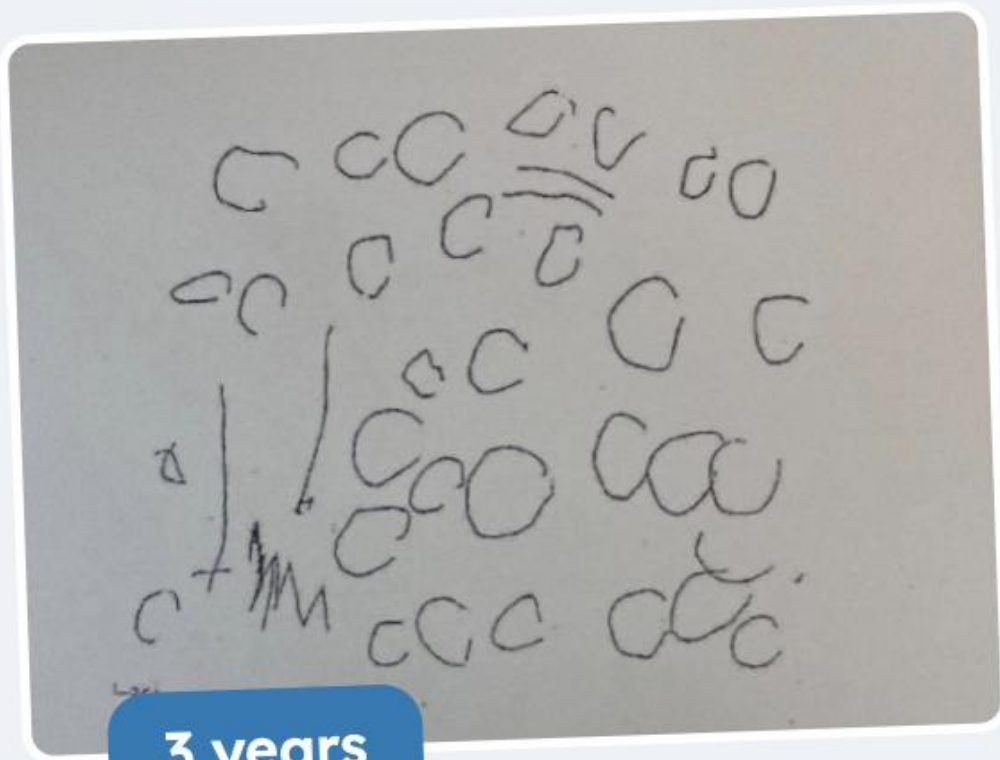
1 years, 9 months



2 years, 8 months

Stages of writing | 30-50 months

- Sometimes gives meanings to marks as they draw and paint.
- Draws lines and circles using gross motor movements.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Can copy some letters e.g. letters from their name.



3 years

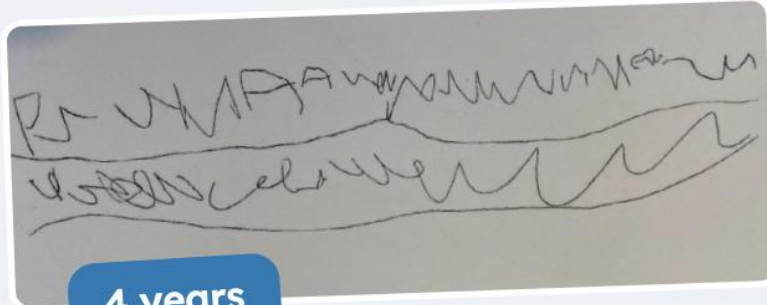


3 years, 7 months

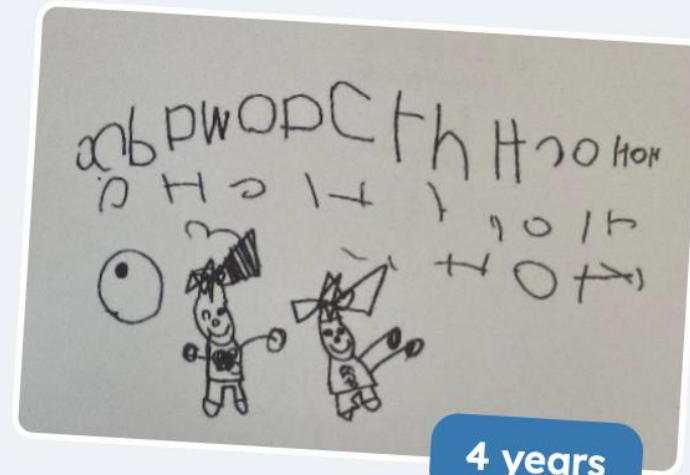
More define mark making- clear purpose and meaning 'My name and some fireworks'.

Stages of writing | 40-60 months

- 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.
- Gives meaning to marks they make as they draw, write and paint.
- Writes own name and other things such as labels or captions.
- Attempts to write short sentences in meaningful contexts.



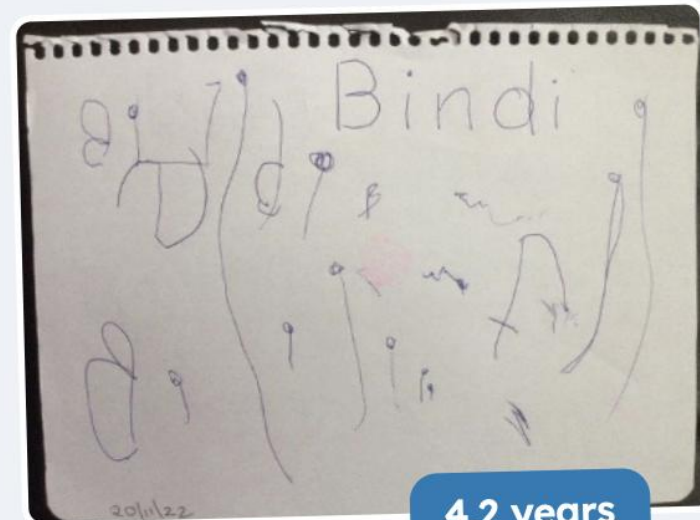
4 years



4 years



4 years, 1 months



4.2 years

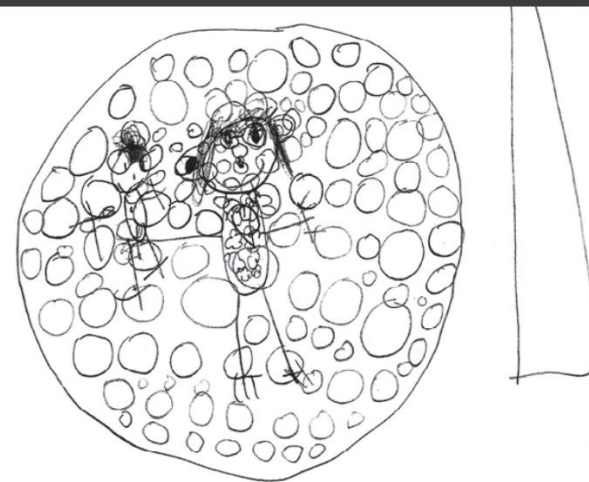
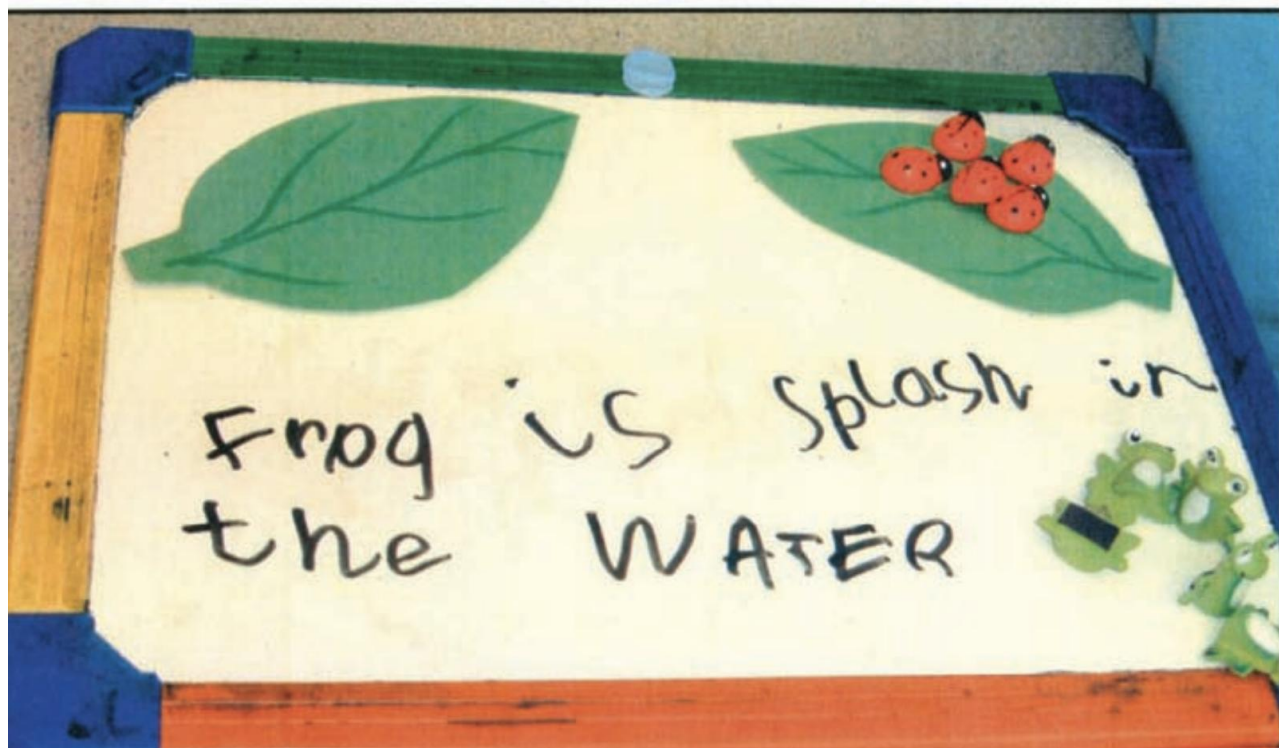
Drawing develops, letter strings evident

By the time they leave reception....

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.



pleze doant
BRak the
cagle



On saturday I
Went to the
metrodoam.

Radial Cross Palmer



0-2 years

Pencil positioned across palm held with a fisted hand.

Palmer Supinate



1-2 years

Pencil held like a dagger.

Inter-Digital Brace



The pencil is held between the fingers of the hand.

Thumb Tuck Grasp



The thumb is tucked under the first three fingers or wrapped around them.

Digital Pronate Grasp



2-3 years

All fingers hold the pencil and the palm faces down towards the page.

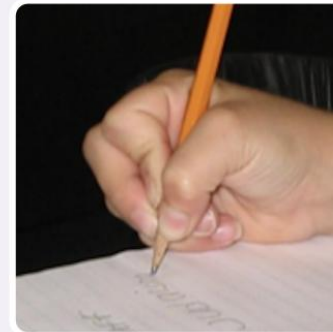
Four Finger Grasp



3-4 years

Four fingers are held on the pencil beginning to form the arc between the thumb and index finger (web space).

Key or Lateral Pinch Grasp



This grasp has the thumb positioned across the index finger closing the web space between the fingers.

Hyperextended Index Finger



Tripod grasp where the index finger is extended too far at the DIP (distal interphalangeal joint) due to excessive pressure.

Year 1 – The year of the sentence

- leaving spaces between words
- joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Year 2

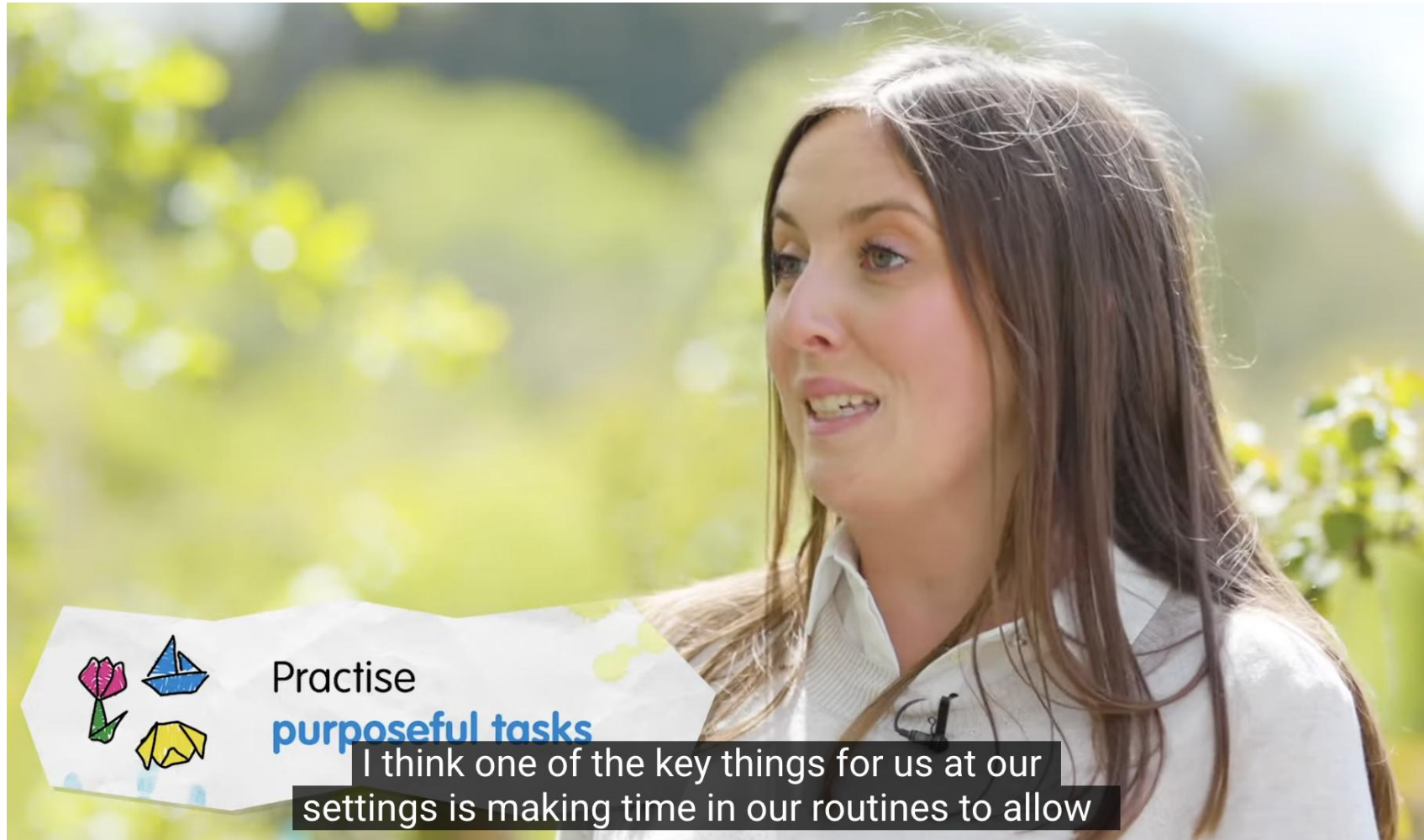
Yesterday we went to bishops Wood to look for mini-beasts. First we had a ^{snack} ~~snack~~. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly positions party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a nest. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} ~~It~~ was really dark in the attic and there were very deep holes in the floor. Just then some thing caught his eye. ^{It} ~~It~~ was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver one which had wires in it. ^{Soon} ~~Soon~~ he had opened all of them.

Fine motor ideas

<https://www.youtube.com/watch?v=uR2tmJ60vNg>



Words For Life Resource



<https://wordsforlife.org.uk/>

Learn and play

How old is your child?

0-6 months

[View Activities >](#)

6-12 months

[View Activities >](#)

1-2 years

[View Activities >](#)

3-4 years

[View Activities >](#)

5-8 years

[View Activities >](#)

9-12 years

[View Activities >](#)



Milestones by three years old

[Read now](#)



Milestones for 4-year-olds

[Read now](#)



Sharing stories together

[Read now](#)

Next session

- Look at practical ways to help children become writers
- Have a go at tasks you can easily set up at home
- Look at how to model writing to children