

Writing in the early years

A workshop for parents of children in FS1 and FS2.

30th April 2024

What does writing look like in the beginning?

- ▶ Before we learn to write there is a whole world of experience that a young child will go through long before they actually ‘write’ letters, words or sentences.
- ▶ Gross motor skills are the beginning of writing, without being able to move our shoulders, arms and wrists we would not develop the muscles needed to write. We need a level of core body strength in order to hold ourselves upright enough to write.
- ▶ Fine motor skills are developed by playing with playdough, using tweezers, using scissors, paint brushes, felt pens and pencils. Anything that allows children use their hand especially the thumb and first finger will help develop their fine motor control.

Nursery / FS1

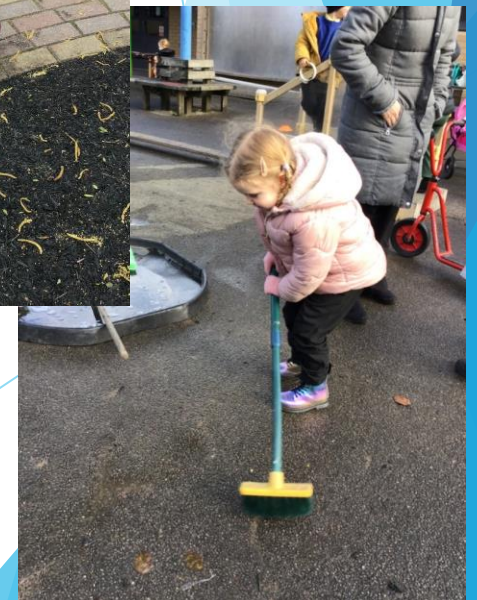
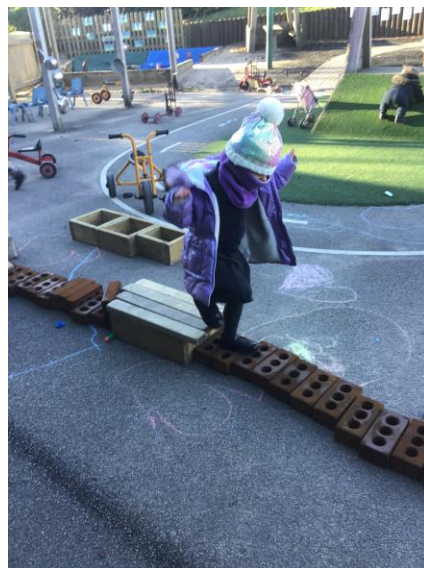
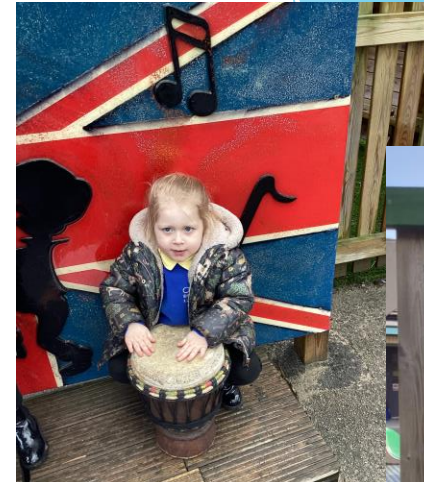
Children in nursery need lots of opportunities to develop their gross and fine motor skills ready for writing later on. This early work is vital to the success of a child in writing. Towards the end of their time in nursery, the children will learn to write their name. It is important that we try to encourage the children to form the letters correctly right from the beginning. They can hold their pen/pencil however is the most comfortable. Correct pencil grip is taught in FS2.

FS1 is all about the children building their core strength to be able to sit, developing their listening and attention skills for more formal learning in FS2 and strengthening their muscles in their body and then their hands in order to hold a pencil and make marks.

Here are some examples of gross and fine motor skills, just from the last term...

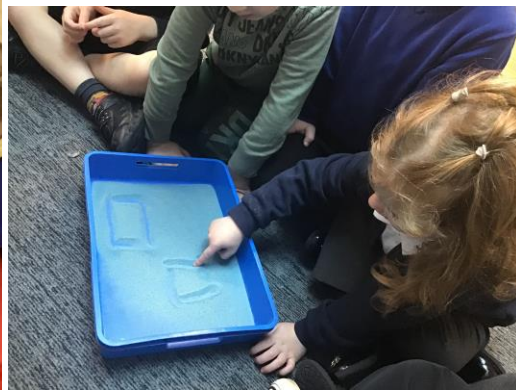
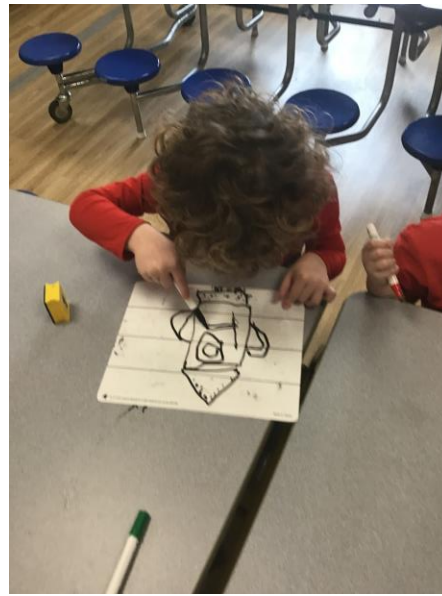
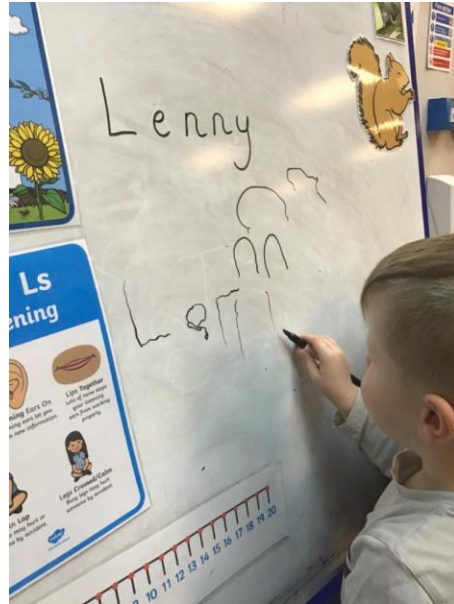
Nursery / FS1

Some examples of gross motor activities



Nursery / FS1

Some examples of fine motor activities

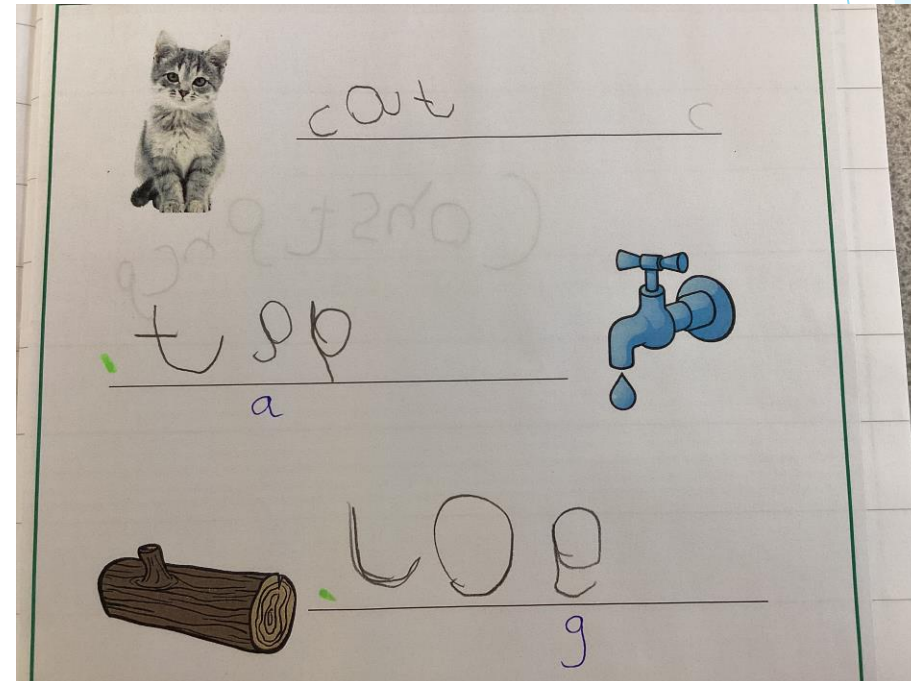
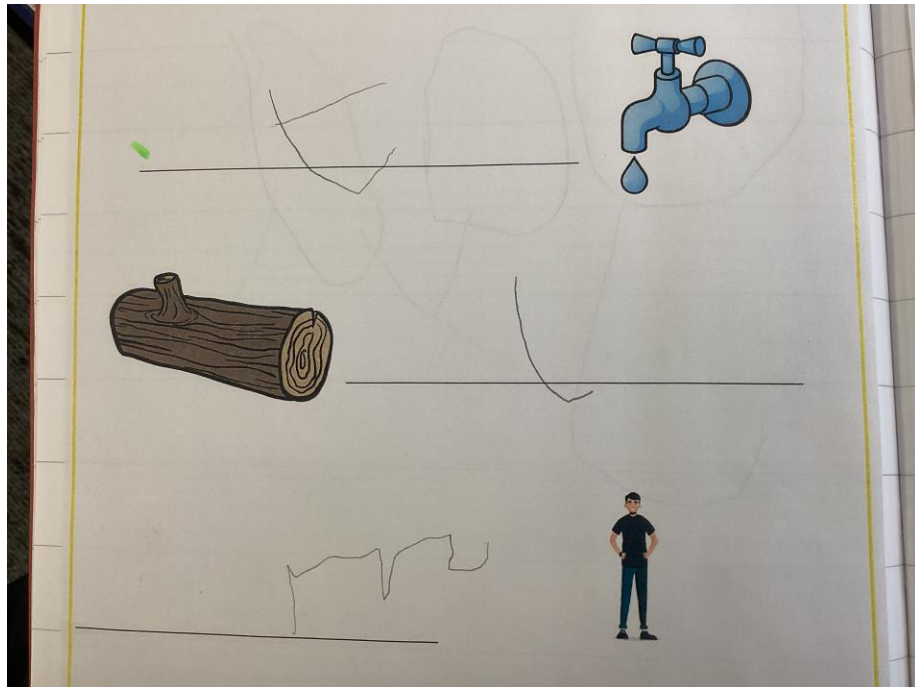


Reception / FS2

- ▶ As children enter school their fine motor skills are still developing and we continue to provide activities that will support this development. We have opportunities to use small tools such as scissors, pencils and paint brushes.
- ▶ We work first on writing our first name. We use a capital for the first letter of a name and all the other letters in a name are lowercase, e.g. Harry.
- ▶ Then we move onto writing simple letters / words to label a picture.
- ▶ We aim to be able to write simple sentences independently by the end of reception.


Phonics and Spelling

- ▶ Children begin to write using the sounds they can hear in a word.
- ▶ We write letters then words to match a picture.



We are looking to be able to write simple sentences independently by the end of reception.

The tiger who came to tea



It is a milk van.

I can see a good one
unicorn

ohh

Handwriting

- ▶ Forming letters correctly is important as in the long term this will allow a child to write quickly and with ease. It is the foundation of all the work that a child does further up school.
- ▶ We teach children to form the letters using little rhymes to help them.



S

Formation phrase

Down the snake from head to tail.



a

Around the astronaut's helmet and
down into space.

How can you help at home.

- ▶ Get your child to play with play dough, it's great for working the muscles in little hands.
- ▶ Get painting - with water outside or with paints inside on large pieces of paper.
- ▶ Get your child to make marks - on paper, tarmac, chalkboards. Anywhere!
- ▶ Encourage your child to use scissors to cut paper, supervise them while they use the scissors.
- ▶ Support your child to learn to write their name.
- ▶ Support your child to hear the sounds in words as they want to write them.

Thank you for coming
tonight.

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in the upper half of the frame against a plain white background.