

Our Vision: *“To make learning utterly irresistible for all pupils and staff at Binfield C.E. Primary School.”*



21st October 2021

Supporting your Child's Fine Motor development and Writing in Reception


Dear Parents and Carers,

Before children start their writing journey, they need to prepare their bodies and hands to ensure their muscles are ready. This begins with their core strength, which is built during gross motor activities (eg running, crawling, climbing, ball skills). Once these skills are mastered and practised, the children are then able to sit at a table to prepare themselves for writing. This can take many forms, playing with and moulding playdoh, cutting out pictures/shapes, threading, using tweezers etc. Revisiting all the above pre-writing skills throughout the year will continue to support your child's hand strength for writing. We offer many of these opportunities throughout the school day in our continuous provision, however the children will benefit from additional support at home too!

We have put together a variety of gross and fine motor activities to help you support your child at home.

Gross Motor	Fine Motor
<ul style="list-style-type: none"> • Learning to ride a scooter or bike • Climbing a tree or climbing frame at the park • Kicking a ball or playing catch • Learn to skip with a skipping rope • Create or complete an obstacle course • Hopping on one foot • Jumping over something (eg a line, small object) 	<ul style="list-style-type: none"> • Play or mould with playdough • Cooking (stirring/mixing/rolling) • Help hang up the washing using pegs • Thread pasta/buttons • Learn to do and undo buttons/zips • Getting themselves dressed and undressed • Practise using children's sized scissors • Colouring in, focusing on keeping in the lines • Encourage your child to use a fork and knife together at meal times • Make marks / practise letter formation in paint, flour, shaving foam, rice etc

Once your child has these pre-writing skills, they will pick up the writing part with a lot more confidence. Please see below a typical journey of a child's writing development (by Heidi Song). By the end of the Autumn term we would be expecting to see the children forming letters correctly and applying their phonic knowledge to their writing (eg writing initial sounds and simple words). To give you an idea, using the chart below we would be looking at the boxes 5-10.

HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcanr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play withf the white board and the shapes and I won to play with my feh (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and Thay got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

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We hope this information is helpful, as always if you have any questions please do not hesitate to speak to one of the Reception team.

Kind regards

Mrs Gogarty and Mrs Thompson