Physical Development and Writing
Prerequisites for writing

Control

• opportunities for large movements (clockwise/anticlockwise, vertical up and down, curved, zig-zag)

• Dough Gym and Funky Fingers (Alistair Brice Clegg)
Funky Finger Activities

Gross motor

Elbow pivots

Shoulder pivots

Wrist pivots
Funky Finger Activities - notes for following slide

**Pincer grasp or grip** - Pick up small items using the thumb and index finger.

**Palm arches** - There are several arches within the palm of your hand that enable the hand to grasp a range of different objects of various sizes and shapes. These arches direct the skilled movement of your fingers and control the power of your grasp. Your palm arches are directly related to your ability to manipulate a mark making implement (like a pencil or paint brush).

**In-hand manipulation** - Move and position objects within one hand without the assistance of the other hand.
Funky Finger Activities

Fine Motor (hand, knuckle and finger pivots)

Pincer grasp  Palm arches  In hand manipulation
Thumb opposition - Ability to turn and rotate the thumb so that it can touch each fingertip of the same hand.

Finger isolation - Move each finger one at a time. It is the mechanism that will allow children to hold and manipulate a pencil or a paintbrush as well as tie laces, push buttons and a host of other everyday essential skills.
Funky Finger Activities

Fine Motor (hand, knuckle and finger pivots)

Thumb opposition

Finger isolation
Knuckle, PIP and DIP joints - The knuckle is usually very flexible and used for grabbing, raking and also in pencil grips like palmer supinate.

The **PIP joint** (Proximal Interphalangeal Joint) is used for all major grips and finger manipulations.

The **DIP joint** (Distal Interphalangeal Joint) is the one that you need to be able to manipulate well to support a tripod grip. To develop this joint you need to work with things that are small and fiddly and malleable materials that give a high level of resistance.
Bilateral co-ordination - co-ordinate both sides of the body at the same time in a controlled way. Using both sides to do the same thing, like pushing open a door or jumping into a puddle. Alternating movements when both sides of the body are doing the same thing but not at the same time. E.g. walking.

The most complex level of bilateral co-ordination is where the body has to do two completely different movements on each side, but at the same time. E.g. cutting with scissors while holding and controlling the paper with the other hand.

Hand/eye co-ordination - (Visual Motor Integration) Ability to control hand movement guided by vision.
Funky Finger Activities

Fine Motor (hand, knuckle and finger pivots)

Knuckle, PIP and DIP joints

Hand/eye co-ordination

Bilateral co-ordination

DIP joint

Distal phalanx

Middle phalanx

Proximal phalanx

PIP joint
Funky Finger Activities

Dough gym
Prerequisites for writing - notes for following slide

Stage 1: Shoulder Pivot  Grip: Palm/Palmer/Palmer Supinate ('Palmer' - from the use of the palm 'Supinate' - turning the palm upwards 'Grasp' - grip)

Stage 2: Elbow Pivot (emergent or advanced)  Grip: Palm (Often when the elbow pivot is developing, the wrist stays quite stiff and the grip is still palmer supinate.)

Stage 3: Wrist Pivot  Grip: Usually palm, but probably about to change!

Often with a wrist pivot comes a change in a child’s grip from palmer supinate to digital pronate. ('Digital' - digit meaning finger 'Pronate' - grasp with the palm turned down)
Prerequisites for writing

- **Grip**
  
  **Palmer supinate**
  
  **Digital pronate**

  **Four fingers grasp**

  **Dynamic tripod**
Prerequisites for writing

• Grip

Tripod Grip

1 - Tall Finger (side)
2 - Thumb (pad)
3 - Pointing Finger (tip)
All fingers are slightly bent.
Prerequisites for writing

• **Formation** – letter formation using gross motor skills (in the air, chalks, magic paint, sand/glitter)

• **Sequence of movements** – Handwriting families
  • **c shape**: c a g d o q
  • **n shape**: p b n h m
  • **L shape**: l i t u v w y
  • **left-over shapes**: e f j k r s x z
The benefits of teaching cursive script are...

• It helps children’s writing to be clear, fluent legible and fast.
• Having a lead in and out stroke avoids confusion about where to begin letter formation.
• Children learn how to join their writing straight away.
• The pencil does not often need to be lifted from the page – this reinforces phonic and spelling patterns.
The developmental stages of writing
Drawing – notes for following slide

• Uses drawing to stand for writing
• Believes that drawings/writing is communication of a purposeful message
• Read their drawings as if there were writing on them

Text adapted from the work of Richard Gentry and the “Conventions of Writing Developmental Scale.” The Wright Group.

Text and pictures adapted from Sowams school curriculum seminars

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Drawing

Sowams school curriculum seminars
Scribbling – notes for following slide

- Scribbling looks like random assortment of marks on a child’s paper
- Sometimes the marks are large, circular and random and resemble drawing
- Although the marks do not resemble print, they are significant because the young writer uses them to show ideas
Scribbling
• Letter-like forms emerge, sometimes randomly placed and are interspersed with numbers
• Shapes in writing resemble letters but shapes not actually letters
• The children can tell about their own drawings or writings. In this stage spacing is rarely present
Letter-like symbols

$$bcz \quad 0.028$$
Children write some legible letters that tell us they know more about writing.

These are long strings of letters in random order.

Use letter sequences perhaps learned from his/her name.

Children are developing awareness of the sound-to-symbol relationship, although they are not matching most sounds.

May write the same letters in many ways.

Children usually write in capital letters and have not yet begun spacing.
Strings of letters

CHPPDDDPE3dP4
NC rm < 02 +a/
At this stage children begin to see the differences between a letter and a word, but they may not use spacing between words.

Their message makes sense and matches the picture, especially when they choose the topic.
Beginning sounds emerge

I HAS

(I have a sister.)
Consonants represent words - notes for following slide

- Children begin to leave spaces between their words and many often mix upper and lower case letters in their writing
- Usually they write sentences that tell ideas
Consonants represent words

I see the sci

(We went to the store.)

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Children in this phase may spell correctly some sight words, siblings’ names, and environmental print, but other words are spelled the way they sound.

Their writing is readable.
Initial, middle and final sounds

This pumk'n

is min

My ni's dres
Transitional phases - notes for following slide

This writing is readable and approaches conventional spelling. The writing is interspersed with words that are in standard form and have standard letter patterns.
Transitional phases

One day I saw my Friid it was Israel and Antonio and They got lost I sad them. The end

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Standard spelling - notes for following slide

• Children in this phase can spell most words correctly and are developing an understanding of root words, compound words, and contractions
• This understanding helps students spell similar words
Once upon a time a dog named Rags got lost in the woods. All of the people looked for him. After a while he found his way home again. His family was very happy.
End of year ELG expectation

- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some common irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Phonics and Reading
Why do we teach phonics?

Phonics is recommended as the first strategy that children should be taught in helping them learn to read.

It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading.
Key vocabulary

• **Phoneme**- the sound
• **Grapheme**- the letter or letters that make the sound.
• **Digraph**- 2 letters that make 1 sound. For example ‘ee’ meet
• **Trigraph**- 3 letters that make 1 sound. For example ‘igh’ night
• **Blending**- being able to push all of the sounds together to read a word.
• **Segmenting**- breaking down a word to hear all of the sounds.
What is phonics? - notes for following slide

• **Grapheme phoneme correspondences** This simply means that they are taught all the phonemes in the English language and ways of writing them down.

• **Blending** This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is.

• **Segmenting** This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.
What is phonics?

Words are made up from small units of sound called phonemes.

Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words.

There are three main elements to phonics:
• Grapheme phoneme correspondences
• Blending
• Segmenting
How do we teach phonics?

• We teach phonics in the order of letters and sounds. This teaches the children the most common sounds first so that we can begin to blend to read and segment to write lots of words from the beginning.

• For single sounds we use the Jolly Phonics actions and songs
  – Jolly Phonics Songs on youtube
• https://www.youtube.com/watch?v=COJdn6sbbsk

• For digraphs and trigraphs we use read write inc. cards and rhymes as this links to learning in year 1 and 2 when the children are taught alternatives.
Phonics at home

• Recognition
The first thing to support your child with is Grapheme phoneme correspondences. This means that they can say the correct sound when they look at the letters.

• Blending
Once your child can recognise and say the correct sounds they should begin to practise blending with these sounds. This can be practised through reading books but also through word games.

• Segmenting
You can also practise segmenting. Children could practise breaking down the words verbally or even have a go at writing words, lists or sentences. If children find this tricky you could play games where you segment words through games.

If you ever need support with new ideas and ways to support your child please talk to their class teacher. We are always happy to help ☺️
Children work their way through the colour levels. To move onto the next colour level, teachers must check they know a set number of phase words (teddy bear words) and that they can blend using a set number of phonemes. Children also need to show an understanding of what they have been reading by answering some comprehension questions which get more difficult as the children move through the colour levels.

We expect children to be able to read 80% of the words in the book level they are on in order for them to be able to answer questions and show understanding as well as ensuring we don’t knock their confidence by giving them books that are too difficult.
Reading in school

• We teach children to read through daily phonics sessions, daily guided reading sessions and they have a chance to practise their skills by reading to an adult in school. This could be the teacher, LSA or a volunteer.

• During guided reading sessions the children are focused on a set objective. Children are asked a range of questions to show their understanding.
Reading at home

• We advise that children read a little at home each day (this doesn’t have to be a whole reading book).

• Practising blending skills and recognition of phase words is important. When your child becomes more fluent with a book they are reading begin to ask them questions to show their understanding.
Question types.

**Literal (On the surface)**
- What colour hair did Sam have?
- What did the owners say?
- When is the best time of year to visit Canada?
- Where did Sid go?
- How old was Phil's dog?
- Which foods provide protein?

**Deductive inference (Between the lines)**
- How do we know that Sid is a clever cat?
- How do we know that Em is angry?
- What do you think the 'deathly black ink' that is in the sea actually is?
- Do we know why Sam is feeling sick?
- Why would July be a bad time to visit India?

**Inductive inference (Beyond the text)**
- Do you think the vet did the right thing? Why?
- How do you think the 'Black ink' got into the sea?
- Why might Em have been offended?
- Why do you think Phil pretended he broke the vase?
- Why do you think obesity has increased in young people?
• When your child moves a colour level they will receive a reading certificate and a blurb about some of the things to practise.
Pink A Level

Expectations

- Children are beginning to blend the sounds together to read 2 letter and 3 letter words such as it, up, in, and sit.
- Children are beginning to recognise some of the phase 2 words.
- Children know that we read words and sentences from left to right.

Phase 2a Words

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Tips

When reading pink level books with your child encourage them to point to each sound in a word and say it out loud. You may need to show them how to blend the letters together to read the word.
ENJOY READING!

We also want to ensure children are enjoying books and are reading for pleasure rather than seeing it as just a homework activity. Please continue sharing stories with your children and try to make reading an enjoyable experience.
End of year expectations

• At the end of the year children are expected to be on blue level.

• This requires them to know and be able to blend 53 phonemes and to be able to read 56 phase words (teddy bear words).

• The reading early learning goal is:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.