Early writing at Stocksbridge Nursery Infant School

Pre Writing Skills

Children will be able to:

- Control their breath
- Suck and make an elongated 'blow' threw their lips (not spitting)
- Make a range of vocal sounds
- Reach for objects without falling over - Motor planning and special awareness
- Use a firm grip with their fist (hold an object tightly).
- Move hands in a variety of ways
- Copy facial expressions with their tongue.
- Watch an adult moving and track them with your body and finger
- Use a range of tools and know that they have a purpose (e.g. scissors, pens, chalk)
- Sit still and hold their body weight up
- Use words to communicate. Understand that words have meaning and purpose
- Mark-make with tools (pencils, pens, crayons etc.)
- Name their marks; for example, a line is made, "that's me"

Writing Progression

- **THE CHILD GIVES MEANING TO MARKS AS THEY DRAW WRITE AND PAINT**.
  They choose what to mark make with and can tell you what the marks are of.

- **THE CHILD USES SOME CLEARLY IDENTIFIABLE LETTERS TO COMMUNICATE MEANING**
  The letters that the child produces may be familiar from his or her own name. They talk about what they have written. There is often no sound/symbol match at this stage.

- **THE CHILD REPRESENTS SOME SOUNDS CORRECTLY AND IN SEQUENCE**.
  They attempt to write words including some appropriate letters.

- **THE CHILD WRITES THEIR OWN NAME AND OTHER WORDS FROM MEMORY INCLUDING SOME TRICKY HIGH FREQUENCY WORDS.**
  They can write his or her first name as well as some other words. These may be key words that are important to him or her such as 'mum' 'dad' 'cat' and perhaps the names of other family members.

- **THE CHILD USES A PENCIL AND HOLDS IT EFFECTIVELY TO FORM RECOGNISABLE LETTERS, MOST OF WHICH ARE CORRECTLY FORMED.**

- **THE CHILD USES PHONIC KNOWLEDGE (SOUNDS) TO WRITE WORDS IN WAYS THAT MATCH THEIR SPOKEN SOUNDS**.
  Their efforts show a good knowledge of sounds when he or she writes simple regular words (e.g. stop, frog, tent) and particularly when he or she attempts to write more complex words (e.g. light, blue)

- **THE CHILD WRITES LABELS, CAPTIONS AND SIMPLE SENTENCES THAT CAN BE READ BY THEMSELVES AND OTHERS**.
  They can write simple sentences, sometimes using capital letters and full stops.

- **THE CHILD COMMUNICATES MEANING THROUGH PHRASES AND SIMPLE SENTENCES. THEY USE SOME PUNCTUATION CONSISTENTLY.**
  They attempt to write in a variety of forms using an appropriate range of vocabulary. The text is readable, as the words are either spelt correctly or are phonetically plausible . Letters are reasonably consistent in size and spacing between words is generally consistent. What is written makes sense and there is some consistency in the use of capital letters and full stops. The writing makes imaginative use of words and expressions.

- **THE CHILD ATTEMPTS WRITING FOR A VARIETY OF PURPOSES, USING FEATURES OF DIFFERENT FORMS**.
  They write for a range of purposes, for example writing a shopping list, a doctor's prescription, instructions for playing a game or a letter to Father Christmas. They may also write stories. Features of different forms such as lists or labels are evident.