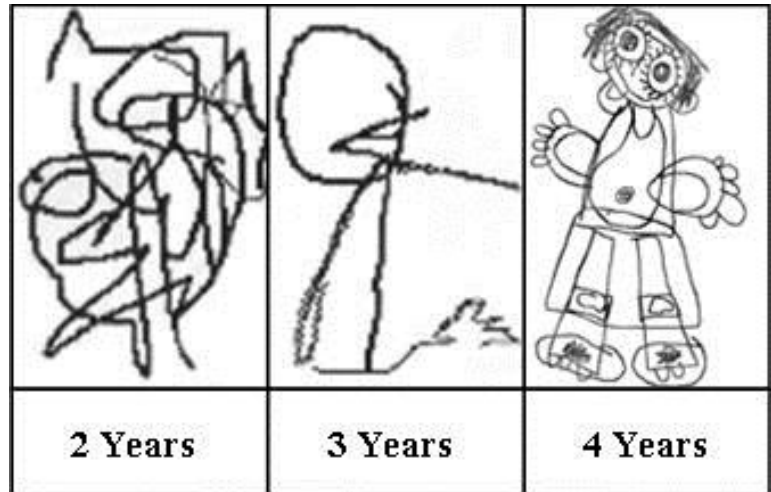


# Emergent Writing Workshop

Emergent writing involves practitioners being aware that learning to write for each individual child is a personal experience and that there are identifiable stages of development that each child will pass through, dependent on a number of different factors, including intellectual, social, emotional and environmental.

## Stages of Emergent Writing

- Scribbling
- Mock Handwriting
- Mock Letters
- Conventional Letters
- Invented Spelling
- Approximated (Phonetic) Spellings
- Conventional Spellings



## Writing

'Pretend' writing will appear as squiggles on paper then letters appear as pupils become aware of them. Through experience of books children learn that letters are grouped into words and slowly more and more of the correct letters are included in their words. Individual children will progress through the above stages of writing at different rates. It is therefore important to provide a wide range of opportunities and purposes for writing.

In EYFS we:

- encourage pupils to see writing as meaningful by engaging them in purposeful writing activities, e.g. writing names, labels, messages
- ensure that pupils always have easy access to a variety of paper, pens and pencils
- value and encourage any attempt at writing. Pupils need to be given opportunities to write without feeling that they have to be correct
- ask pupils to read back their squiggles/their 'writing'
- use collaborative writing activities in which you act as scribe for the pupils prompting them with appropriate questions.

All these activities are also incorporated into the play activities. Role-play activities are particularly appropriate for the development of this work where a variety of contexts can be created by the staff and children together where children 'play' at being writers and explore social contexts and purposes of writing, e.g.: Home corner could include books, newspapers, writing pads, note pads, envelopes and a variety of pens. Post Office – envelopes, paper, stamping pads, postcards Office – typewriter, rubber stamps, forms, pens, pencils, Sellotape. Role play provides the chance for children to explore a whole range of writing opportunities and provides a context which is relatively 'risk free'

## Developmental levels of pencil hold

1 – 2 years

- Held with fisted hand
- Arm moves as a unit

2 – 3 years

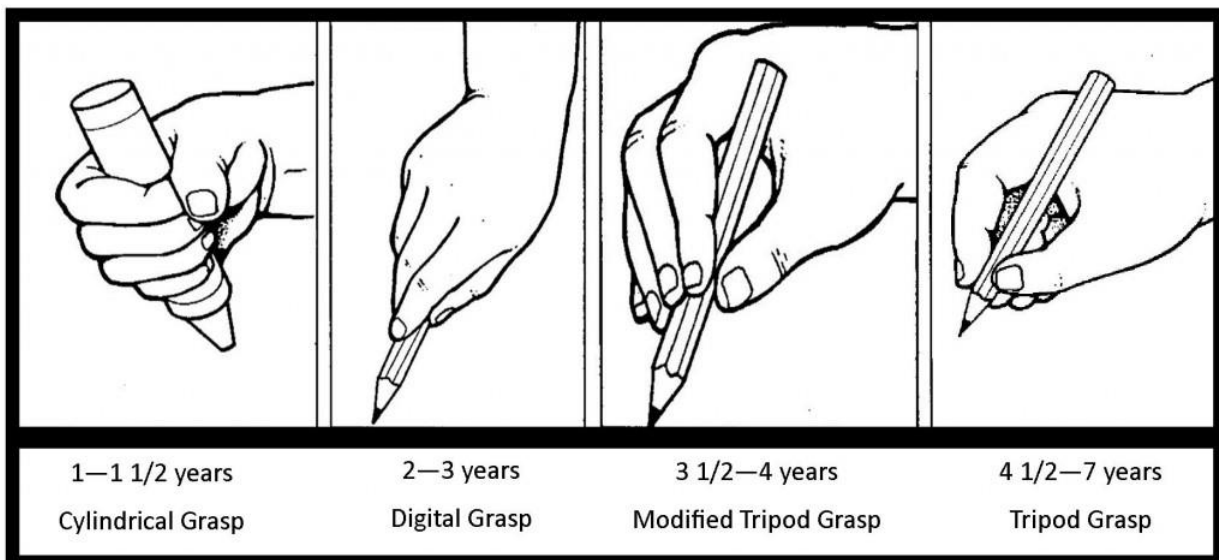
- Held with fingers
- Forearm moves as a unit

3 – 4 years

- Held with crude approximation of thumb, index and middle finger.
- Hand moves as a unit

4 – 6 years

- Held with precise opposition of thumb, index and middle fingers.
- Fine, localised movements of finger joints (Test by drawing circles)
- Tripod grip, froggy fingers,



<http://www.drawyourworld.com/grip.html>

## Activities to aid emergent writing

**Fine Motor – to strengthen fine muscle control and co-ordination and develop control over different materials.**

- Pouring from a jug into a glass, water play
- Pincher activities – using tweezers, building blocks, filling jars with marbles...
- Using sellotape dispenser
- Using scissors
- Scribbling with range of mark making materials (chalk, paint, crayons, water, felt tips, pencil, pens.....)

**Gross Motor – to strengthen upper body muscle control, develop co-ordination.**

- Brain Gym – lazy eights
- Climbing
- Waving flags, ribbons in large circular movements
- Throwing and catching balls
- Digging, raking,

**Teaching letter formation in Reception (4 – 5 years).**

4 key hand movements.

1. curly caterpillar – a, c, d, e, g, o, q, s, u, y
2. bouncy balls – b, h, k, m, n, r
3. slide / long ladders – f, i, j, l, p, t,
4. robot arms - w, v, x, z

**Activity: whole body movements.**

Both hands together (R or L)

Use ribbons, glow sticks, use balls, in sand, in gloop, in shaving foam, on steamed up windows!

So that child 'feels' with whole body the movements.

**'Read, Write, Inc.' hand writing scheme.**

Hand write and sound write to teach both hand writing formation and letter sounds together. (see sheet)

**For example:**

/m/ ..... 'Maisie, mountain, mountain, mmmmmmmmmmmmmmmmm

/a/ ..... 'round the apple down the leaf aaaaaaaaaaaaaaaaaaaa

TF September 2013