



Help your child to learn to write at home

Writing

Physical development is a crucial part of learning to write. Encouraging activities that use a 'pincer' grip (using thumb and index finger). Activities involving picking up small objects, such as threading beads, playing with playdough, using a peg board are great for this.



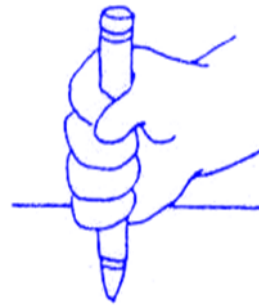
These physical development skills enable your child to develop their pencil grip and create movements necessary for writing.

Gross motor skills such as using an easel, swinging on monkey bars, sweeping the floor or reaching up high (to post a letter), develop the shoulder and elbow pivot points are also important for writing.



Children often change their pencil grip as they develop their motor skills. Most children should hold a pencil with a triangular grip by the time they leave nursery. This is usually a **static tripod grip**.

Fist or Palmar Grip



The pencil is held in the palm. Movement is mainly from the shoulder.

Digital Grip



The fingers hold the pencil with the palm facing down towards the page. Movement is mostly from the elbow.

Four Finger Grip



The pencil is held between thumb and fingers. Movement occurs from the wrist

Static Tripod/Quadropod Grip



The pencil is held by the thumb and 2 or 3 fingers. Movement is mainly from the wrist.

Dynamic Tripod Grip



The pencil is held in a comfortable tripod grip. Movement comes from the fingertips.

Motivation to Write

Encourage your child to watch you write. Explain what you are writing and why. Great examples to share what you are writing could be:

- ◆ Shopping lists
- ◆ Cards
- ◆ Envelopes
- ◆ Invitations
- ◆ Scoring a game—tallies
- ◆ Calendar/Diaries
- ◆ Labels
- ◆ Postcards/Letters

Letters to imaginary friends can provide motivation to your child to write, e.g. Birthday card to Elsa or party invite to Spiderman.



Value Mark Making

Early writing can start as a variety of forms. Every stage should be celebrated with your child and they will continue to 'have a go.' An important milestone is when your child can explain what their marks mean. Other achievements are forming letter shapes, writing their name and including sounds from words they are trying to write e.g. 'dk' for duck

Not all children develop at the same rate but by the end of nursery most children will.....

- Sometimes give meaning to their drawings and paintings
- Ascribe meanings to signs, symbols and words that they see in different places, including those that they make themselves.
- Include mark making and early writing in their play
- Imitate adults writing by making continuous lines of shapes and symbol (early writing) from left to right
- Attempt to write their own name, or other names and words, using combinations of lines, circles and curves or letter-type shapes.
- Shows interest in letters on a keyboard, identifying the initial letter in their own name and other familiar words
- Begin to make letter-type shapes to represent the initial sound of their name and other familiar words.

Some children might begin to:

- Enjoy creating texts to communicate meaning such as an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.

Phonics

Phonics provide the building blocks for spelling and writing. Children need to break down words into sounds in order to spell them. The first and last sounds are the easiest to hear and record e.g. 'm' for Mummy or 'dg' for dog. With time children will hear middle sounds also, e.g. 'Compootr' for computer.

Names are Important

Your child's name will probably one of the first words you child will want to write. Here are some ideas to try at home:

Count the letters in their name

Talk about the letters e.g. capitals and lower case.

Make their name into a jigsaw or matching game.

Copy over letters in different ways - chalk and water, paint, playdough, highlighter pens, flour.

Look for letter in their name in their surroundings.

Please praise all name attempts

