

Sept
2026



Writing

Tweseldown Infant School



Before we write...



The ability to write is a complex one, not only do children need to have the confidence to pick up a pencil and make marks on paper, they also need to be developmentally ready to write with a strong core and hand muscles.

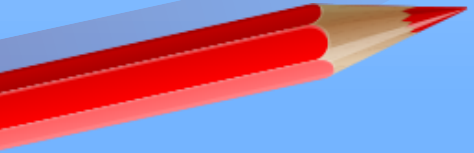
The hand is a really complex piece of machinery and is made up of lots of joints and muscle groups that interconnect and work together to provide maximum dexterity.



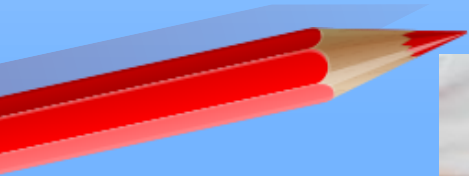
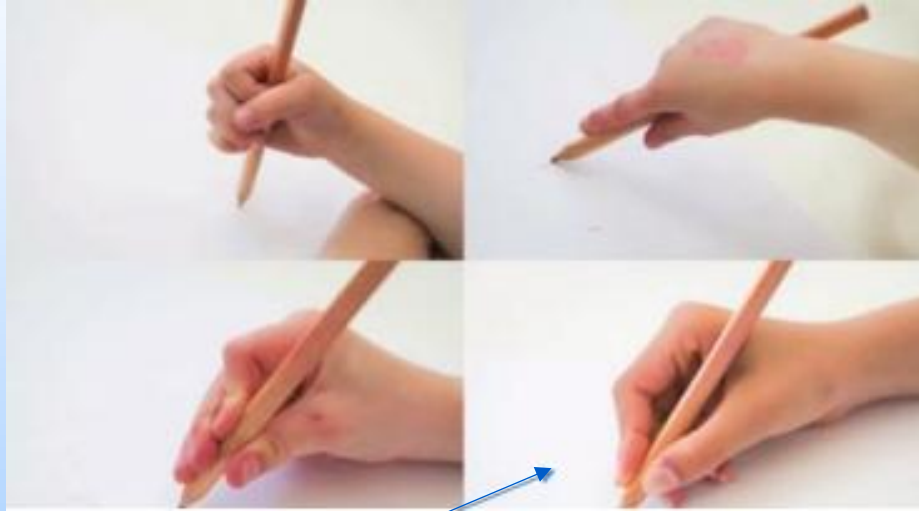
Muscle development



- Children's arms and hands contain a series of pivotal joints which develop from biggest to smallest (shoulder, elbow, wrist, fingers).
- The end of the pivot journey is when the mark making ends at the smallest set of pivots, right at the end of the fingers. If children can hold their mark making tool there, then they will have the fullest, most dextrous range of movement that their bodies can provide and be ready to write for life. This is fine motor control.
- A child cannot master fine motor activities until gross motor skills are developed.



Fine Motor Skills



Pencil grasp

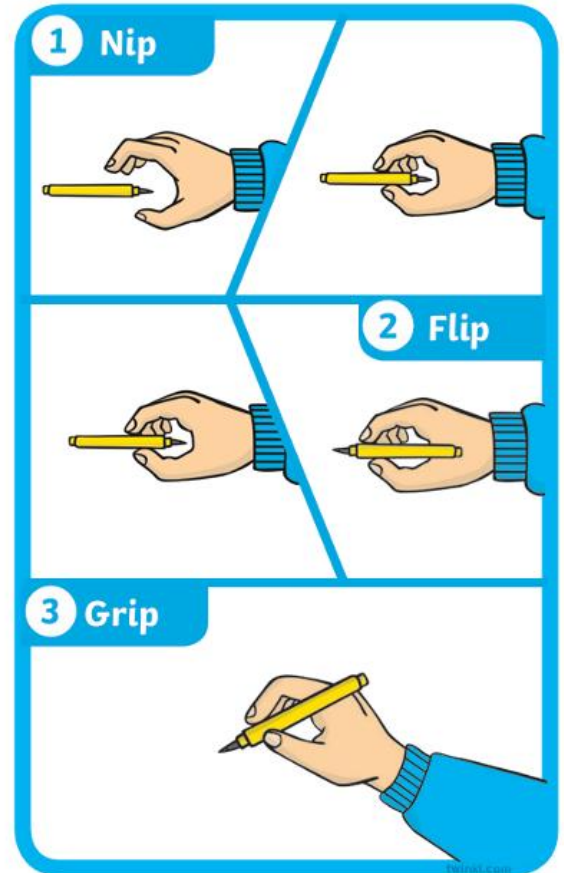
- 1) Place the pencil on a flat surface, with the sharp end of the pencil pointing towards their body.



- 2) Use their thumb and index finger on their writing hand to pinch near the pointed end of the pencil. This should be approximately 2-3cm above the tip.



- 3) Use their non-dominant hand to push the blunt end up and over to flip the pencil into position.

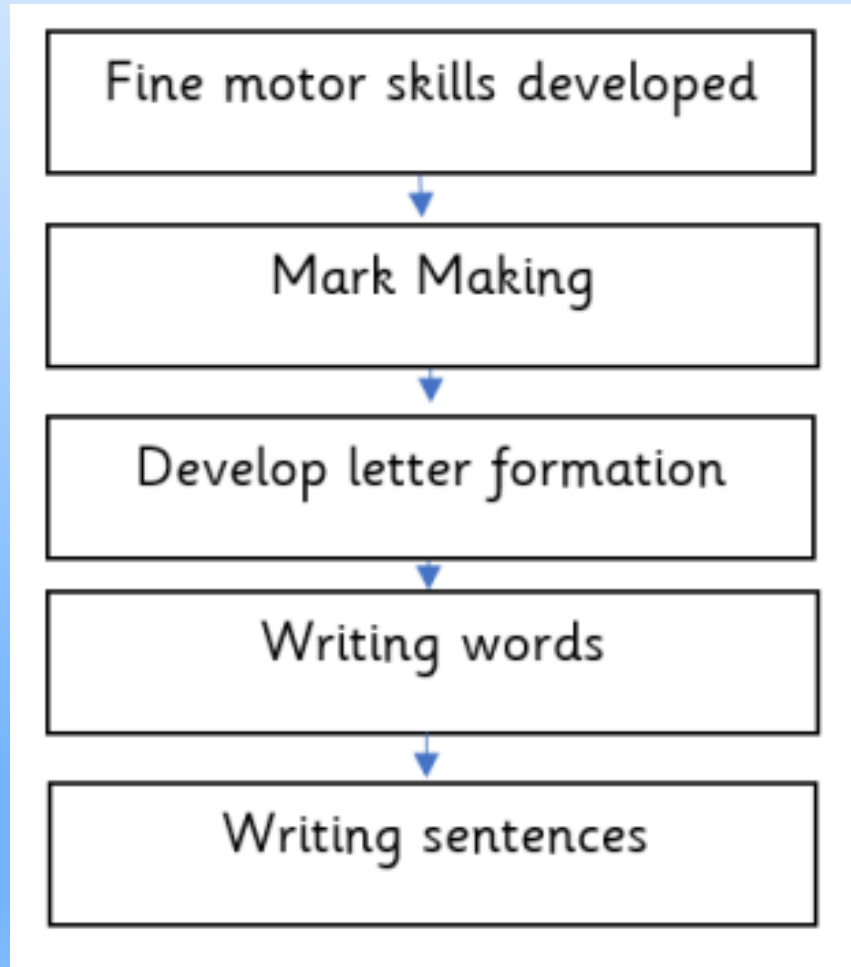


Stages of writing



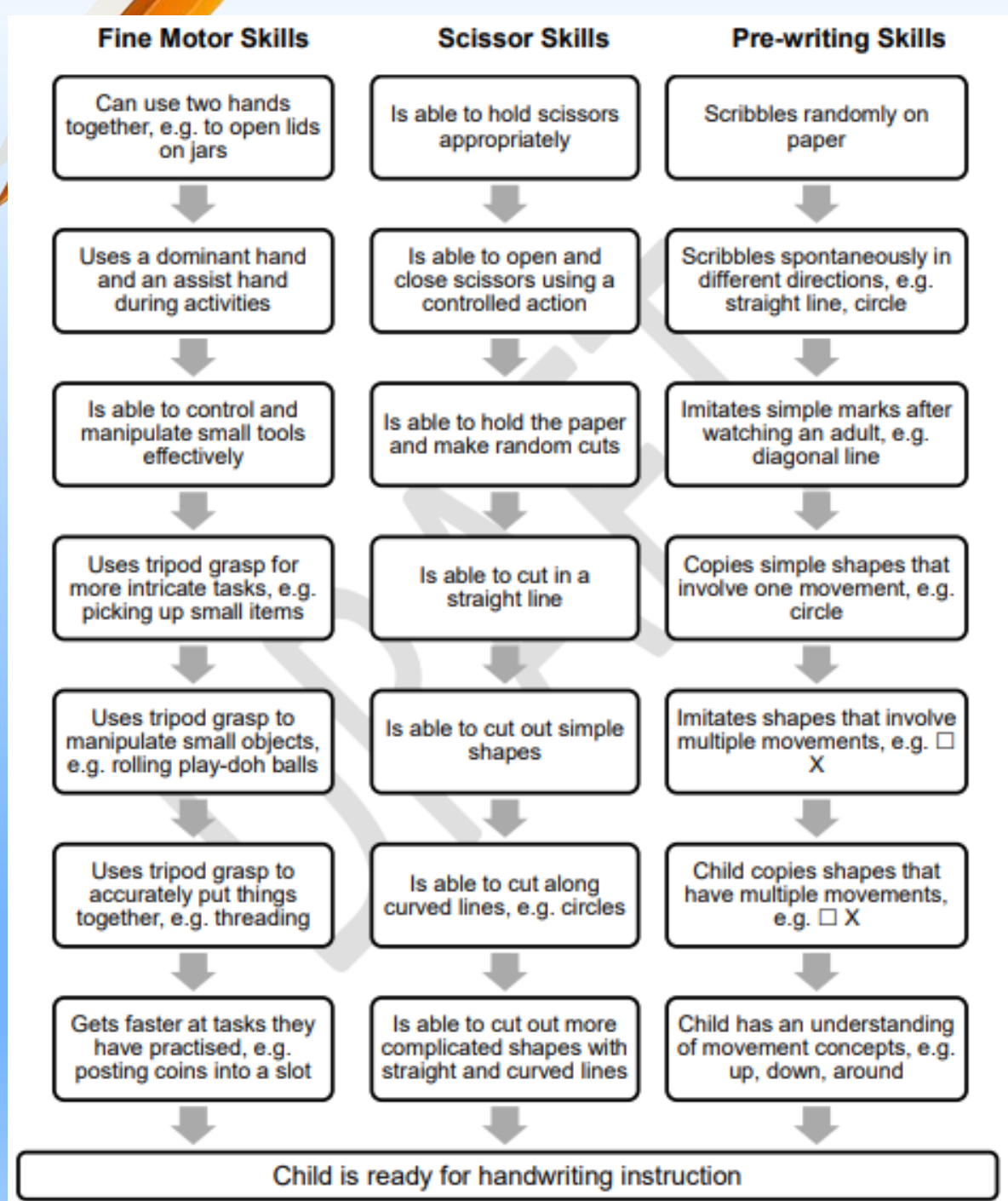
Stages of writing

Children will begin with mark making and develop to pictures with meaning, before finally beginning letter formation.



Stages of writing

Pre-Handwriting – Developmental Continuum



Stages of writing

Can your child touch each finger to their thumb?

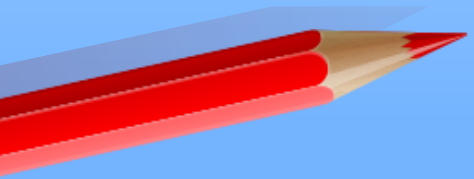
With their fingers, can they show you number one, number two, number three, number four, number five?



Early Skills in Writing



- A need/want to communicate ideas and thoughts
- Knowledge that we need to write, left to right and top to bottom
- Knowledge of appropriate words to use
- Ideas to form into sentences
- Sequencing of ideas so that it makes sense
- Knowledge of letters – sounds and how they are written
- Order of letters in a word – Spelling
- Control of writing tool (pen or pencil)
- Punctuation
- Order of words so that it makes sense – Grammar



How do we teach children to write?



SMALL

- Little
- Mini
- Miniature
- Minute
- Petite

GREAT

- Awesome
- Excellent
- Exceptional
- Extraordinary
- Incredible
- Magnificent

Vocabulary

Talk

Writing
Adult led
Shared
Guided
Independent

Phonics
and
Spelling

Handwriting



l	Like a leg start high at the hip, straight down to a flick
i	Insect goes down like a stick and flick. Don't forget his dot hat!
y	Down, up, down, slide underground and curl back round

English teaching: Writing



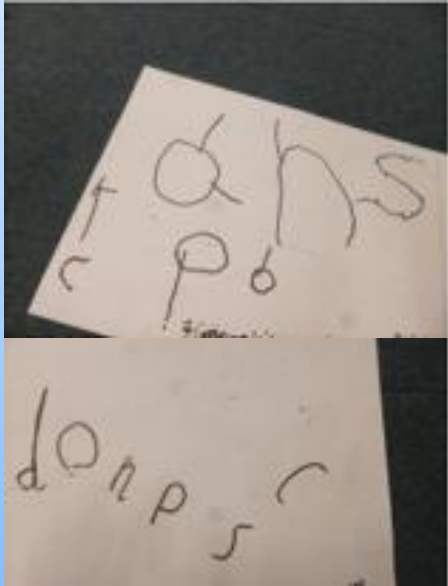
EYFS:

- Drawing Club sessions
- Writing opportunities during Explore and Learn time
- Teacher led writing sessions
- Daily Phonics sessions (includes letter formation)

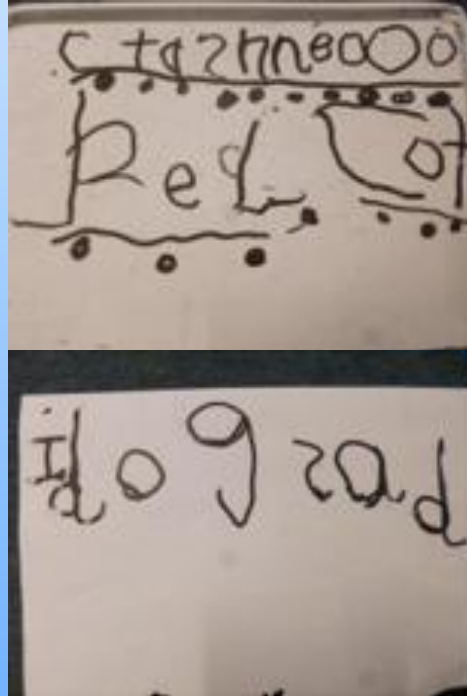
KS1:

- Teacher INPUT followed by independent and guided group work
- Cross curricular writing
- Five sessions each week
- Daily handwriting session
- Daily phonics sessions (Year 2 Spelling sessions)

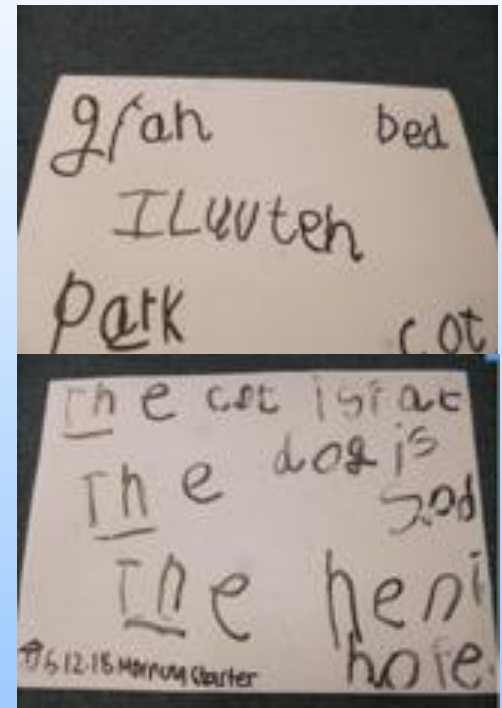
Writing Progression



- Hearing and writing initial sounds
- Writing own name



- Blending CVC words
- Attempting to write CVC words and high frequency words independently



- Attempting to write CVC words and high frequency words to form sentences

EYFS



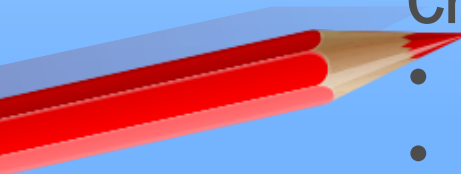
ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

ELG: Writing

Children at the expected level of development will:

- 
- Write recognisable letters, most of which are correctly formed.
 - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
 - Write simple phrases and sentences that can be read by others.

National Curriculum

Year 1

- Leave spaces between words
- Using 'and'
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
 - discuss what they have written with the teacher or other pupils
 - read aloud their writing clearly enough to be heard by their peers and the teacher

Year 2

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events, writing poetry, writing for different purposes
- Consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - read aloud what they have written with appropriate intonation to make the meaning clear.
- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Handwriting



C	
and stop	a Apple is round like c for cat, up like an acro
like an acrobat, his feet	g Goat walks round like c for cat, up like an ac
ge - just like that!	q Start like c for cat, up like an acrobat, slide (always do with a u so you have <u>qu</u>)
S	Sun is shining then starts to fade, the

- Daily sessions
- Year R linked to letter sounds
- Rhyme for each letter
- Range of activities

Spelling

- Four CEW
- Four phonic sound words (not sent home)
- Sound mats
- Spellings and CEWs on display in class
- Time for practising in class
- Send home Friday, test Thursday

<u>Focus</u>	<u>Irregular words (Common exception words)</u>
igh/ey/ei	oh, their, people, the Mr, Mrs, Ms, says
e/ey/y (long e)	looked, called, asked
i, (long i)	water, where, which
o/oe (long o)	who, again
o/e, (long o), ort oo)	thought, through

BUBBLE
LETTERS



Air
writing

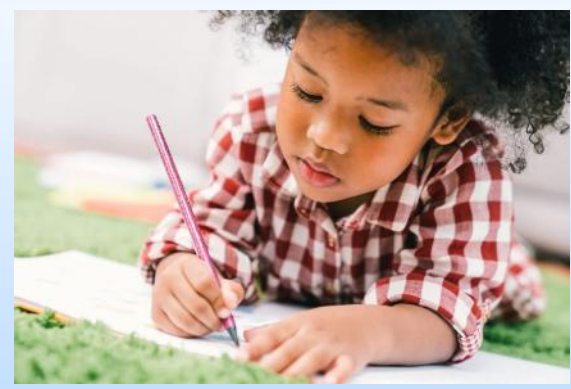


Pyramid
Words



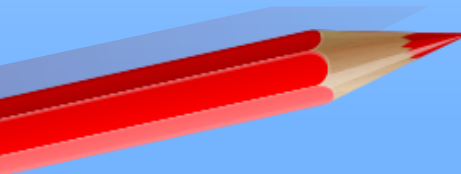
Rainbow
Words

How can I help my child with writing?



- Encourage your child to talk: Explain a game or activity, describe a person, place, picture or thing, retell stories, talk about things they have done e.g. visits, day at school
- Be a writing model and encourage your child to write alongside you for real purposes e.g. shopping lists, birthday/Christmas lists, labels, invitations, thank you letters, emails to friends, postcards, cards for relatives, scrap books of holidays/hobbies/special events, diaries, posters for real events, short stories or poems for family members, menus, house rules
- Have an exciting selection of writing materials available e.g. a range of pencils, pens, coloured crayons, writing icing, writing soaps for bath time
- Reading with your child

How can I help my child with writing?



Paints – finger
paints and
brushes

Chalks
and chalk
boards

Pens and pencils

Water mats

I-Pad drawing

Sand – play sand
or kinetic

Post-it notes!

Old cards



Questions?

Thank you