



Pre-Writing Skills – Early Years



Learning alongside Jo Bailey

Pre-Writing Skills:-

Develop postural control & gross motor control: *Upper body & core strength:-*

Climbing ladders, wheelbarrow walking, hanging from monkey bars, carrying heavy things, roll a big ball along a wall at shoulder height, wash windows, animal walking (all fours, crab walking and bunny hops), tummy time, tug of war, jump on a trampoline, swimming, crawl through a tunnel, yoga for kids.



Crossing the mid-line: *The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides:-*

Flipper flappers weaving in the air, magic wands weaving in the air, ribbon sticks weaving in the air, reach across the body to pick up something to the side, row, row row your boat with one oar on each side, bean bag toss, pretend to wash self with a face cloth all over, ball pass around the circle, wash the table down, shaving cream on with one hand and wipe off with the other, flashlight tag.



Bilateral Coordination: *Coordinating both sides of the body at the same time:-*

Jumping Jacks, scissor cutting and holding with other hand, jumping and hopping patterns, large scale painting and puddle suit painting (like snow angel movements) hammers and nails, playing the drums and other instruments, bopping a balloon back and forth or popping bubbles with both hands, tearing/ crumpling tissue paper, connecting/ separating construction toys, ball games, pinching, pulling, squeezing, play doh and using tools, threading, cooking.

Hand and finger strength - Hand eye coordination - Object manipulation/visual motor: *Grasping and manipulating activities that support dexterity and separation of the two sides of the hand, plus visual motor development :-*

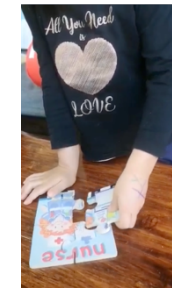
Finger exercise with thumb to each finger, counting on fingers, puzzles, opening containers and threading and lacing, scrunching paper, using tweezers, pegs, poking activities with one or two fingers such as dough disco, rolling dough with the rolling pins, pushing small items into the dough, single hole punches, squeaky dog toys, anti-clockwise motions with finger in the sensory materials such as, flour, rice and paint, throwing and catching activities, controlled use of everyday tools, vehicles with pens, finger games: that practice specific finger movements such as Incy Wincy spider, building towers, putting rings on a stick, independently opening lunch boxes and putting away, closing zippers and poppers, scooping with spoons, turning single pages in a book, vertical drawing on paper on walls, magnet play on the easel, chalk on upright board or wall, craft: make things using old boxes, egg cartons, wool, paper and sticky or masking tape, construction: building with duplo, lego, mobilo

or other construction toys. Pre-writing shapes: practice drawing the pre-writing shapes (l, —, O, +, /, square, \, X, and Δ). You could pop a rubber

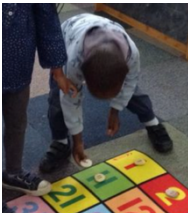




band or stickers on writing tools to show where a child can hold it. Mark-make with anything on any surface, such as fingers, pencils, pens, markers, paint brush, sticks, chalk or pastels on paper, wood, plastic, fabric, metal, concrete, mud, sand, tea leaves, rice or salt.



Visual Perception skills: *The brain's ability to make sense of what the eyes sees, to receive, interpret, and act upon visual stimuli: -* Puzzles, mazes, board games, cards, memory games connect the dot copy a picture or a form matching and sorting.



Number and letter recognition: *Matching up letters on two different materials such as cupcake cases and letter stones etc... (we do this regularly).*

Motor Memory. *Motor memory is the result of motor learning, which involves developing new muscular coordination. This allows us to recall motor coordination we have learned in order for us to interact with the environment. Playing the piano, catching a ball, and riding a bike are all examples of motor memory: -*

Writing the letters or numbers on their back, writing and forming 3D letters with dough, foam, salt, feely bag letters and numbers.

Receptive language skills, be language aware: *Link with the letter formation directions: -*

Up, down, side to side, around. start at the top, bottom halfway round, all the way round, up, down, curly tail, near and far, big, little, over and under, in and out. Do round the face tracking, hide the teddy, feel the palm of your hand, we are going on a bear hunt language, positional walk, magic wand movement and following directions.

Ability to Attend: *Build up their focus and attention (for at least the same amount of minutes as their age) at a non-preferred activity: -*

Quiet bins or task boxes (where you have one activity in a box, and they need to complete that activity before they can move on) Sensory play or tactile play (e.g., rice, dry beans in bins; letters or numbers in bins that the child pulls out and matches into a puzzle). Repetitive tasks such as colouring or putting objects into a container (repetitive tasks build attention). Add music to a task (additional sensory feedback increases motivation and attention).



Useful info:- (NB There is so much...I am just beginning to find it...)

Teach handwriting.co.uk

Squiggle whilst you wiggle

Sounds-Write Anything Greg Botrill.

<https://www.continued.com/early-childhood-education/articles/foundational-skills-activities-handwriting-22766> Dena Bishop

<https://www.childsplaytherapycenter.com/bilateral-coordination-important/> - ~:text=Bilateral coordination refers to the writing%2F cutting with the other.

<https://www.teachearlyyears.com/learning-and-development/view/the-road-to-writing-physical-skills> **Sue Cowley**



PRE-WRITING SKILLS CHECKLIST

For Ages 1-6

Pre-Writing Line	Age Appropriate	Expectation	Age/Date Mastered
Scribbles 	1-2 Years Old	Random and spontaneous scribbles in vertical, horizontal, and circular motions.	
Vertical Line 	1-2 Years Old	Imitates a vertical line.	
Horizontal Line 	2.5 Years Old	Imitates a horizontal line.	
Circle Shape 	2.5 Years Old	Imitates a circle shape.	
Vertical Line 	3 Years Old	Copies a vertical line.	
Horizontal Line 	3 Years Old	Copies a horizontal line.	
Circle Shape 	3 Years Old	Copies a circle shape.	
Cross Shape 	3 - 3.5 Years Old	Imitates a cross shape.	
Cross Shape 	4 - 4.5 Years Old	Copies a cross shape.	
Square Shape 	4 - 4.5 Years Old	Imitates a square shape.	

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PRE-WRITING SKILLS CHECKLIST

For Ages 1-6

Pre-Writing Line	Age Appropriate	Expectation	Age/Date Mastered
Right/Left Diagonal Lines 	4.5 Years Old	Imitates right and left diagonal lines.	
Square Shape 	5 Years Old	Copies a square shape.	
Right/Left Diagonal Lines 	5 Years Old	Copies right and left diagonal lines.	
X Shape 	5 Years Old	Imitates X shape.	
Triangle Shape 	5 Years Old	Imitates triangle shape.	
Pencil Grasp	5 Years Old	Able to grasp pencil in writing position (tripod or quadrupod grasp).	
X Shape 	5.5 - 6 Years Old	Copies X shape.	
Triangle Shape 	5.5 - 6 Years Old	Copies triangle shape.	

Notes

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Other Useful info - PENCIL GRIP & CONTROL Progression Map – kindly uploaded by Kathrine Askew (Early Adopter FB page)

Pre-Phonemic Stage		Phonemic Stage				
Picture writing  Pictures tell a story or message	Random Scribbling  Starting point of any early message	Scribbled writing  Progression to first use of sight	Representative letter-representations  Stick letters or syllables	Random Letters  Letter strings appear by chance	Letter strings  Letter strings appear by chance	Letter groups  Separated by meaning and different words
Early Phonemic (Ecomunicative) Phonetic 12345 67890 Acquisition of pure sound from scribbles	Letter name stage Beginning words (phonetic and related consonants) EVA DADA	Initial and final consonants First words appear (phonetic and related consonants) MAKAKA WAKAKA WAKAKA	Phonetic First words appear (phonetic and related consonants) THEOR THEOR	Phonetic First words appear (phonetic and related consonants) THEOR THEOR	Imitation stage First words appear (phonetic and related consonants) THEOR THEOR	Multiple words First words appear (phonetic and related consonants) THEOR THEOR

PENCIL GRIP & CONTROL Progression Map *(Katherine Askew)*

LATERAL INNOVATION		STAFFS, TEMPLATES AND TOOLS		TECHNIQUES AND MATERIALS		TECHNIQUES AND MATERIALS		TECHNIQUES AND MATERIALS		TECHNIQUES AND MATERIALS		TECHNIQUES AND MATERIALS		TECHNIQUES AND MATERIALS	
 1-2 YEARS	 2-3 YEARS	 3-4 YEARS	 5-6 YEARS	 7-8 YEARS	 9-10 YEARS	 11-12 YEARS	 13-14 YEARS	 15-16 YEARS	 17-18 YEARS	 19-20 YEARS	 21-22 YEARS	 23-24 YEARS	 25-26 YEARS	 27-28 YEARS	 29-30 YEARS