

Emergent Writing



In our writing area children learn to:

- Experiment with symbols, letters and, in some cases, words in writing (ENG0-12a/LITO-13a/LITO-21a)
- Recognise some familiar words and letters, for example the initial letter in their name
- Use drawings and written marks to express ideas and feelings (LITO-21b)
- Develop an awareness of letter names and sounds in the context of play experiences
- Recognise the link between the written and spoken word ((ENG0-12a/LITO-13a/LITO-21a)
- Use a variety of interesting materials for writing and explore different ways to record their experiences and feelings, ideas and information (LITO-21b)

You can help your child at home by:

- Not pushing your child to write before they are ready, but waiting until she or he shows interest. Your child may start to recognise familiar words in the environment and begin talking about these. He or she may produce scribble writing or may ask you to help by writing words or letters for them to copy. (See handwriting chart overleaf for correct formation of letters. Start at the large dot and, keeping the pencil on the paper, follow in the direction of the arrow. This will help children when they start school, as they will not have to unlearn habits).
- Being aware that physical development is crucial to controlling small movements to write and that this does not necessarily develop alongside intellectual, social and emotional development.
- Recognising that all stages of writing are important and to be valued - scribbling is to writing as babbling is to talking
- Praising all their efforts. Valuing any interest your child shows in making marks on paper/ using their fingers to "write" pretend letters or symbols, e.g. in sand trays or on steamed up windows
- Setting an example by letting your child see you writing for a purpose, e.g. making a shopping list or writing invitations to a party
- Encouraging children to use the top left corner to write their name. This ensures that the writing will follow the English language convention (top to bottom and left to right)
- Your child may initially use capitals as they are easier to form. Once he/she is confident, encourage your child to use a capital letter for the start of the name and then lower case (e.g. Simon and not SIMON)
- Encouraging your child to look at familiar words in the environment and the letters they are made up of, e.g. shop signs, food labels in supermarkets, Bus Stop etc.
- Helping your child to hold and use scissors correctly, including using spring loaded/training scissors or left handed scissors where required. (Your child should hold scissors in front of them, with the thumb at the top and the hand pointing away from the body as they cut. Help them by holding the paper and turning it as required.