

Literacy for All In Our Playrooms



Fine and Gross Motor Development





Glasgow's Improvement Challenge (GIC) Health & Safety

“Distance Aware” Encouraging people to take care and respect the space of others

All participants should choose a seat on entry and use this space for the full training session. **Please wipe desks/communal tables before leaving.**

Doors and windows will be opened to increase natural ventilation where it is practical, safe and secure to do so while maintaining appropriate internal temperatures.

Tea and toilet facilities should be used at designated areas, following signage





House-Keeping

- **Fire Alarm:** Tested Wednesday at 10am. No other fire alarm planned so in the instance of hearing it please take guidance from the trainer and make your way to the nearest exit. Be mindful of the children attending Royston Primary, if you feel you could support the class teacher in getting the class out safely please do so.
- **Parking:** Please be considerate of residents and that if parking attendants do patrol the area they will give tickets to cars parked on the pavement or on yellow lines during restricted times.
- **Refreshments:** Please ensure that at the end of training all cups, spoons etc are placed in the bins provided.
- **Facilities:** male/female toilet locations





Last session feedback

Have a go...

- Plan for and use a text with children to encourage the Three Sharings. Think carefully about the questions and record some responses.
- Lead/think about a story acting session.



Aims

- Introduction to mark making and emergent writing
- Gross and fine motor skills
- Enabling environments



Motor Development and Mark Making



Motor Development and Mark Making



“Understanding the link between gross and fine motor skill development is crucial for practitioners. Children are better equipped to make fine motor movements if they also have adequate opportunity to develop their gross motor skills. Both are linked. In the development of writing, children need to not only be provided with a wide range of mark-making opportunities when they are small, but also be able to explore other experiences such as manipulating clay or using peg boards, completing jigsaws or sewing to fully develop the small muscles in their hands.”

*Realising the Ambition p70
6.4 Playful Literacy*



What is mark making?

Mark making in early years refers to the early stages of writing and drawing development in young children. It involves the use of various tools and materials to create marks, lines, and shapes on paper or other surfaces. Mark making is a crucial precursor to formal writing and drawing skills and plays a significant role in a child's overall development.

Exploration: Mark making begins as a form of exploration and experimentation. Young children use their hands, fingers, and various objects to make marks on different surfaces. This exploration helps them understand cause and effect, as they learn that their actions create visible results.



Fine Motor Development: Mark making activities contribute to the development of fine motor skills. As children grasp crayons, pencils, or other writing tools and use them to make deliberate marks, they refine their hand-eye coordination and dexterity.



What is emergent writing?

Emergent writing in early years refers to the early and developmental stages of writing that young children go through before they are able to produce conventional, legible, and mature writing. It is a critical phase in the literacy development of a child and involves their initial attempts at using symbols and marks to convey meaning through writing.

Symbolic Representation: Emergent writing involves the use of symbols, marks, and drawings to represent words, ideas, or stories. Children may use scribbles, shapes, or even random letters to convey meaning.



It is a critical stepping stone towards becoming literate and is nurtured through exploration, practice, and guidance from adults in the child's environment.





When do the skills for mark making and writing begin to develop?

- The foundations for becoming a confident writer begin at birth
- Writing begins long before a child can hold or control pencils or pens.
- All children will need to develop their **muscles for writing**
- Development of these muscles can be influenced by many factors e.g a child's sex, opportunities for experience, motivation, interest





Gross Motor Skills

Gross motor skills are a set of physical abilities and movements that involve the large muscles of the body and enable activities like walking, running, jumping, and other physical activities that require coordination and strength. These skills are essential for various everyday tasks and activities, as well as for overall physical development. Gross motor skills involve the use of multiple body parts and are important for functions like balance, posture, and overall mobility.





Growth and Development of Muscular Control

- Control of our muscles develop in a 'typical' order.
- They develop slowly and build upon each other
- Develop from the inside out and top to bottom.



Doing Tummy Time
while lifting head



Sitting up



Pulling up
to stand



Walking





Fine Motor Skills

These are the last to be developed and refined...

- Developing control of hands and fingers is a difficult task for **most** children and very difficult for **some**.
- Boys are less attracted to activities involving the use of fine motor skills and may prefer more physical activities, using the strength and gross motor skills they have already mastered.



Playing with
small toys



Typing on a
keyboard



Handling fine
objects, like sand



Writing



Fine Motor Skills

Factors affecting
motor skills
development:

Missed or incomplete stages of muscular development

The Environment

Gender

Engagement in risky play

Developmental delays



Discussion

- What are you currently doing in your setting to promote both fine and gross motor development indoors and out?



Motor Skills

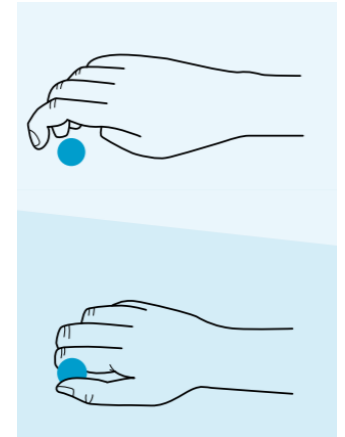


Gross to Fine motor Skills

1. Shoulder Pivot – Grip
2. Elbow Pivot
3. Wrist Pivot
4. Static Tripod Grasp
5. Dynamic Tripod Grasp

Stage 1 Shoulder Pivot – Grip

- Stiff wrist and straight elbow
- Movement from shoulder
- upper body muscles in shoulder, back and neck stronger and so can be used to help the hand make marks
- At this stage children will often make long, straight or large circular movements



Motor Skills

Stage 1 Activities to support



Climbing



Swinging

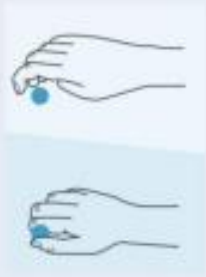


Circular movements



Shoulder pivot



Stages of Gross and Fine Motor Development	Suggestions for experiences and spaces...
<p>Stage 1</p> <p>Shoulder pivot</p> <ul style="list-style-type: none"> Wrist fairly stiff, straight elbow, motion comes mainly from shoulder. <p>Palmer grasp</p> <ul style="list-style-type: none"> Children will have developed as a grasp that enables them to grip an object without dropping it. Fingers wrap around object and the object is held in the middle of the hand. 	<p>Children will require large spaces to be able to do large movements and marks as they are still developing a sense of proprioception (our sense of awareness our body in space) and balance. Encourage reaching, stretching and full use of shoulder joint.</p> <ul style="list-style-type: none"> Washing walls outside with soap and brushes Painting with mops Sweeping leaves with large brooms Swing painting (tights and teabags) Climbing frames, trees, trim trails Swinging on bars Rolling tyres Big digging in sand and soil Newspaper fish/fan with card Play-dough gym – stretching, kneading Drawing under table Parachute – up and down Keeping balloon in the air – racquet

<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>





Stage 2 Elbow Pivot (palmer grasp)



- Elbow now doing most of the work
- Shoulder more of a support
- Two stages within:
 - Emergent stage: elbow bends to give movement but main power still from shoulder
 - Advanced Elbow Pivot: using muscles in upper and lower arm to swing arm away from body in circular motion. Wrist stays quite stiff.

Motor Skills

Stage 2 Activities to support



Stirring



Shaking



Hammering



Elbow pivot



Stage 2

Elbow pivot

- More movement from elbow with some still from shoulder at first, wrist still fairly stiff.
- Use muscles within upper and lower arm to swing arm away from body in circular motion.

Palmer supinate grasp

- Supinate means wrist rotated up.
- Typically developing approx. 12-18 months.



Children will still require **large spaces** to move their arms up and down and side to side.

Encourage movement from the elbow, whilst still developing shoulder pivot.

- Pulling bodies up and down on ropes/climbing frames
- Ribbon/scarf twirling
- Throwing and catching using elbows to push the hand forward
- Sawing wood, hammering nails/golf tees (close supervision)
- Stirring in pots and buckets – baking, mud kitchen, water and sand play
- Making patterns in the sand with lolly sticks turned on their sides
- Sticking and pulling plungers from vertical and horizontal surfaces
- Mark making on vertical and horizontal surfaces – with rollers, long handled brushes
- Using a decorating roller to ‘paint’ the walls outside (paint or soapy water)
- Drawing circles onto large sheets of paper (to music)
- Anything with a sweeping/circular motion (brushes and leaves, foam, washing cars/scooters/windows)
- Flour shakers
- Play-dough/plasticine – different textures and resistance

<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>



Stage 3 Wrist Pivot (digital pronate)



- Grasp with palm facing down and using finger to grasp
- Holding with finger
- Wrist straight
- Often elbow tucked into body
- Minimal shoulder movement and forearm moving as a unit

Motor Skills

Stage 3 Activities to support



Rolling

Screwing



Twisting





Wrist pivot



Stages of upper body development

Suggestions for experiences and spaces...

Stage 3

Wrist pivot

- Pivot moves to the wrist. Elbow tucks in to side of body and shoulder movement minimal. Forearm moves as a whole unit.
- Overall movement and balance becoming more fluid.



Digital pronate grasp

- Wrist facing down and fingers holding tool.
- Typically developing approx. 2-3 years old.

Children may require less space and **movements will generally be smaller and more controlled.**

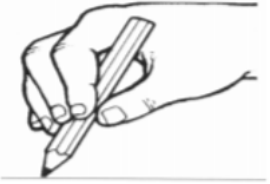
You may wish to reduce the scale of activities in order to help children focus on this development.

Encourage children to use a range of wrist movements to build muscle strength.

- Play-dough gym – rolling, stretching, squashing
- Clay - dry and wet – resistance of different materials
- Painting with smaller rollers
- Screwing action – screwdrivers, nuts and bolts, jars and bottles with lids
- Thick mark making tools – chunky chalks
- Throwing and catching – splatter painting
- Tossing balloon in the air – wrist flipping
- Weight-bare through wrists – crawling, crab walking, bridging
- Parachute games

<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>





Stage 4 Static Tripod Grasp

- Using three fingers – thumb, index and middle
- Tools held like a dart
- Movement mainly from the wrist
- Some finger movement as hand strength improves
- Using other hand to maintain balance
- Will need to develop control of pincer grasp or grip, palm arches, in hand manipulation

Motor Skills

Stage 4 Activities to support



Squeezing



Threading



Pinching



Stage 4

Static tripod grasp

- Mark making tools are held similar to holding a dart.
- Movement comes mainly from wrist with some finger movement as hand strength develops.
- Typically developing approx. 3 ½ -4 years old.



Children will require opportunities to develop strength in their fingers and palm arch leading to greater control in the use of their pincer grasp.

- Threading (laces, Cheerio's on a stick etc)
- Sewing or weaving
- Dabbing with a sponge or brush
- Fishing game
- Finger football
- Splatter painting
- Mark making on smaller surfaces
- Play-dough gym –rolling in hand, stretching squeezing, squashing
- Wringing out wet sponges
- Scrunching up paper
- Rolling objects in hand – conkers, marbles
- Turning on and off taps
- Planting seeds
- Constructing with small Lego
- Pegging up washing/material to make dens
- Finger rhymes

<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>





Stage 5 Dynamic Tripod Grasp

- Using thumb, first and middle finger to hold tools
- Other fingers arched to aid grip
- Fingers beginning to move independently
- More fluid movement

Motor Skills

Stage 5 Activities to support




Thumb
opposition

Finger
isolation



Stretch
Resistance



Stages of upper body development	Suggestions for experiences and space...
<p>Stage 5 Static tripod grasp</p>  <ul style="list-style-type: none"> • Thumb, first and middle finger hold tool. • Other fingers arched to aid grip. • Movement of the fingers can be seen with careful observation. • Movement and marks becoming more fluid. • Typically developing approx. 4-5 years old. • Increased dexterity as fingers can manipulate small, fiddly objects with greater control due to the development of thumb opposition (the ability to move thumb and fingers to enable them to touch one another) and finger isolation (fingers can move one at a time). • The use of both sides of body simultaneously and together (bi-lateral integration) and reaching across the midline to complete tasks aids fluid movements and marks. 	<p>This stage can take longer to develop. Children should be given continued opportunities to develop the following: pincer grip, palm arch, in-hand manipulation, thumb opposition, finger isolation, bi-lateral integration, crossing the midline and hand-eye co-ordination.</p> <ul style="list-style-type: none"> ○ Picking up small objects with fingers, tweezers (e.g. beads, sequins, grains of rice) ○ Scooping up objects with hands ○ Elastic bands on geoboards, golf tees, pine cones ○ Scrunching/squeezing balls of paper, porridge oats and water in tuff-spot, playdough, sponges ○ Finger painting ○ Cotton bud printing ○ Using scissors – holding paper with opposite hand ○ Baking – mixing and holding bowl in opposite hand ○ Making sandwiches/toast – spreading and cutting ○ Padlocks and keys ○ Dry spaghetti pushed through holes in colander or sugar shaker ○ Lollipop sticks with Velcro ends for construction ○ Moving water with pipettes, turkey basters, straws (dip in water, block end with thumb, transfer to another pot) ○ Play-dough gym ○ Independent dressing - buttoning, zipping, push buttons, Velcro ○ Threading and weaving ○ Finger rhymes ○ Manipulating touch screen devices e.g. SMARTboard, iPad ○ Touch buttons – tills, computer keyboard, telephones ○ Parachute/elastic fabrics for songs and games

*Images sourced from Erdhart, (1994) cited in NHS Foundation Trust: Children, Young People and Families Occupational Therapy Team Handwriting Development



<https://blogs.glowscotland.org.uk/gc/gcclleadersofearlylearning/>

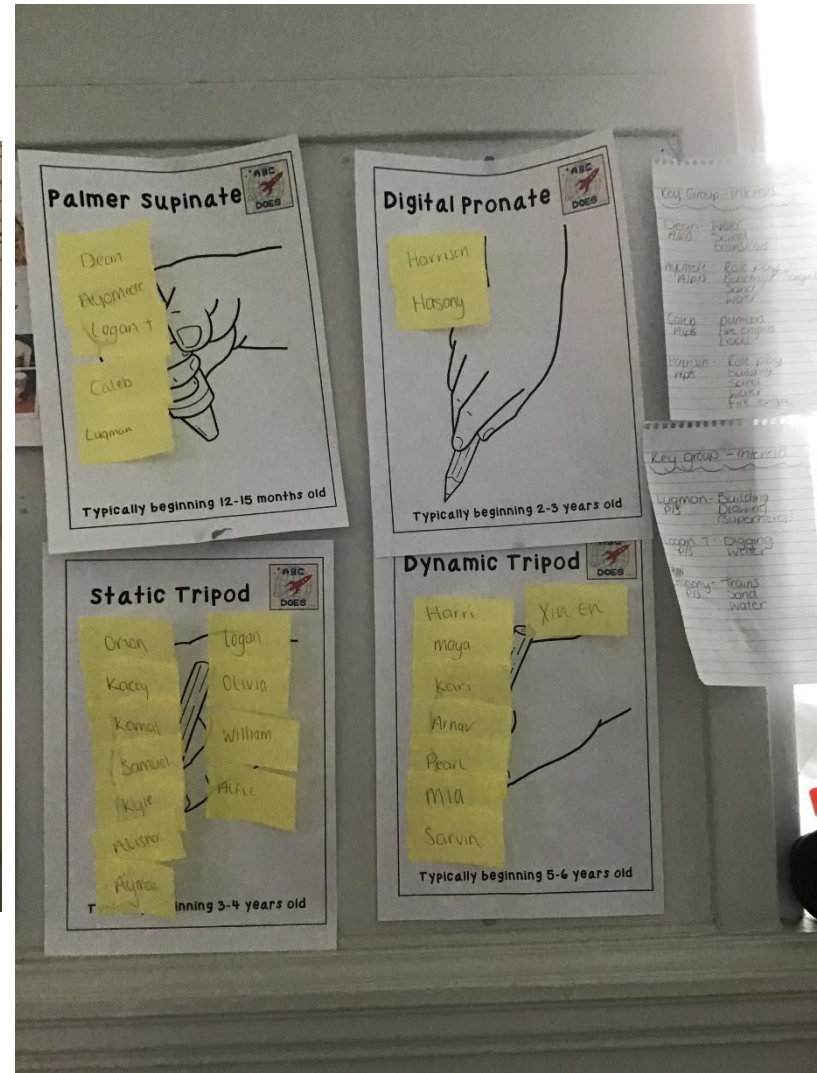
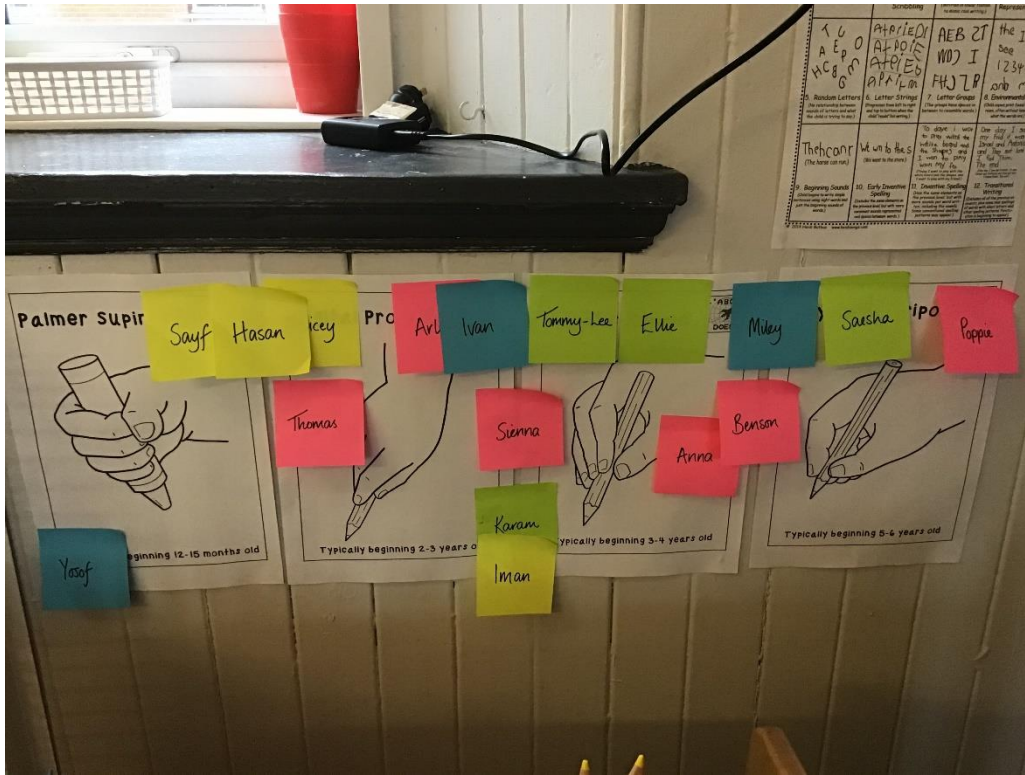


Other aspects to consider

- **Bilateral Integration:** ability to use both side of the body simultaneously and together



- **Shoulder and Girdle Stability:** core body strength








Task



- Using the mapping template consider how you could plan to promote opportunities for 5 stages of gross and fine motor skills within a chosen area of your indoor/outdoor provision.
- Consider provocations, experiences, resources and use of space.

Emergent Writing Skills

<p>I can hold a pencil using a palmer grasp to mark make.</p> 	<p>I can make marks using a wide range of materials.</p>	<p>I can hold a pencil using a digital pronate grasp to mark make.</p> 	<p>I can manipulate and use small tools.</p>	<p>I can use small tools with control and accuracy.</p>	<p>I can hold a pencil with a tripod grasp to mark make.</p> 	<p>I can make marks with control.</p>
<p>I can make marks during play.</p>	<p>I can 'write' during play and explain what my 'writing' means</p>	<p>I can 'write' for a range of different purposes i.e. to label, create stories, write letters/cards</p>	<p>I can create my own drawings and talk about them.</p>	<p>I can ask an adult to scribe my thoughts and feelings when I draw and create my own stories.</p>		



Enabling Environments





“Do it big and do it outside!”

Sue Gifford, Early Years Conference 2019



Promote Pretend Play

“Many experts believe that symbolic play is critical to a child's cognitive development in that it fosters abstract thought, problem–solving, self-control, and creativity.”

Hanen

Role Play and Experimentation



Role Play and Experimentation





Socio-dramatic Play

Discuss:

What does role play look like in your setting?

Are children always learning when there is high level of engagement in role play?



Deconstructed Role Play





Deconstructed Role Play

Why? –Open- ended resources will give more potential for the development of imagination with adult support





Deconstructed Role Play

What? - Deconstructed role play allows children to fully engage in the experiences without any **limitations** on their imagination. It creates a language rich learning space where children can interact with one another sharing ideas and developing their own play scenarios. Children can make sense of the world around them by exploring and investigating things that are current, relevant and interest them



Deconstructed Role Play

How? – You are going to fill your identified space with...

- *Cardboard boxes*
- *Crates*
- *Large sheets*
- *Bread trays*
- *Fabrics*

...the list is endless

BUT...



Let's not throw the baby out with the bath water.

You may still have a house corner!

What will I need?

- Cardboard boxes of differing sizes
- Cable reels
- Selection of fabric
- String
- Tubes
- Crocodile clips
- Large scale junk modelling
- Masking tape
- Portable mark making kit
- Large sheets



Enhancements

What you need

- Basket or box
- Resources that are themed around a specific interest e.g. doctor, builder or vet
- Books to support and enhance the theme
- Mark making materials

What to do

1. Identify themes that you wish to cover in your role-play.
2. Identify key areas of interest for children that they have expressed through their play.
3. Create an enhancement basket of resources to support these themes.
4. Take the enhancement baskets into your deconstructed role-play area to support children's learning.



Deconstructed Role Play



Mark Making

Providing backing paper with a variety of tools allows the children to create drawings which are related to their play scenario


Early Level Tracker 1

Glasgow Outdoors

This resource has been created to **support the learning and teaching of literacy outdoors** and is comprised of suggested experiences and interactions linked to the Literacy and English organisers, in line with the CFE Experiences and Outcomes.

- Each resource pack has been designed to be **used alongside** the **Literacy for All Framework**.
- The boxes within each organiser have been **bundled** with complimentary boxes for the **purpose of this resource only**. This is only one example of how these boxes may be bundled.
- As with all Literacy for All materials, please note that guidance on experiences, interactions and resources are not exhaustive.
- Practitioners should **adapt and develop** the learning experiences to **best support the learners** within their setting.

You can access this suite of resources via the Leaders of Early Learning blog by scanning the QR code and clicking the 'Glasgow Outdoors' tab or click the links below.


SCAN ME

Reading	Writing	Listening and Talking
This section currently features suggested experiences for each organiser. CLICK HERE to access experiences.	This section currently features suggested experiences for each organiser. CLICK HERE to access experiences.	This section currently features suggested experiences for each organiser. CLICK HERE to access experiences.

Scan the QR code



Glasgow's Learning For Sustainability

Glasgow's Improvement Challenge - Leaders of Early Learning
Literacy For All. Taking Learning Outdoors – Literacy Early Tracker 1



Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a	Have opportunities to write, inspired by what they have listened to, watched or read	Explore a variety of writing materials for purposeful mark making	Develop mark making in different contexts and share what they have created	Begin to explore creating texts in meaningful contexts through play based and outdoor learning	Begin to explore imitating writing letters and words and use the print in their environment as a stimulus	Begin to develop pride and confidence in writing own name
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E&C A1

Mark Making in Different Weather

Mark making is the creation of different patterns, lines, textures and shapes. Mark making isn't just squiggles made with pens and pencils, but also marks made with hands, paintbrushes or sticks. Mark making helps children practice their motor skills and coordination, it also encourages creativity and is an effective way for children to represent their ideas and thoughts. Providing opportunities outdoors enables children to mark make in larger spaces and experiment with a variety of surfaces e.g., trees, fences etc. and natural tools.

Aim: To provide experiences for mark making in different types of weather and opportunities to share what has been created.

Suggested Experiences and Interactions

The following suggestions provide a variety of experiences that can be set up in the context of different types of weather. Practitioners should provide opportunities for children to discuss and share what has been created to develop vocabulary, questioning skills and encourage ideas e.g.,

"I wonder..." "Why do you think...?" "I like what you have drawn, would you like to tell me about it?"

Rain	Sun	Ice/Snow
<ul style="list-style-type: none"> Use sticks, brushes or other natural materials to make marks in puddles, mud and sand. Encourage children to make mud footprints – compare the different marks made. Use chalk to create puddle pictures in the rainwater. Use brushes to sweep different colours of powder paint together in rain to create new colours. Paint in the rain and watch what happens. 	<ul style="list-style-type: none"> Use brushes to 'paint' the fence or write messages. Use bottles with sports caps or watering cans with different sided 'roses' to make marks. Place objects/toys in the sun and draw their shadow. Draw characters and use them to make shadow puppets. Add food colouring to bubble mixture and blow them towards paper – look at the marks left when they pop. Paint onto bubble wrap and place plain paper on top to print the image. 	<ul style="list-style-type: none"> Add food colouring to water in spray bottles. Freeze coloured water in ice cube trays and use them to make marks. Use sticks and other objects to make marks or prints in the snow. Use syringes with coloured water to make marks. Make marks in melting ice/frost.

Suggested literacy strategies and approaches

- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARs

Other literacy opportunities:


- Listening and talking

Resources

- Mud/clay/sand
- Chalk
- Sticks, flowers, stems, twigs
- Stones, slate, logs, branches
- iPad/camera




LfA Glasgow Outdoors



growing good citizens in glasgow

Glasgow's Learning for Sustainability

Glasgow's Improvement Challenge - Leaders of Early Learning
Literacy For All. Taking Learning Outdoors – Literacy Early Tracker 1



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E&C C1 Writing Your Name Outdoors

One of the first words children can often write is their own name. Young children will usually recognise the first letter of their name, they might notice and point to the first letter in other places such as; signs in the garden/local environment or in books. As children develop their writing skills they will begin to make symbols and marks which begin to look a bit more like letters. At this stage children are beginning to show their understanding that writing has meaning and purpose.

Aim: To begin to develop confidence in writing their own name.

Suggested Experience and Interactions:

- Provide children's name cards to copy if required, these could be laminated and displayed on keyrings so that they are easily accessible. Allow for plenty of discussion around writing names, describing their similarities and differences e.g.,
 "You have tall letters in your name and I don't."
 "You have 3 small letters in your name and look this letter has a tail."
- Try to incorporate some real life reasons for children to write their name outdoors such as; on a list for a turn of the bikes or to register they are in the outdoor space. You could also draw children's attention to their name labels written on their coat hooks, bags, folders etc. and support them to create their own labels.
- Other opportunities include children:
 - Writing name using various mark making materials e.g., twigs, feathers, pinecones, brushes etc.
 - Writing name in sand/mud – compare the marks made with various sized tools
 - Writing name in chalk on ground/walls/chalk boards/wooden planks
 - Using water to 'paint' names on a fence, wall or ground
 - Using a large sheet of paper and natural elements such as mud to write names

*"I wonder what tools you used here?" "Why have you written your name on this list?"
 "Can you tell me about the letters you have written?" "I wonder how you made this mark?"*

Suggested literacy strategies & approaches


- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARs

Other literacy opportunities:

- Print carries meaning
- Vocabulary development

Resources

- Mark making materials
- Sand/mud
- Contact paper/chalkboard
- iPad/camera







Tools for Writing ENG 0-12a LIT 0-13a LIT 0-22ab	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
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TFW B1

Sand, Soil and Mud

Try to ensure you provide a variety of different **scales** of mark-making resources and opportunities. Children will be at different stages of physical development – some will benefit from **large scale enhancements** to develop shoulders and elbows, whilst others will be ready for **manipulating smaller items** using wrists and fine motor muscles.

Aim: To experiment with a range of mark-making materials and techniques during play.

Suggested Experiences and Interactions:

- Have a big box of stimulating objects to generate an interest in mark-making e.g., lolly sticks, plastic grouting tools, bubble wrap, sticks, stones, found objects etc.;
"Let's collect some things from outside and see if they will make any marks."
- Using our bodies can be great for mark-making e.g. fingers, toes, footprints from shoes and wellies.
- Enhance your mud kitchen with objects which encourage experimentation e.g., potato mashers, tongs, chopsticks, scissors, pestle and mortar, wooden spoons, whisks, bowls.
- Natural materials which leave imprints can be used to make patterns in the mud, sand or clay e.g., pinecones, leaves, stones, feathers.
- Squash some playdough or clay onto a tree or wall then add loose parts or natural materials to make faces or patterns.
- Use cars, trucks, go-karts, bike wheels to make tyre tracks in the mud or sand;
"I wonder if we can make some wiggly/straight/curved/zig-zag roads for the cars to drive along?"
- Use small world character to make marks e.g., dinosaur footprints;
"I wonder whether the dinosaur's feet will leave a trail in the mud?"
"Look at this huge footprint!, I wonder where it came from?"
"The dog makes 4 prints in the sand but the dinosaur only makes 2."
- Flowers, grass, leaves etc. can be used to make transient pictures and patterns. Take photos to record these if you are not using glue to attach them permanently. (Have a bank of laminated children's name cards to add to the photo to remind you who it belongs to!)

Suggested literacy strategies and approaches:

- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARs

Other literacy opportunities:

- Gross and fine motor development
- Vocabulary development

Resources:

- Lolly sticks, plastic grouting tools, bubble wrap, sticks, stones, pinecones, leaves, shoes, wellies
- Potato mashers, tongs, chopsticks, scissors, pestle and mortar, wooden spoons, whisks, bowls
- Small world and ride-on cars, bikes, tyres
- Small world toys which reflect children's interests – dinosaurs, people, fish etc.
- Camera/iPad
- Laminated name cards





Glasgow's Learning for Sustainability

Glasgow's Improvement Challenge - Leaders of Early Learning Literacy For All. Taking Learning Outdoors – Literacy Early Tracker 1



Tools for Writing ENG 0-12a UT 0-13a UT 0-23ab	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
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TfW C1

Bear Hunt (or story of your choice)

Children love drawing outside, so capitalise on this by encouraging them to re-tell favourite stories through pictures. This can be done individually or in small groups, however it is important that the practitioner plays alongside the children during this activity in order to maximise vocabulary development, ask HOTS questions and encourage sequencing.

Aim: To develop children's ability to re-tell a story, including significant aspects and adding detail.

Suggested Experiences and Interactions:

- Choose a story that children are familiar with and have had opportunities to re-tell or role play e.g., 'We're Going on a Bear Hunt'. Show children the bear (soft toy or laminated picture).
"Can you remember who this is?" "Who went to see him in the story?" "Did they find him straight away?" "Can you remember where they started off?"
- Draw the house from the story on a large piece of paper, tabletop, plastic coated tablecloth or shower curtain. *"Here's the house in the story. I wonder what else we could draw round it?"*
Encourage children to add to the picture by drawing e.g., flowers, a path, a road, cars etc.
- Support children to recount who was in the family and encourage them to draw them on the paper.
"Let's think about who lived in this house..."
- Go through the story, encouraging children to act out and join in with the words. *"Now, where did they go first/next?"* Then, make simple marks to represent the grass, the river, the mud, etc. (either in a line or circle to show sequence of story.) Model and extend vocabulary for both the mark-making and the story setting. *"Wow, those snowflakes look really cold and icy!" "I see you've used lots of short spiky lines to look just like the grass!" "I wonder who is hiding inside the dark gloomy cave?"*
- Once the story picture has been completed, encourage children to re-tell it. You could add small world figures for roleplaying if you wish. Make sure the children have access to the original book to refer back to if they choose.
- In addition to drawing, the children could add loose parts or found objects to the picture e.g., stones surrounding the cave, real grass, muddy fingerprints beside the river etc.
- Why not make up your own version of the story, with the children deciding on and inventing new scenarios e.g., outer space, mountains or the bottom of the sea. Develop vocabulary by thinking of descriptions and actions for these. *"We're going on a bear hunt. We're going to catch a big one. What a beautiful day – we're not scared! Uh-oh... Stars... Bright twinkly stars... We can't go over them. We can't go under them. Oh no – we'll have to go through them! Shimmery-shiny. Shimmery-shiny. Shimmery-shiny."*

Suggested literacy strategies and approaches:

- Effective questioning and think alouds
- Interactive shared reading
- Extending conversations
- Observing, waiting and listening
- Story mapping

Other literacy opportunities:

- Listening and talking
- Vocabulary development

Resources:

- 'We're Going on a Bear Hunt' by Michael Rosen, or alternative favourite book
- Large sheets of paper, laminated surface or plain PVC tablecloth
- Whiteboard markers, pens or chalk. Small cloths to erase if using whiteboard markers
- Small world toys. Loose parts or found objects (grass, stones etc.)





Glasgow's Learning for Sustainability

Glasgow's Improvement Challenge - Leaders of Early Learning

Literacy For All. Taking Learning Outdoors – Literacy Early Tracker 1



Tools for Writing ENG 0-12a UT 0-13a UT 0-21ab	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
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TfW D1

Reach Across!

Gross motor activities which include **crossing the midline** (moving an arm or leg across the middle of the body to perform a task) are vital in writing development, encouraging co-ordination and communication between both sides of the brain. It is important to develop this skill in anticipation of a later time when more formal handwriting begins and the child has to orientate/track text and reach across their body in a left to right motion.

Aim: To develop children's co-ordination and gross motor skills.

Suggested Experiences and Interactions:

- Encourage children to use different side of their bodies by throwing, catching and kicking balls or beanbags.
- Encourage children to reach across their body and copy movements by playing action games such as 'Simon Says'.
- Using bubbly water, blow bubbles and encourage children to jump up and pop them, reaching up, down and across.
- Make music outdoors by banging instruments together in the middle of the body/from side-side
- Encourage large scale movements to music through ribbon or scarf dancing, reaching up and down, side to side, in circles etc.
- Encourage children to trace shapes using flowing movements such as 'Lazy Eights', draw a '8' on its side with crayons, in sand or in the air.
- Put stickers on one side of a child's body and ask them to remove them with the opposite hand.
- Provide train and car tracks to encourage children to reach across their bodies when playing.
- Provide opportunities for children to paint/draw horizontally, vertically or over head. Encourage large movements such as rainbows, circles, straight lines etc.
- Encourage children to shift weight between two hands e.g., swinging on monkey bars, crab-walking sideways on all fours, bear-walking forwards on all four etc.
- Provide buckets and spades to enable children to scoop sand into a bucket using one hand to hold the bucket and the other to scoop and reach across.
- Seek opportunities to develop the use of positional language: 'up', 'down', 'across', 'over', 'under', 'through', 'top', 'bottom', 'middle', 'side to side', 'around'.

Suggested literacy strategies and approaches:

- Shooting for the SSTARs

Other literacy opportunities:


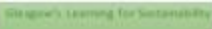


- Listening
- Phonological awareness
- Vocabulary development

Resources: (adapt as needed)

- Balls, beanbags
- Bubbles
- Musical instruments, sticks, pots and pans
- Ribbons, scarves
- Sticky dots
- Trains, cars
- Crayons, chalk, paint, mud
- Sand, soil, buckets, trowels, spades



LfA Glasgow Outdoors

 		Glasgow's Improvement Challenge - Leaders of Early Learning Literacy For All. Taking Learning Outdoors – Literacy Early Tracker 1					
Tools for Writing ENL 0-12a UT 0-12a UT 0-23a/b	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark-make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
<p>TFW D2</p> <p style="text-align: center;">Fine Motor</p> <p><i>Broadly speaking, children develop upper body control in the following order: Shoulder pivot - Elbow pivot – Wrist pivot – Fine motor control and it is important to provide experiences which support each stage of this development. Fine motor skills can take longer for children to develop. It is important that we provide opportunities to encourage the development of children's pincer-grip, palm arches, in-hand manipulation, finger joints, moving fingers and thumbs one at a time and hand-eye co-ordination.</i></p> <p>Aim: To develop children's fine motor skills by encouraging full use of the hand.</p> <p>Suggested Experiences and Interactions:</p> <ul style="list-style-type: none"> Decorate sticks of different sizes by winding wool, string or raffia around them to make 'stripes'. Children could incorporate leaves, feathers or flowers into their design. Provide experiences which encourage a scrunching, squeezing movement of the hands e.g., make balls made from newspaper or tin foil, add porridge oats to playdough, sponges and waters for car/window washing etc. Provide a variety of ribbons near a fence to encourage weaving and pattern making. Encourage children to finger paint or use cotton bud printing to paint natural objects such as sticks, stones or leaves. Provide opportunities to develop scissor control through cutting experiences by adding lots of different materials to a tuff-spot. Provide some multi-sensory options such as fresh herbs, grass and leaves. Provide opportunities for children to engage in planting experiences placing one seed in soil at a time. Children may enjoy digging for worms, remind children to pick them up gently, handle them with care and return them to their home. Provide opportunities for children to use hole punches, plain or patterned, to punch holes in leaves. Children could then thread these on to string, pipe cleaners or paper straws. Challenge children to move water from one container to another using only a straw, dip straw in water, block the end of the straw with thumb and try to transfer it to another container. Can the children move the water without dropping any? 							
					<p>Suggested literacy strategies and approaches:</p> <ul style="list-style-type: none"> Extending conversations Observing, waiting and listening 		
					<p>Other literacy opportunities:</p> <ul style="list-style-type: none"> Vocabulary development 		
					<p>Resources:</p> <ul style="list-style-type: none"> Sticks, stones, leaves, grass – any natural resources which the children find outdoors Wool, string, raffia Newspaper, tin foil, porridge oats, water beads, spaghetti Paints, cotton buds, paper straws, scissors, hole punches, colanders, sugar shakers 		
							



Early Level Tracker 1

Learning at Home

This resource has been created to **support the learning and teaching of literacy within the home** and is comprised of suggested experiences and interactions linked to the Literacy and English organisers, in line with the CfE Experiences and Outcomes.

- Each resource pack has been designed to be **used alongside** the **Literacy for All Framework**.
- The boxes within each organiser have been **bundled** with complimentary boxes for the **purpose of this resource only**. This is only one example of how these boxes may be bundled. Each bundle has one suggested home experience.
- There is a practitioner page for reference and a "Take Home Page" to be sent home either with the child or digitally.
- As with all Literacy for All materials, please note that guidance on experiences, interactions and resources are not exhaustive.
- Practitioners should **adapt and develop** the learning experiences to **best support the learners** within their setting.
- Practitioners should consider the potential barriers to learning at home, including access to resources, levels of parental engagement and differentiation.

You can access this suite of resources via the Leaders of Early Learning blog by scanning the QR code and clicking the 'Learning at Home' tab or click the links below.

Reading


This section currently features suggested experiences for each organiser. [CLICK HERE](#) to access experiences.

Writing

This section currently features suggested experiences for each organiser. [CLICK HERE](#) to access experiences.


Listening and Talking

This section currently features suggested experiences for each organiser. [CLICK HERE](#) to access experiences.



Scan the QR code

Glasgow's Improvement Challenge - Leaders of Early Learning
Literacy For All. Home Learning- Literacy Early Tracker 1



E&C A1

Mark Making Fun!

Aim: To encourage your child to make marks with a variety of resources

Mark making is the creation of different patterns, lines, textures and shapes. Mark making doesn't just refer to squiggles made with pens and pencils, your child is still mark making if they use their hands, paintbrushes or sticks. Mark making helps your child practice their motor skills and coordination, it also encourages creativity and is an effective way for your child to represent their ideas and thoughts.

Mark Making Fun!

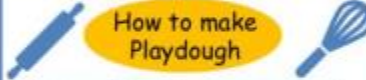
Here are some ways that you can make mark making fun with your child:

1. Encourage your child to draw or write using a variety of mark making tools, from chunky markers to gel pens. Experiment with various pens/crayons/pencils - discuss the different lines made, how are they different?
2. Create mark making tools from any found object in the home - whisks/forks/old toothbrush/comb. Dip into paint and experiment with the various marks made on paper. Discover the different marks the tools make when used with paint or pressed into playdoh. Talk about the shapes you have made - any similarities/differences, the thickness of line etc.
3. Make play doh and press various objects (toys/Lego/buttons) to see the variety of marks made.

How did you make this mark?

I wonder what tools you used here?

What marks might this tool make?



How to make Playdough

You will need:

- 2 Cups plain flour
- 3 Tablespoons of oil
- 1/2 Cup of water
- Food colouring, glitter, spices etc (optional)
- 1 mixing bowl
- Wooden spoon

1. Add the flour, glitter (optional) and 3 TBSP oil in a large bowl.
2. Add a few drops of food colouring to the water (optional) then add to the mix.
3. Stir well until combined and then knead with your hands.

** If its too dry, add more water, a tiny bit at a time.
* If its too sticky add some more flour.*

Glasgow's Improvement Challenge - Leaders of Early Learning
 Literacy For All. Home Learning- Literacy Early Tracker 1

TFW B1

Mark Making with Water

Aim: To encourage your child to make marks using water and brushes, helping to develop their motor skills, coordination and creativity.

Mark making is the creation of different patterns, lines, textures and shapes. Mark making doesn't just refer to squiggles made with pens and pencils, your child is still mark making if they use their hands, paintbrushes or sticks. Mark making helps your child practice their motor skills and coordination, it also encourages creativity and is an effective way for your child to represent their ideas and thoughts.

You will need: a sponge, a paint brush, some water

- Dip the sponges/paintbrushes in water and encourage some mark making with big body movements.
- Paint a whole brick or paving slab or fence post.
- Encourage your child to use the paintbrushes/sponges dipped into water to create large circular motions or long lines on a fence or wall.
- Try making straight lines, wavy lines, zigzag lines.
- Try making shapes, circles, squares, rectangles, triangles.
- Try writing your name. Try writing some numbers.
- Paint a picture and make up a story to go with it.

It's fun to use big movements outside!

If you can't get outside try doing the same ideas with a small brush and paper inside. Or use coloured pens and paper.

Can you paint a big circle?
Can you paint a smaller one?

This line looks like a road. I wonder where it goes to?

What do you think this shape looks like?

What shapes can you paint?

Get creative and enjoy some water play!

Try some of these ideas...


Wash walls outside with soap and brushes.

Use a water pistols, or a washing up liquid bottle filled with water. Have fun aiming the water at a target.

Paint in the bath with sponges and brushes.


Paint outdoor bricks with water and brushes.

Glasgow's Improvement Challenge - Leaders of Early Learning
Literacy For All, Home Learning - Literacy Early Tracker 1



On the Move

Aim: To play games to develop your child's gross motor skills. Have fun!



TFW D1

*Before your child learns to write they need to develop their **muscle strength** (or motor skills) for writing. **Gross motor skills** involve **movement and coordination** of the **arms, shoulders, legs** and other large parts of the body and are used in actions like **running, swimming and crawling***

Roll the Ball

This is a good skill to start with

1. Sit on the floor, place the ball on the floor and roll it towards your child.
2. Encourage them to stop the ball with their hands and then roll the ball back
3. Roll the ball up and down the arm, leg, around your waist

Soft Toy Toss

All you need are some soft toys, tape or string and a bucket or box.


1. Use your tape or string to make a line for your child to stand behind.
2. Start with underarm throwing and try to throw each toy into the box.
3. Once they have mastered this, you could try moving the box further away or throwing overarm.

Catching


1. Start by using a soft toy, ask your child to get ready, "**Ready, steady, catch!**"
2. Stand close to your child so they are successful and then gradually move further away. If two handed catching is too difficult then give your child a container like a basket or box to catch the toy.
3. Use a ball and bounce the ball before they catch.

Try some of these ideas


Bat a balloon to and fro with your hands.




Help sweep up the floor using a broom.



Blow bubbles together and try to catch and burst them.



Scrunch newspaper into a ball and throw into a basket.



Tasks

- Use the writing environment tool to audit your spaces for writing.
- Identify opportunities for early mark making in your establishment: Bring some examples of interesting mark making tools.



Join at [menti.com](https://www.menti.com) use code 74 72 22 8

 Mentimeter

Instructions

Go to
www.menti.com

Enter the code

74 72 22 8



Or use QR code



2023-2024 dates for your diary
LfA year 2

01/09/23	9:30am-12pm	Session 1: Developing Our Storytelling 1	Gemma
	1pm-3pm	Leadership of Change 1	Ana
15/09/23	9:30am-12pm	Session 2: Developing Our Storytelling 2	Gemma
	1pm-3pm	Leadership of Change 2	Ana
06/10/23	9:30am-12pm	Session 3: Fine and Gross motor development	Gemma
	1pm-3pm	Leadership of Change 3 (FLO)	Laura (FLO)
03/11/23	9:30am-12pm	Session 4: Early writing and mark making	Gemma
	1pm-3pm	HGIOP – Baseline	Gemma & Ana
17/11/23	9:30am-3pm	Session 5: Early Literacy through block play	Gemma
26/04/24	9:30am-12pm	HGIOP – Final	Gemma & Ana



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Literacy for All In Our Playrooms



Fine and Gross Motor Development

