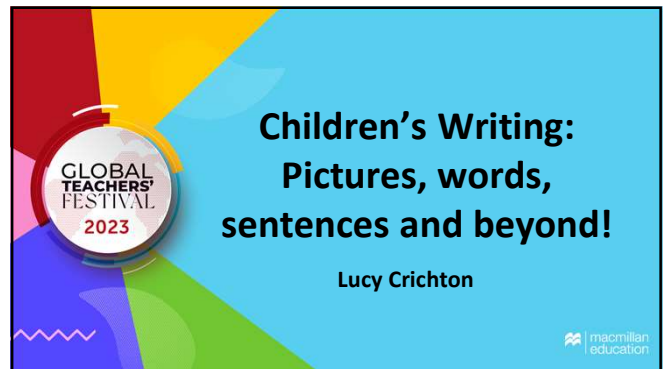
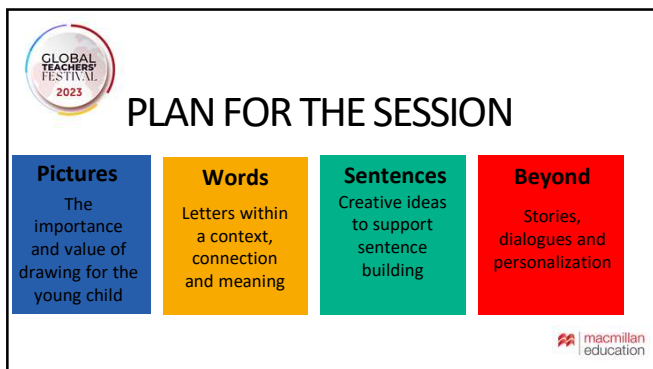




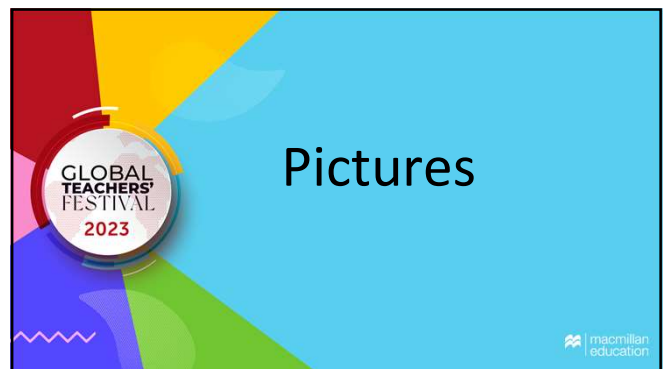
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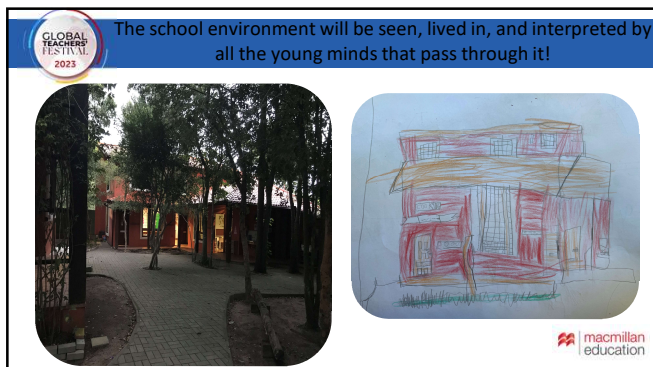
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So much non verbal learning happens every minute of every day!

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No rush to write!

Physical formation of the hand takes time so...

...pencil grip also takes time...

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Underlying skills that lead to functional handwriting

- Finger strength
- Grasp
- Wrist stability
- Spacing
- Formation and sizing
- Line regard
- Overall speed
- Concentration

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How can we help develop fine motor skills?

- Modelling
- Painting
- Loose parts play
- Gluing and sticking
- Scissor work

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Appropriate tools for drawing and writing

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Directionality and special awareness

Pre Writing Shapes

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Signs of school readiness



The child's perception of their expanding world, sky and earth are separate, feet placed firmly on the ground!


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The proprioceptive system: The child's sense of their body in space

In order for a child to sit still and visually pay attention to shapes, letter and numbers, their right / left neural pathways need to be tested out in order to develop.

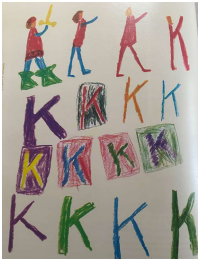
Therefore they need to use their whole body as they play!



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The pictures that letters can make!



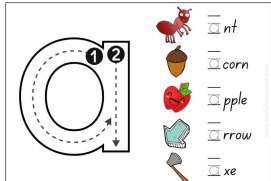
Take the first letter of your name and make it into a small figure or picture of something that starts with the same letter.

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Rhyme brings so much pleasure to the young learner


Make a loop, then a line at the back, a for apple starts the alphabet pack!



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Allow children to move around as they write, research and capture impressions within their surroundings.



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Knowing more about childhood development

Some children need external pressure to locate their bodies in space. We can provide a foot support for some children who need help to focus in class

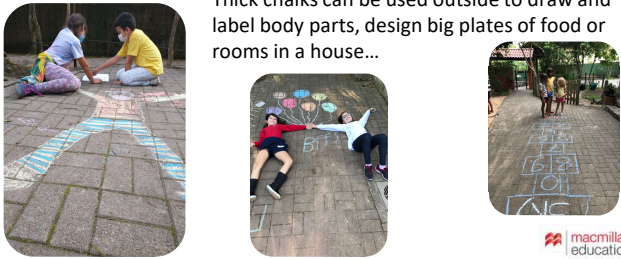


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Whole body writing

Thick chinks can be used outside to draw and label body parts, design big plates of food or rooms in a house...



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Words

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Basic understanding about writing

- ❖ Written words convey a message.
- ❖ In English we read left to right, top to bottom.
- ❖ There is a difference between illustration and print.
- ❖ The title is the name of the story.
- ❖ Letters can be upper case or lower case.
- ❖ We combine words to make sentences.

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My Writer's Toolbox



Post it notes: Brainstorming, class survey, peer editing setting goals
Mini books: Curiosity, playful design thinking, small hands
Roll of paper: Dexterity, anticipation, magic
Matchbox messages: Stories, excitement, secrecy
Stones and carboard: Writing on different surfaces

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Opportunities for word experimentation



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Word Walls

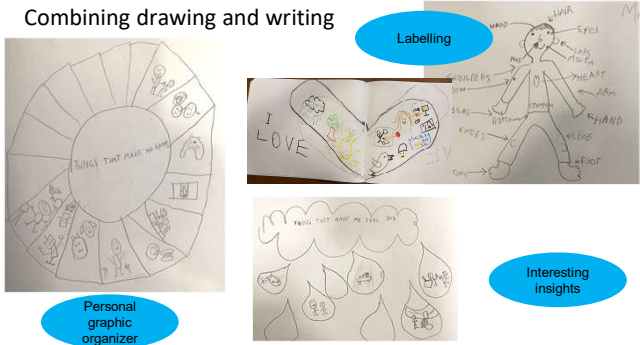


Sight words
Words of interest
Personal choice of words
Most frequent words

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Combining drawing and writing



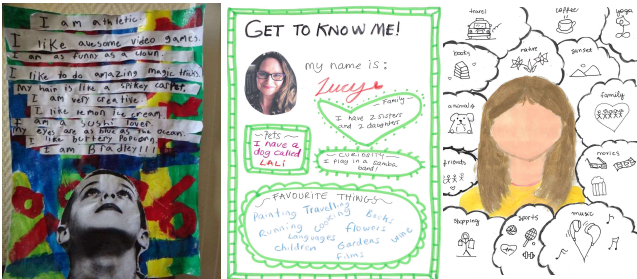
Labelling

Personal graphic organizer

Interesting insights

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Reasons to write



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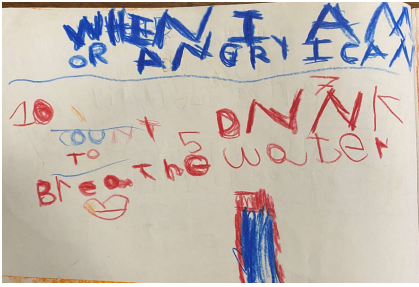
Sentences



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All efforts are worthy!



Intentional strength in words

Spacing, letter formation, letter size

Illustrate ideas

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Supportive writing experiences

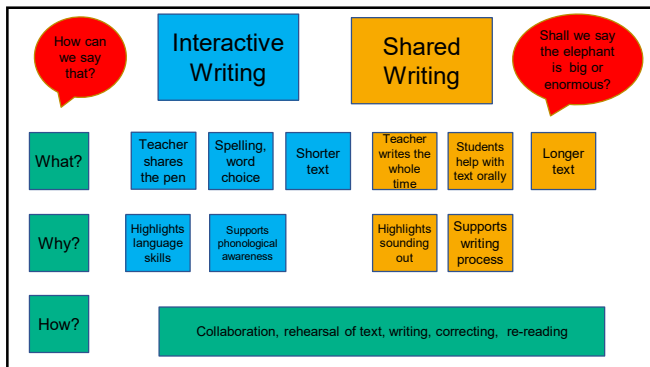
Interactive Writing
Students and teacher talk
Students and teacher write

Shared Writing
Students talk
Teacher writes correctly



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Learning must be made memorable

Words together with pictures or drawings boost the child's literacy skills and help children to remember new vocabulary.

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Magic and fantasy as a springboard for writing

FAIRIES

Dear James,
I'M MAKING A SURPRISE FOR YOU.
WE THINK THIS IS YOU.
WE HAVE A LOT OF FUN MAKING IT.
WE THINK YOU ARE THE BEST.
WE LOVE YOU VERY MUCH.
NOVA-LARA, MAGICAL CHIEF
TOKO, BESS, DORIS, JULIA, MIMI

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Images that strongly support the learner

Visual literacy

Recognition, listen and say

Graphic Organizers

Language needed is on the page

Global Stage Language Book Level 1 Unit 1

34

Scaffolding for success

Noticing language use

Ordering the phrases

Checking pronunciation

Planning the conversation

Writing the conversation

Global Stage Language Book Level 1 Unit 10

35

My Special Person

Children have explored the language through vocabulary, grammar, global citizenship and video, now they will write...

Clear example

Notice and improve the sentences

Use a graphic organizer

Special Person poster!

Global Stage Language Book Level 1 Unit 1

36

Thinking it over

Read the questions and draw or write your answers.

Read & Draw 4

What did I do?
How well did I do?
What can I do next?

Read & Draw 5

What did I do?
How well did I do?
What can I do next?

Global Stage Language
Book Level 1 Units 4 & 9

Draw OR write your answers!

Shapes that connect to unit content

Self reflection

Excite curiosity

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Beyond!

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Lucy Cristobal

Story Writing

The fiery Tongued Dragon
One night when a dragon
called Poggs went for
a walk in the woods
he met a mouse. He said
Please don't eat me said
the mouse. If you eat me
you will not have any
friends. So Poggs did not
eat him and they
became very good friends.
They played happily
and they both picked
some flowers when
they got home again.

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They put the flowers
in a pot and made
some soup. Careless
writing

The Mouse!

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Dear Mr Vva
Don't think you
should sound like me!

1. I am a family
2. he has to bring his family
3. He makes his family
house.

Love, Olivia
Edwin
Cool
Ezra
Mrs Drake
Justin
Gabriella
Mrs. Hester

Group writing and illustrating together

Hey, Little Ant

By Phillip and Hannah Hoose,
illustrated by Debbie Tilley

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The seven word story

1. Ask students to write down 7 words.
2. They can be nouns, adjectives or verbs.
3. Have them make up a story using the words.
4. Invite them to act it out, using mime.

Walking – hot – stop – tree – apple – jump – eat!

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