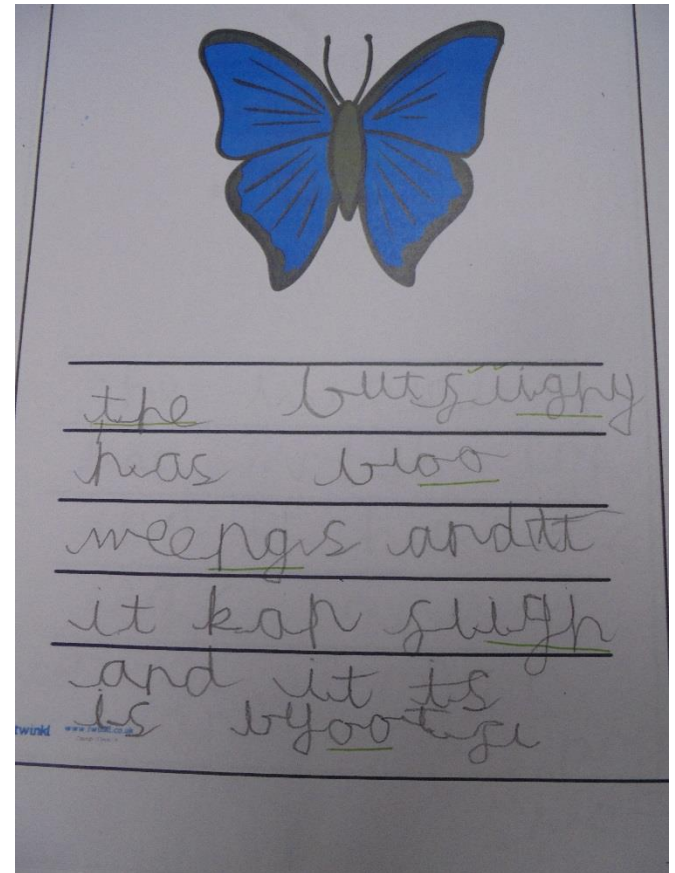
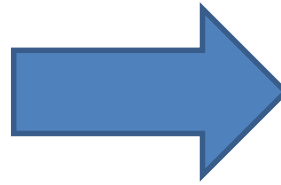


# Physical Development for Writing



# **LARGE to small**

## **Physical development starts top to bottom**

Strength and mobility in fingers  
and hands

Use of the hand is integrated with  
wrist and elbow management

Development of shoulder is critical  
to the deployment of the elbow

Shoulder is dependent on core  
stability

# Hand Gym Groups

- **Gross motor shoulder pivoters**

(pivot from shoulder straight arm, stiff wrist, palm grip)

- **Elbow pivoters**

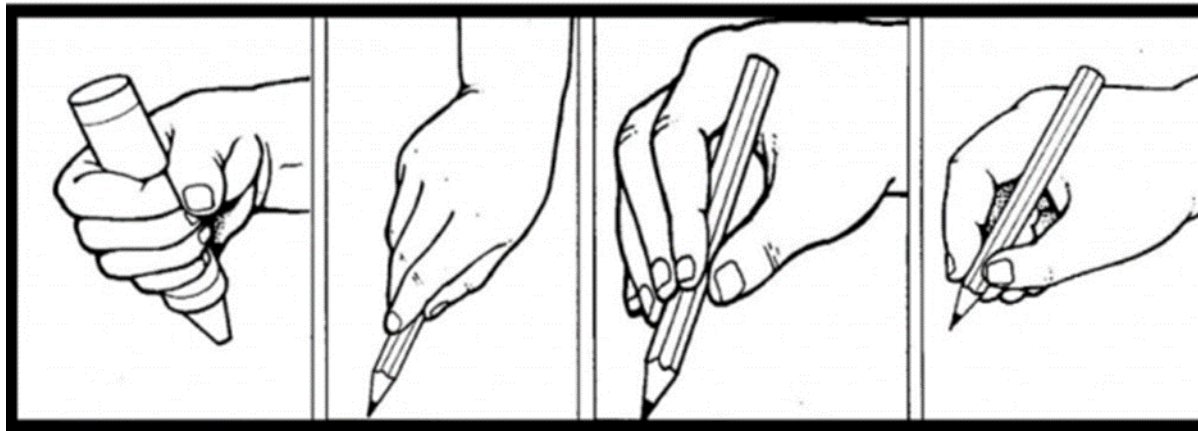
(use shoulder to support, movement shifted to elbow, stiff wrist palm grip)

- **Wrist pivoters**

(smaller movement in elbow, using shoulder to support, movement comes from wrist)

- **Fine motor triangulators**

(triangulates grip, uses fingers as pivots, wrist, elbow, shoulder act as support)



# Developing Proprioception

## *Experiencing resistance and tension*

- *Pushing*
- *Pulling*
- *Stretching*
- *Hanging*
- *Throwing*
- *Lifting*
- *Carrying*

*All physical activity builds proprioception  
Practitioners need to provide opportunities  
for movement and repetition of movement*



# Vestibular System

*Vestibular system helps maintain balance/control in relation to gravity and movement.*

- *Twisting*
- *Rolling*
- *Rocking*
- *Tilting*
- *Wobbling*
- *Tipping*
- *Jumping*
- *Falling*
- *Sliding*
- *Dancing*
- *Moving at speed*
- *Barefoot play -textures*





# Cross-lateral Activity

***How alternating actions help both sides of the brain and body work together in a co-ordinated way.***

- *Back and tummy play*
- *Climbing*
- *Balance bikes*
- *Peddalling*
- *Running*
- *Using steps*
- *Stepping stones*
- *Drumming*
- *Crawling*



# Crossing the midline

**One hand spontaneously moves to the other side of the body to work there**

- Messy play – both hands/one hand –smearing mud, yoghurt, custard, paint
- Scrubbing motion
- Window scrapers/squeegees





# Trunk and Shoulder Strength and Stability

- Hands and feet races
- Handling and transporting
- Sweeping
- Digging
- Tug of war
- Pom poms
- Magic wands
- Darts / target boards





# Wrist Extension and Stability

(wrist bent slightly upwards – better control of finger muscles)

- Window washing
- Mixing
- Washing up
- Vertical surfaces bring wrist and hand into better positions



# Grip Strength

- Wring out sponges/cloths
- Squeezing sponge balls
- Messy play – dough, gloop, mud pies
- Washing up bottles/spray bottles

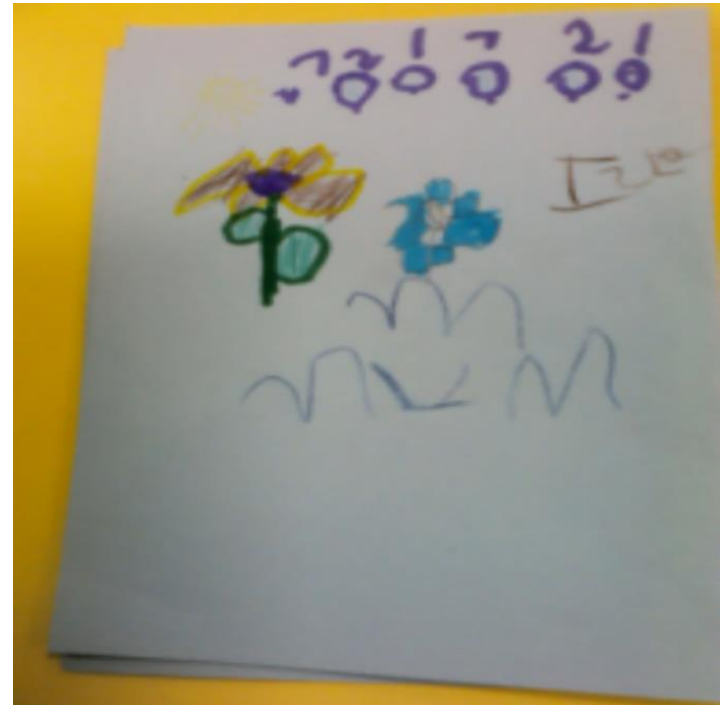


## Pincer Grip

- Peg boards/pegs
- Tweezers
- Bubble wrap
- Wind up toys

# Drawing

- When children come into Early Years, a lot of mark making will come in the form of drawing.
- Drawing as a tool for thinking – introduces children to thinking in two dimensions and therefore supports the more abstract symbol system of writing.





# Introducing Letter Formation

- Letter formation is introduced when the children begin learning Phase 2 Phonics.
- We use language to talk about shape and movement e.g. up, down, instroke, outstroke, round, diagonal, curve.





# The progression of writing

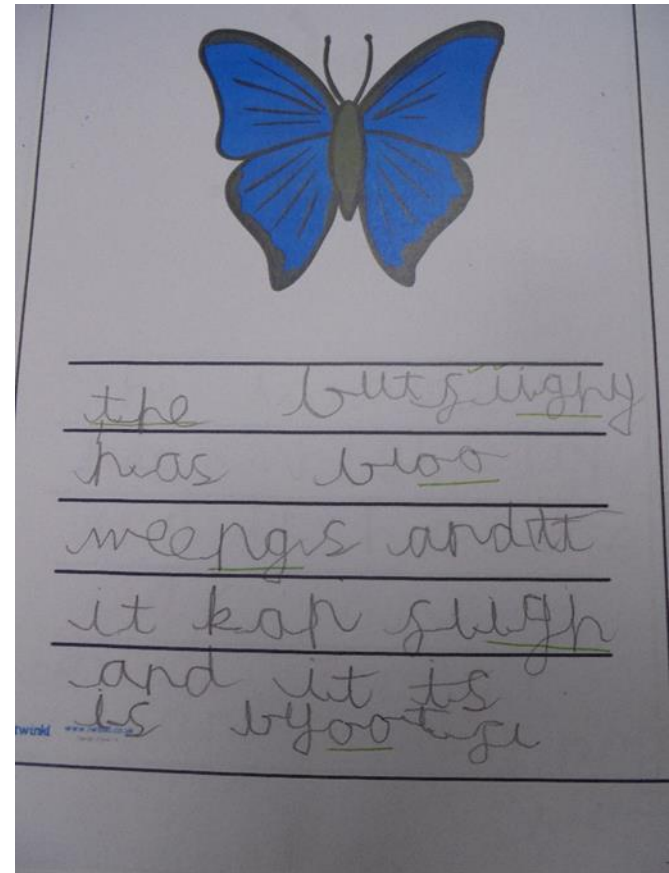
- Once children are familiar with some Phase 2 phonemes, writing consists of labelling things that have been created in child initiated learning (CHIL), with initial sounds.
- After hearing initial sounds, the next step is for children to hear the final sounds in words.



# Link writing to children's experiences



(a list of ingredients to make a pancake)



Writing about a butterfly  
after mini beast hunt