**Early Writing at St. Edward’s**

**Children’s writing starts in EYFS**, with initial control of writing implements. Very young children, do not have complete small **motor control** partly due to their initial lack of bone stiffness.

**Early activities** include using large pencils, crayons, brushes and other implements such as sticks in sand or objects. Girls tend be develop more quickly than boys, initially.

Mark making, **beginning to write** the first letters of their name, painting, drawing and ‘**writing-like’ behaviour** are important beginnings of their writing development.

Children write about their **direct experience** and the first literature that that the encounter: their name, fairy tales and first stories, through **role play** (the hairdressers, shop, office etc). Adults my scribe for them and help them to write ‘**hand-over-hand’** at times. Activities may be teacher led or independent.

**Early pre-phonics** will inform some activities. As children develop more **phonics proficiency in KS1** , they will write **phonologically plausible spellings** at times with conventional spelling from their **word lexicon** and words they have encountered in the classroom.