



The teaching of writing at White Ash is completely tailored to meet the needs of every pupil in our school. All pupils have daily opportunities to develop their dexterity, hand eye coordination, fine motor skills and writing development, depending on their ability and the pathway they take.

As a school, we recognise that many different approaches and adaptations are needed to ensure that all pupils are engaged in a relevant and exciting curriculum. Our learners will take part in sensory play, fine motor activities and more formal writing experiences.

We encourage muscle strength development, mark making in different media (sand, paint, shaving foam) and the use of ICT to support writing development.

Our goal is to promote children's confidence and independence in writing, and supporting them in learning that the marks they make, whether scribbles or letters, carry meaning.

See the attached sheet to find out what writing looks like for the different learners at White Ash School.

### Informal Learners

- Pre-writing sessions
- Fine motor development - massage, peg boards, playdough etc
- Hand/finger strengthening exercises
- Exploring and manipulating malleable materials—squeezing, squashing, pulling etc
- Exploring media—shaving foam, gloop, paint etc
- Making purposeful marks
- Eye gaze
- Plasma screen mark making
- Holding onto and using simple tools
- Messy sensory play
- Sand and water play
- Painting
- Handling small objects—tweezers, pipettes

### Semi formal Learners

- Pre-writing sessions
- Fine motor development - threading, peg-boards, massage, stacking etc
- Using writing tools and implements
- Mark making activities
- Developing letter/number formation
- Copying single words
- Spelling activities - cvc words
- Developing a preference for a dominant hand
- Typing skills
- Cutting skills
- Dough Disco
- Tracing activities
- Colourful semantics
- Phonics sessions

### Pre-semi Learners

- Pre-writing sessions
- Fine motor development—threading, peg boards, massage etc
- Using writing tools and implements
- Developing comfortable grasps on writing implements—palmer, pincer.
- Tracing activities
- Making purposeful and meaningful marks
- Making controlled marks e.g lines, circles, shapes
- Developing a preference for a dominant hand
- Plasma screen mark making
- Cutting skills
- Typing skills
- Using magnetic letters
- Dough Disco
- Using symbols to create sentences—colourful semantics
- Phonics sessions

## **What writing looks like at White Ash School**

### Formal Learners

Continued development of letter/number formation  
Writing single words and simple sentences  
Practising spelling  
Sentence structure  
Using capital letters  
Writing on lines

Finger spaces  
Vocabulary sessions  
Writing for purpose  
Dominant hand  
Comfortable grasp  
Dough Disco

Using colourful semantics  
Fine motor skills development  
Phonics sessions  
Cutting skills  
Daily writing opportunities  
Typing skills