



Key Learning Opportunities

Personal, Social and Emotional Development

- To build constructive and respectful relationships
- To express their feelings and consider the feelings of others.

Communication and Language

- To extend vocabulary, by learning and using new vocabulary.
- To articulate their ideas and thoughts in well-formed sentences
- To describe events in some detail
- To use talk to help work out problems and organise thinking and activities.

Physical Development

- To develop their small motor skills so that they can use a range of tools competently, safely and confidently
- To use their core strength to achieve a good posture when sitting at a table or on the floor.
- To develop the foundations of a handwriting style which is fast, accurate and efficient.
- To develop an effective pen grip.

Literacy

- To develop the ability to form lower case and capital letters correctly.
- To spell words by identifying the sounds and then writing the sound with letters.
- To begin to form marks, letters, phrases and full sentences.

Mathematics

- To recognise numerals

Expressive Arts and Design

- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To create collaboratively, sharing ideas, resources and skills.

Resources

- A selection of mark making tools, including selections of pencils, pens, whiteboard pens, chalk, crayons, felt pens, pencil crayons, highlighters.
- Paper, card, envelopes, postcards, recipe and letter templates, whiteboards.

Enhancements

Think about the time of the year and how this can naturally link to festivals, communities, seasons e.g. Christmas cards, thank you letters

Intended Experiences

- Making decisions about the resources they need
- Handling and using resources appropriately
- Managing and organising resources, getting things out and tidying away
- Playing alongside and with others
- Communicating, sharing ideas, negotiating and co-operating
- Making notes, lists, postcards, recipe books, birthday cards, fact files
- Retelling stories and events
- Talking about what they are doing, sharing their ideas

Role of the Adult

Play alongside

- Observe children and take note of their key interests
- Respond to their requests and ideas
- Suggest possibilities to extend their mark making
- Consider additional stimulus and add this immediately if to hand or the following day/week
- Write/draw alongside children to take learning forwards, suggest ideas and show what's possible

Role model / direct teach

- Model correct formation using a memorable phrase and demonstrating a correct pen grip
- Model the starting position and direction for forming letters correctly.
- Model language, correct and/or extend vocabulary
- Model composing ideas orally before writing

Raise questions to stimulate ideas and add challenge

- I wonder what other patterns/marks/letters you could make?
- Can you tell me about...?
- Can you?

Use appropriate language linked to key learning

- Communities and festivals (celebrations, Christmas, Diwali, New Year, Eid)
- Seasons (autumn, winter, spring, summer)
- Family (mum, dad, aunt, uncle, sister, cousins, neighbours)

Continuous Provision

WRITING AREA

