

<p>Literacy Writing</p>	<p>Nursery Skills</p>	<p><u>Development Matters 30-50months</u></p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<p>Reception Skills</p>	<p><u>Development Matters 40-60months</u></p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
<p>Autumn 1 Environment</p>	<p>To develop gross motor skills</p>	<p>Writing area Sensory tray Roller brushes Plungers Large paintbrushes Self-registration with pictures</p>	<p>To gives meaning to marks they make To be able to continue a rhyming string To hear and say the initial sound in words</p>	<p>Topic: We've got the Whole World in Our Hands Writing area RWI sounds all around the environment Fine motor table Phonics table</p>
<p>Activities</p>	<p>To develop gross - clockwise and anticlockwise circles</p>	<p>Sensory trays e.g. cornflour, glitter, sand and water, paint. Painting playhouse with brushes and water. Powder paints Key Vocabulary: paint, circle, line</p>		<p>Sorting activities to hear initial sounds Writing sounds using different materials, paintbrush, chalk, whiteboard pen etc Magnetic letters and magnets Playdough to support letters Drawing where they live and who they live with.</p>

				<p>Attempting to copy different styles of writing linked to topic e.g. Japanese</p> <p>Key Vocabulary: letter, sound, rhyme</p>
What you will see		<p>Children using climbing and play equipment.</p> <p>Children using a range of mark making tools both inside and outside the classroom.</p>		<p>Children writing and learning sounds during their phonics lessons and in follow up focus groups</p> <p>Children using sound mats to support their sounds</p>
Autumn 2				
Environment	<p>To develop fine motor skills</p>	<p>Playground chalk</p> <p>Paintbrushes</p> <p>Sticks for outside mark making</p> <p>Playdough</p> <p>Large whiteboard on floor (tummy time)</p>	<p>To link letters to sounds</p> <p>To write single sounds</p>	<p>Topic: Let's Celebrate</p> <p>Playground chalk</p> <p>Sound of the day table</p> <p>Name writing table</p>
Activities	<p>To be able to mark make in sensory ways</p>	<p>Helicopter Stories</p> <p>Tummy Time mark making sessions linked to story of the week.</p> <p>Self portraits</p> <p>Playdough/dough gym</p> <p>Christmas Cards / lists</p> <p>Role play area - knives for cutting</p> <p>Tummy Time</p> <p>Key Vocabulary: circle, straight, round</p>	<p>To use some clearly identifiable letters to communicate meaning</p>	<p>Writing their own name using their tray labels and dots to support</p> <p>Adding letters to any mark making produced attempting to put their own name on every piece of work produced</p> <p>Children to label their own self-portraits attempting to write captions</p> <p>Children attempt to write Christmas cards and lists</p> <p>Children to write and draw about what they are going to do in the holiday</p> <p>Key Vocabulary: letter, sound, name</p>
What you will see	<p>To make vertical and horizontal lines</p>	<p>Children using smaller tools for mark making e.g. finer paintbrushes, pens, pencils</p> <p>Children developing better control of writing tools, e.g. less children using whole hand clasp</p>	<p>To be able to write own name and other things such as labels, captions.</p>	<p>Children using a range of writing tools e.g. pencil, felt-tip pen, chalk, crayons etc</p> <p>Children using their tray labels and sound mats to support their writing</p> <p>Writing opportunities throughout the classroom e.g. big and small whiteboards</p>

		Children talking about what they are drawing and giving more meaning e.g. 'that's me'.		
Spring 1 Environment	To make zig zag lines Wavy lines	Writing Area Paper Pens Clipboards Pencils Painting on the easel (more control). Name writing - snack table.	To start to attempt to write CVC words	Topic: A Helping Hand Children choosing CVC pictures out of a hat and writing them e.g. bag, bat, mat Children writing at the phonics table Objects linked to the sound of the day Irregulars words display around the classroom
Activities	Clockwise and anticlockwise circles To draw pictures representing themselves/likes To be able to voice thoughts whilst writing	Self portraits Helicopter stories with illustrations. Spring drawings to display their knowledge linked to seasons. Children using name cards to write their name independently for snack time. Children writing shopping lists for cooking activity. Key Vocabulary: copy, draw,	To be able to independently write some irregular common words I, to, the	Children labelling parts of the body and animals bodies linked to doctors and vets Children writing questions to the firefighters and other visitors Children drawing and attempt to write words to describe a crime scene and write down some clues Key Vocabulary: red words, question, parts
What you will see		Adults scribing children's work. Children using horizontal and vertical lines to represent letters or words. Children mark making in a range of areas e.g. outside, role play, tummy time, creative table. Children drawing things they see in the environment e.g. characters from stories, trees, flowers.		Children mark making and writing in the writing area Opportunities for writing all around the classroom and outside Writing template sheets and paper made into booklets to encourage and promote writing Focus groups, adult led learning taking place throughout the day
Spring 2 Environment	To use writing to convey meaning	Sorting objects/sounds Clipboards outside / near construction areas Whole class books on display	To be able to write short sentences in meaningful contexts	Topic: Let it Grow Using clipboards outside and noticing changes and patterns linked to our topic A range of red words displayed in the classroom for children to access daily

		<p>Helicopter stories on display</p> <p>Children's work displayed including name, labels, initial sounds to go with their pictures, maps.</p>		<p>Sound mats with set 2 and 3 sounds on them to extend learning</p>
Activities		<p>Minibeast hunt</p> <p>Mother's Day cards</p> <p>Labelling and drawing plants</p> <p>Planting and drawing stages of plant growth</p> <p>Key Vocabulary: letter, name, copy</p>		<p>Children writing mother's day cards</p> <p>Labelling parts of life cycles</p> <p>Writing names for the live caterpillars</p> <p>Writing and recording a bean diary to look at the changes occurring to the bean</p> <p>Key Vocabulary: grow, change, habitat</p>
What you will see		<p>Children using marks to convey meaning and talking about them.</p> <p>Some children using some recognisable letters to convey meaning e.g. letters from their name.</p> <p>Children using tripod grip.</p> <p>Booster groups for fine motor development.</p>		<p>Children talking about the changes occurring e.g. changes to their beans or to the caterpillars</p> <p>Children using their sound mats to update the changes to their bean diaries</p> <p>Children writing sentences about the caterpillars</p> <p>Focus groups with adult led writing task</p>
Summer 1		<p>Sound mats</p> <p>Name cards</p> <p>Writing cards</p> <p>Writing frames e.g. recipes / ingredients</p>	<p>To write sentences using a range of irregular words</p>	<p>Topic: Fairy Tales</p> <p>Helicopter stories box with children's independently written and some scribed</p> <p>Templates for children to mark make and write on e.g. wanted poster</p>
Environment	<p>To be able to write name</p> <p>To use letters from name to convey meaning</p>			
Activities		<p>Name writing</p> <p>Letter formation</p> <p>Recipe writing</p>		<p>Children writing invitations to the fairy-tale ball</p> <p>Children to write a wanted poster to find the giant</p> <p>Children to start forming joined up letters</p> <p>Helicopter stories</p>

<p>What you will see</p>		<p>Children writing their own names on their work.</p> <p>Children independently writing their name.</p> <p>Key Vocabulary: name, letter, card</p>		<p>Children attempting to write cursive letters following a programme on the board in the morning</p> <p>Children to start to write their own stories inspired by the topic</p> <p>Focus groups with adult led writing opportunities</p> <p>Key Vocabulary: story, fairy tale,</p>
<p>Summer 2</p> <p>Environment</p>	<p>To be able to mark make linked to letters of the alphabet</p>	<p>Self-registration names only</p> <p>Phonics display</p> <p>Handwriting mats for reference</p> <p>Pencil grips</p>	<p>To be able to start writing narrative stories using some correct spelling of words and a range of irregular words</p>	<p>Topic: Under the Sea</p> <p>Paper books for stories</p> <p>A range of texts and video clips being shown to support their language and knowledge about under the sea</p>
<p>Activities</p>		<p>Writing sound of the week.</p> <p>Name writing continued - more control / focus on handwriting.</p>		<p>Spellings and self-correcting in the morning when children come in</p> <p>Children writing simple sentences using the super sentence checklist to support their structure</p> <p>Children writing in their deep sea diver log books (sea creature fact files)</p>
<p>What you will see</p>		<p>Majority of children using correct pencil grip.</p> <p>Key Vocabulary: sound, letter, phonics</p>		<p>Booster groups for HA children to develop their story writing and narrative further using correct spellings</p> <p>Whole class watching a video and facts linked to an animal Children attempt to recall a fact and write it in the divers log book each</p> <p>Key Vocabulary: Beginning, middle, end</p>