

**Writing (to be used with fine motor and pre -writing document, with Speaking and Listening documents)**

**Children at the expected level of development at the end of reception will:**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Nursery	Reception
<p><b>Building blocks</b></p> <ul style="list-style-type: none"> <li>• Develop phonological awareness ( see Phase 1 of Letters and Sounds)</li> <li>• Develop from making random marks on page to mark making with control and being able to talk about marks made.</li> <li>• Write some letters accurately</li> <li>• Write name using a model to copy</li> <li>• Write name independently</li> </ul>	<p><b>Building blocks to</b></p> <ul style="list-style-type: none"> <li>• Children continue to build phonic knowledge and skills by following Letters and Sounds programme</li> <li>• Form some recognisable letters eg ones in child's name</li> <li>• Children to write lower case correctly</li> <li>• Spell words at phonic phases 2, 3 and 4 by segmenting the word, hearing the phoneme, matching the phoneme to the grapheme, and writing the grapheme</li> <li>• Spell tricky words at phonic stage 2 and 3 correctly</li> <li>• Write labels</li> <li>• Write lists</li> <li>• Children to be taught how to think of a sentence, remember the sentence, write the sentence and re-read it to check it makes sense.</li> <li>• Children to write capital letters correctly</li> <li>• Write a sentence with a capital letter and full stop</li> </ul>
<p><b>Continuous provision:</b></p> <ul style="list-style-type: none"> <li>• A range of mark making tools and paper available both indoor and outdoor</li> <li>• Mark making not limited to mark making area but able to apply across unit (range of media outside/tidy up inspector/opportunities in role play area/office/designs for construction)</li> <li>• Planned opportunities for children to apply phonic knowledge and skills</li> <li>• Small world opportunities for children to retell stories and create own</li> </ul>	<p><b>Continuous provision:</b></p> <ul style="list-style-type: none"> <li>• A range of mark making tools and paper available both indoor and outdoor</li> <li>• Displays and resources to support children's writing eg model of phonemes taught, word and phonic mats, topic words, phoneme frames</li> <li>• Planned opportunities for children to apply phonic knowledge and skills</li> <li>• Small world opportunities for children to retell stories and create own</li> <li>• Role play opportunities for children to retell stories and create own</li> </ul>

**Role of adult:**

- Help children tune into different sounds by making changes to rhymes and songs eg Twinkle, twinkle chocolate bar
- Encourage children to join in with rhyming refrains
- Miss out word in a rhyme for children to complete it
- Using objects or pictures, play games where children have to match rhyming pairs or find items that start with the same phoneme.
- Using 'robot talk' encouraging children to hear and blend the sounds in words.
- Model within play the purpose of writing
- Model skills of simple drawing (simple shapes/curved lines/straight lines)
- Using high quality texts from school writing/ reading long term plan practice retelling the story to develop a deep familiarity with the text

**Role of adult:**

- Timetable daily direct teaching of phonic, tricky words, handwriting and shared reading sessions
- Support children to segment words (modelling robot arms) and use phonic mats
- Using high quality texts from school writing/ reading long term plan practice retelling the story to develop a deep familiarity with the text
- Model how to draw story maps to retell story using time connectives eg next, then and adverbs eg fortunately, unfortunately
- Support children to draw own story maps and listen to the retell prompting use of time connectives and adverbs to link parts of story
- Model how to substitute to change story
- Planned shared writing and guided writing sessions
- Model writing both in large and small groups and individually when needed.
- Model within play the purpose of writing involving children in the process
- Agree expected writing purposes in provision eg writing labels for saved models, recording score on a game
- Timetable daily opportunities for children to apply phonic knowledge and skills