

Continuous Provision Plan for – Writing and Mark-making

Possible learning towards EYFS outcomes		
Communications and Language	Physical Development	Personal Social and Emotional Development
<p>40-60 months:</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. 	<p>30-50 months:</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one handed tools and equipment. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters e.g. letters from their name. <p>40-60 months:</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. 	<p>30-50 months:</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. <p>40-60 months:</p> <ul style="list-style-type: none"> • Confident to speak to others about own wants, interests and needs. • Can describe self in positive terms and talk about abilities. • Initiates conversations, attends to and takes account of what others say. <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p>
Literacy		
<p>30-50 months:</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they paint and draw. • Ascribes meanings to marks that they see in different places. <p>40-60 months:</p> <ul style="list-style-type: none"> • Gives meaning to marks as they draw, write and paint. • Begins to break the flow of speech into words. • Hears and says the initial sound in words. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Writes own name and other things such as labels, captions. 		
<p><u>Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> • Experience and explore a print-rich environment inside and out. • Make marks with a range of tools. • Use mark making to convey meaning and communicate ideas. • Develop their own writing in play situations. • Write labels, lists, stories with marks, letters and words. • Experiment with punctuation. <ul style="list-style-type: none"> • Begin to link letters and sounds. • Use their phonic knowledge in writing. • Manipulate writing instruments. • Learn about structure in different writing formats. • Practise letter formation, fine motor and pencil control skills. • Explore mark making with a range of different tools and materials. 		
Enabling Environments	Positive Relationships	Characteristics of Effective Learning
<p>Resources:</p> <ul style="list-style-type: none"> • Provide resources such as: <ul style="list-style-type: none"> ○ Mark makers: pencils, pens, felt tips, crayons and chalk, accessible in all areas. ○ Tools: scissors, rulers, hole punch, staplers, and glue sticks; ○ Paper: in varying sizes including, plain, lined, card, postcards, envelopes, notepads, diaries, whiteboards, aqua draw mats, magnetic letters, clipboards, alphabet frieze, high frequency words and name cards; ○ Books: fiction, non-fiction, picture and word dictionaries; • Provide activities that give children the opportunity and motivation to practise manipulative skills. • Teach children skills to use tools and materials effectively and give them opportunities to practise them. • Model writing for a purpose. 	<ul style="list-style-type: none"> • Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. • Use appropriate language and questioning. • Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says 'I'm writing'. • Support children in recognising and writing their own names. • Praise children for their writing and mark making. <p><u>Key Vocabulary and Questions</u></p> <ul style="list-style-type: none"> • Writing, letters, line, full stop, capital letter, finger space, sentence, number, write, word, read, alphabet, sound, phoneme, blend, segment, pictures, name, caption, speech bubble, etc. • Writing genres: story, letter, instructions, recipe, fiction, non-fiction. • Vocabulary related to equipment, materials & bookmaking e.g. pens, pencils, crayons, envelope, sticky tape, stapler etc. • They will also begin to be familiar with: <ul style="list-style-type: none"> ○ Letter and number names (some or all). ○ The language used when 'talking through' letter formation & shared/individual writing. • Can you tell me about...? What are you going to write? Can you write...? • Can you write a list/letter/card/note/ story? • Which sounds can you hear? • Can you see the letter you need? • Can you read to me what you have written? 	<p><u>Playing and Exploring – engagement</u></p> <ul style="list-style-type: none"> • Engaging in open ended activity • Seeking challenge • Showing a 'can-do' attitude <p><u>Active Learning – motivation</u></p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time <p><u>Creating and Thinking Critically – thinking</u></p> <ul style="list-style-type: none"> • Thinking of ideas