

AUTUMN TERM**Expectations**Transcriptional Skills:

- Makes marks and can distinguish between the different marks they make

Compositional Skills:

- Recognises own name in self-registration, although not necessarily writing own name
- Holds book up the correct way
- Turns pages

Handwriting:

- Uses a variety of movements when mark-making

Teaching Strategies

- Phonics / literacy start to every day
- Introduce alphabet song / bingo
- Daily RWI session to introduce Set 1 sounds and red words
- Model name writing – practise in soft start
- Nursery rhymes and songs
- Explicit teaching of onset and rhyme – rhyming games
- Introduce Colourful Semantics
- Model sentence writing / shared writing
- Innovate on simple sentences
- Weekly news recount
- Story scribing
- Daily story time
- Structured speaking and listening opportunities
- Talk for Writing? Story mapping?
- Text types - labels -
 - lists
 - letters
 - cards
 - recounts
 - stories (fairytales) / description

Handwriting:

- All teacher writing models lead-in lines
- RWI adapted: systematic teaching of letter formation with lead-in lines
- All children to start with name writing in soft start
- Continue for those who need it
- Daily gross / fine motor activities
- Intervention (dough gym or similar) for identified children

Enabling Environment

- Access to varied mark-making resources across the environment e.g. in role play
- Opportunities for purposeful writing linked to children's interests
- Calendar
- Literacy working wall to include key vocabulary (Goldilocks words) WAGOLL and examples of children's work
- Colourful Semantics in the environment
- Weekly phonic sounds displayed
- Phonic charts
- Red word display
- Topic word mats
- Letter formation chart (lead in lines)
- Multi-sensory fine and gross motor activities across the setting

Development Matters Objectives – LIT: Writing

- Distinguishes between the different marks they make
- Sometimes gives meaning to marks as they draw and paint
- Ascribes meaning to the marks that they see in different places

Development Matters Objectives – PD: Moving and Handling

- Draws lines and circles using gross motor movements
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors

SPRING TERM

Expectations

N2D

Transcriptional Skills:

- Beginning to write the letters from their name, although not necessarily in the correct order
- Some letter-like forms in independent writing
- Able to copy some letters from their name

Compositional Skills:

- Draws 'pictures' – meaningful mark-making
- Child initiated mark-making includes marks that look like writing – go left to right and down the page

Handwriting:

- Child allows grip to be corrected

Teaching Strategies

- Phonics / literacy start to every day
- Introduce Hunks and Chunks phonic dance
- Ability grouping for daily RWI phonics (Consolidate Set 1 sounds or introduce Set 2 digraphs and red words)
- Nursery rhymes and songs
- Revisit teaching of rhyme – rhyming games, lists, sentences
- Colourful Semantics in the environment and resources for sentence construction
- Model sentence writing / shared writing
- Talk for Writing
- Weekly news recount
- Story scribing
- Daily story time
- Introduce planning concept
- Text types
 - labelled plans
 - information texts – e.g. fact files
 - recounts
 - speech bubbles
 - cards
 - posters / instructions (imperative verbs)
 - poetry (rhyming couplets)
 - description

Handwriting:

- All teacher writing models lead-in lines
- Daily handwriting practise in soft start
- Introduce 'sky, grass, earth' paper
- Regular focussed writing activities on lines
- Handwriting support/ fine motor intervention for identified children

Enabling Environment

(As Above) plus

- Access to varied mark-making resources in all areas of the setting – e.g. in the role play
- Provide opportunities for relevant, real-life, purposeful reasons to write, linked to children's interests.
- Continue to provide multi-sensory activities to build gross and fine motor skills.
- Writer's notebooks

Development Matters Objectives – LIT: Writing

- Sometimes gives meaning to marks as they draw and paint
- Ascribes meaning to the marks that they see in different places

Development Matters Objectives – PD: Moving and Handling

- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

SUMMER TERM

Expectations	Teaching Strategies	Enabling Environment
N2S <u>Transcriptional Skills:</u> - Writes name (Possibly using capital letters) - Beginning to link letters to sounds - Hears, but does not necessarily write, initial sounds <u>Compositional Skills:</u> - Gives meaning to marks <u>Handwriting:</u> - Beginning to show a preference for a dominant hand - Able to control a pencil when mark-making, although not necessarily using a tripod grip N2G <u>Transcriptional Skills:</u> - Linking letters to sounds - Writing more than initial sounds - Represents some sounds correctly, and in sequence <u>Compositional Skills:</u> - Identifies own purpose for writing <u>Handwriting:</u> - Beginning to use anti-clockwise movements and re-trace vertical lines when forming letters - Capitals/lower case letters used in name-writing as soon As pencil control established	- Phonics – Explicit teaching of one sound, once per week - Colourful Semantics used in interventions - Model word writing / shared writing - Story scribing - Daily story time - Text types - - stories - labelling - lists - letters / invitations / cards <u>Handwriting:</u> - All teacher writing models RWI letter formation and ditties - Weekly handwriting practise in soft start – explicit teaching of letter formation, one letter per week - Weekly focussed writing activity - Handwriting support/fine motor intervention for identified children	(As above) plus

Development Matters Objectives – LIT: Writing	Development Matters Objectives – PD: Moving and Handling
(30-50 months) - Sometimes gives meaning to marks as they draw and paint - Ascribes meaning to the marks that they see in different places (40-60 months) - Gives meaning to marks as they draw, write and paint - Begins to break the flow of speech into words - Continues a rhyming string - Hears and says the initial sounds in words - Links sounds to letters, naming and sounding the letters of the alphabet - Writes own name and other things such as labels and captions - Attempts to write short sentences in meaningful contexts	(30-50 months) - 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. (40-60 months) - Uses simple tools to effect changes to materials - Handles tools ... with increasing control - Shows a preference for a dominant hand - Begins to use anticlockwise movement and retrace vertical lines - Begins to form recognisable letters - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

