

# Writing Area

## Key Learning Opportunities (From Development Matters Birth to 5)

### Communication and Language

- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.

### Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

### Maths

- Count objects, actions and sounds.
- Link the number symbol (numeral) with its cardinal number value.

### Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

### Expressive Arts and Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Develop storylines in their pretend play.

## Characteristics of Effective Learning

### Playing and Exploring

- Show an interest in writing about things both independently and with others.
- Engage in activities that encourage writing without being directed to complete them.
- Represent experiences from their lives in writing e.g. writing lists, cards and letters.

### Active Learning

- Maintain focus on writing for at least 10 minutes.
- Use known sounds from phonics teaching when writing and use patterns and skills alongside this.
- Know where to go for writing support including sound mats, talking tins and the phonics wall.
- Persist with an activity when it gets challenging.

### Creative and Critical Thinking

- Think of their own ideas to write.
- Write independently or with peers.
- Make links between what they are learning and notice patterns between different words they write.
- Plan out what they want to write and attempt it without support.

## Writing Area

<ul style="list-style-type: none"> <li>- Take on roles during play that involve writing.</li> <li>- Act out experiences with others that involve writing.</li> <li>- Initiate writing activities across different areas of the learning environment.</li> <li>- Show a can do attitude towards writing and a keenness to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>- Re-read written work and check for sense. Adjust where needed to ensure clarity.</li> <li>- Be proud of their accomplishments in writing and show keenness to succeed.</li> <li>- Enjoy meeting challenges that have been set for their own sake not for reward.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask for help when they cannot figure out the correct way of doing something from peers or an adult.</li> <li>- Check what they are writing as they go and return to known sounds to help themselves.</li> </ul>
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Resources	Organisation	Intended Experience	Key Vocabulary	Role of the Adult
<ul style="list-style-type: none"> <li>• Magnetic letters</li> <li>• Large whiteboard on the wall</li> <li>• Whiteboard pens and rubbers</li> <li>• Name cards for tracing and writing names</li> <li>• High frequency flip book</li> <li>• Reflective letters</li> <li>• Blending twists</li> <li>• Sound pebbles</li> <li>• Notebooks/exercise books</li> <li>• Paper</li> <li>• Envelopes</li> <li>• Gelboards with pens</li> <li>• Grapheme mats</li> <li>• Blending picture reveal strips</li> <li>• Writing board with selection of writing suggestions to grab including:           <ul style="list-style-type: none"> <li>• letter</li> <li>• postcard</li> <li>• poster</li> <li>• book</li> <li>• card</li> <li>• list</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Open shelf with baskets/pots containing resources.</li> <li>• Whiteboard pens and rubbers accessible for use on the board.</li> <li>• Phonics display board above area for children to use in their writing.</li> <li>• Small table and two chairs for use in writing area.</li> <li>• Board on the wall displaying blanks for children to use in their writing.</li> <li>• Examples of children's good writing on the wall close by.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can use the magnetic letters on the whiteboard to make up words.</li> <li>• Children can mark make and draw on the whiteboard using the pens.</li> <li>• Children can practise graphemes as they learn them on the whiteboard.</li> <li>• Children can use the sound pebbles and reflective letters as a prompt to copy for their own writing.</li> <li>• Children can select their own writing materials and can mark make and attempt known graphemes, practising accurate formation.</li> <li>• Children can utilise writing materials as part of their role play in class.</li> <li>• Children have lots of visual prompts to support them with independent writing.</li> <li>• Children are able to use the blending twists to practise blending CVC words.</li> </ul>	<p><b>Low Frequency Words</b> scribe, vowels, consonant, digraph, double letters, trigraph, long vowel sound, uppercase, lowercase, punctuation</p> <p><b>Medium Frequency Words</b> letter formation, segment, sound talk, capital letter, full stop, exclamation mark, question mark</p> <p><b>High Frequency Words</b> pencil, pen, mark make, write, list, letter book, card, caption, sentence,</p>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>• Observe children and take note of key interests.</li> <li>• Respond to requests and ideas</li> <li>• Suggest things that could be written linked to phonics teaching or what the children could do.</li> <li>• Consider additional stimulus and add to the area immediately or in the following days.</li> </ul> <p><b>Role model / direct teach</b></p> <ul style="list-style-type: none"> <li>• Model how to mark make, draw and write on different resources.</li> <li>• Model thinking aloud "I wonder what things I need from the shop for my list? Eggs...hmmm what sound is at the start of eggs?" Use current phonics phase to lead this.</li> <li>• Model correct language use and extend vocabulary.</li> <li>• Model and manage behaviours including self-regulation.</li> <li>• Model how to blend when reading.</li> <li>• Model how to say, sound talk, segment and write.</li> </ul> <p><b>Raise questions to stimulate ideas and add challenge</b></p> <ul style="list-style-type: none"> <li>• "What could I use to write a...?"</li> <li>• "What phonemes can you hear in...?"</li> </ul>

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				<ul style="list-style-type: none"><li>• “How many phonemes are in...?”</li><li>• “What graphemes do we know that we could write?”</li><li>• “Can you guess my word?”</li></ul> <p><b>Use appropriate language linked to key learning</b></p> <ul style="list-style-type: none"><li>• Vocabulary linked to literacy e.g. tripod grip, phoneme, grapheme, digraph, blend.</li><li>• Language linked to stories e.g. once upon a time, the end, page, book etc.</li></ul>
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