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| **Literacy: Writing – Writing for enjoyment, expression and purpose**  **Developing Knowledge and Skills Sequentially** | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1 and  2. | *• Children’s later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to begin to understand that texts are symbolic and carry meaning. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).*  *• What is often referred to as ‘early mark-making’ is the beginning of writing. It is a sensory and physical experience for babies and toddlers, which may not yet resemble letters and words but nonetheless carry meaning for the child. (See roots of mark making and handwriting in Playing and exploring and Physical Development).* | • Encourage children to use their fingers and implements to explore and trace marks on a surface, e.g. using a spoon in their food, or a finger in the sand.  • Make marks together with children using a range of appropriate materials and tools. | • Provide a range of materials: sand, paint, early writing apps etc. for children to make marks with their hands and fingers, feet and bodies.  • Give children large sheets of paper, trays of gloop, paint, soil etc. to make marks collaboratively.  • Introduce a range of appropriate implements including large brushes, chalk and crayons, sticks and sponges for children to trace patterns and shapes.  • Offer children a range of different surfaces to make marks on, inside and out, e.g. chalkboards, light boxes, sand and pathways.  • Provide a broad range of opportunities for early writing experiences through sensory and symbolic play. |
| 3. | *As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning for a purpose. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.*  • Knows the marks they make are of value.  • Enjoys the sensory experience of mark-making. | •Tell children about the marks you are making and encourage them to talk to you about the marks they make.  • Value these early mark making activities by sharing them with others including parents and carers.  • Write down (scribe) children’s words and read them back to the children.  • Record interesting and exciting words children use for the first time on a WOW words classroom poster – ensuring children know that their word is there.  • Encourage parents to do the same at home and share any new words children use with you by recording them on Dojo | • Provide a broad range of opportunities for early writing experiences through sensory and symbolic play in different areas, indoors and outside. |
| 4. | • Enjoys drawing and writing on paper, on screen and on different textures and media, such as in sand or playdough and through using touch screen technology. | • Listen and support what children tell you about their drawings and early writing.  • Write down Record interesting and exciting words children use for the first time on a WOW words classroom poster – ensuring children know that their word is there.  • Encourage parents to do the same at home and share any new words children use with you by recording them on Dojo  • Display words children use with photos – in books and on displays. • Include the exact words children use in your dojo entries, using verbatim writing of what they say so parents can read their words back to them at home too.  •Co-create stories orally with individual children and in small groups. Scribe the stories and display them for all children to look at independently or with a friend/adult.  • Scribe children’s helicopter stories for them in your class book of Helicopter stories. Read these back to children and allow the others to re-enact the stories using role-play, music and movement.  • Encourage children to make recordings of their own stories (e.g. on a digital tablet or using our recording equipment in the IT cupboard, sound buttons and digital clipboards)  • Create opportunities for children to tell, ‘read’ and perform their stories to each other. | • Try to always have a notepad to hand in which you can scribe children’s stories and special words. Then, share the words and stories with other children, staff and parents/carers.  • Ensure children see you writing for a purpose e.g. a shopping list or message for home, labels in children’s play areas and/or reminders to ourselves. |
| 5. | • Makes up stories, play scenarios and drawings in response to experiences, such as outings, or following visits from special people e.g. Owl and Birds of Prey Centre team, Tumbles and Grumbles, Farm and Zoo lab visits etc.  • Sometimes gives meanings to their paintings and drawings.  •Ascribes meanings to signs, symbols, logos, app images and words they see in different places, including those they make themselves  • Includes mark making and early writing in their play. | • Notice and encourage children’s drawing, painting and early writing and the meanings that they give to them, such as when a child covers a whole piece of paper and says, “I’m writing.”  • Celebrate and value children’s early attempts at graphic representation – focusing on the meaning and content rather than the letter formation.  • Model, demonstrate and include children in using signs and writing to expand playful experiences such as making signs for a shop or a car wash or writing instructions for a ball game, a list of names for taking turns or marks on paper to record preferences.  •Make paper and digital books with children of activities they have been doing, using photographs of them or their own drawings as illustrations. | • Write down things children say to support their developing understanding that what they say can be written down, and then read and understood by someone else. Encourage parents to do this as well.  • Set up environments of offices, dens in the garden, library, shop, home corner, with greeting cards, note pads, etc. so that children engage in literacy events, reading and writing within their own play where they spontaneously participate.  • Write poems and short stories together with the children – writing down the ideas that children suggest.  • Scribe children’s stories and re-read and re-enact them in small group activities. Use DDG sessions for children telling, scribing and acting out their helicopter stories to and with each other. Encourage children to ‘scribe’ each other’s stories in Helicopter story time too.  • Involve children when you write lists or write notes and messages, write letters home or comments on the Dojo where children can see what you are doing on the screen.  • Write letters, notes and messages to instigate problem solving and engagement from children as a stimuli to other activities in different areas of the curriculum.  • Have clipboards, diaries and other writing material available in all/each are of the classroom for children to record their ideas and thoughts in mark making, words and drawings – including in mathematics – tallying and drawing items, designing, mapping and patterning.  • Think out aloud and talk through what you are writing and what you are doing when you write on paper or type on a screen.  • Provide activities during which children can experiment with writing e.g. leaving a message, signing in to register in the morning, writing their name to vote for something.  • Provide word banks with illustrations linked to topics and themes studied; include labels and key words around the classroom and setting as well as notebooks, clipboards, post it notes and other writing resources for both indoor and outdoor play.  • Use post boxes in the garden and forest areas to encourage children to write and post letters, notes and message to you and other children and write back to them.  • Write letters of thanks and letters with children’s questions on to external people/groups etc who might reply e.g. favourite authors, visitors etc. Scribe these with the child/group so they choose what to write – under your guidance. Write imaginary letters with children to nursery rhyme and fairy tale characters and characters from their favourite books etc.  • Provide and create opportunities for children to write and draw at home e.g. The Daffodil challenge, Take Home Ted pages, homework activities and holiday diaries – explain to parents how they can help children record their thoughts by scribing for them.  • Provide alphabet charts and letter formation charts for parents and children to help them rehearse letter formation at home correctly.  • Provide opportunities for children to take turns to take home our Writing cases so children can show parents how well they are developing the skills and knowledge needed for writing so parents can encourage their love of writing and help children understand different purposes/uses and types of writing. |
| 6. |  |  |  |