

Oakdale

Writing

Scheme of Work

Writing Scheme of Work

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Writing Scheme of Work

Introduction

What will we teach?

See the Developmental Writing Continuum, which is a description of writing behaviours, skills concepts and knowledge.

When will we teach it?

See the Developmental Writing Continuum, which is a description of the order in which we will teach specific writing behaviours. The advice and suggestions in this document can be used both in Literacy lessons and also in other time allocated for English and as part of teaching in different curriculum areas.

How will we teach it?

See Major Teaching Emphases and Writing Activities, which is a range of activities that will teach specific writing behaviours and provides advice on how to create an environment that will encourage the development of literacy.

How often will the Scheme of Work be reviewed?

This Scheme of Work will be reviewed as and when required by the Literacy Co-ordinator.

Why are the Writing Activities described in Phases?

The Writing Activities are described in phases rather than year groups because this is more appropriate. The range of ability in any class will not necessarily relate to the ages of the children. It is possible that most classes will have children working within the first 3 levels.

Acknowledgements

The Overview of the Writing Development Continuum is based on the First Steps Writing Continuum. It is arranged in phases with a descriptive title and linked to P Levels.

The following sources were used to develop the Writing Activities: -

- Equals – Scheme of Work
- First Steps
- Oakdale School – existing good practice
- http://www.sotonweb.com/resources_for_parents.htm

Overview of Writing Development Continuum

Reflex Response P1	Reactive Response P2	Intentional Response P3
<p><u>Composition</u></p> <ul style="list-style-type: none"> • Tolerates touching or viewing own name • Is calm and alters eye/body movement in response to various stimuli e.g. auditory/tactile/visual / olfactory e.t.c. • Is calm and attends when adult talks about what the child has done • Is calm and attends when shown photos or pictures or stories • Has repertoire of cries to indicate needs • Begins to react to familiar situations by smiling or vocalising <p><u>Handwriting</u></p> <p>(i)</p> <ul style="list-style-type: none"> • Instinctive grasp of objects put in hand • Active limbs • Whole arm movements uncontrolled <p>(ii)</p> <ul style="list-style-type: none"> • Aware of hands • Actions more continuous, less jerky • Plays with hands • Moves arms together 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Responds to touching or viewing own name • Enjoys looking at photos of self • Anticipates parts of familiar stories • Develops a variety of facial expressions to signal meaning • Uses voice to indicate emotion • Begins to understand voice tone and facial expression <p><u>Handwriting</u></p> <p>(i)</p> <ul style="list-style-type: none"> • Reacts to touching a range of materials • Tolerates positioning of hands and fingers • Begins to imitate actions • Random arm movements but with intention • Reaches to grasp • Lets go unintentionally <p>(ii)</p> <ul style="list-style-type: none"> • Aware of fingers • Will play with fingers • Can repeat actions with hands e.g. tapping • Intentionally lets go • Can transfer objects • Explores surfaces with spreading action • May knock an object over with intent 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Responds to own symbol or name • Joins in familiar stories with action or sound • Anticipates some events from context <p><u>Handwriting</u></p> <p>(i)</p> <ul style="list-style-type: none"> • Hold and manipulate objects • Uses fingers but not finger tips • Deliberately reaches for objects fingers extended • Intentionally transfers object • Explores object with fingers • Deliberately drops object • Explores surfaces by tapping , banging <p>(ii)</p> <ul style="list-style-type: none"> • Uses finger tips to pick up objects • Can point using extended index finger • Begins to show hand preference • Can hold mark maker in palmer grasp to make a mark • Scribbles to and fro • Can point to symbol • Explores objects by banging, throwing, dropping • Relates 2 objects to each other e.g. bangs bricks together

Overview of Writing Development Continuum

Making Marks P4	Ready for Drawing P5
<p><u>Composition</u></p> <ul style="list-style-type: none"> • Makes a connection between photos, pictures and everyday objects • Matches a photo to an object or person • Enjoys adult making up stories • Shows interest when a story is retold in pictures • Can communicate opinion, information or feeling by making a choice • Responds to a symbol <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Uses whole arm movements • Hand and arm not in contact with the table • Draws lines, circles, patterns • Aware of what fingers can do • Makes marks randomly • Watches others making marks • Colours approximately within some simple, bold outlines • Can keep on the paper • Can locate spot on the paper <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Aware of environmental, instrumental and body percussion sounds 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Can match a symbol to an object • Can match a symbol to a picture • Can use a symbol to give a message • Understands that symbols carry messages • Creates a story with an adult by making choices • Can retell a story looking at pictures • Understands symbols can represent activities and people • Can point to a symbol to choose and activity • Chooses to use writing materials • Distinguishes between print and pictures <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can add some features to a face • May draw arms and legs not necessarily in relation to head • Attempts to trace, overwrite or copy shapes or straight line patterns • Go from left to right when making marks to represent writing • May draw a series of the same shape under writing e.g. circles • Copies single line shapes e.g. snake, ball • Generally hand preference is established • May use fingers to hold pen (not pincer grip) • Arm has come down to side of body • Can draw from one spot to another <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Draws lines to represent writing • If shown a letter can find that letter in a word • Writes initial letter of own name

Overview of Writing Development Continuum

Ready for Drawing P6	Role Play Writing P 7
<p><u>Composition</u></p> <ul style="list-style-type: none"> • Can use a symbol to record information in cross curricular work • Can use a symbol to label a picture • Understands symbols give directions e.g. wait • Can recall daily/past events with symbols • Can dictate single words to label pictures • Can remember first and last pictures in a sequence • Knows writing and drawing are different • Child suggests ideas when adult is writing a story • In role play writes phone messages, makes lists <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Pincer grip emerging, can sustain it for a while • Arm rests on the table • Makes a variety of marks – wavy lines, doodles, spirals • Colours in all shape in single direction going over lines • Can add features, arms, legs to circle • Copies letter type shapes under words e.g. circles, lines crosses • Some simple letters are correctly formed • Can follow a route with pen • Can overwrite letters from own name using visual prompts • Copies simple designs showing relationship of 2 lines e.g. lolly, face, apple • Drawings are smaller, child spends more time drawing <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Can write initial and some other letters of own name • Writes repeated letter shapes in a line • Writes a variety of letter shapes • Can sort objects according to long initial sound e.g. s, f, m, l 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Can link 2 symbols to label a picture • Can follow a series of symbols to complete a task • Can follow an instruction with 2 or more symbols • Can sequence pictures to tell a story • Child and adult can plan captions • Child knows what he wants to say • Child knows what she has drawn • Writes lists <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Good pencil grip established, held in fingers but arm used to control writing • Hand is on the table • Colours within the shape – single direction • Can draw basic figure • Copies letters under words – letters are large but varied and help is needed to know which letter is next, fits letters in somehow • Many letters formed correctly • Can follow a route with a pencil • Copies designs with complex relationships e.g. spider, house, dog • Can write from left to right <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Writes a mixture of upper and lower case letters • Knows all letter sounds • Sorts objects according to short initial sound e.g. c, t, b • If adult makes the sound of 3 letters e.g. b-a-g, child can pick out correct picture from choice

Overview of Writing Development Continuum

<p style="text-align: center;">Something to Say P8</p>	
<p><u>Composition</u></p> <ul style="list-style-type: none">• Uses 2 or more symbols to record own ideas• Can write a few words• Dictates to adult what he wants to write• Can use sequence of sentences to tell a story• Plans a story with adult prompt• May be able to read back what she has written• Draws a picture with more than one main element e.g. another character, something in a character's hand• Indicates setting when drawing• Understands writing remains the same• Writes captions and messages using symbols, familiar letters or words <p><u>Handwriting</u></p> <ul style="list-style-type: none">• Rests fingers on the table• Uses fingers to control the pen• Colours within the shape, filling shape, using different directions• Copies capital letters independently; letters are small, recognisable and fit under the word• Most capital letters are formed correctly• Can write some lower case letters• Draws a figure with extra detail e.g. ears, earrings, fingers, shoes, eye brows, glasses• Writes left to right• Helping hand used well <p><u>Spelling</u></p> <ul style="list-style-type: none">• Shows awareness of alphabetical order• May group letters together when "writing"• Can spell familiar and meaningful word correctly• May include full stops• Uses some capital letters appropriately mixed with lower case e.g. names• Knows blends sh, ch, th• Can write a word when letters are dictated• Can guess initial sound of word• Can sometimes guess end sound of word• Can use simple word book, word bank, classroom word resource	

Major Teaching Emphasis

<p style="text-align: center;">Major Teaching Emphases which lead to the development of Reflex Response P 1</p>	<p style="text-align: center;">Major Teaching Emphases which lead to the development of Reactive Response P 2</p>	<p style="text-align: center;">Major Teaching Emphases which lead to the development of Intentional Response P 3</p>
<p><u>Composition</u></p> <ul style="list-style-type: none"> • Provide personalised name cards • Share stories, poems and rhymes • Share news • Provide photos and pictures • Respond to cries <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Give opportunities to look closely at a variety of people • Provide experience of dark room equipment • Offer a variety of visual stimuli in pattern and colour • Provide opportunities to touch objects and materials with parts of the body 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Provide personalised name cards • Introduce photo of self • Use mirrors • Read favourite stories • Respond to facial expressions and body language • Model a variety of voices to express emotions and feelings <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Provide opportunities to touch objects and materials with parts of the body • Position hands and fingers on objects • Encourage grasping and exploration • Provide opportunities to explore a variety of people 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Continue to provide personalised name cards • Continue to share favourite stories, poems and rhymes • Give opportunities to respond to own name • Use routines, objects and music to introduce activities <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Give opportunities to make choices • Give opportunities to repeat movements and sounds to indicate activities and experiences • Give opportunities to explore objects with different parts of the body • Model non-verbal gestures

Major Teaching Emphasis

<p style="text-align: center;">Major Teaching Emphases which lead to the development of Making Marks P 4</p>	<p style="text-align: center;">Major Teaching Emphases which lead to the development of Ready for Drawing P 5</p>
<p><u>Composition</u></p> <ul style="list-style-type: none"> • Provide opportunities to explore everyday objects • Provide photos of staff, children and family members • Make up stories about the children's own experiences • Recount actual events in the day • Retell familiar stories with pictures • Introduce symbols to express feelings and opinions • Create opportunities to express opinions • Use symbols in cross curricula activities <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Offer sensory play activities • Offer opportunities to experiment with a variety of writing materials • Demonstrate writing, drawing and colouring <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Use objects to represent characters 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Demonstrate matching symbols to objects and pictures • Use symbols in cross-curricula activities • Use symbols to give messages • Provide picture strips to tell stories • Involve children in making up stories • Continue to provide a variety of writing materials • Uses widening range of vocabulary e.g. new word <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Demonstrate how to draw simple designs • Provide activities to develop pencil skills • Demonstrate how to draw a figure • Demonstrate copy writing <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Talk about the sounds you can make/copy using voices, instruments or body percussion • Demonstrate how to find a letter in texts • Provide activities around the children's own names

Major Teaching Emphasis

Major Teaching Emphases which lead to the development of Ready for Drawing P 6	Major Teaching Emphases which lead to the development of Role Play Writing P 7
<p><u>Composition</u></p> <ul style="list-style-type: none"> • Provide symbols for children to use in recording information • Demonstrate how to label a picture with a symbol • Use symbols when making up stories and when recounting actual events • Demonstrate putting pictures in a sequence to tell a story or give an account • Continue to demonstrate drawing and writing • Provide role play situations that encourage writing <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Demonstrate a good pencil grip – provide aids • Look for hand preference • Continue to provide opportunities to colour, trace and draw • Continue to demonstrate drawing a figure with more detail • Introduce correct letter formation <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Extend knowledge of letter names and sounds • Teach initial sounds 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Use 2 symbols to give instructions and label pictures • Provide information and routines in picture sequences • Demonstrate matching words to the text • Continue to provide role play situations to write <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Continue to provide opportunities to colour, draw and trace • Continue to model drawing and writing • Continue to demonstrate letter formation <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Extend knowledge of initial sounds • Provide opportunities to make rhymes • Introduce upper case letters e.g. when writing their own name

Major Teaching Emphasis

<p>Major Teaching Emphases which lead to the development of Something to Say P 8</p>	
<p><u>Composition</u></p> <ul style="list-style-type: none">• Demonstrate combining symbols to record ideas• Give opportunities for children to dictate ideas• Use symbols to retell a story or give an account• Continue to demonstrate drawing with detail, setting and characters• Continue to demonstrate writing for a variety of purposes <p><u>Handwriting</u></p> <ul style="list-style-type: none">• Able to form recognisable letters, some of which are correctly formed• Able to use appropriate upper case and lower case letters when writing their name <p><u>Spelling</u></p> <ul style="list-style-type: none">• Display word banks, texts, and dictionaries• Introduce sh, ch th blends• Teach end sounds	

Writing Activities

Activities which lead to the development of **Reflex Response** – P 1

Learning Objective	Learning Outcome	Suggested Activities	Points to Note
Composition			
To develop awareness of own name	<ul style="list-style-type: none"> • Tolerates touching or viewing own name 	<ul style="list-style-type: none"> • Present large own name with visual, tactile or auditory cue – look for responses 	
To be aware of human voices, faces, objects and pictures	<ul style="list-style-type: none"> • Is calm and attends to stories • Is calm when shown pictures and photos 	<ul style="list-style-type: none"> • Adults talk, sing, read and tell stories, rhymes and poems • Share bright and clear pictures, and photos of personally meaningful objects and people • Use feelie boxes or bag – keep changing the contents, use contrasting materials • Sing songs focusing on faces • Encourage interaction and response through feedback of vocal sounds • Reinforce and reward responses 	
To be able to express needs and emotions	<ul style="list-style-type: none"> • Uses voice to signify emotion • Responds to voice tone and facial expression 	<ul style="list-style-type: none"> • Respond to cries, giggles etc. • Use different tones and expressions 	
Handwriting			
To show reflex response to visual stimuli	<ul style="list-style-type: none"> • Shows awareness of people • Looks at areas of colours and light 	<ul style="list-style-type: none"> • Use light room • Use shiny, colourful, bright or contrasting materials 	
To show reflex response to touch	<ul style="list-style-type: none"> • Tolerates touch with hand or other body part 	<ul style="list-style-type: none"> • Create lots of opportunities for children to touch objects and materials • Co-actively explore switches, trays with a variety of contrasting materials e.g. shredded paper/ wrappings, jelly/sand. Move the child's hand from place to place – note responses and react to them by moving hand or leaving hand on a particular material • Use different parts of the body/whole body to touch materials 	

Writing Activities

Activities which lead to the development of **Reactive Response** – P 2

Learning Objective	Learning Outcome	Suggested Activities	Points to Note
Composition			
To develop awareness of own name	<ul style="list-style-type: none"> • Responds to viewing or touching own name 	<ul style="list-style-type: none"> • Present own name – look for responses to it • Use of daily routines/activities requiring own name 	
To be aware of human voices, faces, objects and pictures	<ul style="list-style-type: none"> • Enjoys looking at photos and pictures • Anticipates parts of familiar stories 	<ul style="list-style-type: none"> • Introduce objects for key activities and parts of the day • Introduce objects for staff and pupils • Read stories many times, looking for responses • Use of daily routines /activities to present photos, especially of self • Respond to facial expressions • Respond to voice • Use mirrors to focus on parts of the face and expression 	
To be able to express needs and emotions	<ul style="list-style-type: none"> • Has a variety of facial expressions to signal meaning • Uses voice to signify emotions • Begins to understand voice tone and facial expression 		
Handwriting			
To show a reactive response to visual stimuli	<ul style="list-style-type: none"> • Discriminates between people • Focuses on objects and pictures 	<ul style="list-style-type: none"> • Work within visual range • Encourage children to touch adults • Tell children who you are 	
To show a reactive response to touch	<ul style="list-style-type: none"> • Responds to touching a range of materials • Tolerates positioning of hands and fingers • Begins to imitate actions e.g. sweeping • Will grasp and release objects 	<ul style="list-style-type: none"> • Use switch toys • Provide cause and effect activities • Provide opportunities to handle toys, equipment and materials e.g. activity frames, lollipop jungle, musical instruments • Co-actively explore materials fading to independence e.g. sand, dough, mud, pasta, slime, paint 	

Writing Activities

Activities which lead to the development of Intentional Response – P 3			
Learning Objective	Learning Outcome	Suggested Activities	Points to Note
Composition			
To develop awareness of own name	<ul style="list-style-type: none"> Responds to own symbol or name 	<ul style="list-style-type: none"> Present own name – possibly child may respond to own name from choice of 2 Begin interactions with the child's name 	
To be aware of human voices, faces, objects and pictures	<ul style="list-style-type: none"> Joins in parts of familiar stories with actions or sounds Anticipates some events from context 	<ul style="list-style-type: none"> Offer choices of familiar story – look for child indicating preference Read stories, poems, rhymes many times – look for responses that indicate anticipation e.g. mouth moving for food on next page Focus on key objects, play finding games – objects under a cloth, in the sand, in different containers Use objects of reference related to the school day 	
To be able to express needs and emotions	<ul style="list-style-type: none"> Uses voice or action to call for attention Uses physical movement to record immediate event Uses non-verbal gesture e.g. waves 	<ul style="list-style-type: none"> Respond to voice or actions Give meaning to actions Respond to non-verbal gesture Encourage “more” by gesture 	
Handwriting			
To show intentional response to visual stimuli	<ul style="list-style-type: none"> Makes choices between objects or pictures 	<ul style="list-style-type: none"> Offer choices using meaningful objects or photos 	
To show intentional response to touch	<ul style="list-style-type: none"> Makes choices by pointing or grasping or using voice Explores objects by banging, throwing or dropping Relates 2 objects together e.g. clashing 2 bricks together 	<ul style="list-style-type: none"> Explore tactile activities e.g. sand, dough Dangle objects children like from a parasol Tie a group of objects to a washing basket – Use puppets Demonstrate and co-actively relate 2 objects Sing songs that encourage touching 	

Writing Activities

Activities which lead to the development of Making Marks – P 4			
Learning Objective	Learning Outcome	Suggested Activities	Points to Note
Composition			
To be aware of photos, pictures, symbols and stories	<ul style="list-style-type: none"> To make a connection between photos and pictures, and everyday objects Matches a photo to an object or person Enjoy listening to an adult making up a story Shows an interest when a familiar story is read or told with pictures Responds to a symbol 	<ul style="list-style-type: none"> Play Give me... Have a selection of objects on a tray ask the child to give you an object and hold up a picture or photo to say which object. Reverse roles Play this with items scattered round the room (fairly close) Use photos to make choices Play I Spy using a poster – look for named objects Class photo album, videos of class activities Play find the same game – child is given an object and has to hunt for a similar object "hidden" in the room Use story sacks to support stories Make sound effects in a story 	
To be able to express needs and emotions	<ul style="list-style-type: none"> Can communicate opinion, information or feelings by making a choice 	<ul style="list-style-type: none"> Create a climate of choice making in cross curricula activities Use pictures and photos to make choices Microphone games 	
Handwriting			
To be aware of mark-making	<ul style="list-style-type: none"> Aware of what fingers can do (exploring) Makes marks randomly Colours by drawing marks within a shape 	<ul style="list-style-type: none"> Feelie bags, very tactile objects, exploring tactile activities – sand, dough, pasta Finger rhymes, finger puppets Have writing materials available Demonstrate drawing, colouring, tracing etc. 	
To discriminate between visual stimuli	<ul style="list-style-type: none"> Watches others making marks 		
Spelling			
To develop phonic awareness	<ul style="list-style-type: none"> Can sign or say a single word to describe a character 	<ul style="list-style-type: none"> Use props to represent characters, sign characters Play games with character cards e.g. lotto, hide and seek 	

Writing Activities

Activities which lead to the development of **Ready for Drawing** – P 5

Learning Objective	Learning Outcome	Suggested Activity	Points to Note
Composition			
To be aware of photos, pictures, symbols and stories	<ul style="list-style-type: none"> • Can match a symbol to an object • Can match a symbol to a picture • Creates a story with an adult by making choices • Can retell a story looking at pictures • Distinguishes between print and pictures 	<ul style="list-style-type: none"> • Play Kim's game – use symbols for child to indicate what's missing • Make a timetable with symbols • Use symbols to indicate choices • Play Give me... (choosing a named object from a tray) using symbols to tell the child which object. Reverse roles. • Play this with objects scattered round the room • I went to market and I bought ... use symbols to show purchases • Put objects in a feelie bag - the child points to the symbol of what he thinks it is • Set up shop – the shopper shows a symbol to the shopkeeper to say what she wants. Take turns being the shopper and the shopkeeper. 	Work towards creating a shopping list
To be able to express needs and emotions	<ul style="list-style-type: none"> • Can use a symbol to give a message e.g. at snack time • Understands that symbols carry messages • Understands symbols represent activities and people • Can point to a symbol to choose an activity • Chooses to use writing materials 	<ul style="list-style-type: none"> • Put up symbols as class memos e.g. get the milk, ask the children to remember what they mean • Establish a writing area where a variety of materials are to hand – ideally have a display area nearby where children's writing may be displayed. Have texts nearby e.g. names, days, birthdays. Have alphabet and number cards available. 	
Handwriting			
To develop pencil control	<ul style="list-style-type: none"> • Shows intention to make marks • Draws zig-zags, lines, dots • Colours part of the shape with vertical strokes 	<ul style="list-style-type: none"> • Provide colouring sheets • Demonstrate colouring in – give prompts share the task • Have writing materials available – tracing, colouring, templates, rubbings, chalking, felt tips, whiteboards • Draw in the sand tray, in cornflour, finger paints, Etchasketch • Draw simple pictures using a candle – the children scribble over it until design is revealed • Activities to strengthen hand/eye co-ordination e.g. threading, posting, pegboards, pressing shapes out of dough, picking up and arranging small objects • Finger rhymes 	

Writing Activities

Activities which lead to the development of **Ready for Drawing** – P 5

Learning Objective	Learning Outcome	Suggested Activity	Points to Note
To discriminate between visual stimuli	<ul style="list-style-type: none"> • Can draw some features in a pre-drawn shape • Can draw arms and legs but not in relation to head • Attempts to “write” under letters – a series of marks or wavy line • Copies single line shapes e.g. snake, ball 	<ul style="list-style-type: none"> • Matching/Sorting pictures, dominoes, snap, fish, lotto • Put a selection of pictures on the table all the same except one – which one is different? • Matching halves of pictures • Cut up large pictures and put one piece at a time on the table. The children have to guess what it is. • Draw objects and animals on the blackboard a bit at a time. The children have to guess what it is 	
Spelling			
To develop phonic awareness	<ul style="list-style-type: none"> • Understands that marks and symbols convey meaning • If shown a letter, can find the same letter in a word • Writes initial letter of own name 	<ul style="list-style-type: none"> • Make a display of objects that begin with a particular letter • Provide activities that develop awareness of letters e.g. magnetic letters on the whiteboard, printing with foam letters • Scribble writing alongside a picture • Placing photographs or symbols in a sequence or timetable 	

Writing Activities

Activities which lead to the development of **Ready for Writing** – P 6

Learning Objective	Learning Outcomes	Suggested Activities	Points to Note
Composition			
<p>To use pictures, symbols and letters to carry meaning</p>	<ul style="list-style-type: none"> • Can use a symbol to record information in cross-curricular work • Can use a symbol to label a picture • Understands symbols give directions e.g. choose, sort, count • Can recall daily/past events with symbols • Can remember first and last pictures in a sequence to tell a story • Knows writing and pictures are different • Child suggests ideas when an adult is writing a story • In role play “writes” messages • Understands that writing carries meaning 	<ul style="list-style-type: none"> • Demonstrate labelling pictures with symbols • Use symbols to indicate preferences and give information in cross curricular activities • Make a tape of sounds – the child points to the symbol that describes the sound e.g. musical instruments, actions (clapping, laughing) • Simon Says – symbols to denote actions • Make a book showing the sequence of personally meaningful events – label pictures/photos with a symbol • Create a bank of symbols to support a particular story – encourage the children to use them • Choose stories that lend themselves to story maps – sometimes when order is important e.g. The 3 Little Pigs and sometimes when order doesn’t matter e.g. Rosie’s Walk • Talk about the order of events in activities – ask the children to recall information • Point to words as you read them in Literacy Time • Demonstrate writing – read it back many times! • Act as a scribe • Create a class book to record personal important news • Respond to child’s messages • Share real writing – letters, notes home • Put up written memos and ask the children to remember what they say • Put up appropriate writing in role play situations e.g. Open/Closed, and have available materials for lists, taking café orders, doctor’s notepad, phone message pad etc... • Write on cards for special occasions 	<p>You don’t need to point to words every time you read them– remember” Working Memory” _ it depends on what your focus is that day</p>

Writing Activities

Activities which lead to the development of Ready for Writing – P 6			
Learning Objective	Learning Outcomes	Suggested Activities	Points to Note
Handwriting			
To develop pencil control	<ul style="list-style-type: none"> • Pincer grip emerging • Hand preference established • Makes a variety of marks – spirals, doodles, wavy lines • Colours in all the shape in single direction going over lines • Can follow a route with a finger • Can overwrite letters from own name • Drawings are smaller – child spends more time drawing 	<ul style="list-style-type: none"> • Demonstrate colouring, tracing, and drawing • Have worksheets available – tracing cards, mazes, dot to dots, following a route 	
To discriminate between letters	<ul style="list-style-type: none"> • Copies letter type shapes under words • Copies simple designs showing the relationship of 2 lines e.g. lolly, face, apple 	<ul style="list-style-type: none"> • Demonstrate writing – talk through letter formation 	
Spelling			
To develop phonic awareness	<ul style="list-style-type: none"> • Can write initial and some other letters of own name • Writes repeated letter shapes in a line 	<ul style="list-style-type: none"> • Children sign in when they come into school • Children put their name on their work • Use Rhyme World spiral book – posters of things that begin with the same letter – can the children help to make a list? • Have a selection of objects on a tray – ask child to give you a “mmm.....”, • Play I Spy • Whose name begins with.... 	If identifying objects beginning with a particular letter in a group with a variety of needs you could ask other children to give you an object with different criteria e.g. something blue, a dog, something you use at dinnertime

Writing Activities

Activities which lead to the development of **Role Play Writing** – P 7

Learning Objective	Learning Outcome	Suggested Outcomes	Points to Note
Composition			
To use pictures, symbols and letters to carry meaning	<ul style="list-style-type: none"> • Can link 2 symbols to label a picture e.g. Hannah's cake • Can follow a series of symbols to follow a task • Can follow an instruction with 2 or more symbols • Can dictate 2 words to label a picture • Can sequence pictures to tell a story • Can match printed words to pictures • Child and adult can plan captions • Knows what he wants to draw and can say what he has drawn • Writes lists 	<ul style="list-style-type: none"> • Use 2 symbols to give an instruction e.g give Shaun the ball, get Hannah's coat, shake Dawn's hand • Use 2 symbols to give an instruction – have a set of different containers and objects ...e.g. put the pig in the box or different shapes e.g. put the doll on the triangle • Use miniatures and symbols to put people in the right place e.g. put daddy in bed • Use 2 symbols to move things round the room e.g. put the book on my desk • Use symbols as prompts for children to recall text • Use symbols as prompts to know what to do next • Use catalogue pictures and symbols to make lists • Use pictures and symbols to tell stories • Encourage children to “read” what they have written • Encourage children to write and draw after a story 	Occasionally reverse this game and ask child to choose the symbols (or at least one of them)
Handwriting			
To develop pencil control	<ul style="list-style-type: none"> • Good pencil grip established • Colours within shape – single direction • Can draw basic figure – features, arms, legs, hair • Can follow a route with a pencil • Copies designs with complex arrangement of lines e.g. spider, house, dog 	<ul style="list-style-type: none"> • Provide simple outlines for children to embellish 	
To discriminate between letters	<ul style="list-style-type: none"> • Copies letters under words – letters are large but varied and needs help to know which letter is next, fits the letters in somehow 	<ul style="list-style-type: none"> • Use a variety of incidental activities to develop the concept of a letter e.g. magnetic letters, printing with foam letters, plasticine letters, snap dominoes etc with letter cards • Ask child to match letters to a word • Letter formation activities • Trace letters, write them in sand 	

Writing Activities

Activities which lead to the development of **Role Play Writing** – P 7

Learning Objective	Learning Outcome	Suggested Outcomes	Points to Note
Spelling			
To develop phonic awareness	<ul style="list-style-type: none"> • Can write full name • Writes a mixture of upper and lower case letters when “writing” • Knows all the letter sounds • Sorts pictures according to short initial sound • Begins to understand strings of sounds make words 	<ul style="list-style-type: none"> • Draw attention to words in text – comment on capital letter • Play “Give me a b.....” from selection of objects • Sort objects according to initial sounds • Read rhymes – give opportunities to guess the rhyming word, give clues • Make a book with pictures about each letter • Collect objects to make a sound/letter table 	

Writing Activities

Activities which lead to the development of Something to Say – P 8			
Learning Objective	Learning Outcome	Suggested Activities	Points to Note
Composition			
To use pictures, symbols and letters to carry meaning	<ul style="list-style-type: none"> • Uses 2 or more symbols to record own ideas • Can write a few words • Tells adult what he wants to write • Can arrange texts to make a story • Plans a story with adult prompts • Reads back what has been recorded • Draws a picture with more than one main element e.g. another character, a prop, indication of setting • Writes captions, messages or lists using symbols, familiar words or letters 	<ul style="list-style-type: none"> • Demonstrate writing lists etc. • Put speech bubbles on characters – ask for suggestions for text • Have sentences on strips to match to pictures • Use 3 symbols to move things round the room e.g. put the car on Charlotte's knee • Draw stories on the blackboard showing props and settings • Fold a piece of paper in half, draw a figure – undo the paper and add to the drawing e.g. house • Draw people in things e.g. bus, draw people holding things e.g. ball • Make an invitation, write inside cards, letter to Santa, thank you letters 	
Handwriting			
To develop pencil control	<ul style="list-style-type: none"> • Rests hand on the table • Colours within the shape, filling the shape and using different directions • Draws a figure with detail e.g. eye-brows, hands, fingers, ears, shoes, glasses • Writes right to left 	<ul style="list-style-type: none"> • Move child's hand down the pencil shaft • Demonstrate colouring - photocopy worksheets to A3 size for demonstrations to the group • Demonstrate drawing figures – use IT program "Face" label features as you draw • Have pictures and photos, pictures from old books etc for children to copy • Demonstrate writing during Literacy Time 	If child is stressed by adjusting his pencil grip, just do it occasionally until the sensation of holding the pencil in a different place becomes familiar – it may take a long time

Writing Activities

Activities which lead to the development of Something to Say – P 8			
Learning Objective	Learning Outcome	Suggested Activities	Points to Note
To develop discrimination of letters	<ul style="list-style-type: none"> • Copies letters under words independently – letters are recognisable, small and fit under the word • Many letters are correctly formed 	<ul style="list-style-type: none"> • Copy a sentence and cut it up into words – ask child to match a word • Demonstrate copying letters during Literacy Time • Move from copying under text to copying from a separate source • Have words on display so children have something to copy • Put captions under pictures and have them available for children to copy • Practise correct letter formation – use worksheets e.g. dotted lines, letters in yellow felt tip, partially make a letter and ask children to finish it (You could swap after a while - you start, I'll finish), tracing 	Some letters are easier to start than finish!
Spelling			
To develop phonic awareness	<ul style="list-style-type: none"> • Shows awareness of alphabetical order • Groups letters to make words (some correctly) • Can spell some familiar and meaningful words correctly • Makes use of upper and lower case in familiar text • Aware of full stops • Knows blends sh, th, ch • Can write a word when the letters are dictated • Can guess initial sound of word • May guess end sound of word • Can use simple word book, word bank or classroom word resource 	<ul style="list-style-type: none"> • Sing alphabet songs • Chant the letters while following alphabet frieze • Look at alphabet books and early dictionaries • Draw attention to words and spaces while reading Big Books • Demonstrate using full stops and capital letters in Literacy Time occasionally – comment on what you are doing • Use posters during Literacy Time and ask children to identify pictures of things that begin with e.g. sh • Sort objects according to initial sound • Have sources of words available e.g. on displays, word banks for common words, names, useful phrases e.g. Dear Mum, I like, I went to • Have words and phrases associated with current Literacy Time book available 	