



Fairfield Nursery School

Literacy Curriculum

Early Years Statutory Framework (2021)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The Early Learning Goals (2021) are what most children should achieve at the end of the reception year and the end of the Early Years Foundation Stage. In Literacy the goals are now split into three areas; comprehension, word reading and writing. At Fairfield we support all children to achieve the expected level of development and beyond.

At Fairfield Nursery School we have taken the time to research and to understand the different theories behind children developing their literacy skills. There are many different theories linked to children acquiring the skills to read. There are some conflicting ideas over the 'best' approach to teach this. As a team we think a combination of reading theories is the most conclusive approach, helping children develop the skills and strategies they need for reading. Although ensuring we provide a variety of different reading materials and embrace a love for reading from both children and staff. Children begin to develop reading skills at a very young age; as parents read to them children develop an awareness of language associated to books and begin to make connections between the stories they are hearing and the pictures on the page. As they grow they begin to understand how books work and begin to make links between the symbols on the page and written words. Then with phonological knowledge become able to decode the words on the page and learn to read themselves.

We understand that learning to read is a complex process for children to undertake and that there are different strands within our reading curriculum to support this. We have our reading curriculum alongside our library policy and our core book planning. All these contribute towards the implementation of our reading curriculum. When looking at the reading and how children learn to read we decided to divide the curriculum down into four different stages that we believe children travel through to become confident readers; Pre reader, Emerging reading skills, developing reading skills and developing the confidence to apply these reading skills. We thought this made it clearer to identify the key learning at the different stages of development and ensure our continuous provision was resourced for all stages.

Reading:

The key principles and intent for our reading curriculum:

- To develop children's oral language, speaking and listening skills and to enhance children's vocabulary.
- To develop/establish children's reading behaviours and develop positive attitudes to reading.
- To establish children's phonic knowledge and skills and support them to apply these to reading and spelling.
- To develop children's comprehension skills.
- To locate the curriculum for reading in all other areas and to put reading at the heart of the curriculum.

The Early Learning Goals (2021) are split into two area: Comprehension and Word reading.

Comprehension: Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading: Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading Behaviours			
	I enjoy stories and begin to comment and question.	I can confidently talk about stories and share my favourite books.	I know books are a source of knowledge and how to use them.
Intent:	<ul style="list-style-type: none"> Excited about looking at books. Enjoys looking at books with adults. Develop a preference to some books. May turn to favourite parts of a book. Point to or recognise favourite images in the book. Join in some familiar songs and action rhymes. Begin to point out familiar objects in the book eg; cat, dog, duck... Begin scanning pictures to locate different characters or objects. Show physical excitement when sharing a book and interacting with tactile elements. Have favourite books and rhymes. May join in with simple nursery rhymes, poems, songs and rhyming texts Generally enjoy listening to, sharing and joining in with a range of familiar texts. Holds a book and begins to turn pages. Recognise familiar signs and images in their environment and which may be of personal interest to them. 	<ul style="list-style-type: none"> Are able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud. Know that English is read left to right and top to bottom and turns pages correctly. Know how to handle a book. Retell and act out familiar stories (Core books) Recognising own name (with visual cue) Begin to recognise environmental print. Is developing awareness that print conveys meaning. Talks about stories. Enjoys exploring and choosing stories and other texts to watch, read or listen to, and shares likes and dislikes. 	<ul style="list-style-type: none"> Recognises own first name (with no visual cues) Recognises some letters in text (Perhaps from name) Beginning to understand concept of a letter and a word. Understands and uses correctly, terms referring to the conventions of print: book cover, beginning, end, page, word, letter, line... Understand that books and text are created by writers. Develops a growing enthusiasm for a wider range of reading material. Say how they feel about stories and poems. Listens attentively to a story at the appropriate interest level. Regularly select and read, listen to or watch texts, which they enjoy and find interesting, and explain why

	<ul style="list-style-type: none"> • Begin to respond to illustrations in the book, showing and making links between books, rhymes and experiences in life. • Is beginning to discriminate between a picture and print. • When sharing a book children expect the text to be a label for the picture. 		they prefer certain texts and authors.
Implementation:	<ul style="list-style-type: none"> • To get comfortable with the child sat on your knee or snuggled up in a cozy space. • Use eye contact. • Have developmentally appropriate books available around the nursery. • Experience print in different contexts, in books, on displays, outdoors and in the wider environment. • Have a variety of interactive books available, ie flap, tactile, puppets, holes to poke your finger through etc. • Small world story scenes to promote interest in the adult telling a story using them. • Use play dough to make characters and make up a simple story. • Have core books available in book corner. Visit the library to find new books. • Sing or use 'What's in the Box' regularly to help build up their repertoire of rhymes and songs. 	<ul style="list-style-type: none"> • Self registration and using their name cards to become familiar with an important word to them. • Photocopy books and laminate the pages for the children to sequence and retell the story. • Play "Guess the Character" game, giving the children clues about a character from a familiar book. 	<ul style="list-style-type: none"> • Their names are displayed on their coat hooks, learning journeys, name cards, on their work and written on the 'who's here name board daily. There are letters and alphabet sheets in the writing area and the alphabet displayed in nursery. • To develop a wide range of vocabulary around story books that they can use in their imaginative play to express themselves. • Choose an inviting, quiet space to read ie book corner or the library, get the timing right and don't rush the story. • Share stories by the same author and discuss similarities/differences.

	<ul style="list-style-type: none"> • To display books with props and have meaningful print alongside. • To have print on displays and labels on objects around the room to promote questions and reinforcement that print carries a meaning. • To have opportunities to discriminate through visualisation like matching letters, photos, pictures objects and materials. • To have a collection of dolls/soft toys for the children to 'read' stories to, developing their ability to retell familiar stories. 		
The practitioners role in supporting this learning:	<ul style="list-style-type: none"> • To encourage the interest a child shows in a book. • To revisit books so they become familiar. • Allow them to take the lead. • Point out objects in the book, encourage the child to touch the picture and repeat the word or sound. • Talk often and sing simple nursery rhymes and songs. • The adult should be enthusiastic mimicking the child's behavior making it a positive experience. • Encourage and explore new vocabulary through stories and non fiction books. 	<ul style="list-style-type: none"> • Tell familiar stories to the children and let them tell you the story, include 'then what' to develop concept of putting events in order. • Model how to handle books and read so that child can see your facial expressions. • Teach how to turn the pages one at a time from left to right. • Help them to develop an interest in both fiction and non-fiction books for different purposes, eg reading for pleasure and reading to find something out. 	<ul style="list-style-type: none"> • Read familiar and unfamiliar stories in a small group, encouraging the children to share feelings the book promotes. • Teach reading vocabulary such as 'author, illustrator, front cover'. • Choose the story carefully, use eye contact and the children's names to maintain attention, use voices for the different characters and be enthusiastic. • Opportunities for inventing new scenarios within familiar stories, connecting the story to themselves, ie where

	<ul style="list-style-type: none"> • The children are read to and sung to every day. • The children are encouraged to request and make choices about stories, rhymes, poems that are read to them. • Encourage the children to revisit books independently that have been previously shared as a group. • Hold books and look at pictures together discussing what you see. • To encourage children to notice familiar signs and images in their surroundings connecting their meaning. • The adult will introduce the book pointing to the title and author and then point to the words in the book as they are read. 		would you go on a train ride?
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Comprehension and Narrative Skills

Comprehension refers to the capacity to understand and make meaning of our experiences in the world.

	I enjoy stories and begin to comment and question.	I can confidently talk about stories and share my favourite books.	I know books are a source of knowledge and how to use them.
Intent	<ul style="list-style-type: none"> Labels or responds to pictures on each page with little or no understanding of the whole story. Responds to simple questions about pictures or objects in books e.g. show me the cat (in a lift the flap book) Displays physical and energetic responses to repetitive and dramatic sounds of book language. Responds physically to known nursery rhymes showing awareness of familiar pattern of words. Is able to tell the story based on the picture in front of them .The story is based on the actual story but the language of storytelling and the book is not used. Respond to more complex questions e.g. where is the cat hiding and answer using short phrases eg: In the tree. Begin to respond to illustrations in the book, showing and making links between books, rhymes and experiences in life. 	<ul style="list-style-type: none"> Children will tell the story using both the pictures and the language of the story they have learned from hearing the story over and over again. Their retelling begins to sound like conventional reading. This indicates that the child is becoming aware of and making the transition between oral and written language. Retell and act out familiar stories / core books. Recall the main points in a known text in the correct sequence. Acts out a story in role-play. Recalls information about the characters. Make predictions based on familiar stories. Answers literal retrieval questions about the text. 	<ul style="list-style-type: none"> Uses the patterns and structures of texts when retelling and reciting. Retell narratives in the correct sequence drawing on language patterns of stories. Use books / technology as a project tool – understanding they can source new information. Understands the difference between fiction and non-fiction. Constructing their own stories e.g. helicopter stories Predict possible story direction of unfamiliar stories based on knowledge of storytelling. Understand the language of stories / books {structure} e.g. character, author, plot beginning, middle and end. Retell stories orally using a story board or story map. Talks about the themes of texts e.g. good over evil Makes predictions based on illustrations, content and title.

	<ul style="list-style-type: none"> • Uses gestures and actions to respond to a story or rhyme. • Can join in (physically /verbally) with refrains from a number of familiar nursery rhymes. 		<ul style="list-style-type: none"> • Compare stories and identify common themes. • Recalls information about characters in known stories. • Makes simple inferences about thoughts feelings and actions. • Uses insights into characters to make predictions about story characters.
Implementation: (How do we support children to learn this?)	<ul style="list-style-type: none"> • To have books presented in different contexts within the room, eg displays, book corner, within small world, library etc. • To have a variety of books that promote simple questioning, ie Dear Zoo to lift the flaps or Walking through the jungle to guess the animals sounds. • To have books available that make sounds when you press a button. Books that are also songs like, 'Walking through the jungle or Old Macdonald to prompt singing and movement. • To use 'Whats in the Box' and other props to encourage joining in with rhymes and songs, also listening to them on a cd to allow them to hear them with music. • To have story maps to retell stories, focusing on beginning, middle and end. • To have books available that the children aren't familiar with to promote interest and questioning to find out 	<ul style="list-style-type: none"> • Story stones with different characters painted on them for oral storytelling. • Stepping stones or chalk written letters/phonemes outdoors for the children to make/read words. • Invite children to use their imagination to make up a story for books that have no words. • Use story sacks, puppets and props to support retelling the story and reinforce character development. 	<ul style="list-style-type: none"> • To have laminated pages of the book available for the children to use for sequencing the story. • To have the cd player with a variety of story cd to listen to with or without the book to look at alongside. • Have opportunities for reading outdoors too, on sheds, recipes in the mud kitchen, labels on flowers and plants. • To develop our role play area linked to a book so the children can initiate the story. • Display the children's drawings and writing about a story, celebrating their work.

	<p>more, ie bringing books in from the library or home.</p> <ul style="list-style-type: none"> • To have photo's or real objects alongside books to encourage further discussions, ie train, seaside, family photos alongside 'The Train Ride' book. • To have puppets and props in varying forms alongside books and to promote singing, ie 5 ducks for 'Five Little Ducks Went Swimming one Day'. • Adults should sing familiar songs at all appropriate times; rhymes an songs should be displayed on posters in the book area. 		
The practitioners role in supporting this learning:	<ul style="list-style-type: none"> • To be positive, encouraging, praising efforts to speak, remodeling and repeating words. • Demonstrate how to use the flaps, or show the next picture to prompt their answer, extending their vocabulary, ie lion- roar, crocodile- snap, snap. • The adult should encourage clapping when they get excited over the book, listen to their conversation and be enthusiastic in response, ie clapping or singing along. • The adult should praise any attempt to join in with the words or actions, modeling and praising. • To gently ask questions about the picture to prompt appropriate responses, ie., tell me what you see, 	<ul style="list-style-type: none"> • To help the children to retell the story in the correct order by suggesting which story stone, picture or prop comes next. Giving clues or rhetorical answers for them to feed off. • The adult can link letters and sounds for those children that enjoy physical learning in the outdoors. • The adult will emphasize that there is no right or wrong when making up your own stories or thinking of a new scenario for familiar characters, all imagination is good. • To use a variety of books, puppets, photos, pictures and props to fuel the children's 	<ul style="list-style-type: none"> • The adult will encourage the children to use the laminated pages of the book to talk about, understand and sequence the story. • To teach the children how to use the cd player to listen to stories on a cd. • To laminate signs to have around the outdoors environment inviting questions and interest promoting discussions from the children which could lead to something. • The adult will provide props, dressing up outfits and accessories relating to a book in the role play area to inspire their imagination and take on the roles of the

	<p>what do you think happened, what happened next....</p> <ul style="list-style-type: none"> • The adult should aim simple questions at the child's ability, praising effort and remodeling the correct answer. • To encourage the use of props and puppets to sing songs and retell stories by modeling and encouraging. • Encourage the children to comment on what they see, thinking beyond the picture by simple questioning, "I've been on a train, have you?" • To introduce new and exciting rhymes and songs when the children are ready, supporting them to learn the words, chorus and actions. 	<p>options to retell stories, make up characters and have fun around reading and word play.</p>	<p>characters in the book with their friends.</p> <ul style="list-style-type: none"> • To put their mark making and written work up on a display board that can be used as a working tool to refer back to reinforcing the learning that is taking place.
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Phonological Awareness

Phonological awareness is the ability to focus on aspects of language other than their meaning – aspects of language such as rhyme, clapping out syllables, or identifying words with the same initial sound. It also involves children becoming aware of letter-sound correspondence.

	I am exploring sounds, songs rhythm and rhymes	I am investigating sounds, songs rhythm and rhymes	I am developing awareness of letters and the sounds they make	I am using phonological language, knowledge and able to apply this
Intent:	<ul style="list-style-type: none"> Physically respond to books ,rhymes and words e.g. onomatopoeic. Respond to sounds and show an awareness of rhythm and pulse. 	<ul style="list-style-type: none"> Responding to and making sounds that link to the story e.g. a train choo choo. Environmental sounds. Beginning to have an awareness of rhyme and alliteration. I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. 	<ul style="list-style-type: none"> Phase 1 - Letters and Sounds. Embed six aspects 	<ul style="list-style-type: none"> Phase 1 Aspect 7 (Letters and Sounds) Phase 2 – Letters and Sounds. I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.
Implementation: (How do we support children to learn this?)	<ul style="list-style-type: none"> To have exciting props and games in continuous provision and at circle time like 'What's in the Box' and 'Silly Soup' to encourage a more physical reaction to books, rhymes and words. 	<ul style="list-style-type: none"> To have props alongside books to encourage sound, ie Dear Zoo's animals, a train for The Train Ride.... To use the laptop to play environmental sounds like the ocean, birds 	<ul style="list-style-type: none"> Having equipment in place and opportunities to allow exploration of Letters and Sounds phase one. Including activities for Environmental sounds– listening walks, lotto, making shakers. 	Oral Blending and Segmenting- Sounding out a word c-u-p and seeing if the children can find the matching picture. s a, t, p

	<ul style="list-style-type: none"> Using special sounds like the initial sound of their name and then their friends names, clapping out the syllables in their name and their friends names. 	<p>singing, wind blowing, rain, traffic...</p> <ul style="list-style-type: none"> To have books in the environment that offer good opportunities for rhyme and alliteration at the appropriate level. A rich environment full of books, props, puppets, that allows the children to explore sounds and words at their own pace and level. 	<p>Instrumental sounds – playing instruments, comparing sounds and matching sounds, making loud and quiet sounds.</p> <p>Body percussion- Singing songs and action rhymes listening to music and developing a sounds vocabulary.</p> <p>Rhythm and Rhyme- Rhyming stories, rhyming bingo, clapping out the syllables in words.</p> <p>Alliteration- I-spy type games and matching objects that begin with the same sound.</p> <p>Voice Sounds- Metal Mike, where the adult sounds out the name of the object being fed to the robot c-u-p</p>	<p>l, n, m, d</p> <p>g, o, c, k</p> <p>ck, e, u, r</p> <p>h, b, f, ff, l, ll, ss</p> <ul style="list-style-type: none"> To introduce the letters in the chronological order so as to build on the children's knowledge of letter sounds to blend and sound out words. Having an alphabet line, pebble with the letters painted on them, in order to make simple words using the first letters in the phase.
The practitioners role in supporting this learning:	<ul style="list-style-type: none"> To lead the variety of games and other options the books, props and games can be used for encouraging the children to have a go and then leave them to extend the possibilities themselves, 	<ul style="list-style-type: none"> The adult will point to the pictures in the book naming the object and then making the sound, using props available to give another visual to reinforce the sound too. The adult could encourage the children 	<ul style="list-style-type: none"> Most of these things wont happen without an adult leading them. The adult should make the games fun and exciting and aimed at the children's level. Praising effort and encouraging practicing 	<ul style="list-style-type: none"> The adult will encourage children to notice letters in their environment and to question, finding out what they mean and what you can do with them, modeling the sounds and blending the words, s-a-t, c-u-p.

	<p>building up their confidence.</p> <ul style="list-style-type: none"> At group time the staff play 'Who's name begins with the sound..', the children guess each others sounds and the adult encourages what the sound looks like by using their names cards, writing it on the board or using letter cards. 	<p>to be quiet to enable them to really listen to the sounds around them inside and outside, commenting on what they hear and say.</p> <ul style="list-style-type: none"> When reading stories the adult could pause to see if the children can fill in the rhyming word. To read the rhyming sentence and then repeat the two words that rhyme. To help children navigate words and sounds through various books, props, puppets, role play, games etc encouraging, praising and reinforcing all the time. 	<p>them over and over building them into the daily routine is ideal, five minute burst each day to reinforce what is wanted.</p>	<ul style="list-style-type: none"> The adult will introduce the letters in the correct order and at an appropriate time that is right for the child.
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Writing:

The key principles for our writing curriculum:

- To develop children's oral language, speaking and listening skills and to enhance children's vocabulary.
- To develop/establish children's Mark making skills and explore making marks in different medias.
- To establish children's phonic knowledge and skills and support them to apply these to their writing and spelling.
- To develop children's fine motor skills and pencil grasp.

We want children to be passionate and want to write. We will ensure there is writing in each area of provision that is purposeful. Children to develop a want to write and understand that writing is a purpose of communication. We looked at the writing and split it into four areas:






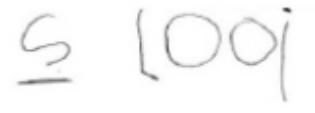
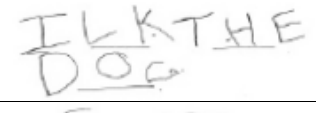
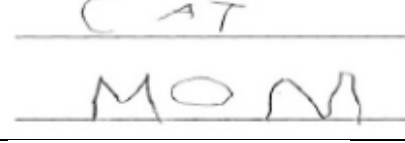

- **Mark Making (Emergent writing)**
- **Composition (Organising talk, understanding thoughts and stories can be written down, own ideas and reason to write)**
- **Transcription (oral segmenting/ segmenting for spelling)**
- **Handwriting (Physical Development)**

The Early Learning Goals (2021) Children at the expected level of development will: -

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Pre Emergent Writers			
	Language rich environment	Physical skills	
Intent: (What do we want them to learn? What will it look like?)	<p>For children to become inquisitive about written words they see and ask adults what they say,</p> <p>Children to understand that language can be scribed into written words.</p> <p>To expand children's vocabulary.</p>	<p>To develop children's gross motor skills.</p> <ul style="list-style-type: none"> • Children to cross the midline. • Develop children's hand eye co ordination. • Develop upper body strength 	<p>To develop children's fine motor skills and pattern writing.</p> <ul style="list-style-type: none"> • To develop children's hand and finger strength. • Pencil grasp • Develop children's hand eye co ordination.
Implementation: (How do we support children to learn this?) (The practitioners role in supporting this learning)	<p>To offer children language rich environment to extend vocabulary and to develop language and communication skills. Adults will play alongside children narrating their play, creating a storyline.</p> <p>To offer a print rich environment so children see written language and begin to ask about it. Children begin to understand that writing is a way of recording language. Access to familiar prints that they will associate with events.</p>	<p>Gross motor skills,</p> <ul style="list-style-type: none"> • Circles • Shapes • Patterns 	<p>Fine motor skills: Pegs, tweezers, lego picking up pom poms with tweezers, posting spaghetti through holes in a colander, dough gym, thread hoops or pasta onto skewers, bead threading...</p> <p>Pattern writing: using index finger to make marks in sensory materials: paint, shaving foam, sand, glitter, porridges oats...</p>

Stages of emergent writing:

Stage:	Description:	Example:
Drawing	Drawings that represent writing.	
scribbling	Marks or scribbles that the child intends to be writing.	
Wavy Scribbles / Mock handwriting	Wavy scribbles that imitate cursive writing and have a left to right progression. Child pretends to write words.	
Letter like forms or mock letters.	Letters and marks that resemble letter shapes.	
Letter strings	Strings of letters that do not create words. Written from left to right. Including upper and lower case letters.	
Transitional writing	Letters with spaces in between to resemble words: letters/ words copied from environmental print. Some letters may be reversed.	
Phonetic spelling	Different ways to represent the sounds in words. The first letter of the word or beginning and ending sounds represent the entire word.	
Beginning word and phrase writing	Words with beginning, middle and end letter sounds.	
Conventional spelling and sentence writing.	Correct spelling of words, generally children's names and familiar words such as mum or dad. Sentences with punctuation and correct use of upper and lower case letters.	

Composition (Organising talk, understanding thoughts and stories can be written down, own ideas and reasons to write)			
	I am having my own ideas and beginning to implement these.	I am organising my own thoughts into a simple structure.	I am using organised thoughts and writing these in appropriate forms
Intent: (What do we want them to learn? What will it look like?)	<ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking (ideas, feelings and events) • Understands that thoughts and stories can be written down. • Have their own ideas and reasons for writing. • 	<ul style="list-style-type: none"> • Orally compose a sentence. • Begin to use simple sentence forms. 	<ul style="list-style-type: none"> • Write using different text forms: lists, stories, menus, instructions, labels, captions, recipes, post cards....
Implementation: (How do we support children to learn this?) (The practitioners role in supporting this learning)	<p>Enjoy a wide range of stories to enable children to become immersed in the language, context events and characters.</p> <p>To support the children by following their lead and encouraging them to enhance their thoughts and ideas. This may be by modeling story writing; using a computer to find out more and typing a story, acting out their story in the role play area with props and friends.</p>	<p>A wide range of stories will be available to allow the children to become immersed in story language at their level.</p> <p>The adults role is to talk about stories, ask question, discuss the pictures, reinforce what the children know and stretch their thinking, using these conversations to suggest ways to say things or enhance the activity.</p>	<p>To have a range of writing tools and equipment available, like different sized pads, post it notes, clipboards, folders, whiteboards, pens, pencils, felt tips, chalk etc to promote writing in different places and with a different theme.</p> <p>To encourage the children to practice writing on a daily basis through planned, independent and play activities.</p>

Transcription (Oral segmenting and blending words, forming letters and writing familiar words and simple sentences)			
	I have early understanding of words and there meaning.	I am beginning to apply skills to break down words into sounds.	I am applying phonetical knowledge to write own thoughts and ideas.
Intent: (What do we want them to learn? What will it look like?)	<ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning. • Recognise environmental print and pick out familiar letters. • Recognise their name in a range of situations. 	<ul style="list-style-type: none"> • Uses knowledge of letters and sounds and begin to link letters to sounds. • Write their own name • Can segment sounds in simple words (CVC words) 	<ul style="list-style-type: none"> • Can segment words independently using phase 2 graphemes.
Implementation: (How do we support children to learn this?) (The practitioners role in supporting this learning)	<p>To have the opportunities to write and talk about letters through a range of provocations and stimulus.</p> <p>To have a print rich environment to enable the children to become familiar with letter important to them using, coat hooks and name cards, labels, instructions at activities, snack words, print on displays, lists of resources....</p> <p>The children's names will be displayed on their coat hooks, name cards for self registration, written on a white board at group, on their pictures, displays, library bags and,lunch boxes</p>	<p>Opportunities around their names, stories, games to segment words applying their phonics skills, eg a basket of cvc word objects for the children to choose and write.</p> <p>To provide opportunities for the children to write their names as much as possible, on their work, labels, for models, paintings, on the white board at registration etc, gently moving onto other simple words with letters they may recognise.</p> <p>To have simple words available ie cat, sat, pat, at group or in the writing area for them to practice segmenting.</p>	<p>To introduce and use 's,a,t,p,i,n' letters by displaying them in the writing area and using them in games and focused activities to build familiarity before moving onto the next letters.</p> <p>The adult will encourage the children to build up their knowledge of these letters using them to segment the simple words they make. Introducing more letters in their chronological order to increase their ability to break down new words.</p>

	<p>.....</p> <p>To encourage the children to identify familiar letters ie from their name, their friends names and then familiar words using name cards, labels and print in the environment.</p> <p>The adult will draw attention to written words and ask if anyone can see any special letters. To praise spontaneous recognition of letters familiar to them and encourage recognizing the other letters that are less familiar.</p> <p>The staff will introduce name recognition by pointing to and sounding out the first letter of their name then moving on to the other letters until they begin to recognise it.</p>	<p>.....</p> <p>To use every opportunity to break down words in books and on labels using initial sounds and segmenting the words to hear the other sounds.</p> <p>Staff to encourage children to attempt to write their names using daily rituals like writing their name on the white board at registration time as well as encouraging them to write them in continuous provision with adult support.</p> <p>To encourage the children to use their phonic knowledge and strategies to segment simple and familiar words building up their confidence.</p>	
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Handwriting (Physical development)

	I am working on the first skills that need to be developed.	I am developing control.	I am applying control to letter formation and understanding presentation of writing
Intent: (What do we want them to learn? What will it look like?)	<ul style="list-style-type: none"> • Movement of body parts – rotation of shoulder: bending, flexing and rotation of the elbow and wrist. Making a fist, wriggling and stretching fingers. • Strength in shoulder, elbow, wrist and fingers. 	<ul style="list-style-type: none"> • Pencil grip (see image behind) • Control of tools and writing equipment: size of letters, correct starting points for different groups of letters, forming letters correctly. • Write left to write and top to bottom. 	<ul style="list-style-type: none"> • Letter Formation-draws patterns and understands and follows language linked to talk about the shape and movement of patterns and letters. • Knows the handwriting movements involved in the three basic letter shapes as exemplified by "l" "c" "r" and forms basic letter shapes (linked to the teaching of phonics and those letters in their name) • Form lower case letters correctly –starting and finishing in the right place, going the right way round and clearly orientated. • Know how to form clear ascenders (tall letters) and decenders (tails) • Form some capital letters correctly including the initial letter of their name • Forms letters in their name correctly
Implementation: (How do we support children to learn this?) (The practitioners role in supporting this learning)	<p>To have activities available that promote large body movements, like stirring and mixing during baking, a bucket of water and a large brush outdoors, ribbons on sticks, skipping ropes, washing the windows with sponges....</p>	<p>To have access to different pens, pencils, felt tips, crayons and chalk in order to practice holding them and making marks with them.</p> <p>To offer an extensive range of materials and implements ie papers of different sizes, shapes, colours, textures,</p>	<p>To have the pattern pebbles available for the children to trace with their fingers, getting a feeling for the direction and movement their finger goes in. Having letters displayed in various ways so that they can use them to begin to form their own shapes, patterns and letters.</p> <p>To have letters available with arrows on showing the direction taken to form the letter correctly. Having their name cards available for them to trace each letter with their finger in the correct formation.</p>

	<p>Building strength into the shoulders, elbows and fingers by practicing various exercises through play, games and Tatty Bumpkins.</p> <p>••••••••••</p> <p>To encourage all those big movements like stretching, reaching, rotating, bending and flexing to gain a range of movements that can be built on.</p> <p>The adult should allow for regular opportunities to practice movements in order to strengthen muscles.</p>	<p>lines and plain, ready made books; different pens, pencils, felt tips, crayons, envelopes, invitations and cards.</p> <p>All print in the environment and examples of writing should written left to right and top to bottom.</p> <p>••••••••••</p> <p>To encourage the use of different writing implements to improve the hold and grip demonstrating which ones are better for activity, ie a crayon is better for colouring a pencil is better for writing.</p> <p>The children should be engaged in direct teaching of handwriting, with opportunities for daily practice, in both adult led sessions and independent activities within continuous provision.</p> <p>The children should see adults writing left to right in different situations and contexts, explaining as they</p>	<p>To have a variety of letters and words in the continuous provision for them to look at and attempt to copy.</p> <p>To have ascenders and decenders displayed in the writing area.</p> <p>To have opportunities to practice forming capital letters by writing their names on the white board at registration time. Writing their name and score when playing games like skittles, writing their name on a list for turn taking.....</p> <p>The children should have access to their name cards, or their name is written for them for them to copy their name onto their pictures, paintings and work.</p> <p>••••••••••</p> <p>The adult should encourage movement of left to right, incorporating pattern language ie zig zag, wavy, it's a line, its curly, it's a spiral....</p> <p>The adult should demonstrate forming the letters so that the children have a clear idea and are then given time to practice. Tal to them about the letters that represent the sounds they hear in their names and some other familiar words.</p> <p>The adult should slowly form the letter accompanied by language used to describe the direction needed ie up, down, across, top to bottom, up and over, round.....</p> <p>The adult should demonstrate how to form these letters accompanied by appropriate instructions ie top to bottom, back up the same line nearly to the top and then over....</p>
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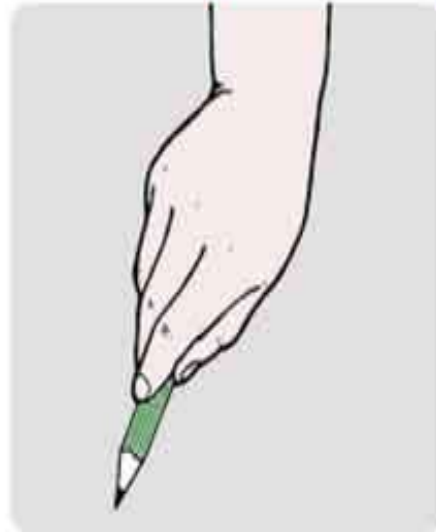
		<p>write, ie "I'm starting here on the left going this way, so there is lots of room for my writing, there is no room left so I now write underneath on a new line".</p>	<p>The adults should enthusiastically encourage the children to have their turn writing their name on the white board or lists discussing the capital letters and how they differ from the lower case same letter and sound in their name or their friends names.</p> <p>The adult should encourage the children to form each letter in their name giving guidance where needed on how to form each letter and which letter comes next.</p>
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Development of the pencil grip through the early years:



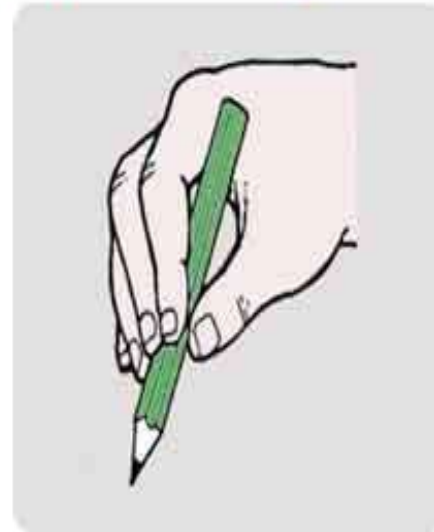
1 year to 18mths

Cylindrical Grip



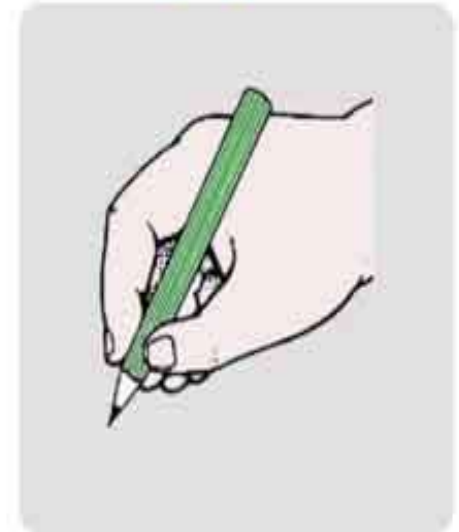
2 to 3 years

Digital Grasp



3.5 to 4 years

Modified Tripod Grasp



4.5 to 7 years

Tripod Grasp

Development stages of drawing:

The first stage occurs when a child manipulates a drawing tool and makes random marks, dots and line on paper. Children like to scribble because it gives them a chance to move their arms around freely. The act of scribbling is purely kinaesthetic and imaginative.

The second stage is entered when the child produces his first representative symbols for objects in his environment. These symbols are formed with circles, squares, and lines. The symbols change frequently. The pictures have a “floating organization and the paper may be turned many times while drawing.

Next is the schematic stage, the main characteristics of this stage are the repetition of symbols for familiar objects, and the use of the base line. The term “schema” refers to the routinely repeated symbol for an object. Examples of such schema are the lollipop tree, the stiff scarecrow-type drawings of people.

This continues and drawings have increased realism. There is a considerable improvement in control over the medium, content, and organisation of the drawing. The figures become natural in appearance, or are intentionally sized.

