



Long Term Continuous Provision Plan: Writing Area

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
<ul style="list-style-type: none"> • Provide resources such as: • Mark makers: pencils, pens, felt tips, crayons and chalk; • Tools: scissors, rulers, hole punch, paper clips, • Paper: in varying sizes including, plain, lined, card, postcards, envelopes, notepads, diaries, whiteboards, magnetic letters, clipboards, alphabet frieze, high frequency words. • Books: fiction, non-fiction, picture and word dictionaries; • Provide activities that give children the opportunity and motivation to practice manipulative skills. • Teach children skills to use tools and materials effectively and safely and give them opportunities to practise them. • Support children with physical difficulties. • Model writing for a purpose. 	<ul style="list-style-type: none"> • Plan for and provide a range of provision. • Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. • Model use of materials in area to encourage interest. • Encourage appropriate behaviour/use support and extend children's learning. • Use appropriate language and questioning. • Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says 'I'm writing'. • Support children in recognising and writing their own names. • Help children to notice and discuss patterns around them. • Observe children as they learn to identify achievement and to inform planning for extending learning. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none"> • Writing, letters, line, full stop, capital letter, finger space, sentence, number, write, word, read, alphabet, sound, phoneme, blend, segment, pictures, name, caption, speech bubble, etc. • Writing genres: story, letter, instructions, recipe, fiction, non-fiction. • Vocabulary related to equipment, materials & bookmaking e.g. pens, pencils, crayons, envelope, sticky tape, stapler etc. • They will also begin to be familiar with: • Letter and number names (some or all). • The language used when 'talking through' letter formation & shared/individual writing. • Can you tell me about...? • What are you going to write? • Can you write...? • Which resources will you need? • Can you write a list/letter/card/note/story? 	<p>Playing and Exploring - engagement</p> <ul style="list-style-type: none"> • Engaging in open ended activity • Seeking challenge • Showing a 'can-do' attitude <p>Active Learning - motivation</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time <p>Creating and Thinking Critically - thinking</p> <ul style="list-style-type: none"> • Thinking of ideas



Writing Area Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none">• Writes first name• Copies letters• Attempts CVC words• Attempts labels• Writes graphemes to match the phonemes they've learnt.• Talk about what they have written.	<ul style="list-style-type: none">• Can write a caption.• Makes anticlockwise movements (c, a, o, g, d)• Has a dominant hand• Forms recognisable letters	<ul style="list-style-type: none">• writes simple sentences based on their own ideas that can be read by others.• Write simple sentences which are phonetically plausible• writes some irregular words (I, to, the, no, go, my)• most letters formed correctly using good pencil control