

Rednal Hill Writing Overview Nursery

Information and research that underpin the intent of the curriculum

<https://www.canigoandplaynow.com/the-message-centre.html>

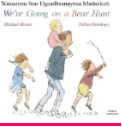
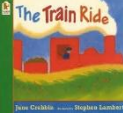
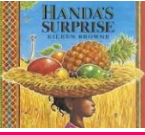
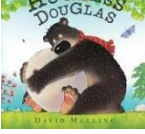
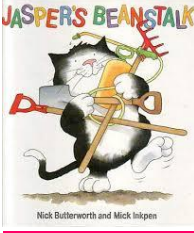
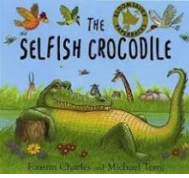


Autumn	Spring	Summer
<u>Focus</u> Tool use and the development of motor function Oracy- the building of vocabulary related to the setting and provision. Use of sequenced words to convey meaning. <u>Provision:</u> Provide a range of materials: sand, paint, early writing apps etc. for babies and toddlers to make marks with their hands and fingers, feet and bodies. • Give children large sheets of paper, trays of gloop Help children to explore favourite books through linked activities. Suggestions: • visiting the park or the countryside to splash through puddles and squelch through mud for 'We're Going on a Bear Hunt' • going out to buy chillies for 'Lima's Red Hot Chilli' • small world play linked to favourite books- create language stations- where the small world area has been created for children to role play in- separate from the construction area and small world area for self creation. Drawing faces. Using chalk and creating patterns Leaf rubbings Fire work mark making Mark making for different purposes- practitioners to model emergent mark making in areas of provision for different purposes.	<u>Focus</u> • Listen and support what children tell you about their drawings and early writing. • Write down (scribe) the words that children use and display these words, for example, with photos • Co-create stories orally with individual children and in small groups. Scribe the stories and display them for children to look at independently or with a parent or friend. • Encourage children to make recordings of their own stories (e.g. on a digital tablet) and create opportunities for children to perform their stories to each other. <u>Provision</u> Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English, other languages and scripts. • Provide materials which reflect cultural diversity, so children see symbols and marks with which they are familiar, and learn that there are many different script systems e.g. Arabic, Chinese, Greek and Braille. • Try to have a notepad to hand (e.g. A5 size) in which you can scribe children's stories and special words and share these stories and words with children. • Ensure children see you writing for a purpose, e.g. a shopping list, message for parents, labels in children's play areas or reminders for ourselves.	<u>Focus</u> <u>Understand the five key concepts about print:</u> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <u>Develop their phonological awareness, so that they can:</u> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. <u>Provision</u> Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: • large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour • using sticks and leaves to make marks during Forest school sessions • large brushes with paint or water • dragging streamers through puddles Once large-muscle co-ordination is developing well, children can develop small-muscle coordination. Playground chalk, smaller brushes, pencils and felt pens will support this.

Talk 4 Writing story map of the Ginger Bread Man. Name recognition- focus first sound and alliteration.		
<u>Developing core strength and gross motor in preparation for fine motor</u>		
Access to climbing equipment on the play ground. Building obstacle courses that promote balance Developing core strength activities Ball games Bean bag games	Heavy work Shoulder pivot activities- washing windows, painting easels. Developing core strength activities	OT ready, Steady Reception booklet. Pre Writing skills. Peg boards peeling stickers
<u>Phonics- Little Wandle</u>		
Through the foundation for phonics planning and progression children will learn how to: • Listen carefully to sounds and describe them. • Recognise and make rhymes • Identify syllables within words# • Identify initial sounds • Understand alliteration • Orally blend and segment • Join in and recite nursery rhymes.		Through the Rhyme Time part of foundation for phonics, children will develop phonological awareness through games such as:- • What's the sound? • Sound patterns • Tap the syllables • Which word rhymes? • Play with words • Join in • Say it silly • Odd one out • Voice sound
<u>Rhyme Time</u> The Wheels on the bus Open Shut Them Twinkle Twinkle Miss Polly had a Dolly Row Row your boat 5 little ducks The Old Grand Duke of York Each rhyme follows Begin to use voice sounds and explore alliteration through games.	<u>Rhyme Time</u> 1,2,3,4, 5 once I caught a fish alive Baa baa black sheep Hey Diddle Diddle Jack and Jill Pat-a-cake Round and round the garden Don at the Station	<u>Rhyme Time</u> A Sailor went to sea Hickory, Dickory, Dock Incy Wincy Spider Mary, Mary quite contrary One two buckle my shoe Ring a ring a roses Wind the bobbin up

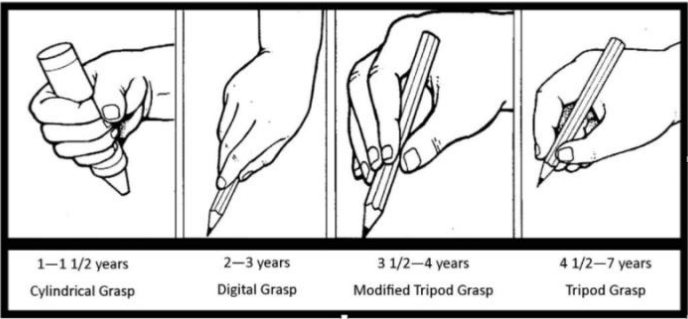
Autumn 2- introduction of sounds (s, a, t, p, i, n, m) through what's in the box and blend from the box activities. A sound each week.	Spring 1- D, g, o, c, k, e Spring 2- u, r, h, b, f, l	Summer 1- j, v, w, y, z, qu, ch Summer 2- ck, x, sh, th, ng, nk
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Reading Spine- Children re-read this 10 texts repeatedly through the year.

We're going on a Bear hunt 	The Train Ride 	Handa's Surprise 	Hugless Dougless 	Seasons Poems 	Monkey Puzzle The Guffalo 	The Hungry Caterpillar 	Jaspers Bean Stalk 	Ravi's Roar 	The selfish Crocodile 
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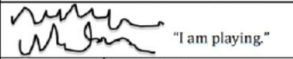
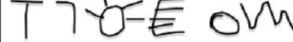
Examples of outcomes

Stages of Early Mark Making



	Drawing.
	Drawing that represents writing

Scribbling	Marks or scribbles the child intends to be writing	
Wavy scribbles or mock handwriting	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Rednal Hill Writing Overview Reception

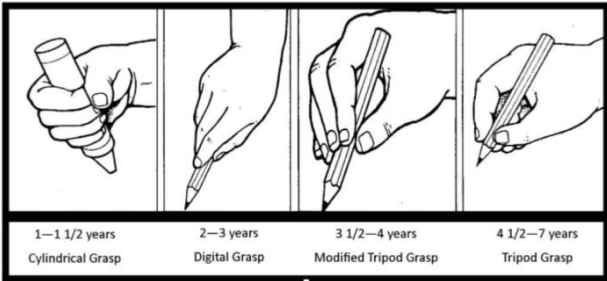
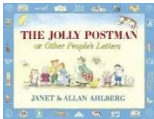
Useful documents to support the underpinning of the sequenced curriculum

<https://birthto5matters.org.uk/wp-content/uploads/2021/03/Early-Writing.pdf>

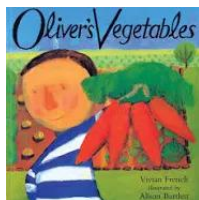
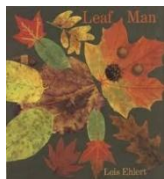
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<https://www.howwemontessori.com/how-we-montessori/2021/09/the-developmental-stage-of-writing-symbolicmock-letters-string-of-letters.html>

Autumn	Spring	Summer
Phonics Taught		
Phase 2 Set 1- s a t p i n Set 2- s a t p i n m d Set 3- s a t p l n m d g o c k c k Set 4- s a t p l n m d g o c k c k e u r h b f l Set 5- s a t p l n m d g o c k c k e u r h b f f f l l l ss j v w x y z zz qu ch sh th ng nk Tricky words I, is, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be	Phase 3 Set 1- ai ee igh oa oo oo Set 2- ai ee igh oa oo oo ar or ur ow oi ear air er Tricky words was you they my by all are sure pure Application and building fluency of reading	Phase 4 Set 1 adjacent consonants and short vowels -CVCC, CCVC -CCVCC, CCCVC -CCCVCC -Suffixes -ing, -ed, -est Set 2 Adjacent consonants and long vowels Tricky Words said so have like some love do were here little there when what one out today
Handwriting		
Gross motor- heavy work, shoulder and elbow pivot focus Developing core strength activities Play dough funky fingers to develop finger fluency- cutting, threading, chopping, pinching, clothes pegs-pinching picking up small objects Peeling stickers Scissors- learning to snip and cut straight lines	Letter join – continuation of easy letters families Fine motor focus- pincher movement and finger strength Focusing on a tripod grip https://teachhandwriting.co.uk/whole-class-tripod-pencil-grip-teaching-fs.html https://www.theottoolbox.com/tripod-grasp-fine-motor-skills-everyday-items/ funky fingers- ripping, tweezers, winding, cutting, twisting,	Letter join – continuation of easy letters families Developing automaticity and fluency of letter shape and control. Focus on letters being next to each other in a word to signal start and end. Finger spaces to separate words in a phrase or simple sentence.

Letter join – focus on handwriting patterns leading on to easy letters (in families).	Scissors- curved lines and smaller parts. Dot to dots	
Stages of Early Mark Making 		
Composition		
Oracy focus through emergent writing opportunities. Focus on vocabulary of everyday things/ emotions. (see Oracy framework). Opportunities to create and re tell familiar stories orally Traditional Tales Favourite class texts from spine texts and in reading areas. Development of mark marking and the emergent stages of writing. Practitioners to model making ‘marks’ and ascribing meaning. Enhancements made to the environment and modelled in situ during child-initiated learning for purposes to write. E.G shopping lists, rules to a game, list of names for who’s turn next, writing observations of what they see, labelling own work.	Orally composing full sentence when speaking and explaining. Focus on making meaning clear with words with some detail. Opportunities to create and re-tell familiar stories orally and through drawings/ story maps. Traditional Tales Favourite class texts from spine texts and in reading areas. Highly repetitive focus to secure foundational knowledge. Segmenting words (not always CVC) Make phonic attempts at words. Begin to use finger spaces to separate words in a caption/ simple sentence. Writing for purpose...(inform or entertain) Writing lists and captions linked to drawings and images.	Orally composing full sentence when speaking and explaining. Focus on extending ideas which include additional information for the listener. Continue to explore purposes for writing (inform or entertain) which have meaningful links to other areas of learning. Explicitly making the link - To retell an event that has happened “I went to the park” Children identified for more complex sentences. “I went to the park with my Nan and dog.”  - Writing a letter home. - Writing about trip to the farm. - Write about experience of Chicks and Caterpillars. Purpose to inform or to use a a stimulus to create a story.

Sharing of ideas and thoughts based around different stimulus. Text based, experiential.



Autumn 2- Writing initial sounds to represent the word to be written.

Building to CVC once children can segment sounds orally and have learnt letter formation. Letter tiles/ magnetic letters to be used to reduce cognitive overload.

Writing for purposes using sounds they have learnt linked to wider areas of learning.

Words, Labels

Dictation of CVC words building to captions

- Children draw and add labels to own work.
- Label a given image.
- Writing holiday news
- Labelling parts of a woodland (new vocab use).
- Retelling parts of a story.
- Writing to record information about pancake day- ingredients, simple instructions, favourite flavour.
- Recount of animal lady- list of different animals, draw and label with facts.

"I liked the lizard" "The hunee bair was fluffy"

- Facts about polar bears and penguins.

"It has webbed feet"



Talk for Write model texts created and shared using a story map to sequence events.

Dictation of words and simple sentences- Phonic sessions. Using sounds closely linked to newly taught and repeated practise.

Introduce the use of capital letters to start a sentence and a full stop to end the idea.

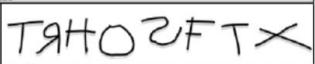
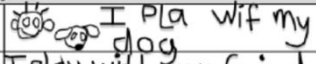
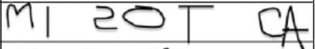
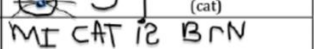
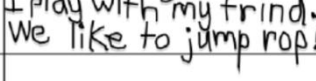
Opportunities to create and re-tell familiar stories orally and through drawings/ story maps.

Traditional Tales

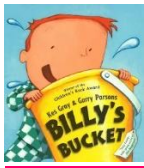
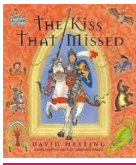
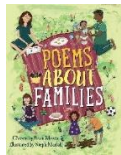
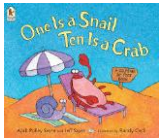
Favourite class texts from spine texts and in reading areas.

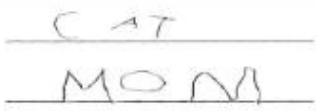
Dictation of words and simple sentences- Phonic sessions. Using sounds closely linked to newly taught and repeated practise.

Examples of outcomes and termly expectations

Emergent		Transitional		Fluent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways		Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationships		Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Groups of letters -groupings of letters with spaces in between to resemble words		First/Last Letter Representation - word represented by first and last letter sound		Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
Labeling pictures - matching beginning sounds with the letter to label a picture		Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable		Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing					

Reading Spine- Children re-read this 10 texts repeatedly through the year.

Jack and the Flum Flum tree (repeated phrases) 	Billy's bucket (Imagination) 	The Kiss that missed. 	The Princess and the Wizard (complexity of story) 	Look up (Aspirations) 	Poems about families (Poetry) 	10 little Pirates (Rhyming) 	Hairy McCleary from Donaldson's Dairy (Rhyming) 	1 is a snail, ten is a crab (Number) 	Rainbow Fish (PSHE) 
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Stages of Emergent Writing		
Stage	Description	Example
Drawing	Drawings that represent writing	
Scribbling	Marks or scribbles the child intends to be writing	
Wavy scribbles or 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-like shapes	
Letter strings	Strings of letters that do not create words, written left to right, including uppercase and lowercase letters	
Transitional writing	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	
Invented or 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 ending letter sounds; short phrases	
Conventional spelling and sentence writing	Correct spelling of words, generally the child's name and words such as mom and dad; sentences with punctuation and correct use of uppercase and lowercase letters	