



Opportunities for Writing in the Continuous Provision

Continuous Provision Outside

Changes weekly according to teaching focus which is based on children's observed needs, interests and stages of development. All the stages of physical development across the EYFS cohort are supported. For instance, writing instruments and resources are chosen to be accessible and appropriate to support children at the earliest stage of development. These include egg chalks, chubby crayons, triangular pencils, fat felt tips, broad shaft paint brushes, squeeze pump sprays, thicker triangular white board pens, large, A3 clip boards, vertical chalk boards and sand and water marking equipment. We also have sensory line tracing boards on our gazebo.

Children who are working at more developed writing and mark making are supported by the inclusion of standard size pencils, pens, paint brushes, A4 clipboards, narrow lined and squared white boards. This empowers them to make smaller, more precise marks which reflect the meaning they are intended to convey.

All children have access to Read Write Inc. Set Two Phonics sound resources such as mats, stones, sound cards and tricky word cards.

Continuous Provision inside

In Nursery there is a defined writing area with diaries, post it notes, clip boards, lined writing paper and greetings cards for children to choose from. There are also chalks of varying sizes and shapes, crayons, pencil crayons and pencils as well as hole punches, stickers, tape, glue and scissors. Children also have access to their names and letter sounds, capital letters on cards for them to refer to and use.

In Reception children are able to access a designated writing area which includes many different types of mark making equipment including pens, pencils, felt tips and biros. Children can choose from a variety of papers, diaries, notebooks, envelopes and writing frames related to the current topic or text. Children have access to their own names and others in the class, letter sounds from set 2 and 3 of the Read Write Inc scheme as well as a variety of tricky words.

Gross Motor

We support the development of core strength through a variety of activities and resources. These include, flipper flapper groups, Squiggle Whilst You Wiggle type activities, yoga, Five a Day TV, dancing and the mile a day. In continuous provision children are invited to ride bikes, use dolly trollies, carry and drag heavy items such as obstacle course items, climb, slide, crawl under apparatus and dig in the mud pit and sand pit. In particular we encourage and enable children to fill and empty vessels in the mud, sand and water



What Writing Looks Like in EYFS

areas. All Forest School children are supported to dress and undress themselves, climb, carry, crawl and drag items to build up strength and coordination.

Fine Motor

In continuous provision, children can access age and developmentally appropriate resources. For example, children might hammer golf tees into fruit or wood, screw nuts onto bolt, post items into boxes, use tweezers, use lego or magnetic construction, pegging, threading, cutting, use one handed tools, tracing, cotton bud mark making, colouring, painting, drawing, using play dough and many writing opportunities.

Teacher Focused Writing Provision

In Reception, children are exposed to a variety of rich, high quality texts that are used as a stimulus for developing children's narrative skills, comprehension, role play language along with many writing opportunities. Sometimes this will be with all children and sometimes groups.

There are also incidental opportunities throughout the day for children to see writing being modelled by an adult. This writing is intended to expose children to examples of writing for a purpose such as lists, memos and notes.

As children's pencil control and phonic awareness develops, they will begin to write simple words, captions, labels and sentences that can be read by an adult. This can be linked to a core text or in their independent writing.

Children use their phonological knowledge and are encouraged to use sound mats and write tricky words independently. Feedback from this activity can be found in the feedback book where implications for intervention are noted.

Every child in Reception has a writing book. The teacher focused activity is found in this book and work is generally supported. Any independent work that shows progress in writing and is completed by children in continuous provision is stuck into the back of this book.

Children have a news writing book where they can record their news. This is used as both a teaching and independent writing opportunity.

Interventions take place daily. These include using a name tool kit to learn the order of the letters of their name as well as a book to practise writing their name. Other interventions include writing in response to sounds, letter formation and phonics.

Evidencing the Writing

Floor Book

Photographs of children writing in different contexts and for different purposes are included in our floor book and in the nursery room. We display children's independent work on boards in the nursery and have examples in the floor book too.



Tapestry

Observations of children and their writing mark making are recorded on Tapestry.

Writing Linked to all Areas of EYFS

Opportunities for writing and mark making are present in all areas of learning. For example children may wish to make a record of the models they have built and they can do this by using the clipboards available. Children are encouraged to label their drawings with their name, caption or sentence. If a child would like to keep their construction they can use a 'proud cloud'. They are invited to write their name alongside their model.

Expressive Arts and Design

In the role play area children are provided with items that are commonly found in the home to write on such as calendars, diaries, shopping lists and simple forms. Children taking part in EAD activities are encouraged to think about shape, pattern, perspective and meaning of marks including pictures, drawings and modelling with a purpose in mind.

Writing is modelled to the children in meaningful situations such as writing a list of the children's names in order to go out for a walk, shopping lists before a visit to the supermarket, lists of toy choices and so on.

In reception lists are frequently made with the children that are related to the text focus such as a list of items that may be needed to go for a run when we read the Gingerbread Man.

Understanding of the World

We provide a wide range of experiences including Forest School, going to local walks, meeting new people and following the children's interest in order to give them a purpose for writing and the vocabulary to form the basis of this writing.

Children are taught the importance of mark making for other purposes other than words, such as using symbols and making and reading maps.

Reading is an important part of conveying the purpose of writing and this is modelled through reading and sharing recipes, instructions, notes from home on Tapestry and text in the environment.

Number

In the earlier stages of development children are encouraged to think about concepts such as space, size, comparison and sequence. Children in the later stages of development extend their learning and understanding of these concepts and are encouraged to explain their reasoning. These skills are then recorded graphically.



What Writing Looks Like in EYFS

Children's resilience is strengthened in order for them to become confident in initiating their own mark making and overcoming difficulties and challenges. Children are encouraged to think critically when mark making.

Collaborative mark making is encouraged across the phase particularly outside where the children synthesize their ideas to create projects.