



**Area of Provision: Mark Making/ Writing/ Phonics**

**Early Learning Goals**

**Communication and Language**

**ELG: Speaking**

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Literacy**

**ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending.

**ELG: Writing**

- 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.

**PSED**

**ELG: Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

**Physical Development**

**ELG: Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

**EAD**

**ELG: Being imaginative and expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.

**Characteristics of effective learning**

**Playing and exploring** - children investigate and experience things, and 'have a go'

**Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

**Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

**EYFS Development Matters**

**Communication and Language**

- Learn new vocabulary
- Use new vocabulary
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.



- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.

#### **PSED**

- Show resilience and perseverance in the face of challenge.

#### **Physical Development**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

#### **Literacy**

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read a few common exception words matched to the school’s phonic programme.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

<b>Resources</b>	<b>Organisation</b>
<ul style="list-style-type: none"> <li>• A selection of mark making tools, including pencils, pens, whiteboard pens, highlighters. (Children know that additional writing and mark making resources are in the creative area)</li> <li>• Paper, card, envelopes, postcards, whiteboards, letter/number formation cards</li> </ul>	<ul style="list-style-type: none"> <li>• Resources clearly labelled and organised so children can access them independently.</li> <li>• Labels to include both text and picture where appropriate.</li> <li>• Children understand that they can add resources from other areas if they wish.</li> <li>• Table and chairs close by.</li> </ul>

#### **Vocabulary**

Phoneme, grapheme, digraph, trigraph, pen, pencil, circle, zigzag, wavy, ascender, descender, envelope, page, write, re-read, name, straight, line, curve.

**Examples of enhancements**

Phonics games linked to current sounds.

Timed challenges linked to tricky words.

Different items to encourage writing such as the use of Origami books.

**Look, listen and note**

- Children forming letters correctly.
- Children using phonics knowledge with accuracy.
- Children using initial/further sounds to segment and spell words.
- Children independently recording phrases and simple sentences.
- Children holding pencil/pens using tripod grip.
- Using learnt vocabulary from other lessons.