



### Area of Provision: Writing Area

Learning Intentions Y1 National Curriculum	
<b>English</b>	
<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Write sentences by saying out loud what they are going to write about.</li> <li>• Write sentences by composing a sentence orally before writing it.</li> <li>• Write sentences by re-reading what they have written to check that it makes sense.</li> <li>• discuss what they have written with the teacher or other pupils.</li> </ul>	
<b>Maths</b>	
<ul style="list-style-type: none"> <li>• Read numbers from 1 to 20 in numerals and words.</li> <li>• Use number bonds and related subtraction facts within 20.</li> </ul>	

Resources	Organisation
A range of writing materials- gel pens, felt tips, biros, pencils, dry-wipe pens. Some clipboards and drywipe boards. Phonics mats, tricky word mats. Ground, grass, sky handwriting guides.	Stored on a trolley with open shelving. Pens and pencils are sorted into pots. Phonics mats and tricky word mats stored in shallow trays.

Vocabulary
Suffix, prefix, verb, adjective, word, sentence, plural, describe, setting, character, plot, sentence, punctuation, writer, author, illustrator, publisher, text, once, then, next, after that, at last, finally, when, if, that, but, because, or, the next day, soon, plan, check, improve.
Recording opportunities
<ul style="list-style-type: none"> <li>• Planning and drafting ideas.</li> <li>• Writing opportunities linked to other provision areas.</li> <li>• Writing in a variety of genres such as narratives, recounts, instructions, explanations, lists, diaries, letters, information texts.</li> </ul>
Enhancement Ideas
<ul style="list-style-type: none"> <li>• Examples of writing done by others in the class.</li> <li>• Post box to mail written letters.</li> <li>• Different books, papers and objects to write on.</li> <li>• Writing prompts in the form of pictures or objects.</li> </ul>
Role of the adult in provision
<ul style="list-style-type: none"> <li>• Model language and how to use resources.</li> <li>• Develop and extend vocabulary (see vocab listed above)</li> <li>• Extend learning through use of open-ended questions.</li> </ul>



- Follow lead of child (interacting or interfering?)
- Address any misconceptions.