



Sequence of Learning for Literacy – Writing

At Gloucester Nursery.....

Intentions:

- **Children mark make and give meaning to the makes they make.**
- **Children to use their phonic knowledge to write simple words which match their spoken sounds.**
- **Some children will be able to write simple sentences which can be read by themselves and others.**
- **Children will be able to hold mark making implements comfortably, using an established tripod grip.**

Children at Gloucester Nursery School will learn to :				
		Intent	How staff will : Implement	What will be the... Impact
Early Stage Stage 1	Writing	<ul style="list-style-type: none"> • Make uncontrolled marks using their fingers and different body parts. • Make a variety of different marks which go in different directions 	<ul style="list-style-type: none"> • Staff to provide a language and print rich environment where children can see writing for a purpose, talk about it and use it in their play. • Children will have access to a variety of different tools and materials. This can be with paint, water, pens, making marks with mud, slime, gloop etc. marks can be made on any surface. • Staff will provide sensory experiences and opportunities both inside and outside for exploratory mark making on small and large scales. • Staff to model how to use materials appropriately and model language and new words to describe the sensory experiences. 	<ul style="list-style-type: none"> • Children will enjoy sensory and physical experiences. • Children will develop their curiosity when exploring sensory materials. • Children will develop their fine motor skills and their hand-eye coordination. • Children to develop confidence when experimenting with mark making tools.
	Physical skills	<ul style="list-style-type: none"> • Control the movement of their arms using a shoulder pivot • Use different equipment to strengthen the muscles in their back, shoulders, arms and neck. • Hold mark making materials using a palmer grip. • Take part in physical activities to develop large - muscle coordination - whole body, leg, arm and foot. 	<ul style="list-style-type: none"> • Staff encouraging children to have a go and develop confidence. • Provide a range of experiences and items such as brushes, mops or large paint brushes to make a mark on different surfaces. • Small objects, peg boards, elastic bands, balancing stacks, threading etc. in the provision. • Providing access to playdough strengthening finger muscles. • Children to have access to outside play equipment, e.g. climbing frame, obstacle courses, climbing net and large bricks on a daily basis, unless extreme weather. • Children to experiment with paint brushes, glue spreaders, chunky chinks, crayons, sticks, etc. 	<ul style="list-style-type: none"> • Children growing in confidence when using gross motor skills. • Children will be able to notice the different marks they have made and begin to point them out. • Children will be gaining confidence and improving ability when using the climbing frame. • Children will use a palmar grip when making marks.

Early Stages Stage 2	Writing	<ul style="list-style-type: none"> • Make a variety of lines and circular patterns using different mark making equipment and body parts e.g. fingers, feet. 	<ul style="list-style-type: none"> • Staff will model, demonstrate and provide opportunities for children to mark linear and circular patterns using paint, pencils, crayons, chinks, ribbon sticks etc. • Staff to encourage children to have a go, talking about the marks they make. • Provide opportunities for children to make marks in all areas of the provision, indoors and outdoors following the interests of the children. • Adults to model writing for a purpose, talking about and explaining the process. 	<ul style="list-style-type: none"> • Children will be able to distinguish between the different marks they make. • Children will be able to draw lines and circles independently.
	Physical skills	<ul style="list-style-type: none"> • Control and use their elbow pivot so that they can complete activities such as throwing, catching, climbing etc. • Move their arms in circular, up, down and up and over patterns. • Begin to use multi-sensory experience of making marks. 	<ul style="list-style-type: none"> • Staff to provide opportunities for making marks to music, scarves and ribbon sticks to music. • Staff to provide a variety of gross motor equipment e.g. bean bags, quoits, balls of different sizes, parachute games, ribbon sticks., hoops. • Staff to provide opportunities to develop basic scissor skills, snipping around edges of paper. 	<ul style="list-style-type: none"> • Children will have increased confidence and realise marks can be made using a variety of different media. • Increased gross motor skills, extending the types of marks they can make. • Children will be able to throw a ball, catch a ball, make circular and linear patterns with their arms.
Developing Stage 3	Writing	<ul style="list-style-type: none"> • Make different lines/ wavy scribbles on a page. • Tell an adult what their marks mean. • Make marks for different purposes. 	<ul style="list-style-type: none"> • Children to have access to a range of different writing materials and staff to model writing for different purposes, e.g. notes in the role play area, names on pictures, messages at the writing table for their friends, birthday cards, recipes etc. • Encourage children to talk about their marks and give them a purpose, giving meaning to the marks they make. 	<ul style="list-style-type: none"> • Children can sometimes give meanings to marks as they draw and paint. • Children can give their ideas about what marks around them in the provision and outside in the real world actually say. • Children will be able to express their ideas and feelings through mark making.
	Physical skills	<ul style="list-style-type: none"> • Control and use their elbow pivot so that they can thread and weave materials. • Develop a digital pronate grip when holding different mark making equipment. 	<ul style="list-style-type: none"> • Children to be encourage to make marks, invitations, cards, shopping lists etc. • Staff to provide equipment e.g. threading, beads, elastic bands, pasta, leaves, straws etc. to develop muscles in fingers. • Staff to encourage and praise children to have a go at fastening coats, putting on shoes, jumpers independently. • Staff to provide lots of opportunities to develop gross motor skills, outside and inside. • Staff to provide opportunities to develop scissor skills, following and cutting along straight lines. 	<ul style="list-style-type: none"> • Children will be able to successfully thread beads onto laces, pasta onto ribbons, string through straws etc. • Children will be gaining increasing control over the tools they are using, and being able to move the tools in some different directions.

Embedding Stage 4	Writing	<ul style="list-style-type: none"> • Make marks which sometimes are in the shape of recognisable letters. • These may include letters from their own name. 	<ul style="list-style-type: none"> • Staff will provide alphabet cards, letter shapes, name cards for children to use in the provision. • Staff will be encouraging children to take part in Letters and Sounds activities developing their phonological awareness and ability to identify letter sounds. • Staff to draw children's attention to labels in the environment and talk to children about what they might say. 	<ul style="list-style-type: none"> • Children will begin to copy letter shapes. • Children will attempt to write for a purpose using some recognisable letters.
	Physical skills	<ul style="list-style-type: none"> • Control the different muscles in their hand so that they can control mark making objects. • Use their developing hand—eye coordination to make a mark in the intended place. 	<ul style="list-style-type: none"> • Staff provide mark making materials such as chunky pens and paintbrushes and model how to use a static tripod grip moving to a triangulation grip. • Staff encourage children to develop more intricate cutting skills, following and cutting along wavy and zig zag lines. 	<ul style="list-style-type: none"> • Children will have increasing control over a variety of mark making materials using developing hand-eye coordination.
Understanding and Applying Stage 5	Writing	<ul style="list-style-type: none"> • Understand that writing is different to drawing. • Write a collection of random letters or shapes and be able to read this to an adult. • Begin to write their own name. • Begin to write from left to right across a page. • Hear the initial sound in a word and attempt to write this correctly. 	<ul style="list-style-type: none"> • Staff will provide opportunities in a wide range of ways, clipboards, outdoors, chalks for paving stones, boards and notepads in the home corner. • Encourage children by simple homemade books, different coloured paper and paper decorated with fancy frames etc. 	<ul style="list-style-type: none"> • Children will be able to distinguish the difference between writing / print and drawings / illustrations. • They will independently write letter strings and be able to 'read' it back to an adult.
	Physical skills	<ul style="list-style-type: none"> • Hold a pen or pencil using a triangulation grip in their dominant hand. 	<ul style="list-style-type: none"> • Staff will model how to correctly form letters from the children's name, encouraging children to have a go and copy the letter shapes. • Staff encourage children to develop cutting skills, following and cutting around simple pictures. • Staff to provide more intricate equipment e.g. learning to sew fabric, threading small beads, using small brushes for painting and pencils for drawing to develop muscles in fingers. 	<ul style="list-style-type: none"> • Children will write their own name with recognisable letters using a name card. • Children will be able to write with correct directionality. • Children will begin to be able to write the correct grapheme to match the phoneme, sometimes with support.

Secure Confident Stage 6	Writing	<ul style="list-style-type: none"> • Children to label their own work by writing their name independently. • Use their understanding gained from phonic activities to write letters to match the sounds that they hear in words. • Write simple CVC words using SATPIN, by segmenting the word and then writing the correct letters independently. • Begin to spell some 'tricky words' from phase 2 letters and sounds phonics correctly, I, no, to, the, go • Begin to understand the concept of a word and begin to leave spaces between the words they write. 	<ul style="list-style-type: none"> • Adults continually scaffold, model and encourage the children to have a go at writing activities, praising children when they have attempted mark making. • Staff to provide and use flash cards for a wide range of activities with CVC words and tricky words. 	<ul style="list-style-type: none"> • Children will be able to write the correct grapheme to match the phoneme. • Children can write their name independently with the letters correctly formed. • Children will be able to use their phonic knowledge to attempt to write words independently.
	Physical skills	<ul style="list-style-type: none"> • Begin to form letters correctly by moving their pencil using the correct movements and formation. 	<ul style="list-style-type: none"> • Staff encourage children to develop more competent cutting skills, following and cutting around more detailed pictures. • Provide opportunities for children to use more intricate, smaller equipment independently and without support. E.g. sewing and threading beads. 	<ul style="list-style-type: none"> • Children will be able to write simple words and phrases using recognisable letter formations. • Children will be able to comfortably hold a pencil and use the correct movements to form letters correctly.