

Rockwood Nursery School
Sequence of Learning for Literacy

Intent for Writing <i>for children to express their ideas, feelings and meaning through making marks and writing</i>			
	INTENT	IMPLEMENTATION	IMPACT
Stage One	<p>Children will explore how their bodies move and begin to gain control over them.</p> <p>Explore a variety of textures, and see what happens when they use their hands/fingers</p> <p>Explore different types of media.</p> <p>Enhance classroom with activities which support strengthening and developing muscles in hands and fingers and body.</p> <p>Children will use a palmer grip but activities will be encouraging a thumb and finger grip</p> <p>Equipment will encourage use of one hand.</p>	<p>Children will have access to large open spaces outside that offer different surfaces, equipment and challenges; yards, grassed areas and uneven forest school paths. Equipment includes balance beams, climbing frames and walls, tunnels to go through and over, and bridges.</p> <p>Provide lots of opportunities for the children to use their hands in a variety of different textures, shaving foam, cornflour, mud, flour, playdough etc.</p> <p>Threading, colanders and pipe cleaners, pegs and play dough activities.</p> <p>Damp sand, paste and paint.</p> <p>Peg activities, sorting small objects,</p> <p>Hammers, peg boards, Mr Potato Head, pens and paintbrushes</p>	<p>Children need to learn about how their bodies move and what they can do with them. Our different outdoor areas provide children with different opportunities and challenges for children to gain control of their bodies. Good gross motor skills and control helps fine motor skills develop.</p> <p>Children are provided with opportunities to show curiosity and develop new skills.</p> <p>Children will motivate and manage themselves to achieve in a creative environment.</p> <p>Children develop personally, emotionally and socially.</p> <p>Children develop their hand-eye co-ordination.</p> <p>Adults model how to use different equipment and help children use them successfully.</p>

	<p>Experiment with mark making equipment on a large scale.</p>	<p>Opportunities for mark making include outdoor wheels, paintbrushes, sticks, pens, chalk etc Opportunities to use equipment for climbing and balancing, eg pirate ship, ladders and rope bridge. Also wheelbarrows and digging.</p>	<p>Children will be encouraged to use their hands independently of one another and to experiment with different ways of gripping, lifting and moving various objects Children will be confident to explore and learn how to move their bodies using different climbing equipment. Portable toys will strengthen muscles in their neck, shoulders, back and arms. Children will experiment with different mark making tools.</p>
<p>Stage Two</p>	<p>Children will gain control and coordination in their gross motor skills. Many smaller movements come from the child's shoulders. Fine motor skills will be developing with children demonstrating more control over their thumb and finger movements Begin to understand marks can be made using different media. Make marks using scribbles, round and round movements. Movements are often from the shoulder or elbow.</p> <p>Children can begin to enjoy the multi-sensory experience of making marks.</p>	<p>All of the above and: Gross motor and fine motor challenges are matched to the children's abilities and children are encouraged to try new things Chunky chinks, crayons, paint brushes in different sizes, rollers, buckets and water, sticks and brooms etc. help to develop all arm and hand control. Adults identify barriers to writing. Provide writing outdoors, and in all areas following the interests of the child.</p> <p>Using paint and music we match the way we move to make marks to the rhythm and sound of the music. Scarves and ribbons are used to make large movements.</p>	<p>All of the above and Children are challenged to increase their gross and fine motor skills and gain confidence to have a go. Children realise that marks can be made in a variety of ways using different media. Children take pleasure in mark making and know that adults enjoy seeing the marks they make. Children begin to move their hands with some control when mark making.</p> <p>Having a multi-sensory activity enables children to imitate words and sounds with intonation and rhyme.</p> <p>Promotes executive function skills: *memory; children will remember how</p>

			<p>to use different parts of their body to achieve different end results.</p> <p>*inhibitory; children think about what they want to achieve before they do it</p> <p>*mental flexibility; children will be able to switch between multiple tasks.</p>
Stage Three	<p>Children show control and coordination in fine motor activities, being able to thread and use one handed tools. They will show more independence in dressing, for example helping/having a go at fastening zips and buttons.</p> <p>Children can begin to distinguish between the marks they have made. They will often name what they have drawn even if it doesn't really look like it.</p> <p>Can draw lines that go across, up and down and round and round.</p>	<p>All of the above and:</p> <p>Adults encourage children to be independent when dressing, helping where necessary and praising efforts made.</p> <p>Children are encouraged to talk about their mark making, giving meaning to their work.</p> <p>Continuous provision provides ample opportunities for children to practice gross and fine motor movements both inside and out.</p>	<p>All of the above and</p> <p>Children are actively encouraged to be independent with adults offering help and praise to encourage them and gain confidence in their abilities.</p> <p>Children gain control of their mark making tools being able to move them in the direction they choose.</p> <p>Children develop their imagination and creative skills through mark making.</p> <p>Children express their thoughts and feelings through mark making.</p>
Stage Four	<p>Children join Tatty Bumpkins sessions to develop gross motor movements and enjoyment of moving their bodies.</p> <p>Children use their hands for action rhymes and joining in with fine motor activities such as pre-writing exercises at registration time.</p> <p>Children control different muscles in their hand and begin to show skill in holding mark making tools.</p> <p>Make marks for different purposes</p> <p>Begin to copy the letters of their name</p>	<p>All of the above and:</p> <p>Tatty Bumpkins (children's yoga).</p> <p>Teachers plan activities at registration around the pre-writing programme used in school.</p> <p>Lots of opportunities to make marks in all areas of provision.</p> <p>Menus, note pads, shopping lists, letters to Father Christmas and the Easter Bunny etc</p> <p>Name cards with pictures and first name.</p>	<p>All of the above and</p> <p>Tatty Bumpkins helps children develop control over their gross motor movements and encourages a strong core strength that is essential for writing.</p> <p>Children become aware of their own body's position in relation to objects in a space.</p> <p>The pre-writing programme is intended to develop children's hand</p>

		Hunts around the environment	control and coordination needed for writing. Children are making choices therefore become involved for longer periods of time. Children gain control of their mark making tools being able to move them in the direction they choose.
Stage Five	<p>Children are beginning to use three fingers (tripod) grip to hold writing tools in their dominant hand.</p> <p>Can write own name using a name card and/or from memory</p> <p>Begin to label their own pictures</p> <p>Can tell you what they think marks/writing means when they see it in the environment</p> <p>Can copy other letters of the alphabet especially ones familiar to them like M for mummy, D daddy.</p> <p>Make marks to represent an object or action</p>	<p>All of the above and</p> <p>Children play in a language rich environment where words and pictures have a significant role to play in every area of the nursery.</p> <p>Adults model writing and give explanations of what they are doing</p> <p>Flash cards with familiar words such as mum, dad, etc</p> <p>Set up challenges that may nudge the children out of their comfort zone to try a new skill, eg tally charts</p>	<p>All of the above and</p> <p>Children are developing confidence and becoming independent with choosing how to communicate.</p> <p>Children become aware of their environment and surroundings.</p> <p>Children are encouraged to think about what they do and if their actions aren't successful the first time to build resilience to try again.</p> <p>Children problem solve, work with others and are confident to try new things.</p>
Stage Six	<p>Children use a pencil and holds it effectively to form recognisable letters.</p> <p>Children negotiate space, show good control and co-ordination in large and small movements.</p> <p>Children have body awareness and know what movements they can make.</p>	<p>All of the above and</p> <p>Alphabet charts</p> <p>Adults continually scaffold, model and encourage at all stages.</p>	<p>All of the above and</p> <p>Children write simple sentences which can be read by themselves and others.</p> <p>Supporting opportunities for children to write for a purpose gives the task importance.</p>

	<p>Can write different letters of the alphabet other than the ones in their name. Children can attempt to write short sentences of subjects that are of importance to them.</p>	<p>Support children to write their own labels to contribute to their play eg. sign for a bus stop, cost of food in the café. Obstacle courses and challenge cards encourage children to move their bodies and have control over their movements.</p>	<p>Children are being introduced to the expectations of their next stage in life which is school.</p>
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