

West Ashton C of E Primary School and Nursery Long Term EYFS Planning for Writing Area



Long Term Plans celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.

Key learning opportunities offered in this area of provision including the Characteristics of Effective Learning and EYFS aspects of learning and development

Playing and Exploring: demonstrate curiosity, interest, enjoyment and enthusiasm as they play and experiment with what they know.

Active Learning: being involved and concentrating, persevering and taking pride in achieving what they set out to do.

Creating and Thinking Critically: having their own ideas, making links and choosing ways to do things, planning, thinking ahead and using their own methods to solve problems.

Prime Areas: Personal, Social and Emotional Development, Physical Development, Communication and Language

Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design

Key aspects promoted: Expressive arts and design: being imaginative, exploring and using materials Literacy: reading and writing.

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Learning experiences. Some of the things that children may do...	Adult response to support children's learning...
<p>PSED: Develop their levels of engagement, concentration and involvement as they spend extended time in writing area. Enjoy sharing close attachments with trusted adults as they share ideas for writing and scribing their experiences of family life/ significant events such as holiday recounts. Enjoy the company of others as they talk, share and express their ideas and feelings.</p> <p>Literacy/ Writing: Make controlled marks on paper to represent pictures. Use a variety of mark making materials. Create their own pictures and make patterns with a selection of mark making tools. Create stories, represent past experiences and respond to how they are feeling. Select resources independently and choose what they would like to create. Select their name card by picture, name-writing, make marks to represent their name. Ask adult to scribe their ideas or label their pictures. Use name jigsaws to build and reorder the letters in their name. Notice their friend's names and make observations and comments about the letters and sounds that are different and the same as their own- e.g. find other names that begin with the same initial letter sound. Respond to what they draw/write by facial expression and commentary. Begin to use their early phonological knowledge to think and write letters and sounds. Use stampers and other enhancements to decorate and design Use appealing themed paper and stimulus linked to their interests to ignite new ideas- such as pets, football boxes, family pictures. Have clipboards, large rolls of paper and writing materials readily available in all areas to support children who are more reluctant to use this area.</p> <p>EAD: Draw picture make marks to represent events, stories or how they are feeling. Begin to use their emergent writing to communicate for a range of purposes e.g. shopping lists, cards, bus tickets, letters</p>	<p>Praise, encourage and show interest in children's ideas and fascinations. Provide a range of equipment which enable children to develop their ideas with satisfaction. Anticipate and provide what they might need to represent their ideas. Support, supervise and interact sensitively as children develop their awareness of others space and their social communication skills. "How shall we decide?" Encourage children to persevere, return to their ideas over a number of days and enjoy repetition to develop skills, for example by drawing pictures of people who are special to them and asking for them to be labelled. Encourage children to make marks in other areas for a range of purposes. Ask the children to talk about their creative experiences when appropriate. Praise children's work to build confidence, sense of pride and achievement. Feed children's imagination, extend their thinking. Provide books. Constantly observes children's interests and continue to adapt and enhance areas appropriately. Encourage children to hold pencils, crayons, pens correctly, recognising this happens with support. Where appropriate, look for meaningful opportunities to model writing and incorporate it into children's play e.g. writing a shopping list Encourage children to make their own marks and emergent writing rather than 'copy writing' Use name cards as a starting point for writing Refer to others names and suggest children look for letters and notice differences and similarities between names. Observe what they are doing and use this to assess and plan for individuals and groups of children. Assess with photos and comments hand strength and pencil control and record. Develop mathematical language with children as they draw shapes, patterns and begin to form letters: straight, round, curved, bendy, corners, edge, sides, points, long, short, tall, short, taller, shorter. Talk to children about what they have achieved and help them to reflect so that they may wish to evaluate and modify their work.</p>