



Writing Area				
Link to Development Matters	Birth to Three Years Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name.	Three to Four Years Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	Reception Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop their small motor skills so that they can use a range of tools competently, safely and confidently Develop the foundations of a handwriting style which is fast, accurate and efficient. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 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	Early Learning Goal 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.



					correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.			
Skills Developed	Begin to make marks using a range of tools in a variety of media.	Copies simple shapes and patterns.	Gives meaning to some marks (either drawing or pre-writing) with increasing accuracy and detail.	Begins to form recognisable letters which are modelled consistent with RWI, writing from left to right.	Writes single letter sounds, including own name, using RWI letter formation.	Writes CVC words with increasing accuracy	Writes captions and phrases including some common exception words.	Writes in sentences for a variety of purposes.
Enabling Environments	Sharp writing pencils, Sharp coloured pencils, plain paper, writing templates, envelopes, post it notes, whiteboard, whiteboard pens, chalk, laminated pattern cards, magnetic letters.				Sharp writing pencils, Sharp coloured pencils, plain paper, writing templates, envelopes, post it notes, RWI letter formation mats, magnetic letters, whiteboard, whiteboard pens, clip boards, RWI name cards, CVC phoneme, Templates for sentences and captions, Dry wipe sentence strips, common exception words (red) words, Story templates, letter writing, mini books			
Specific Vocabulary	Vocabulary will be updated weekly linked to Narrative Immersion, our book curriculum or children's PLOD's.							
Potential Questioning	Level 1: Pointing to and naming objects that are physically present. • "What is this?" (Holding up a pencil, crayon, or stamp). • "Show me the telephone." (If they are writing a message). • "Point to the clock." (If they are 'writing' a time). • "Who is sitting at the table?" (Identifying friends in the area). • "What colour is the rug?" (Or the paper they are using).				Level 3: Identifying similarities, differences, and making predictions based on information. • "Find something that is the same color as your crayon." (Comparing items in the area). • "What will happen if we use the sponge on your drawing?" (Predicting outcomes of actions). • "How are the food menus and the recipes different?" (Comparing two types of text). • "Find something we can use to send this letter." (Scanning for an envelope or bag).			
	Level 2: Talking about functions, features, and simple sequences. • "What are you writing?" (Focusing on the current action). • "What do we use the old letters for?" (Noticing the function of mail). • "Tell me more about your magazine." (Describing the features of a resource). • "How do you make a shopping list?" (Focusing on the steps of the play). • "Which book is the biggest?" (Comparing sizes of items present). • "Where does the milk go on your list?"				Level 4: Explaining "Why" and solving problems using logic. • "Why do we need a recipe when we are cooking?" (Understanding the purpose of instructions). • "What could we use to write with if all the pencils are broken?" (Problem-solving and imagination). • "Why is it important to be careful with the magazines?" (Reasoning about care and respect for resources).			



- **"How do we know who the letter is for?"** (Deducing the function of names and addresses).