

Continuous Provision Planning for Writing

Key Learning Opportunities

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
- Use talk to organise themselves and their play. - Can start a conversation with an adult or peers and continue it for many turns.	- Choose the right resource to carry out their own plan. - Develop a pincer grasp, and core muscle strength required for handwriting - Use a comfortable grip with good control when holding pens and pencils.	- Use resources with help when needed. - Play with one or more of their peers, extending and elaborating play ideas. - Develop resilience and self-regulation in challenges	- Engage in extended conversations about stories learning new vocabulary. - Use some of their print and letter knowledge in their early writing. E.g. Shopping lists which start at the top of the page and 'm' for mummy.	- Experiment with their own symbols and marks as well as numerals. - Describe familiar routines. - Begin to describe a sequence of events, real or fiction using words such as a first. - Encourages recording numbers, tallying scores, mapping out patterns	- Talk about the differences between materials. - Begin to make sense of their own life story - Explore how things work. - Talk about and record what they see. - Maps	- Begin to develop stories using small world equipment. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail. - Use drawing to represent ideas such as movement or loud noises. - Show different emotions in their drawings like happiness and sadness.
Resources	Organisation	Intended experiences			Role of the adult	
- Paper - Whiteboards - Pencils. - Pens - Colour pencils. - Whiteboard pens. - Paperclips. - Post-it notes. - Erasers. - Pencil sharpeners. - Bull dog clips. - Letter stones. - Pencil control sheets. - Phoneme mats - Clip boards	- Pictures/labels to show where items should be stored. - Small objects such as paper clips to be boxes/baskets - Paper and writing implements to be regularly replenished. - Whiteboards to be checked to see if they are clean/useable.	- Developing improved fine motor skills - Playing together and cooperating with children of different ages - Strengthening muscles and hand-eye coordination - Making marks and interpreting them - Providing opportunities for vocabulary extension and modelling, which is foundational for communication and language as well as early literacy - Experimenting with stories and narrative ideas in play - Gaining mastery and control over their bodies and what they can do - Forming letters and creating pictures			- Plan for and provide a range of provision. - Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. - Model use of materials in area to encourage interest. - Encourage appropriate behaviour and use of area. - Support and extend children's learning. - Use open-ended questions to promote sustained shared thinking. Key Vocabulary and Questions - Do you need a pencil or pen? - How could we keep the paper together? - What have you written? - Extend vocabulary and understanding by talking about letter/who are you writing it for? Where could we post it? - Can you use what you have learned in phonics?	