

Development Matters - Age and Stage (EYFS 2012)		Look, listen and note
<p>Emerging:</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make. (22-36) Sometimes gives meaning to marks as they draw and paint. (30-50) Ascribes meanings to marks that they see in different places. (30-50) Beginning to use more complex sentences to link thoughts (e.g. using and, because). (CL 30-50) Can retell a simple past event in correct order (e.g. went down slide, hurt finger). (CL 30-50) Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (CL 30-50) Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (CL 30-50) Uses a range of tenses (e.g. play, playing, will play, played). (CL 30-50) Uses intonation, rhythm and phrasing to make the meaning clear to others. (CL 30-50) Uses vocabulary focused on objects and people that are of particular importance to them. (CL 30-50) Builds up vocabulary that reflects the breadth of their experiences. (CL 30-50) Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' (CL 30-50) Draws lines and circles using gross motor movements. (PD 30-50) Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50) Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD 30-50) Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50) Can copy some letters, e.g. letters from their name. (PD 30-50) <p>Expected:</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. (L 40-60+) Begins to break the flow of speech into words. (L 40-60+) Continues a rhyming string. (L 40-60+) Hears and says the initial sound in words. (L 40-60+) Two-channelled attention – can listen and do for short span. (CL 40-60+) Can segment the sounds in simple words and blend them together. (L 40-60+) Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+) Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L 40-60+) Writes own name and other things such as labels, captions. (L 40-60+) Attempts to write short sentences in meaningful contexts. (L 40-60+) Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) Shows a preference for a dominant hand. (PD 40-60+) Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+) Begins to form recognisable letters. (PD 40-60+) Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (PD 40-60+) <p>Exceeding:</p> <ul style="list-style-type: none"> They handle equipment and tools effectively, including pencils for writing (PD ELG) Children use their phonic knowledge to write words in ways which match their spoken sounds. (W ELG) They also write some irregular common words. (W ELG) They write simple sentences which can be read by themselves and others. (W ELG) Some words are spelt correctly and others are phonetically plausible. (W ELG) Children follow instructions involving several ideas or actions. (CL ELG) They answer 'how' and 'why' questions about their experiences and in response to stories or events. (CL ELG) 	<h2 style="text-align: center;">Literacy: Writing Continuous Provision</h2> <p style="text-align: center;">Adults support and challenge children's learning and thinking through questioning, observation, participation, hand over hand help and role modelling. Children have access to writing trolley during continuous provision and write daily in a variety of different contexts both adult led and child initiated.</p>	<p>Which materials/tools do the children use to make marks? Which hand do they use? – Dominant hand? Can they colour in a picture? Thread beads? Do they look at what they are doing? Do they enjoy making marks outside? Can they access resources independently and put them away? Are they more successful on a flat surface eg table or on a vertical surface eg easel/wall? Do they imitate adults/peers in their mark making? Can they write their name independently? Do they recognise any sounds and link them to marks made? Can they read their own mark making to you? Can they trace over a picture/word? Can they form the O shape in an anti-clockwise direction?</p>
	Effective Practice	Permanent resources
	<p><u>Adults to introduce vocabulary (use of words, symbols and signs) e.g.-</u> Pen, crayon, felt pen, chalk, brush, draw, colour, write, paper, letter sounds (phonics), word, letter, Read write inc rhymes and letter formation.</p> <p><u>Adults to ask simple questions to extend learning e.g.-</u> What do you hear? Is it this letter or this letter? What is happening? Tell me about these pictures Tell me which picture comes first, next, last etc. What does that word mean? How can you check which sound/letter comes next? What could you write now? Which felt pen/crayon/chalk do you want? Can you make marks in the mud/jelly/slime etc? Up and down? Round and round? Can you make marks with this spray? How will we know this is yours? What colour do you want to use? Can you make a label? Sticker? Book?</p>	<p>Learning wall Our writing wall to display children's writing Theme word mats Name cards Pens, pencils, felt tips, wax crayons, highlighters, (assorted colours/types/thickness), sharpeners, Clipboards Hole puncher, staplers, scissors, glue, sellotape, stencils, rulers, paper clips Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books, pads, writing frames, lists, gummed labels, post-it-pads Phonic resources to help with linking letters to sounds and recalling tricky words etc. Books depicting mark making ideas about the theme Story books Letters Newspapers Comics Magazines Post box Children's own books made from previous learning Wipeboards Whiteboards and pens Gel boards, clipboards Little books, magnetic letters, Ipads.</p>

Intended Experiences	Characteristics of Effective Learning		
<ul style="list-style-type: none"> ➤ Use variety of tools and experience the different marks they make, ➤ Experiment with thick/ thin lines, ➤ Make curled, zig- zag, straight patterns ➤ Letter orientation, ➤ Make lists, invitations, cards, diary, comic strips, ➤ Model adult mark making ➤ Use writing display for sharing learning with others, ➤ Name writing, ➤ Story writing-using books relating to themes, Diagrams - labelled, ➤ Book making, ➤ Sentence makers, ➤ Explore large movements , make water, salt, cornflour, chalk patterns (on large natural surfaces), ➤ Use natural objects/ body to mark make in mud, sand, gravel, ➤ Use body parts to mark make with different media ➤ Use tyres, shoes, wheeled toys to make tracks ➤ Use whiteboard/blackboard as scoreboard ➤ Use natural resources for mark making & printing ➤ Splatter painting, ➤ Large scale letter formation , ➤ Outdoor adventure / story books/ Map making for adventure. 	<p><u>Unique Child</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking a role in their play • Acting out experiences with other people • Initiating activities <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Thinking of ideas • Making links and noticing patterns in their experience 	<p><u>Positive Relationships</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else and help develop roles and stories. • Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. • Talk more about the process than products. <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Value questions, talk, and many possible responses, without rushing toward answers too quickly • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. 	<p><u>Enabling Environments</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Make sure resources are relevant to children's interests • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Ensure children have uninterrupted time to play and explore <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Ensure children have time and freedom to become deeply involved in activities • Keep significant activities out instead of routinely tidying them away <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Plan linked experiences that follow the ideas children are really thinking about