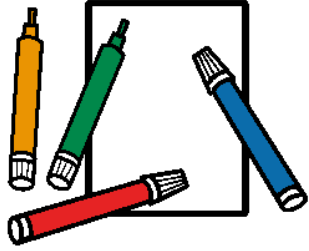


Development Matters – Ages and Stages		Look, Listen and Note	
<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make. (22-36)</li> <li>Sometimes gives meaning to marks as they draw and paint. (30-50)</li> <li>Ascribes meanings to marks that they see in different places. (30-50)</li> <li>Gives meaning to marks they make as they draw, write and paint. (L 40-60+)</li> <li>Begins to break the flow of speech into words. (L 40-60+)</li> <li>Continues a rhyming string. (L 40-60+)</li> <li>Hears and says the initial sound in words. (L 40-60+)</li> <li>Can segment the sounds in simple words and blend them together. (L 40-60+)</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+)</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L 40-60+)</li> <li>Writes own name and other things such as labels, captions. (L 40-60+)</li> <li>Attempts to write short sentences in meaningful contexts. (L 40-60+)</li> <li>Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+)</li> <li>Two-channelled attention – can listen and do for short span. (CL 40-60+)</li> <li>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). (CL 30-50)</li> <li>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). (CL 30-50)</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (CL 30-50)</li> <li>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. (CL 30-50)</li> <li>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). (CL 30-50)</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others. (CL 30-50)</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them. (CL 30-50)</li> <li>Builds up vocabulary that reflects the breadth of their experiences. (CL 30-50)</li> <li>Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> (CL 30-50)</li> <li>Draws lines and circles using gross motor movements. (PD 30-50)</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50)</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD 30-50)</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50)</li> <li>Can copy some letters, e.g. letters from their name. (PD 30-50)</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+)</li> <li>Shows a preference for a dominant hand. (PD 40-60+)</li> <li>Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+)</li> <li>Begins to form recognisable letters. (PD 40-60+)</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (PD 40-60+)</li> </ul>		<h2 style="text-align: center;">Writing and fine motor</h2> <p style="text-align: center;">Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling</p> 	
		<b>Effective Practice</b>	<b>Resources</b>
		<p><b>Adults to introduce vocabulary (use of words, symbols and signs) eg:-</b>  <b>Pen, crayon, felt pen, chalk, brush, draw, colour, write, paper, letter sounds(phonics),</b>  <b>Adults to ask simple questions to extend learning e.g-</b>  <b>Can you colour this picture?</b>  <b>Which felt pen/crayon/chalk do you want?</b>  <b>Can you make marks in the mud/jelly/slime etc? Up and down?</b>  <b>Round and round?</b>  <b>Can you make marks with this spray?</b>  <b>How will we know this is yours?</b>  <b>What colour do you want to use?</b>  <b>Can you make a label? Sticker? Book?</b>  <b>Can you thread the beads to make a necklace or pattern?</b>  <b>Can you thread this picture?</b></p>	<p>Word board of theme words/ 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 – lists, gummed labels/Post-it-pads                  Phonic resources to help with linking letters to sounds and recalling tricky words etc.                  Class lists/Message Board/ Books depicting mark making ideas about the theme/Story books                  Letters / numbers                  Post box</p>
Intended Experiences		Characteristics of Effective Learning	
<p>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 message board for communication with others, Name writing, Story writing-using books relating to themes, Diagrams - labelled, Book making, Sentence makers, The office/                  Receptionist, Explore large movements, make water patterns, Use 'chalk paint' to mark make on large natural surfaces, Use natural objects &amp; 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 &amp; printing</p>	<p style="text-align: center;"><b>Unique Child</b></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>Pretending objects are things from their experience</li> <li>Representing their experiences in play</li> <li>Taking a role in their play</li> <li>Acting out experiences with other people</li> <li>Initiating activities</li> </ul> <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> <li>Maintaining focus on their activity for a period of time</li> <li>Showing high levels of energy, fascination</li> <li>Not easily distracted</li> <li>Paying attention to details</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p>	<p style="text-align: center;"><b>Positive Relationships</b></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>Play with children. Encourage them to explore, and show your own interest in discovering new things.</li> <li>Join in play sensitively, fitting in with children's ideas.</li> <li>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.</li> </ul> <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> <li>Stimulate children's interest through shared attention, and calm over-stimulated children.</li> <li>Encourage children to learn together and from each other.</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> <li>Value questions, talk, and many possible responses, without rushing toward answers too quickly</li> </ul>	<p style="text-align: center;"><b>Enabling Environments</b></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> <li>Make sure resources are relevant to children's interests</li> <li>Help children concentrate by limiting noise, and making spaces visually calm and orderly.</li> <li>Ensure children have uninterrupted time to play and explore</li> </ul> <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> <li>Ensure children have time and freedom to become deeply involved in activities</li> <li>Keep significant activities out instead of routinely tidying them away</li> </ul> <p><u>Creating &amp; Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> <li>Plan linked experiences that follow the ideas children are really thinking about</li> </ul>

## Provision Area Overview

The Grange Primary School

Splatter painting, Graffiti wall, Large scale letter formation , Outdoor adventure / story books/ Map making for adventure.	<ul style="list-style-type: none"><li>• Thinking of ideas</li><li>• Making links and noticing patterns in their experience</li></ul>	Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	
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