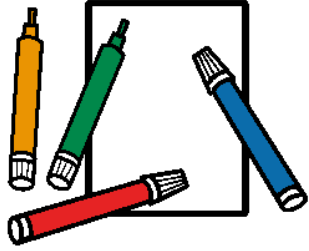


Development Matters – Reception		Look, Listen and Note	
<p>-Form lower-case and capital letters correctly (L) -Spell words by identifying the sounds and then writing the sound with letter/s (L) -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop (L) -Re-read what they have written to check that it makes sense (L)</p> <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 		<p style="text-align: center;">Writing and fine motor</p> <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> <div style="text-align: center;">  </div>	
		Effective Practice	Resources
		<p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Pen, crayon, felt pen, chalk, brush, draw, colour, write, paper, letter sounds(phonics), Adults to ask simple questions to extend learning e.g- Can you colour this picture? 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? Can you thread the beads to make a necklace or pattern? Can you thread this picture?</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 & 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</p>		<p style="text-align: center;">Unique Child</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>	
		<p style="text-align: center;">Positive Relationships</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 	
		<p style="text-align: center;">Enabling Environments</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 	

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">• Thinking of ideas• Making links and noticing patterns in their experience	Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	
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