

Nursery

Range 3 (18-24)	Range 4 (24-36)	Range 5 (36-48)
• As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. • Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child. • Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks	• Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	• Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
Adult interactions • Encourage different mark-making movements – big, small, hard, soft, quick and slow, and different shapes, circles, lines and dots. • Tell children about the marks you are making and encourage them to talk to you about theirs. • Value these early mark making activities by sharing them with others including parents and carers. • Write down (scribe) children's words, and read them back to children. • Listen and support what children tell you about their drawings and early writing. • Write down (scribe) the words that children use and display these words, for example, with photos • Co-create stories orally with individual children and in small groups. Scribe the stories and display them for children to look at independently or with a parent or friend. • Encourage children to make recordings of their own stories (e.g. on a digital tablet) and create opportunities for children to perform their stories to each other.		Environment • Introduce a range of appropriate implements including large brushes, chalk and crayons, sticks and sponges for children to trace patterns and shapes. • Offer children a range of different surfaces to make marks on, inside and out, e.g. chalkboards, light boxes, sand and pathways. • Provide a broad range of opportunities for early writing experiences through sensory and symbolic play. • Draw attention to marks, signs and symbols in the environment and talk about what they represent. • Ensure this involves recognition of English, other languages and scripts. • Provide materials which reflect cultural diversity, so children see symbols and marks with which they are familiar, and learn that there are many different script systems e.g. Arabic, Chinese, Greek and Braille. • Try to have a notepad to hand (e.g. A5 size) in which you can scribe children's stories and special words and share these stories and words with children. • Ensure children see you writing for a purpose, e.g. a shopping list, message for parents,

labels in children's play areas or reminders for ourselves.

Reception - taught through Drawing Club

Range 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
• Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	Statutory ELG: Writing Children at the expected level of development will: - 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.
Red words: Put, no I, of, my for, he, the (red)	Red words: your, said, you, be are (Green)	Red Words: to, me, go baby, puts, your (purple)
Adult Interactions • Celebrate and value children's early attempts at graphic representation – focusing on the meaning and content rather than letter formation. • Model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns. • Support children in recognising and writing their own names. • Make paper and digital books with children of activities they have been doing, using photographs of them as illustrations. • Find out about, show interest in and legitimise children's out-of- school writing practices and interests. Remember that not all writing formats go from left to right. • Talk to children about things they might write to support their play inside and outside, e.g. they might make a map for a journey, a job list for a builder, or spells for potion making. • Write stories, poems, jokes, lists, plans, maps etc. together with children on paper and using digital technology so that children can see authorship and spelling in action. • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. Environment • Write down things children say to support their developing understanding that what they say can be written down, and then read and understood by someone else. • Set up environments of offices, dens in the garden, library, shop, home corner with greetings cards, etc., so that children engage in literacy events in which they spontaneously participate. • Provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors. • Scribe children's stories and re-read and enact their stories in small group activities. • Involve children when you make lists or write notes and messages. • Break down your flow of speech into individual words, exemplifying the correspondence between the spoken and written word. • Provide activities during which children can experiment with writing, for example, leaving a message. • Encourage children to use their phonic knowledge when writing, and model this in your own writing. • Provide word banks, notebooks, clipboards, post- its and other writing resources for both indoor and outdoor play. • Ensure resources enable children to draw on their out-of-school practices and personal interests, such as children's popular culture or sports teams. • Include oral stories and explore ways for both adults and children to develop oral storytelling skills.		



- Model how to segment the sounds (phonemes) in simple words and how the sounds are represented by letters (graphemes).
- Encourage children to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.
- Support and scaffold individual children's writing as opportunities arise.

- Provide a range of opportunities to write for different purposes about things that interest children.
- Resource role-play areas with listening and writing equipment, and ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
- Plan enjoyable activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.