



This area builds confidence in our early writers, offering opportunities to refine handwriting skills and write for different purposes. Children are provided with a choice of a range of tools and materials to allow them to explore and experiment, creating and bringing their ideas to life, turning their mark making into messages, stories and real writing!

Furniture:

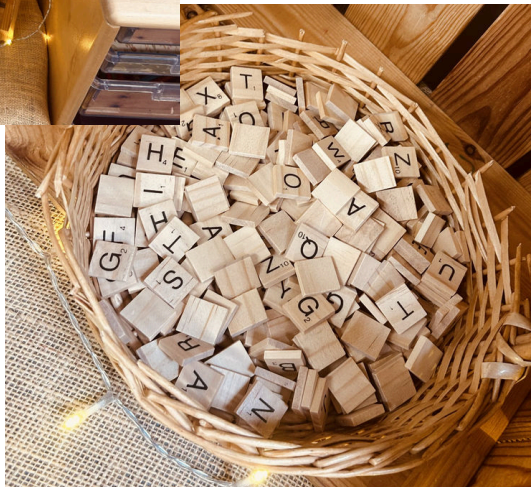
Distinct area with group table and chairs
Open shelving to display resources

Resources

- A range of mark makers tools, including pencils, crayons, felt-tips, wax crayons, dry-wipe markers, highlighters and chalk
- A wide variety of paper and card:
 1. different colours, textures, various shapes, sizes, colours and thicknesses
 2. A selection of printed papers including lined, squared, dotted
 3. A range of notebooks, produced and hand-crafted
 4. A range of envelopes in various sizes and colours
- Book making tools: a range of joining equipment and tools including scissors (left & right-handed), wavy-edged scissors, hole punch, treasury tags, stapler, staples, glue and sticky tape
- A selection of clipboards and dry-wipe boards including a wall mounted dry-wipe board if possible
 1. Wooden or magnetic lowercase & uppercase letters
 2. Relevant phoneme cards/pebbles/groups
 3. A set of story making pebbles or cards
 4. Age-appropriate dictionaries & thesaurus
 5. Display space for children's writing

Storage:

- Pencil pots for different types of pencils and organised in colours and tones. Clear small pots for staples, paper clips etc.
- Trays for paper & books
- Book stands
- Storage crate for clipboards



Intended Experiences Autumn

- Experiment with a range of mark-making tools, developing control and confidence
- Give meaning to marks, talking about what has been drawn or written
- Recognise own name and begin to attempt writing it
- Begin to hear and record initial sounds in words using taught phonics
- Engage in oral storytelling and drawing, using pictures to communicate ideas before writing
- Use writing within play (e.g. role play, lists, labels) with adult modelling
- Develop fine motor control needed for writing through purposeful activities
- Begin to understand the purpose of writing through meaningful contexts (e.g. labels, messages)

Intended Experiences Spring

- Apply phonic knowledge to write and write simple labels/captions
- Form lower-case letters correctly, starting and orientating them appropriately
- Begin to write simple captions and phrases using taught sounds
- Orally rehearse sentences before writing, linking speaking and writing
- Use writing for a range of purposes (lists, messages, story captions)
- Independently select resources (paper, tools, phonics prompts) to support writing
- Use phoneme cards, sound mats and visual prompts to support independence
- Begin to understand sentence basics, including capital letters and full stops

Intended Experiences Summer

- Write simple sentences using capital letters, finger spaces and full stops
- Spell words using phonics knowledge, including digraphs and tricky words
- Write for a range of real purposes (stories, instructions, letters, narratives)
- Re-read written work to check it makes sense and make simple improvements
- Independently access and use a wide range of writing resources
- Sustain writing for longer periods, showing increased stamina and engagement
- Develop own ideas for writing, drawing from stories, experiences and play
- Take pride in writing, sharing and displaying work