

ROCKWOOD NURSERY SCHOOL
LITERACY CURRICULUM - WRITING - 2-4 YEAR OLDS

2 YEAR OLDS	HEDGEHOG ROOM - 2 - 3 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
<p style="background-color: #FFC0CB; padding: 5px;">WRITING</p> <p style="background-color: #FFD700; padding: 5px;">INTENT</p> <p style="padding: 5px;">I know...</p>	<ul style="list-style-type: none"> • How to gain control in my gross motor skills and enjoy simple fine motor challenges • How my body moves and am beginning to gain control over the movements I make. • A variety of textures, and see what happens when I use my hands/fingers • How to explore different types of media. • How to use a palmer grip but activities will be encouraging a thumb and finger grip • Equipment will encourage use of one hand. • How to experiment with mark making equipment on a large scale. 	<ul style="list-style-type: none"> • How to use a movement from my shoulder or elbow to make marks in various ways, on paper but also in playdough, sand and other forms of tactile play. • How to gain control and coordination in my gross motor skills. Many smaller movements come from my shoulders. • How to develop fine motor skills demonstrating more control over my thumb and finger movements • I am beginning to understand marks can be made using different media. • How to make marks using scribbles, round and round movements. Movements are often from my shoulder or elbow. • And enjoy, the multi-sensory experience of making marks. 	<ul style="list-style-type: none"> • That I can move my hand to make marks with various mark making tools and one-handed equipment. • How to control and coordinate fine motor activities, being able to thread and use one handed tools. • I am showing more independence in dressing, for example helping/having a go at fastening zips and buttons. • I am beginning to distinguish between the marks I have made. • I often name what I have drawn, even if it doesn't really look like it. • How to draw lines that go across, up and down and round and round

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IMPLEMENTATION

We will.....

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| <p style="background-color: yellow; display: inline-block; padding: 2px;">IMPLEMENTATION</p> <p style="margin-top: 10px;">We will.....</p> | <ul style="list-style-type: none"> • Provide opportunities for developing gross motor such as running, jumping, balancing, climbing particularly when playing outdoors. • Bikes, scooters, prams and trolleys will provide opportunities for pushing, pedalling, steering and pulling. • Within continuous provision there will be a playdough table and other tactile opportunities so that children can use their hands to explore and manipulate. • Use equipment and tools that are suitable for small hands such as, posting activities, threading etc. • Use large paint brushes and pens which are suitable for small fingers. • Model tripod grip and encourage children to use this to make marks • Enhance classroom with activities which support strengthening and developing muscles in hands and fingers and body. • Ball play to build strength in my upper body and core which are essential for writing | <ul style="list-style-type: none"> • Sing and move to music. • Use action rhymes to model and promote movements and body control. • Have regular music and movement sessions such as cosmic yoga and sticky kids. • Provide opportunities for large mark making such as buckets with water and large paint brushes, trucks and wellies in paint to make track marks etc. • Encourage children to explore a range of different tactile activities; such as shaving foam, sand, water, gravel, cornflour with their hands and tools such as scoops, jugs, buckets, sieves, funnels, spades and rakes. • Make opportunities for ball play, encouraging children to roll, throw and catch a ball, quoit or bean bag. | <ul style="list-style-type: none"> • Encourage the children to use their fingers to manipulate playdough and make marks in various tactile substances. • Use tactile opportunities outside, such as adding pasta to the mud kitchen etc. • Use sticks to make marks in the mud in Forest School and in the front garden. • Use paint on our hands and fingers to make marks and prints. • Provide opportunities for play with one handed equipment, such as sweeping brushes, balls, quoits, • My name is displayed with my picture on my coat peg and name card. • Adults model writing. |
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ASPECTS	SQUIRREL AND OWL ROOMS - 3 - 4 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING			MORE ABLE CHILDREN - 4+	
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3		
WRITING					
INTENT					
I know...	<ul style="list-style-type: none"> How to hold chunky crayons, pens and brushes to make my mark How to move in Rockwood Yoga sessions and music and movement and show enjoyment. How to use my hands to join in with action rhymes I am developing control in different muscles in my hands and am beginning to show skill in holding mark making tools. How to make marks for different purposes I am beginning to copy the letters of my name 	<ul style="list-style-type: none"> How to draw lines and circles and sometimes tell you about my drawing. I am beginning to use three fingers (tripod) grip to hold writing tools in my dominant hand. How to write my name using a name card and/or from memory I am beginning to label my own pictures How to tell you what I think marks/writing means when I see it in the environment How to copy other letters of the alphabet especially ones familiar to me like M for mummy, D daddy. How to make marks to represent an object or action 	<ul style="list-style-type: none"> I am beginning to draw a simple recognisable picture and attempt to write my name. How to use a pencil and hold it effectively to form recognisable letters. How to negotiate space, show good control and co-ordination in large and small movements. I have body awareness and know what movements I can make. How to write different graphemes other than the ones in my name. 	<ul style="list-style-type: none"> How to tell you what my mark making is all about and demonstrate a difference between my drawing and writing. How to demonstrate a left to right direction when I write How to write for a purpose in play - doing a register; making an appointment I am beginning to make anti-clockwise movements. 	<ul style="list-style-type: none"> How to hold a pencil effectively to draw a recognisable picture; write my name and sometimes other words forming some letters correctly. I enjoy mark making for different purposes - making a birthday card for mummy; writing to Santa How to give meaning to my marks often providing a running commentary. I am attempting to write some CVC words. I am using my developing phonological awareness in my writing

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IMPLEMENTATION

We will.....

- Provide challenges to develop gross motor skills and core strength which will help children have control and co-ordination in their movements.
- School leavers will do Rockwood Yoga once every two weeks.
- We will move to music and experiment with percussion instruments.
- Provide fine motor challenges such as pegging wellies together, threading and using tweezers to develop the muscles in their hands.
- Provide multi-sensory experiences to enjoy making their mark in - such as sand, playdough, clay, cornflour etc.
- Sing action rhymes for the children to join in with.
- Use one handed tools in both the classroom and forest school.
- Encourage mark making for a purpose both inside and outside.
- Encourage children to use a wide range of mark making equipment such as brushes, rollers, sticks etc.
- Value children's mark making and take time to talk about it with them.
- Model writing - scribing what they say about their marks; writing their names; using purposeful mark making in group time such as making a tally.
- Classrooms will have mark making areas which will display the children's names and have a variety of media for the children to explore.
- Look for mark making opportunities in play which will be meaningful for the children.
- Model correct letter formation.
- Talk about the author and illustrators when sharing books with the children.
- Support and scaffold children in their writing.