

ESSENTIAL WRITING.

Detailed Literacy Plan



AGES 3-4

Autumn 1

Lift the Flap Books

mark-making

writing

talk



read



gross motor

stories

play

rhymes

ideas

explore



listen

child-led

provision

purpose
meaning



share

song



tools

fine motor



book-making

communicating

writing community



engage



Communication and Language- I am a communicator

Development Matters, 3-4-year-olds

Observation questions:

- Do they enjoy listening to longer stories and can they remember what happens?
- Can they sing and do they know any well-known songs?
- Do they initiate conversations with peers or adults?

Physical Development- I am a mark-maker

Development Matters, 3-4-year-olds

Observation questions:

- Can they use large muscle movements to wave flags and streamers or to paint and make marks?
- Do they generally match their physical skill to a task or activity? For example, do they choose to crawl through a tunnel or walk across a plank bridge?

Literacy: Reading

Development Matters, 3-4-year-olds

Observation questions:

- Do they show enjoyment when listening to stories?
- Do they know how to handle books at a basic level?
- Do they talk about their favourite books?

Expressive Arts & Design (Being Imaginative and Expressive)

Development Matters, 3-4-year-olds

Observation questions:

- Are they able to make 'imaginative worlds using small world resources?
- Do they enjoy drawing and painting?

'Lift the flap' books

Literacy: Writing- I am a writer

Development Matters, 3-4-year-olds

Observation questions:

- Are they showing an interest in writing tools such as pencils, crayons and pens?
- Are they able to use some print and letter knowledge in their early writing, 'm' for Mummy for example?

Personal, Social and Emotional Development

Development Matters, 3-4-year-olds

Observation questions:

- Are they able to select resources independently and understand their use?
- Do they engage in pretend play with others, or do they prefer to play alone?

Core Texts



Other suggestions might include:
Cat's Cookbook by Julia Donaldson
Where is Spot? By Eric Hill
Peek-A Who? By Nina Laden

Key Concepts

Children will learn that listening to and engaging with books is enjoyable and can be interactive.

Children will start to learn that text conveys meaning and that we read left to right.

They will also start to learn that books have a title and often have drawings on each page.

They will realise, with support, that they can make under the flap pages to share with their friends.

Steps within the Learning Sequence:

Step 1: What is a cover?

Step 2: How do we hold a book?

Step 3: How do we turn pages?

Step 4: How do we lift the flap?

Step 5: How might we make our own lift the flap pages?

Step 6: Who can we share our pages with?

Rationale

Using 'lift the flap' books with children is always exciting due to the sense of anticipation that builds up before you look under the flap. Most of the flap books recommended here include repetitious text, rhythm and rhyme; all of which supports children to develop phonemic awareness.

Children love to make their own flap books or flap drawings to share with their friends and with practitioners too.

Suggestions for Teaching & Learning: 'Lift the flap' books



Further opportunities and enhancements for writing across the provision:

- Provide simple flap making resources for children to make their own with support (coloured papers, tape, drawing materials). Make a floor book of children's pages and scribe their ideas to share with the class.
- Make a small display of different flap books for children to explore independently or with staff.

Parent and family involvement:

Hold a drop in reading event where parents and families can see how a flap book is shared with children. Share a simple template with families for making flap books or pages at home. Make a wide range of flap books available for home borrowing.

What this learning builds upon:

- Depending on prior experience, this learning builds on children's understanding of how books are shared and handled.

What this learning leads to:

- Being able to and wanting to create their own books for others to enjoy.

Each step is not a discrete lesson, the steps can be explored during group story sessions or explored during child-initiated learning if appropriate.

Step 1: What is a cover? Highlight the cover of all books that are shared with children both during child-initiated learning and adult-led story sessions. Highlight what we see on the cover; a picture which gives us a clue about what the book will be about, the title which are words which tell us the name of the story, and the author, the name of the person who wrote the words for the story. Ask children to find these features and why they chose this book to read.

Step 2: How do we hold a book? As above, model careful handling of books and care in taking them off the shelf and returning them afterwards. Model why we hold the book the right way up.

Step 3: How do we turn pages? As above, model how we turn the pages carefully, without tearing, one at a time. Ensure that all staff have high expectations of how books are cared for.

Who is at risk of under-attainment? How will they be supported in their writing?

Names:

Strategies and scaffolds:

Step 4: How do we lift the flap? Share a range of lift the flap books with children, through reading aloud with anticipation build up to the reveal and model how to carefully lift the flap, encouraging children to 'help'.

Step 5: How might we make our own lift the flap pages? In subsequent interactions show children a lift the flap page you have made, example might include a question **Who is hiding?** With a picture of one of the children behind the flap, or perhaps a familiar character they are interested in. Model how they could make a flap page using tape, coloured card and a paper flap.

Step 6: Who can we share our pages with? Invite children to share their flap pages with their peers at group time or story-time. Scribe what the children say about who or what is under the flap. Compile pages into a whole class floor book to keep in the book corner.



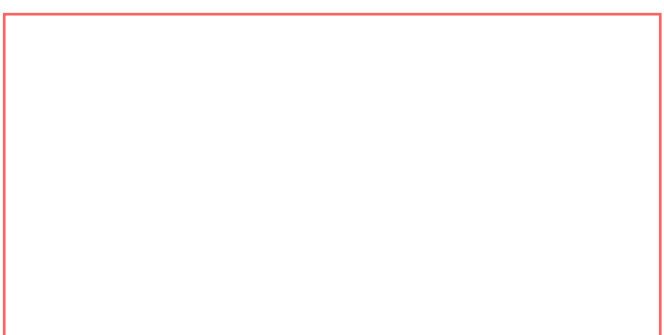
Suggestions to support children to encourage them to write during these steps:

I am a communicator: Encourage children to join in with repeated refrains or fill in the missing word during reading aloud sessions. Encourage children to share their ideas about who is hiding.

I am a mark-maker: Encourage children to draw and make their own marks on the page if they feel confident. Encourage them to try out and use a range of writing tools and reinforce tool names.

I am a writer: Scribe children's ideas and give value to them. Write down what they say and model the process. Read aloud their ideas so they understand their ideas can be shared with others.

Characteristics of Effective Learning Observation Questions & Notes:

Active Learning	Playing and Exploring	Creating and Thinking Critically
<p>Are they beginning to be actively involved in drawing, mark-making and writing? <i>(For example, do they show enjoyment and autonomy during their time engaged in drawing and mark-making?)</i></p>	<p>Are they bringing their own interests and fascinations into the setting? <i>(For example, are they keen to explore books and resources to support their curiosity or interest?)</i></p>	<p>Are they reviewing their progress as they try to achieve a goal? <i>(For example, are they able to choose the most appropriate tool to complete their task or change their approach if it is not working?)</i></p>
		
<p>Do they keep on trying when things are difficult? <i>(For example, do they show increasing levels of perseverance when tackling something new like trying to write their name or simple message?)</i></p>	<p>Are they making independent choices? <i>(For example, are they making their own decisions about what they want to draw or write about during their play?)</i></p>	<p>Are they concentrating on achieving something that is important to them? <i>(For example, are they choosing to draw and write and starting to show increased levels of focus and sustained attention?)</i></p>
