

ESSENTIAL WRITING.

Detailed Literacy Plan



RECEPTION
Autumn 1

'All About Me' Books

mark-making

writing

stories

read

play

rhymes
ideas

explore

book-making

communicating

writing community

talk



gross motor



listen

child-led

provision

purpose
meaning

engage

share

song



tools

fine motor



adult-inspired



Communication and Language

Children are learning to:

Development Matters, 3–4-year-olds:

- Pay attention to more than one thing at a time
- Use a wider range of vocabulary
- Develop their pronunciation
- Express a point of view
- Use talk to organise themselves

Development Matters, reception:

- Articulate their ideas and thoughts in well-formed sentences
- Use new vocabulary through the day
- Describe events in some detail

Physical Development

Children are learning to:

Development Matters, 3–4-year-olds:

- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand

Development Matters, reception:

- Develop the foundations of a handwriting style which is fast, accurate and fluent

Suggested Core Texts



All About Me Books

Literacy: Writing

Children are learning to:

Development Matters, 3–4-year-olds:

- Write some or all of their name
- Use some of their print and letter knowledge in their early writing
- Write some letters accurately
- Develop their phonological awareness, so that they can... recognise words with the same initial sound

Development Matters, reception:

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Re-read what they have written to check that it makes sense

Literacy: Reading

Children are learning to:

Development Matters, 3–4-year-olds:

- Understand the five key concepts about print

Development Matters, reception:

- Read individual letters by saying the sounds for them
- Blend sounds into words... made up of known letter-sound correspondences
- Read... a few exception words matched to the school's phonics programme

Personal, Social and Emotional Development

Children are learning to:

Development Matters, 3–4-year-olds:

- Talk about their feelings
- ##### Development Matters, reception:
- Show resilience and perseverance in the face of challenge.

Understanding the World

Children are learning to:

Development Matters, reception:

- Compare and contrast characters from stories

Please note: The objectives outlined above are intended to support practitioners in planning and guiding children's learning experiences.

Key Concepts within this book-making project:

Children will learn that books can inform and tell people factual, real-life, information. These information books can include pictures and writing which also helps the reader to learn.

Pre-writing skills such as oral rehearsal and role play, as well as activities that develop fine and gross motor movements, can prepare children inclusively for being ready with something to say, and then something to write. They will learn that writing can be re-read, not only to check it but also to prepare for sharing with the audience in an interesting and engaging way.

Steps within the Learning Sequence:

Each step can be the focus of a short carpet session (5–10 minutes), where the practitioner models a writerly behaviour using their own book – often inspired by a shared text – and later invites children to try it in their own bookmaking. Children may create books over several days or make multiple versions. Practitioners should also make their own books to model composition and ‘out-loud’ thinking.

- Step 1: Who is this book about?
Step 2: What is a sound and a letter?
Step 3: What is a word?
Step 4: What can I do if I can't spell it yet?
Step 5: How can I check my writing?
Step 6: How to share my writing with my reader.

Each step can be the basis of a new page within the children's books

This whole-class carpet session is a chance for adults to teach writing that children can both encode (using known phonics to spell) and decode (read back using phonics). It also introduces strategies for attempting unfamiliar words, supporting children to write independently and compose freely.

Let's **inform** our readers....



Who could our *All About Me* books be for?
 Who would like to know more about me?

My friends? My family? My teachers?

Book-making during the school day

When children make their own books, the emphasis should be on expressing their own ideas as writers, rather than simply replicating the model – though for some, imitation may be a helpful starting point.

Children may choose to work independently or collaboratively in small groups and should be supported in ways that reflect their individual developmental stages.

All children will benefit from continued adult modelling and regular opportunities for oral composition. Rich interactions that support both the content of their writing (composition) and the mechanics (transcription, including handwriting and spelling) are essential.

For some, bookmaking may need to happen in their chosen play space, with tailored scaffolding to revisit or reinforce learning (see page 11).

Prompting active learning

Begin to correct their mistakes themselves – e.g.
'Good spotting. Check it.'
'What can you hear?'
'What can you try?'

Keep on trying when things are difficult – e.g.
'Keep eyes and finger on the words.'
'Let's say the word aloud again – what sounds can we hear?' *'What can you try?'*

Review their progress as they try to achieve a goal – e.g. *'Does it sound right and look right, now?'* *'What did you do [that helped them]?'*
'You...and you... [articulate helpful strategies]'

Parent and family involvement:

To further promote a sense of belonging, invite families into school to read their children's books.

Children's books could also be displayed alongside photographs of the children with their families and other materials from home that promote effective transition within this 'all about me' topic.

Terms for learning:

sound, letter, word, first, last

What this learning builds upon:

- Hearing taught sounds in words; starting to blend.
- Writing initial letter sounds

What this learning leads to:


- Hearing taught sounds in words; starting to segment and blend (often with support)
- Write simple encodable words.

Step One: Who is this book about?

We Talk, We Draw, We Write, We Share:

Adult-Led Input and Modelling (Carpet or group session)

Have a ready-prepared book (e.g. stapled A3 pages) ready to model writing onto. Explain to the children that we will be writing a book to teach others *all about us* and discuss who they could share their books with e.g. Family? Friends? New teacher? *My book is going to be for all my new classmates!* Find some time for a brief discussion and record ideas.

 Who will your book be for?

Turn to the front cover. *This is the front page of my book, and it will teach everyone what it is about.* Show the correct posture for writing*, model the dynamic tripod grip* and show children you're ready for writing, making this explicitly clear. Illustrate a front cover with a simple picture of yourself. Keep the shapes simple (e.g. a stick person).



This is me. I am including a picture of myself on the front cover of my book, so everyone knows who this book is about. It's about me!

Now I will write my name. My name is Miss – M-i-sssss J. Miss J.

Model writing your name underneath the illustration, again taking your time to model tripod grip and letter formation. (NB: There is no expectation that the children will be writing their name, but you might like to see whether some children are using incorrect processes when forming letters in their name, and how this will need to be addressed). *Now my reader will know what I look like, and they will learn my name!*


If I don't know how to write my name yet, I can write the letters that I do know, or I can tell my reader my name when I share my book.

Learning Environment and Suggestions for Continuous Provision

- Book making station: provide mini books as well as A4 landscape books ready for writing in, hole punches and treasury tags, as well as a range of writing tools
- Cosy book corner: include a range of inclusive and diverse 'all about me' books for children to enjoy
- Name building: have a range of materials such as magnetic letters, playdough, and other sensory / stamping tools to support children with building their name.
- Self-Portrait Station: Mirrors and drawing materials for children to draw themselves & talk about themselves
- Peg boards and tweezers and other similar activities to encourage pincer grip and develop fine motor skills/hand strength
- Role-play a 'friendship café: provide name badges/lanyards in a friendly space where children can welcome and introduce one another.

We Talk, We Draw, We Write, We Share: Independent or small group bookmaking

Talk: Set up opportunities for children to introduce themselves to one another, using their name.

 It's nice to meet you! My name is... / What's your name?


Draw: Children can draw a simple picture of themselves on their front cover. Consider continuous provision activities above to support this.

Note: For many children, the talking, drawing & sharing stages may be sufficient at this point in their development.

Write: Some children may be able to write 1 or 2 letters (or more) of their name; others will be able to make marks that represent their name. See above suggestions and strategies on page 11 to support pre-writing activities.

NB: See 'guidance document' to further understand handwriting, posture, pencil grip and how to support pupils developmentally.

Share: Ensure all children have an opportunity to share their front pages with their friends and teachers. They can share their illustrations and share their name through talk and/or writing. Encourage children to explain who they are writing their books for.

 My book will be for

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

Names:

Strategies and scaffolds:

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

I am a communicator: Use props and puppets as stimulus for conversations with children who might be less confident to talk about themselves. Use photos from home in the home corner within continuous provision to prompt talk.

I am a writer: Encourage children, if they are confident to, to use their early knowledge of sounds to attempt simple words or captions beside their drawings with support. Look carefully at letter formation to consider any issues with the formation process and address this as necessary, but sensitively.

I am a mark-maker: Value children's drawings and marks as they become more representative of actual things or letters. Notice whether they can draw, for example, a circle to represent a face and/or other lines and shapes to represent a body.

Step Two: What is a sound and a letter?

We Talk, We Draw, We Write, We Share:

Adult-Led Input and Modelling (Carpet or group session)

Remind children that we are writing books to teach others *all about us!* Re-read your front cover and then model turning to a new page. Show children that on this new page, we can write about something new! *On this page, I am going to write all about my family!* Model illustrating simple stick people, representing each family member – one at a time. Then, model writing their names, bringing attention to hearing sounds and writing letters to represent each sound.

m u m

This is my mum. I can hear the sound mmm at the beginning and at the end. There's also a sound in the middle. m – u – m/ mum. I can hear 3 sounds. m-u-m. I am going to draw three dots so that I remember there are three sounds. This is where my letters will go.

Model writing and modelling each sound aloud as you write. Once complete, model fluent blending with continuous phonation*.

Show children that sometimes, if we can hear a sound but don't know how to write it, we can write the sounds that we do know!

For any sounds we can hear, but we don't know how to write yet, we can just draw a line. Like this:

m _ m

Repeat the same process again for 'dad' teaching children how to use invented spelling* (see glossary) or simply write the sounds that they can hear. Once finished, re-read your page, pointing at each family member and re-reading each name. *Great! I can't wait to learn about you and your families!* **NB: Be aware of your children's family contexts and adjust this step accordingly.**

Learning Environment and Suggestions for Continuous Provision

- Include opportunities for reading books that represent a range of different families.
- Family Word/ Picture Wall: Display common family words with pictures and phoneme breakdowns (e.g. *m-u-m, d-a-d*).
- Family Peg Dolls: Decorate wooden pegs or paper cut-outs to represent family members.
- Home Corner Extension: Add photo frames, name labels, and pretend family routines (e.g. cooking dinner, bedtime stories).
- Family Tree Wall: Children add drawings to a large tree display showing who's in their family. Add photos that the children choose to bring in from home and encourage them to talk with each other about their family.
- Phonics: link your planned tasks to your phonics teaching and the sounds/letters being taught.

We Talk, We Draw, We Write, We Share: Independent or small group bookmaking

Talk: Provide opportunity for children to talk about their family. Provide a range of resources (as above) and pictures from home to support this.



This is my...

I live with....

Draw: Children to represent their family members through marks, drawings or additional activities provided within continuous provision. Display these on the next page of their book.

Note: For many children, the talking, drawing & sharing stages may be sufficient at this point in their development.

Write: *For those who are ready*, children can add initial sounds/simple words or marks that represent each picture. Children will benefit from further support using phoneme frames and counters to hear each sound. Others may benefit from simply using invented spelling*, writing the sounds they do know or taking part in co-scribing or dictation.

Share: Find time for all children to talk about their immediate family members and share this alongside the next page in their book.

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

Names:

Strategies and scaffolds:

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

I am a communicator: Use props and puppets as stimulus for conversations with children who might be less confident to share their experiences. Use photos from home in the home corner within continuous provision to prompt talk.

I am a writer: Encourage children, if they are confident to, to use their early knowledge of sounds to attempt simple words or captions beside their drawings with support. Look carefully at letter formation to consider any issues with the formation process and address this as necessary, but sensitively.

I am a mark-maker: Value children's drawings and marks as they become more representative of actual things or letters. 'I like how you have written 'dad' (e.g. point to the 'd' and say the sound).

Step Three: What is a word?

We Talk, We Draw, We Write, We Share:

Adult-Led Input and Modelling (Carpet or group session)

Re-read your book so far. *How many words did I write yesterday? Let's count them. A word is a sound or group of letters that tell us something, like 'mum' or 'house'. Today I am going to write a word to teach my reader where I live!* Draw upon reading or personal experiences about where children might live. Consider showing some further images of the different types of home, ending on an image of a flat, for example.

I want to tell my reader that I live in a flat. My flat is very tall, and I live right at the top! I am going to draw a picture of my flat to show my reader how high my flat is! Model drawing a simple tower block and add a smiley face or arrow to show where you live.

flat
fat

Now I will write one word. The word I will write is 'flat' because that's where I live. f-l-a-t/flat. Let's listen to what sounds we can hear in this word. f-l-a-t. Model oral sounding out and blending*. Count the sounds aloud and on your fingers. I can hear four sounds in this word.

Pick up your pencil, modelling the dynamic tripod grip*. Model sounding aloud, writing each letter as you do. Once complete, model blending for fluency.

Remember, if we can hear a sound but we're not sure how to write it, we can just write the letters that we do know and try our best! Model the use of invented spelling* or writing the sounds we can hear/ can write (E.g. f _ a t or _ _ a t) or encourage the children to draw if the word is too complex at this stage.

Great! Now your readers will know where you live, too! I can't wait to read your next page!

Learning Environment and Suggestions for Continuous Provision

- Book Corner: Stories and non-fiction books showing different types of homes, including those familiar to your class.
- Construction: Build models of homes - indoors and/or outdoors - using bricks, blocks, crates, boxes, etc. Encourage lots of discussion whilst building to talk about different types of homes and buildings in the local area.
- Role Play: Estate agents office with local area pictures and mark-making/writing opportunities.
- Family Tree Wall: Children add drawings to a large tree display showing who's in their family. Continue to add photos that the children choose to bring in from home and encourage them to talk with each other about their family.
- Phonics: link your planned tasks to your phonics teaching and the sounds/letters being taught.

We Talk, We Draw, We Write, We Share: Independent or small group bookmaking

Talk: Ensure that children have opportunity to talk about where they live. Provide visual and concrete prompts and resources to guide discussion and vocabulary building.



I live in a

It is...

Draw: On their next page, children to draw a picture of where they live.

Note: For many children, the talking, drawing & sharing stages may be sufficient at this point in their development.

Write: For those who are ready, children can attempt to write sounds/ a simple word detailing where they live. Support children to hear and write each sound that they know or use invented spelling, dictation or scribing to support. **NB:** some words will not yet be encodable for children and so some additional support such as scribing may be needed.

Share: Ensure children have opportunity to share details about where they live, using the next page in their book as a guide. Some children can read their book aloud; others can use the illustrations and other resources to support their explanations.

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

Names:

Strategies and scaffolds:

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

I am a communicator: Use props and puppets as stimulus for conversations with children who might be less confident to share their experiences. Use photos from home in the home corner within continuous provision to prompt talk.

I am a writer: Encourage children, if they are confident to, to use their early knowledge of sounds to attempt simple words or captions beside their drawings with support. Support children to say any handwriting rhymes (connected to SSP programme) aloud whilst forming letters.

I am a mark-maker: Value children's drawings and marks as they become more representative of actual things or letters. Encourage following patterns in the air and on paper, using directional language such as 'up, down, round, back' etc.

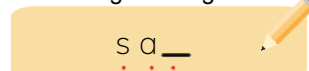
Step Four: What can I do if I can't spell it yet?

We Talk, We Draw, We Write, We Share:

Adult-Led Input and Modelling (Carpet or group session)

Re-read your book so far, reading with fluency and referencing how your illustrations add to the meaning. Turn to a new page. Explain to the children that this page is going to be telling your reader something else you want them to know *all about you!*

Draw a simple illustration showing something that you don't like and/or do like. *I want my reader to know that sometimes I feel sad when I am alone. I like playing with friends! This is a picture of me sad.* In the corner of the picture, draw two friends playing, illustrating the feeling of being alone.

 I want to write 'sad' underneath my picture. Let's listen to the sounds in the word s-a-d/sad.

Repeat and count each sound on your fingers showing children how many sounds can be heard in this word. Write each sound as you hear it, repeating the sounding out, writing and checking. Stop at the end sound 'd'.

Hmm I can hear 'd' at the end of this word, but I am not sure how to write it. I am going to add a line here so I can still write my word 's-a-d/sad. Model drawing a line to show the missing sound e.g. sa__

Explain to the children that we can draw pictures and write the sounds we do know. If we are unsure or don't know any of the sounds, then we can draw and share our books with our reader and tell them all about it!

Now my new friends or teachers will know that I like to play with my friends. That makes me happy! What will you tell your friends or teachers about you? Maybe you can tell them what makes you sad or scared. You can add this information to your books too!

Learning Environment and Suggestions for Continuous Provision

- Book corner: Stories exploring feelings like sadness, happiness and friendship.
- Creative: Draw or paint things that make you happy or sad and talk about them with a friend or teacher.
- Giant Word Building: Use large foam or magnetic letters outdoors to build encodable words.
- Matching: Provide emotion word mats and pictures for children to read, identify and match. Adults to support with reading as necessary to build in new or unfamiliar words.
- Friendship role play: Set up dolls, puppets and soft toys for children to act out scenarios similar to those that make them happy or sad.
- Sound jump: use hoops or mats with phonemes for children to jump each sound in a CVC word.

We Talk, We Draw, We Write, We Share: Independent or small group bookmaking

Talk: Use prompts such as 'What makes you happy/sad?' consider how to develop this further or encourage elaboration through one of the activities above.



I like

I do not like

Draw: Children to add an accompanying illustration to their feeling(s) on the next page of their book.

Note: For many children, the talking, drawing & sharing stages may be sufficient at this point in their development.

Write: For those who are ready, children can write a simple emotion word (from those explored within the learning environment/continuous provision). For words which are not yet encodable, children can use invented spelling* or be supported through dictation or co-scribing.

Share: Children to share the next page of their book through reading or further oral elaboration about what they like/dislike and how this makes them feel. Consider further modelling with another adult for children to see quality interactions in action.

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

Names:

Strategies and scaffolds:

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

I am a communicator: Use props and puppets as stimulus for conversations with children who might be less confident to share their ideas and memories. Read aloud and discuss books about feelings, sharing own experiences and prompting children to share theirs too.

I am a writer: Encourage children, if they are confident to, to use their early knowledge of sounds to attempt simple words or captions beside their drawings with support. Support children to say any handwriting rhymes (connected to SSP programme) aloud whilst forming letters.

I am a mark-maker: Value children's drawings and marks as they become more representative of actual things or letters. 'I like how you have written 'dad' (e.g. point to the 'd' and say the sound).

Step Five: How can I check my writing?

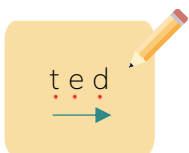
We Talk, We Draw, We Write, We Share:

Adult-Led Input and Modelling (Carpet or group session)

Re-read your book so far, stopping at the previous step. I am going to re-read this word again to check my sounds and letters are correct. *Let's check the word 's-a-d' together. Model re-reading and checking aloud.*

- ✓ s
- ✓ a
- ✓ _
- ✓ *I can add 'd' today because I remembered that I wrote a 'd' for 'dad' on my 2nd page. 'dad' sounds like 'sad'.*
- Let's add 'd'*
- ✓ s-a-d/sad
- Great – now my word is complete with three sounds.*

Turn to a new page. Tell the children that today's page is going to be about your favourite pet or toy! Draw a simple illustration of your favourite toy. Add a detail to teach children that our illustrations can show special features. *This is Ted. He is a bear that my gran gave me when I was born. He has a big, red bow. Say hi to Ted, everyone! Ted makes me smile.* Explain that you want to write Ted's name underneath your picture so that your teachers and friends know what his name is.



I will write t-e-d/ted. Model oral blending and counting how many sounds can be heard. I can hear three sounds: t-e-d/ted. Draw sound dots/buttons as you say each sound. Can you hear three sounds too? Help me to check. Encourage children to echo* and count the sounds along with you. Now I will write each sound I can hear and know.*

Model writing each sound, finishing by sounding and blending. *Great! Now my readers will know all about my special toy! What toy or pet will you draw and write about?*

Learning Environment and Suggestions for Continuous Provision

- Book Corner: Stories about special toys, pets, and feelings, supporting personal connections.
- Creative Area: Draw and write about a special toy or pet using known sounds and invented spelling.
- Outdoor Area: Sound hunt or phoneme jump games using words like *ted*, *pet*, *sad*, encouraging oral segmenting and blending.
- Show and Tell Corner: Children take turns sharing their special toy or pet (real or imagined) with their peers.

We Talk, We Draw, We Write, We Share: Independent or small group bookmaking

Talk: Ensure all children have had opportunity to 'show and tell' their favourite pet or toy. Some children will benefit from further oral composition.



This is.... It is a ... I like... I got it from...

Draw: Children to draw an illustration of their special pet or toy onto their new page.

Note: For many children, the talking, drawing & sharing stages may be sufficient at this point in their development.

Write: For those who are ready, support them to plan and write a letter such as an initial sound or simple word to represent their illustration. As per previous steps, and depending on the planned word, support children through further talk or scaffolded spelling, dictation or scribing. Pay careful attention to accurate letter formation and support with handwriting phrases as necessary.

Share: Ensure all children have had an opportunity to share their next page with their reader through either reading, oral elaboration or other tasks throughout the learning week.

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

Names:

Strategies and scaffolds:

Suggestions to support children to write during these steps

I am a communicator: Build language by commenting on what the child is interested in or doing and then echoing back what they say with new vocabulary added.

I am a writer: Encourage children, if they are confident to, to use their early knowledge of sounds to attempt simple words or captions beside their drawings with support.

I am a mark-maker: Value children's drawings and marks as they become more representative of actual things or letters. 'I like how you have written 'ted' (e.g. point to the 't' and say the sound).

Step Six: How do I share with my reader?

We Talk, We Draw, We Write, We Share:

Adult-Led Input and Modelling (Carpet or group session)

Tell children that today we will write the final page of our *All About Me* books. *When I am finished this page, I will share it with my reader and so will you!* Today's page will be all about food! We can write about foods we like or dislike (or both!). I love food so I'm going to write about my favourite topping... jam! I love jam on toast, jam pancakes and even jam cakes! I'm going to draw a picture of a jar of jam. Model illustrating a simple image. I will draw a strawberry because that's my favourite flavour. What's your favourite food?



My favourite food is...

Now, let's label the picture with the name of the food. Model sounding out and counting each sound. Encourage pupil participation through echoing* and model oral blending.

j a m
mmm

j – a – m / jam - I hear 3 sounds in this word. Let's write one sound at a time. j – a – m / jam. I hear an mmm sound at the end of the word jam. Can you? Let's listen and say this sound together: mmm. That's the sound I make when I eat jam! I'm going to write that too: mmm.

Let's go back and check each sound and letter. j – a – m / jam. Three sounds. One word. Practise blending aloud, enhancing pupils' comprehension as you do by referring to the illustration and adding actions. What food will you write about?

Once children have completed their books, plan opportunities for them to read and share their book aloud with their intended reader.

Learning Environment and Suggestions for Continuous Provision

- Book corner: Include books about foods amongst the 'all about me' texts being shared.
- Role Play 'My Café': Children take turn being chefs, customers or waiters. They order favourite foods and discuss what foods they like or dislike. Label familiar and new foods as well as foods/cuisine from different cultures for children to talk about further.
- Phonics: Link your planned tasks to your phonics teaching and the sounds/letters being taught.
- Author's sharing circle: Create a cosy space where children take turns reading their completed "All About Me" books to peers or adults. They introduce their book, point to illustrations, and explain their favourite page

We Talk, We Draw, We Write, We Share: Independent or small group bookmaking

Talk: Using further talk prompts or tasks from within continuous provision, support children to talk about their favourite (or least favourite!) foods. Encourage elaboration and examples.



My favourite food is...

Draw: Children to add an illustration to the next page of their book depicting the foods discussed during oral rehearsal/composition.

Note: For many children, the talking, drawing & sharing stages may be sufficient at this point in their development.

Write: For those who are ready, children can sound and write the GPC(s) or a simple word next to their illustration. Support as necessary using the guidance in previous steps. Pay careful attention to accurate letter formation and support with handwriting phrases as necessary. For words which are not yet encodable, children can use invented spelling* or be supported through dictation or co-scribing.

Share: Have a 'share' or 'author's chair' set up in the classroom so that all children have an opportunity to share/read their book to their intended reader. If the reader is someone at home, be sure that a copy is sent home too.

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

Names:

Strategies and scaffolds:

Suggestions to support children to write during these steps

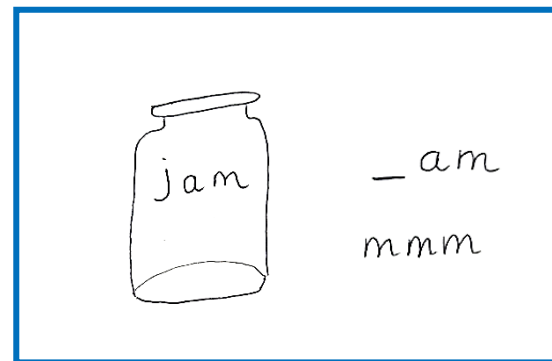
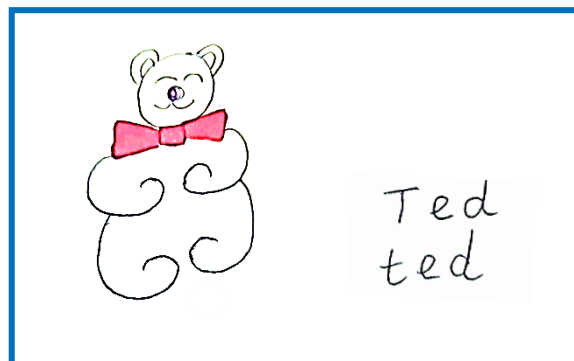
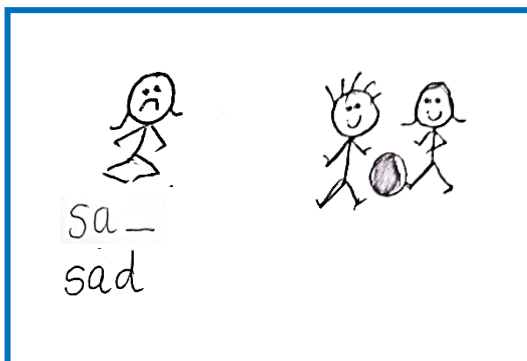
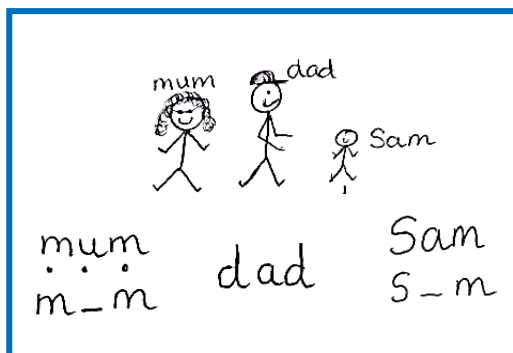
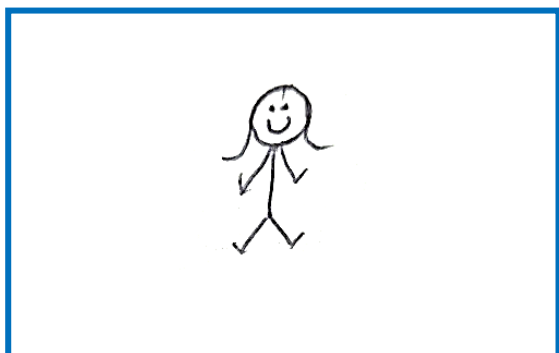
I am a communicator: Using books, props and images, encourage lots of discussion about the children's favourite food. Opportunities could include talking about their choices for school dinners or what they like to have as a special treat when they are at home.

I am a writer: Encourage children, if they are confident to, to use their early knowledge of sounds to attempt simple words or captions beside their drawings with support. Map out the words to write using modelled phoneme frames* with adult support.

I am a mark-maker: Offer a range of materials and contexts for children to explore mark making with purpose. Value children's drawings and marks as they become more representative of actual things or letters.

Below is an example of an **adult's** 'All About Me' book.

The children's books will look different and vary according to their developmental stages. Many will include opportunities for talking, drawing and mark-making. Some children, with developing phonological awareness and developing letter formation, can be supported to write some of or part of a word using sounds that they know.



Universal strategies to revisit and repeat with children at risk of falling behind:

For some children this will be an opportunity for the supporting adult to work towards addressing particular gaps with a child. It will be important to show the child how to do something, support them with practising, and enable an independent attempt following the principle: **I can – we can – you can***

Communication and Language

Build language by commenting on what the child is interested in or doing and then echoing back what they say with new vocabulary added.

Model sentence use during back-and-forth interactions

Use concrete props, visual aids and other provocations to support language development, e.g. small world objects, photos.

Guide oral composition by suggesting a range of ideas with those who might struggle with choices and decisions

Use grammatically correct sentences to recast the briefer phrases the child may offer.

Expand on the child's phrases, adding language and new ideas.

Model oral rehearsal (of what you're about write) in phrases/sentences to support chunking knowledge and working memory.

Reading

Draw attention to words starting with the same initial sounds during activity related talk

Seek opportunities for oral blending in whatever activity the child is engaged with.

Model re-reading own book, demonstrating swooping* under phrases.

Share and re-read previously written pages, letting the child choose from the class book, the supporting adult's or their own book and encouraging them to join in with the read.

Spot known graphemes within the pages

When re-reading a word or phrase, model and scaffold tracking* and reading along the phrase or sentence.

Demonstrate and support use of connected phonation* when re-reading previously written pages.

Demonstrate and support cumulative re-reading* of their own and others' writing. This might be both for and with them.

Writing

Map out the words to write using modelled phoneme frames.

Scaffold towards spellings that match their priority phonics gaps.

Model using a range of one-handed tools with appropriate grip, e.g. pencil, scissors, chalk.

A few children may benefit from dictated sentences for transcriptional fluency, led by AfL and gaps.

Incorporate some of their print and letter knowledge in writing (by the adult or child) during the child's chosen activities, e.g. labels, lists, advice to audiences.

Use the language of up, down, round, back in any relevant areas, relating to small and large body movements.

Dictate words (or a sentence if appropriate), supporting transcriptional fluency.

Support children to say any handwriting rhymes (connected to SSP programme) aloud whilst forming letters.

Opportunities for further embedded application of writing across the day and setting:

Characteristics of Effective Learning Observation Questions & Notes:

Active Learning	Playing and Exploring	Creating and Thinking Critically
Are they beginning to correct any 'mistakes'? <i>(For example, when writing they start to notice if they have chosen the incorrect GPC and write an alternative that is more appropriate)</i>	Are they bringing their own interests and fascinations into the setting? <i>(For example, are they writing about the things that are meaningful and important to them)</i>	Are they reviewing their progress as they try to achieve a goal? <i>(For example, are they sharing and talking about their book and/or their writing with an adult or friend and taking pride in this?)</i>
Do they keep on trying when things are difficult? <i>(For example, do they persevere to complete their book and share this with their intended reader, such as a friend or family member?)</i>	Are they making independent choices? <i>(For example, are they making their own decisions about what they want to write about in their books? Are they deciding which writing implements to use?)</i>	Are they concentrating on achieving something that is important to them? <i>(For example, are they choosing to write daily and finding book-making a meaningful activity that they want to take part in every day?)</i>