

NURSERY WRITING OVERVIEW

	AUTUMN 1	SPRING 1	SUMMER 1
	Topic: Nursery rhymes	Topic: Frozen	Topic: Growth & Change
	Genres: Nursery rhymes, Fiction & Non-fiction	Genres: Nursery rhymes, Fiction & Non-fiction	Genres: Nursery rhymes, Fiction & Non-fiction
DEVELOPMENT MATTERS STATEMENTS 0-3 Statements 3-4 Statements	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <p>Key Activities:</p> <ul style="list-style-type: none"> • Giving meaning to marks they make • Listening skills - Listening to stories and teacher talk - Learning to nursery rhymes - Listening to instructions • Learning nursery rhymes • Gross & fine motor activities • Disco Dough • Large muscle movement – outside brushes and water, scarves/ribbons <p><i>I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</i></p> <p><i>I can add marks to pictures giving meaning to them.</i></p> <p><i>I can add marks to show my name.</i></p>	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. <p>Key Activities:</p> <ul style="list-style-type: none"> • Squiggle while you Wiggle/Disco Dough – fine motor control • Mark making opportunities in all areas – giving meaning to marks they make • Encourage mark making related to topic • Encourage letter formation – use coloured sand and mark making tools. • Ascribes meaning to marks they see in different places <p><i>I can apply some print knowledge to writing e.g. m for mummy.</i></p> <p><i>I can write the first letter of my name.</i></p> <p><i>I can use a comfortable grip with good control when holding pens and pencils.</i></p> <p><i>I am beginning to show a preference for a dominant hand.</i></p>	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. <p>Key Activities:</p> <ul style="list-style-type: none"> • Squiggle while you Wiggle/Disco Dough – fine motor control • Encourage children to use their name cards to 'have a go' at writing some or all of their own name • Start to use letter knowledge in their early writing • Mark making opportunities in all areas – giving meaning to marks they make • Encourage mark making related to topic • Encourage letter formation – use coloured sand and mark making tools. <p><i>I am using a wider print knowledge for writing</i></p> <p><i>I can write some of my name e.g. first two letters</i></p> <p><i>I can write my own name independently, with support, or using a name card</i></p> <p><i>I can use a comfortable grip with good control when holding pens and pencils.</i></p> <p><i>I am beginning to show a preference for a dominant hand.</i></p>

NURSERY WRITING OVERVIEW

	AUTUMN 2	SPRING 2	SUMMER 2
	Topic: Colours & Shapes	Topic: Superheroes	Topic: Celebrations and Summer Fun
	Genres: Nursery rhymes, Fiction & Non-fiction	Genres: Nursery rhymes, Fiction & Non-fiction	Genres: Nursery rhymes, Fiction & Non-fiction
	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <p>Key Activities:</p> <ul style="list-style-type: none"> • Giving meaning to marks they make • Listening skills <ul style="list-style-type: none"> - Listening to stories and teacher talk - Learning to nursery rhymes - Listening to instructions • Learning nursery rhymes • Mark making on large paper on the floor • Mark making with chalk, paint, crayons and pencils • Disco Dough • Large muscle movement – outside brushes and water, scarves/ribbons <p><i>I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</i> <i>I can add marks to pictures giving meaning to them.</i> <i>I can add marks to show my name.</i></p>	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. <p>Key Activities:</p> <ul style="list-style-type: none"> • Squiggle while you Wiggle/Disco Dough – fine motor control • Mark making opportunities in all areas – giving meaning to marks they make • Ascribes meaning to marks they see in different places • Encourage letter formation – use coloured sand and mark making tools. • Encourage mark making related to topic <ul style="list-style-type: none"> - Shopping lists - Doctors prescriptions - Police incidents <p><i>I can apply some print knowledge to writing e.g. m for mummy.</i> <i>I can write the first letter of my name.</i> <i>I can use a comfortable grip with good control when holding pens and pencils.</i> <i>I am beginning to show a preference for a dominant hand.</i></p>	<p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. <p>Key Activities:</p> <ul style="list-style-type: none"> • Squiggle while you Wiggle/Disco Dough – fine motor control • Children writing some or all of their name on work that they do. • Attempt to write sounds accurately on whiteboards during phonics. • Mark making opportunities in all areas – giving meaning to marks they make • Encourage mark making related to topic • Practise letter formation – use coloured sand and mark making tools. <p><i>I am using a wider print knowledge for writing</i> <i>I can write some of my name e.g. first two letters</i> <i>I can write my own name independently, with support, or using a name card</i> <i>I can use a comfortable grip with good control when holding pens and pencils.</i> <i>I am beginning to show a preference for a dominant hand.</i></p>