



## Walbrook Nursery School

### Literacy: Writing Long-Term Plan

	Term 1		Term 2		Term 3		Term 4 and 5 Challenge and Extension
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>We are learning to...</b>	<ul style="list-style-type: none"> <li>-make different patterns using full arm movements.</li> <li>- copy different writing patterns.</li> <li>-name different writing patterns.</li> <li>-hold mark-making tools and make marks.</li> </ul>		<ul style="list-style-type: none"> <li>-make different writing patterns.</li> <li>-name different writing patterns.</li> <li>-use different writing patterns to create simple pictures.</li> <li>-apply pressure to crayons and pencils.</li> <li>-hold mark-making tools with a pinching grip.</li> <li>-give marks a name.</li> <li>-make marks to represent names.</li> </ul>		<ul style="list-style-type: none"> <li>-use different writing patterns to create pictures and figures.</li> <li>-hold mark making tools with increasing control and pressure.</li> <li>-write first name.</li> <li>-use marks to represent writing.</li> <li>-write a range of marks to represent writing.</li> </ul>		<ul style="list-style-type: none"> <li>-create detailed figures.</li> <li>-write last name.</li> <li>-write letter strings and give them meaning.</li> <li>-write letter strings from left to right and top to bottom</li> <li>-create different marks to represent drawing and writing.</li> <li>-use some phonic knowledge to write corresponding graphemes to match phonemes.</li> </ul>
<b>Adult-Directed Session</b>	Disco dough/ scarf writing (Autumn 1)  Disco dough/ scarf writing/ felt tips on large paper (Autumn 2)		Dough disco/ scarf writing/ marks on large paper-pencil crayons to make simple pictures-felt tips (Spring 1)  Dough disco/ scarf writing/ marks on large paper-pencil crayons to draw self-crayons (Spring 1)		Scarf writing/ marks on smaller paper-pencil crayons/ connecting writing patterns to make simple pictures (Summer 1)  Scarf writing/ marks on smaller paper-pencil crayons/ draw characters etc from book of the week (Summer 2)		Phase 2 Phonics
<b>Suggested Teachable Moments</b>	Chalk drawing outside Large easel painting Large paper drawing on the floor Road map drawing in construction area Pumpkin observations Letters to Santa Sticker making Puppet making Family portraits Shopping list writing Menus in home corner Wipe board and pens Drawing app on smartboard		(First) name writing-at registration Simple images to draw using writing patterns: cookie, cake, ice cream, balloon, sun, flower, car, road, tree, lollipop Drawing observations of egg to chicks Drawing farm animals Drawing simple foods they have cooked Self-portrait-photos of children on display to copy. Chalk outside Easel painting Clipboards and pencils Shopping list writing Menus in home corner Wipe board and pens Drawing app on smartboard Mask making Puppet making		Labelling images/ writing shopping lists Name writing Life cycle of a tadpole drawings Life cycle of a butterfly drawings Drawing transport Pirate treasure maps Rocket designs Constellations Chalk outside Easel painting Clipboards and pencils Shopping list writing Menus in home corner Wipe board and pens Drawing app on smartboard Mask making Puppet making		Labelling images/ writing shopping lists Name writing Chalk outside Easel painting Clipboards and pencils Shopping list writing Menus in home corner Wipe board and pens Drawing app on smartboard Mask making Puppet making

Objectives	<p>Holds pens and mark-making tools. This may be with a full hand grasp and large full arm shoulder movement to make marks.</p> <p>Shows an understanding of and attempt the different writing patterns taught by the adults.</p>	<p>Uses mark-making tools to create writing patterns which are smaller with more wrist action than shoulder/ arm action.</p> <p>Beginning to connect different patterns together to represent a simple image.</p> <p>Beginning to apply pressure to crayons instead of relying on the lightness of pressure needed for a pen.</p> <p>Gives meaning to the marks they make.</p> <p>Beginning to recognise the different writing patterns that are used to create the letters in their name.</p>	<p>Uses a comfortable grip with good control when holding writing tools showing preference to a dominant hand. (Preferably splayed four finger grip/ modified tripod grip.)</p> <p>Uses their understanding of print and letter knowledge in early writing.</p> <p>Writes some or all my name by making marks that represent some of the letters.</p> <p>Writes some letters accurately and may use these in letter strings.</p> <p>Shows different emotions in their drawings and paintings.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle including details.</p> <p>Use some of their print and letter knowledge in their early writing.</p>
I can...	<p>I can make a range of large movements that can be used in writing. (round and round, dots, up and down, side to side, zig-zag)</p>	<p>I can use writing tools to make a range of writing patterns.</p> <p>I can begin to connect different writing patterns to make simple images.</p> <p>I can start to draw simple figure representations (Head, arms, legs and face features)</p> <p>I can make marks that go across to represent writing.</p>	<p>I can make recognisable figures. (hands and feet added)</p> <p>I can make different marks that represent writing and drawing.</p> <p>I can make marks to represent my first name.</p> <p>I can draw simple pictures by combining different writing patterns.</p> <p>I am beginning to make marks to represent other types of writing.</p>	<p>I can draw figures with more detail.</p> <p>I can make letter strings and give them meaning.</p> <p>I can write clear letters that spell out my first name.</p> <p>I can make some marks that represent my last name.</p>