

Intent What am I learning to do?	Implementation
<p><u>Writing</u></p> <ul style="list-style-type: none"> • Talk about the marks I make. • Imitate adult writing by making continuous lines of shapes and symbols. From left to right. • Represent the initial sound of a word in my writing. • Have a go at writing some letters of my Christian name. • Begin to make letter type shapes to represent sounds in words. <ul style="list-style-type: none"> • Give meaning to marks I make. • Represent sounds with letter shapes. • Begin to break the flow of speech into words. • Begin to segment the sounds in words. • Write some recognisable letters. • Use developing phonic knowledge to write labels, captions, progressing to simple sentences. <p><u>Early Learning Goal:</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p><u>CP Enabling environments</u> Daily phonics sessions are planned for and taught using the Twinkl phonic scheme to support the children's reading and writing development.</p> <p>Drawing club Write dance – orientation of letter shapes, use of scarves, ribbons.</p> <p>Message centre: paper, note pads, sticky notes, booklets, chalk boards, white boards and pens, chalks, pens, highlighters, pencils, crayons, marker pens. Chalks provided outdoors, letter formation cards, tracing cards, pencil control sheets – tracing the dots, mark making pattern cards. Alphabet cards, letter formation cards, name cards.</p> <p>Far Away Kingdom: chalks, water and brushes for mark making. Large rolled paper – pens, paints, track making.</p> <p>Carpet Kingdom: Daily phonic sessions.</p> <p>Rainbow cottage: mark making opportunities: diaries, calendars, shopping lists, birthday cards, letters, note making, clip boards, menus, recipes, tickets, invitations.</p> <p>Building Zone: clipboards/writing equipment to use in drawing designs/plans of models/lists of equipment.</p> <p>Workshop: Paintbrushes, cotton buds, sticks. Mark making in rice, foam, flour, sand.</p> <p><u>Vocabulary</u> Phoneme, blend, rhyme, word, sentence, letters, initial, letter name, letter sound, capital, upper case, lower case.</p> <p><u>Impact</u> <u>By the end of Foundation Stage I can...</u></p> <ul style="list-style-type: none"> • Write recognisable letters. • Write most letters using the correct formation. • Apply my phonic knowledge to spelling words. • I can write simple phrases/sentences independently. • I can read my writing. • I can leave a space between words. • I can use a sound mat to help me with my writing. • I can use a tricky word mat to help me write some common tricky words.