

Continuous Provision Planning For

Writing Area

Key Learning Opportunities

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
. Use talk to organise themselves and their play. . Can start a conversation with an adult or peers and continue it for many turns. . Use longer sentences of four to six words.	. Choose the right resource to carry out their own plan. . To use one handed tools and equipment. . Show preference for dominant hand. . Use a comfortable grip with good control when holding pens and pencils.	. Use resources with help when needed. . Play with one or more of their peers, extending and elaborating play ideas.	. Engage in extended conversations about stories learning new vocabulary. . Use some of their print and letter knowledge in their early writing. Shopping list which start at the top of the page and 'm' for mummy.	. Experiment with their own symbols and marks as well as numerals. . Describe familiar routines. . Begin to describe a sequence of events, real or fiction using words such a first.	. Talk about the differences between materials. . Begin to make sense of their own life story . Explore how things work. . Talk about what they see.	. Begin to develop stories using small world equipment. . Create closed shapes with continuous lines and begin to use these shapes to represent objects. . Draw with increasing complexity and detail. . Use drawing to represent ideas such as movement or loud noises. . Show different emotions in their drawings like happiness and sadness.
Resources	Organisation	Intended Experiences	Role of the Adult			
. Paper. . Whiteboards. . Pencils. . Colour pencils. . Whiteboard pens. . Paperclips. . Post-it notes. . Erasers. . Pencil sharpeners. . Bull dog clips. . Letter stones. . Pencil control sheets.	. Pictures/labels to show where items should be stored. . Small objects such as paper clips to be in small draw units. . Paper to be regularly replenished. . Whiteboards to be checked to see if they are clean/useable.	. Developing improved fine motor skills . Playing together and cooperating with children of different ages . Strengthening muscles and hand-eye coordination . Providing opportunities for vocabulary extension and modelling, which is foundational for communication and language as well as early literacy . Experimenting with stories and narrative ideas in play . Gaining mastery and control over their bodies and what they can do	. Plan for and provide a range of provision. . Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. . Model use of materials in area to encourage interest. . Encourage appropriate behaviour and use of area. . Support and extend children's learning. . Use open-ended questions to promote sustained shared thinking. . Observe children's learning to identify achievement and to inform planning for extending learning. . Observe use of provision to ensure the area is meeting the needs of the children and the EYFS. Key Vocabulary and Questions . Do you need a pencil or pen. . How could we keep the paper together. . What have you written. . Extend vocabulary and understanding by talking about letter/who are you writing it for? Where could we post it?			