



Continuous Provision Plan - Writing Area

The Spire Federation



Key learning opportunities

- To develop self-esteem, confidence and the ability to self-organise.
- To share and use equipment, work co-operatively and with respect.
- To make choices, listen, respond and communicate ideas.
- To provide opportunities to develop the understanding of what is right, what is wrong, and why.
- To develop and extend vocabulary.
- To provide opportunities for problem solving, observing, predicting and questioning.
- To provide opportunities to write.
- To write for a purpose.
- To communicate meaning through writing.
- To acquire phonic knowledge.
- To practise pencil grip and control.

Permanent Resources	Resource Organisation	Intended Experiences	Role of adult and key vocabulary
• Selection of writing implements / tools • Child initiated writing books. • Selection of paper • White boards & whiteboard pens • Chalkboards & chalks (outside) • Read Write Inc sounds mats • Name cards • Clipboards • Wood slice sounds (outside) • Wood slice story pictures (outside) • Writing tool belts (outside) Fine motor resources to support writing • Mr Potato head, pegs and pegboards, jumping frogs, screws and nuts, straws, cotton reels, tweezers, threading beads	• Distinctive area in the classroom and writing shed outside • Clearly organised equipment and resources. • Accessible storage.	• To develop a variety of skills and concepts through child initiated learning. • To attempt to write for a variety of purposes. • To ascribe meaning to marks. • To recognise difference between pictures and writing. • To apply and rehearse phonic knowledge • To orally rehearse words and sentences before writing	Adult support and challenge children's thinking through observation, participation, role modelling making suggestions encouraging and using appropriate vocabulary: Key vocabulary: • Word • Write • Draw • Letter • Sound • Sentence • Label • List • story

