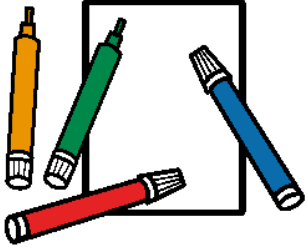


Development Matters – Ages and Stages (EYFS 2012)	Writing and fine motor	Look, Listen and Note
<ul style="list-style-type: none"> • Distinguishes between the different marks they make. (22-36) • Sometimes gives meaning to marks as they draw and paint. (30-50) • Ascribes meanings to marks that they see in different places. (30-50) • Gives meaning to marks they make as they draw, write and paint. (L 40-60+) • Begins to break the flow of speech into words. (L 40-60+) • Continues a rhyming string. (L 40-60+) • Hears and says the initial sound in words. (L 40-60+) • Can segment the sounds in simple words and blend them together. (L 40-60+) • Links sounds to letters, naming and sounding the letters of the alphabet. (L 40-60+) • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L 40-60+) • Writes own name and other things such as labels, captions. (L 40-60+) • Attempts to write short sentences in meaningful contexts. (L 40-60+) • Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) • Two-channelled attention – can listen and do for short span. (CL 40-60+) • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). (CL 30-50) • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). (CL 30-50) • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (CL 30-50) • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. (CL 30-50) • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). (CL 30-50) • Uses intonation, rhythm and phrasing to make the meaning clear to others. (CL 30-50) • Uses vocabulary focused on objects and people that are of particular importance to them. (CL 30-50) • Builds up vocabulary that reflects the breadth of their experiences. (CL 30-50) • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> (CL 30-50) • Draws lines and circles using gross motor movements. (PD 30-50) • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD 30-50) • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD 30-50) • Holds pencil near point between first two fingers and thumb and uses it with good control. (PD 30-50) • Can copy some letters, e.g. letters from their name. (PD 30-50) • Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) • Shows a preference for a dominant hand. (PD 40-60+) • Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+) • Begins to form recognisable letters. (PD 40-60+) • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (PD 40-60+) 	<h2 style="text-align: center;">Writing and fine motor</h2> <p style="text-align: center;">Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling</p> <div style="text-align: center;">  </div> <h3 style="text-align: center;">Effective Practice</h3> <p>Adults to introduce vocabulary (use of words, symbols and signs) eg- Pen, crayon, felt pen, chalk, brush, draw, colour, write, paper, letter sounds(phonics), Adults to ask simple questions to extend learning e.g- Can you colour this picture? Which felt pen/crayon/chalk do you want? Can you make marks in the mud/jelly/slime etc? Up and down? Round and round? Can you make marks with this spray? How will we know this is yours? What colour do you want to use? Can you make a label? Sticker? Book? Can you thread the beads to make a necklace or pattern? Can you thread this picture?</p>	<h3 style="text-align: center;">Look, Listen and Note</h3> <p>Which materials/tools do the children use to make marks? Which hand do they use? Can they colour in a picture? Thread beads? Do they look at what they are doing? Do they enjoy making marks outside? Can they access resources independently and put them away? Are they more successful on a flat surface eg table or on a vertical surface eg easel/wall? Do they imitate adults/peers in their mark making? Can they write their name independently? Do they recognise any sounds and link them to marks made? Can they read their own mark making to you? Can they trace over a picture/word? Can they form the O shape in an anti-clockwise direction?</p> <h3 style="text-align: center;">Permanent Resources</h3> <p>Word board of theme words/ Name cards Pens, pencils, felt tips, wax crayons, highlighters, (assorted colours/types/thickness), sharpeners, Clipboards Hole puncher, staplers, scissors , glue, Sellotape, stencils, rulers, paper clips Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books/pads – lists, gummed labels/Post-it-pads Phonic resources to help with linking letters to sounds and recalling tricky words etc. Class lists/Message Board/ Books depicting mark making ideas about the theme/Story books Letters / numbers Telephone/ Newspapers/ comics/ magazines Post box</p>

Intended Experiences	Characteristics of Effective Learning		
<p>Use variety of tools and experience the different marks they make, Experiment with thick/ thin lines, Make curled, zig- zag, straight patterns Letter orientation, Make lists, invitations, cards, diary, comic strips, Model adult mark making Use message board for communication with others, Name writing, Story writing-using books relating to themes, Diagrams - labelled, Book making, Sentence makers, The office/ Receptionist, Explore large movements , make water patterns , Use 'chalk paint' to mark make on large natural surfaces, Use natural objects & body to mark make in mud, sand, gravel, Use body parts to mark make with different media Use tyres, shoes, wheeled toys to make tracks Use whiteboard/blackboard as scoreboard Use natural resources for mark making & printing Splatter painting, Graffiti wall, Large scale letter</p>	<h4 style="text-align: center;">Unique Child</h4> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking a role in their play • Acting out experiences with other people • Initiating activities <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p><u>Creating & Thinking Critically (thinking)</u></p>	<h4 style="text-align: center;">Positive Relationships</h4> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Value questions, talk, and many possible responses, without rushing toward answers too quickly 	<h4 style="text-align: center;">Enabling Environments</h4> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Make sure resources are relevant to children's interests • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Ensure children have uninterrupted time to play and explore <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Ensure children have time and freedom to become deeply involved in activities • Keep significant activities out instead of routinely tidying them away <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Plan linked experiences that follow the ideas children are really thinking about

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formation , Outdoor adventure / story books/ Map making for adventure.	<ul style="list-style-type: none">• Thinking of ideas• Making links and noticing patterns in their experience	Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	
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