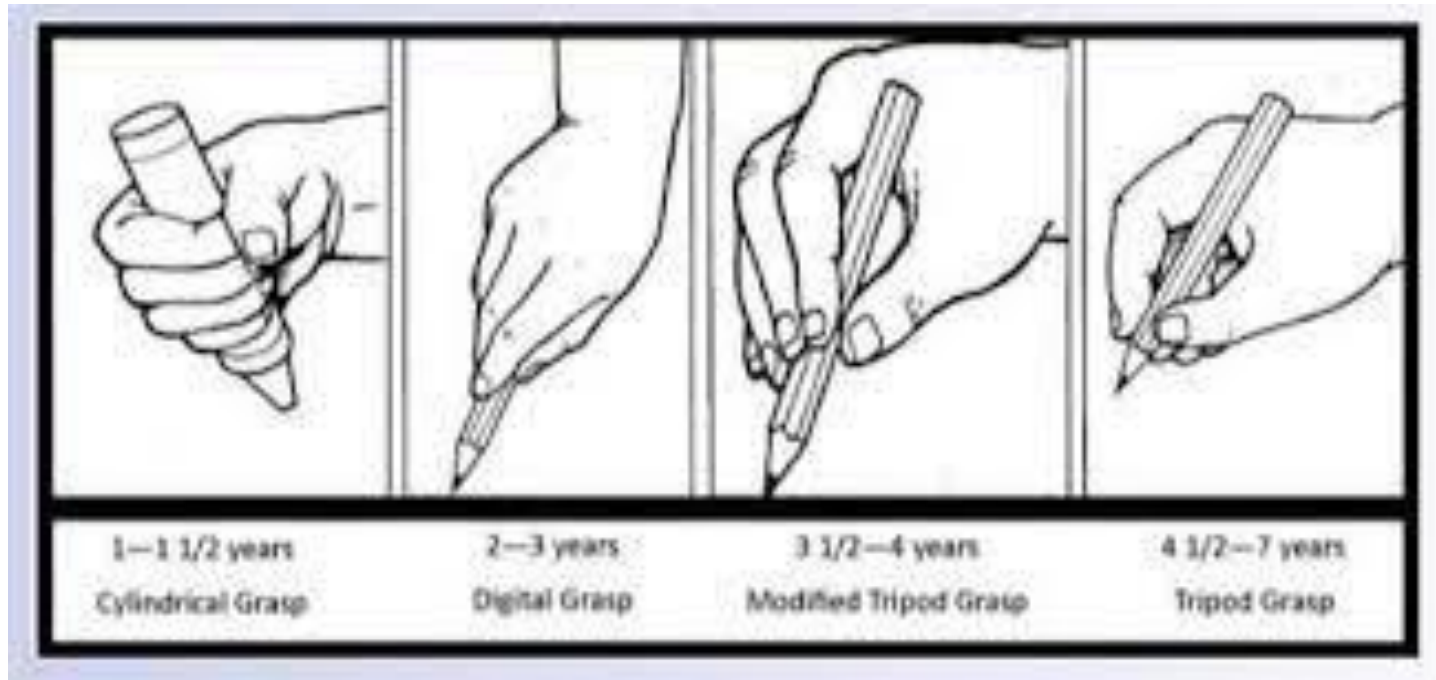


## Long Term Overview: The Writing Journey - Nursery

<b>Writing genres to be covered</b>					
<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
Nursery Rhymes books, Peace at Last, Dear Zoo, It's ok to be different, So much, Owl babies, The very noisy night	The Jolly Christmas postman, Sshh, Santa's suit, The Christmas story, The best Diwali ever,	Oi Frog, Duck in a Truck, The Three Little Pigs, Winter, Bella gets her skates on, Cleversticks, Chinese New Year	Whatever Next, Aliens love underpants, Look up, Man on the moon, Welcome to Alien school	The Hungary Caterpillar, Oliver's Vegetables, The tiny seed, Jack and the beanstalk, Mad about Minibeasts, Tale of a tadpole	We are going on a bear hunt, Little mouse twitchy whiskers, The Gruffalo, The Pig in the Pond, Commotion on the Ocean, Big blue train, Clean up, Atlases and maps
In Nursery children have opportunities for mark making and writing in a variety of settings including outdoor provision. Children's own attempts at early writing are celebrated alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. Physical Development is a big part of our EY writing curriculum.					
<b>PD/FMS/Scissors</b>					
Make snips with snippers - cut across sheet of card/paper with snippers - cut along a straight-line snippers - cut circular shapes with snippers - use scissors to make small cuts - use scissors to cut a straight line across paper/card - cut around a circular shape with scissors - cut around more complex shapes with scissors					
Correct scissor grip - thumb in top hole, blades pointing away from body, non-dominant hand holding paper					

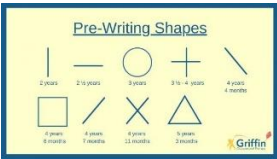

Development of the pencil grip through the early years:



**Pencil grip (including strength and dexterity) developed through:**

- Activities targeting this area - tweezers, pipettes, syringes, elastic bands, hammers and nails, stickers, linking/unlinking, scrunched paper collage, keys and locks, playdough and other malleable materials, scooping/pouring (sand and water)
- Mark making opportunities, painting drawing, chalk, oil crayons, sensory experiences (e.g. cornflour) both large and small scale
- Building independence and self-care through routines - putting shoes on/off, doing up buttons/zips on coats when free flowing, peeling/preparing fruit

Correct pencil grip encouraged through presenting children pencils with nib pointed to the child's body - "nip, flip, grip"

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Mark making (MM) as a sensory experience</b></p> <p><i>Supported through:</i></p> <ul style="list-style-type: none"> <li>Provision of MM materials in the provision</li> <li>Adults modelling mark making</li> <li>MM linked to children's own interests e.g. Car tracks, dinosaur footprints</li> <li>Large scale MM e.g. collaborative art</li> <li>Up right MM surfaces</li> <li>Indoor/outdoor MM opportunities</li> </ul>	<p><b>Assigning meaning to marks they have made</b></p> <p><b>Pictorial representations</b> (somewhat recognisable pictures e.g. a circle for a head, two lines for legs).</p> <p><i>Supported through:</i></p> <ul style="list-style-type: none"> <li>Provision of a variety of MM media/tools</li> <li>Conversing with child as they draw, open ended questioning, "tell me about ..."</li> <li>Valuing MM e.g. show and tell, gallery wall</li> <li>Observing children notice preferences and interests to build upon</li> </ul>	<p><b>Improved pencil control and making the pre-writing shapes</b></p> <p><i>Supported through:</i></p> <ul style="list-style-type: none"> <li>Large and small scale MM</li> <li>Direct teaching of pre-writing shapes</li> </ul>  <ul style="list-style-type: none"> <li>Tracing and continuing patterns, e.g. the light box</li> <li>Developing hand/wrist strength/dexterity</li> </ul>	<p><b>"Scribble" mimicking writing or attempts at letters (e.g. trying to copy the first letter of their name)</b></p> <p><i>Supported through:</i></p> <ul style="list-style-type: none"> <li>Adult modelling writing in play e.g. writing lists, recording points in a game</li> <li>Support to form initial letters of name correctly</li> <li>Providing meaningful reasons to write our names e.g. labelling our paintings/Lego creations/junk modelling</li> <li>MM opportunities linked to role play e.g. shopping lists</li> </ul>	<p><b>Attempts to write name/part of name</b></p> <p><i>Supported through</i></p> <ul style="list-style-type: none"> <li>Direct teaching/support from adult (correct formation)</li> <li>Availability of name cards/display to copy</li> <li>Meaningful opportunities/routines to encourage name writing e.g. self-registration or labelling work</li> </ul>	<p><b>Link to Reception</b></p> <p>Autumn 1: children learning to form the letters of their name with correct formation - using handwriting families</p> 

	<ul style="list-style-type: none"> <li>• Adult modelling their MM processes "here's my circle for the sun because this picture is showing a hot day."</li> </ul>				
<p><b>PD; GMS Moving</b></p>	<p><b>Running:</b> Running and changing directions quickly - running and avoiding obstacles  <b>Ball skills:</b> Throwing a ball underarm/Overhead/Catching a large, soft ball/beanbag/Catching a ball after a bounce, thrown directly/Throwing and catching with increased accuracy or from increased distances  <b>Climbing:</b> Walk up/downstairs two feet to each step/Walk up/downstairs alternating feet/Using playground ladders and climbing nets safely  <b>Jumping/landing:</b> Jumps and lands on two feet on the ground/Jumps from a small height e.g. a step and lands safely on two feet/Jumps over a small object e.g. beanbag/Experiments with small/large jumps or jumping from one place to another/Hops  <b>Balance:</b> Moving across a beam with adult support/Shuffling along beam independently/Walking across beam, sideways motion/Walking across beam confidently/Showing control over their body, e.g. holding a position still, standing on one foot for a few seconds</p> <p><b>Gross Motor Skills developed through:</b></p> <ul style="list-style-type: none"> <li>• Music and Movement; responding to music with our bodies, matching the tempo, matching movements to sounds, moving to rhythm</li> <li>• Matching activities to children's interests e.g. animal movement games</li> <li>• Low and high level play is encouraged including floor play</li> <li>• Development of core: balancing activities, unstable surfaces e.g. wobble boards, planks</li> <li>• Open ended and extended play, particularly outside e.g. large blocks, obstacle courses, tyres and planks, guttering</li> <li>• Vestibular input activities e.g. swings, spinning buckets, ribbons</li> </ul>				