

28th September

Writing area - gravel trays (child initiated)

M used her right hand index finger in the gravel tray. She said "I can write the a in my name properly now. You have to go all the way round, up, down and a little flick!" As she talked through the formation, she formed the letter a correctly in the gravel.

31st October

Outside - child initiated

M said, "can I play with the chalk?" She took a piece and began to write letters. She said, "I can write my second name now." She said each of the letter sounds in turn as she wrote her name on the floor. She formed all of the letters in her second name correctly.



17th November

Interactive whiteboard - child initiated

The activity had been used during a phonics session, but had been left on the interactive whiteboard for children to access independently during the afternoon. Each screen showed a picture of a CVC object, and had a range of letters for children to drag and drop onto a phoneme frame. M looked at the first picture and said, "hat, h-a-t". She dragged each letter in order onto the frame to spell the word. She repeated this with "pig" and "cat" - orally segmenting the word before dragging and dropping the matching letters.

5th December

Outside - child initiated

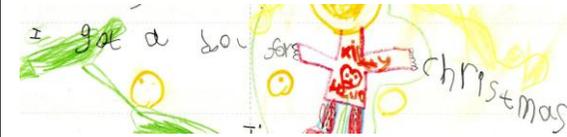
M picked up some chalk and began to draw. She said "I'm drawing you!" She continued to draw, then said "I can write your name - miss, m-i-ss" (she orally segmented). She wrote mis underneath her picture. She drew a second picture and said "This is Jacob. I can write Jacob. J-ai-c-u-b" (she orally segmented). She wrote Jakub under her picture. I asked if she could write anything else: I said some CVC words, M orally segmented these and wrote them with the chalk. She then also wrote "the" and "no" on the floor.



5th January

Writing area - child initiated

M brought some writing to show me. She said, "This is what I got for Christmas. I got a doll for Christmas."



13th June

Writing area - child initiated

M spent most of the morning session in the writing area! She brought her writing to me and said,

"This is what I did at the weekend!"

She did not have to tell me what she

had written as I could read it all

without mediation!

At the weekend I went to the beach and had a beach-hut and Fraser took the See to make the side come in. So the tide came in and Me and Holly and Fraser had a paddle in the sea.

WRITING

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

5th April

Writing area - child initiated

As part of adult led activities earlier in the week, the children had looked at and investigated "spring objects", had described what they could see in "spring pictures" and had written sentences with support. Blank writing frames had been left for children to use in their child- initiated activities. M said, "I've written I can see some blossom trees growing in the grass and I can see some daisies growing."

I can see sun
blossom trees growing
in the grass and
I can see some
mouse and

25th February

Writing area - child initiated

M returned to the classroom from her phonics group. She went into the writing area and selected paper and a pen. She said, "I can write captions and

sentences!" She appeared to

"make pictures in her head", then

wrote sentences to match, orally

segmenting words and saying

sentences to herself as she wrote them down.

a cat on a bed
a cat in a hat
I can see a big dog
I can see a big dog
I can see a big dog
+++++

3rd February

Writing area - child initiated

M was playing with two other children (B and E). M was carrying a clipboard and pen. M:

"we're playing Pizza Hut. I'm taking

the order." B: "a spicy one" M

wrote spiysee. E: "chicken" M wrote

chic. E: "a hot one". M wrote hot. B:

"can I have a meat pizza?". M wrote meet.



May and June

Writing area - child initiated

M was extremely excited about her new rabbit! She brought photos in to show to the class, and during this time often chose to draw pictures of her rabbit. On several occasions, she also added sentences to her pictures.



I am speshl because I have a pet bunny and it's name is Harmony. Wat makes it speshl?

25th February

Writing area - child initiated

M was playing with B, using the Beebot - programming the toy to move and stop on picture cards. When the toy stopped, the children said words and captions to one another, and M wrote them down. This had previously been an adult led phonics activity, which had been left for children to access during their child-initiated play.

