

Mortimer Hall Pre-school – Focus Plan for w/c 11/6/18

Comments/evaluation/suggestions/relevant info from last week...

Children who had chance to take part enjoyed the activity and followed it up by writing/mark making during other activities. Due to staff sickness not many children had the opportunity to take part so we are going to continue it for the next week.

We have added a game using tweezers to put pom-poms on a 'lid' as we hope it will promote small motor control and then help pencil control. Although this is aimed at the younger children it is good fun so the older children will be given the chance to have a go.

Our focus for the week :-

We will focus on Speaking and Writing with a focus on recognising the first letter of their name and knowing the phonic sound.

Links to other areas of learning :-

PSE – Working in small groups with an adult CL – listening to sounds and speaking / making sounds
P – holding and controlling a pencil L – making marks that have meanings

Characteristics of Effective Learning :-

Engagement - children to be encouraged to take part in small group AF activity. To listen/join in with stories.

Motivation – To encourage interest use white boards / tracing paper to write or copy initial letter and encourage them to make the phonic sound. Use small groups so that children have enough adult interaction so that interest is maintained. Display what they have done to encourage pride.

Thinking – Encourage children to look at their environment to see other letters / logos they recognise. Use praise and talk about what they have done to reinforce their achievements.

Resources (what / where / organisation) :-

Back room – Use game with tweezers/small pompoms for encouraging small motor development – this will help with pencil control. Also game for finding / matching the first letter of their name. Small groups 3-4 with adult. Use laminated letters, tracing paper, white boards for copying / writing the letter. Use the phonic sound.

Main Hall – Display the children's work and encourage other children / staff / parents to look at it.

Have displays of familiar logos and make sure that the room has print on display.

All children will be encouraged to take part in the activities and to look at / use the displays, in addition to this we will ensure that children whose next steps include writing / mark making / phonic sounds are invited to take part.

Differentiation :-

Support / encourage – children to recognise initial letter of name and to know the phonic sound. Use tracing over the laminated letter, white boards, dots to encourage mark making and making marks that have meaning.

Encourage holding and controlling a pencil. Use the tweezer/pom pom game for encouraging hand control – although this is aimed at the younger children it is good fun so some of the older children will probably like to try it.

Challenge :- children to recognise and sound their initial letter / whole name and phonic sound. Talk about / look at capital letters at start of names and the sound of different letters.. Encourage holding and controlling a pencil to make a recognisable attempt at writing name and use familiar logos and examples of writing in the environment for recognition and discussion.

Vocabulary / Questions :-

Can you see the A, B, ...letter for your name? Can you make the sound? Would you like to write / copy your name? Do you know what the logo is for? Do you recognise it? Well done. Very good. Shall we put it on the wall so that everyone can see it? Mummy/Daddy/ ???? will see how clever you are when they look at it. Can you use the tweezers put the pom-pom in the right place?

Use sustained shared thinking to promote discussion and reflection – in particular use the following suggestions :-

Ask open ended questions e.g. Why do you think? / What would happen if? / How did you ...?

Reinforce / recap – e.g. So you can / You managed to

Tune in – listen to the children and answer with a reply that they can understand. Encourage the children to talk / think about what they have done.

Evaluation / What next? / Reflect / What could improve or change the activity and outcome?