

Writing Opportunities

- Enable the children to label their drawers/pegs/water bottles. Add a thumbnail photo and renew labels termly.
- Encourage the children to label displays in their own writing. Have labels ready to use eg Write on wipe of laminated speech bubbles with thumbnail photos.
- Somewhere to display inside and outside.
- ICT - Word/Works word processor; Paint program; Photostory3 (free from www.microsoft.com); graphic tablet; digital camera.
- Large outdoor - mops, huge paint brushes, brooms and water.
- Plan for writing in the role play. Use as many 'real' resources as possible eg forms, notebooks etc.
- Make a list of 'all weather' writing opportunities and laminate these for staff to use. Sun - mark making with water using mops, brooms, paint brushes of all sizes or bike wheels; Windy - streamers; decorating kites. Snow - body/hand/foot prints; writing with sticks; squeeze bottles of coloured water. Cold - write in condensation. Rain - use chalk on wet surfaces; paint on wet paper outside.
- Tidy up inspector - hat and clipboard. Use a proforma with words and pictures mark what has been tidied well.
- 'Mind-map' planning with the children. For example if the role play area is becoming a café following a trip to one, discuss what the children know about cafes and what they want to find out. Discuss what may be found in a café and what happens there. In a group the children can record this with pictures and/or writing on a large sheet of paper. Refer back to this, using it and adding information as appropriate.
- Involve the children in creating menus for snacktime - discuss menus and have a variety to look at; visit a café/restaurant/ take away if possible; the children take photos of snack items and annotate these. Stand them on the tables.
- Enable the children to make instruction booklets for the construction area - the children take photos and annotate.
- Writing all around display - children collect examples of writing both printed and hand written.
- Audit the environment - what opportunities are there for mark making in the various areas? If you were a child who enjoyed learning in the sand tray/ with natural materials/ with small world equipment/ in the book area ...but does not access materials and equipment from the writing area...what opportunities are there for you to mark make? Take the mark making to the children!
- Collect 'themed' magazines eg cars, horses, pet care, sports and encourage the children to cut these up for their own books, posters, scrap books etc.
- What opportunities are there to mark make with natural materials inside and out?

