

Writing and Phonics Focus – Supporting **Literacy** – Literacy Target Time

Intent	Implementation	Skill Development	Metacognition	Impact
<p>For children to zoom in and familiarise themselves with the focus phoneme, begin to make connections with it and explore the correct formation through their writing skills.</p> <p>To recognise their name, and its initial phoneme and begin to develop the letters within their name through their writing.</p>	<p>Children engage through a planned programme connected to our Phoneme focus, with our Literacy Puppet Monty.</p> <p>Connections through real and representative objects, images and words beginning with the focus phoneme encourage connections.</p> <p>Monty’s bag has an object connected to the phoneme for them to discover, alongside individual name cards to support with their name recognition and representation.</p> <p>Children are encouraged to transfer their phoneme knowledge into their writing i.e. representation of initial phoneme sound as they write meaningfully for a purpose.</p>	<p>Observation</p> <p>Concentration</p> <p>Collaboration</p> <p>Focusing</p> <p>Recalling</p> <p>Connecting</p> <p>Moving</p> <p>Physical</p> <p>Coordination</p> <p>Repeating</p> <p>Mirroring</p> <p>Sensory</p> <p>Exploration</p> <p>Following</p> <p>Instructions</p> <p>Cooperation</p> <p>Transferring</p> <p>Writing</p>	<p>A</p> <p>B</p> <p>C</p> <p>E</p> <p>F</p> <p>L</p> <p>O</p> <p>Q</p> <p>R</p> <p>U</p> <p>Z</p>	<p>Children can recognise the focus phoneme and make connections with it</p> <p>Children can create a developing, or a well formed grapheme of the focus phoneme correctly.</p> <p>Children can transfer their knowledge of the focus phoneme into their developing writing skills through purposeful representation.</p> <p>Children are able to recognise their name, their initial phoneme and have a good developing attempt at writing it</p>

P4C – Children are encouraged to integrate caring, collaboration, critical and creative thinking into their Literacy Target Time