

Additional practice – Early Years

By Claire Martindale

Name writing in Reception often needs additional practice. Individual children demonstrate their name writing in early Literacy sessions with tasks that are planned, however a few children often need that little extra support on top of this provision. To support this, teachers often plan continuous provision activities that develop name writing in most areas of the classroom. For example, within one classroom we have name cards to copy in the writing area, name cards near the painting easel to add names to the back of paintings, name cards in the construction area to label their models with their names, children write their names in the role play area etc. This is all planned into children's independent play.

During Autumn One in Reception, children often enter school with immature fine motor skills. This affects both pencil and scissor control. To give children additional practice, staff ensure activities are planned in to develop this learning both indoors and outdoors. For example, children who need further support are given the opportunity to cut paper and materials in a tuft tray, take scissors outdoors to cut the grass or plants or use scissors to cut the dough and other materials within everyday provision. This builds up their muscle tone and impacts on the pupil's fine motor progression.

Mathematics activities are often given additional practice after being introduced within a maths lesson. Children often ask staff to leave activities out to gain additional practice and at the same time staff can recognise the need for further practice and annotate plans to demonstrate a child's need and/or interest in the activity.