

# Planning

After working at the "Tinkering Table Jordan and Tyler were invited to use pencil and paper to record what they had been working on. Jordan asked if he could make a sign to show people how to use the screwdriver and this suggestion was taken up by Tyler as well.

Tyler is often to be seen walking around the room, clipboard in hand, writing down numbers and names of class members. Jordan on the other hand is rarely seen participating in writing tasks of his own choosing.

Tyler was reluctant to try for himself, just sitting watching, but on seeing Jordan start he finally picked up the pencil for himself and seemed to gain confidence with each mark he made.

Both boys were invited to revisit their work the following day and share what they had been recording with others. We spent some time looking at the screwdrivers again checking which way they needed to turn. Jakobi, listening in, said he thought it wasn't "clockwise but maybe

"un clockwise" but he wasn't sure if that's how you said it. Together we looked at the moving hands on the clock and talked about clockwise and anti clockwise and compared this with the required action of the screwdriver.

Both boys then took their work and decided to add some more information. Tyler who had previously drew an arrow decided to add all the numbers of the clock and Jordan drew a series of arrows going in an anti clockwise direction.

Having finished this we mounted their work along with a photo of each child and they presented their ideas to the rest of the group before we hung the signs near the tinkering table for others to refer to.

## Jordan

Is able to hear many sounds in the words he wants to write. Needs support to find the appropriate letter. Is aware of the constancy of print and is able to edit with support by adding more information to his work.

### **Future planning:**

- Provide an alphabet chart and refer to the list of frequently used sight words in Writer's Centre.
- Draw on his interest in playing games and using numbers, especially snakes and ladders, to encourage him to write instructions or story problems for others to follow with the aim of setting him a purpose for writing and encouraging longer pieces of text..
- Talk about spaces between words and offer the use of a 'spacer'.

**Use and evaluate varied approaches to content selection and organisation to target the learning needs of specific student groups**

## Tyler

Likes to copy names and numbers.

As yet can't isolate beginning sound but recognises his name starts with a T and is beginning to find this letter in other words around the room. Not confident when talking about what he has written. Writing shows repeated sets of letters with dots that he said were to show the spaces but no 1 to 1 match with his message.

### **Future planning:**

- Make sentence matching strips for his writing and encourage daily rereading to others.
- Involve in small group shared reading activities with focus on pointing to words and listening to sounds.
- Continue to encourage writing attempts and link to his interest in writing names.

## Teacher reflection

*"Parallel with this investigation we also began looking at how we could use the produce from our school garden for cooking, and 'snack making' became one of our learning centre activities during 'investigations'. After exploring the use of simple tools such as knives, spoons and the toaster and developing simple recipes the children can make independently it is my plan to work towards helping them produce a weekly menu that will explain which snack is on offer each day complete with instructions for how to make it. This will tie in neatly to helping them see themselves as creators and users of print as well as meet the maths outcome centred around recognising the days of the week and being able to attach some significance to them."*