



# **Embedding Writing in Continuous Provision** **Effectively**

This resource pack is designed to support teachers by providing:

- Concrete examples of writing opportunities in Continuous Provision
- Clear progression from Reception to Year 2
- Practical routines, sentence structures, vocabulary scaffolds, and provision adjustments
- Ways to keep visuals, language, and modelling “alive” inside Continuous Provision
- Mighty Writer–aligned ideas (optional and adaptable)

The aim: **writing that is meaningful, independent, and shows clear progress across the year groups.**

## **2. What Progress in CP Writing Looks Like**

### **Reception**

- mark-making with purpose
- single ideas in talk or pictures
- labels, initial sounds, simple words
- orally rehearsed mini-narratives from play
- simple sequencing (first/then)

### **Year 1**

- clear clauses orally and in writing
- simple sentences linked to play
- early conjunctions (*and, because*)
- captions, short recounts, labels
- sequencing 2–3 events

### **Year 2**

- controlled sentences
- purposeful joins (*because/so/when*)
- short narratives, recounts, instructions
- clear sequence with time words
- purposeful detail (when relevant)



### 3. Continuous Provision Writing Routines That Work

These routines can be used in ANY area and ensure consistent progress.

#### Routine A: Plan → Say → Write

1. **Plan visually**
  - with images, objects, quick sketches
2. **Say aloud 2–3 times**
  - “Tell your sentence to your partner.”
3. **Write**
  - short burst, purposeful, linked to play

#### Routine B: The 30-Second Prompt

A powerful adult interaction that scaffolds without taking over:

- “What’s happening here?”
- “Which part will you write about?”
- “Say your sentence aloud first.”
- “How can you make it clearer?”

#### Routine C: Vocabulary in the Environment

Keep 6–12 high-value words available in each CP area:

- verbs
- adjectives
- sentence starters
- connectors

Swap weekly based on your teaching focus.

### 4. Writing Opportunities in Each CP Area

Practical prompts + language scaffolds.

#### SMALL WORLD

##### Reception

- Choose 2–3 characters/objects and label them
- “First... then...” simple oral story
- **Adult prompt:** “Show me your story with the characters first.”



## Year 1

- Build a simple sentence using a verb + adjective
- Write a caption about a scene

**Scaffold:** *The \_\_\_ is \_\_\_ because...*

## Year 2

- Short recount: *What happened in your story?*
- Use time words (*First / Next / Then / Finally*)

**Challenge:** Add a conjunction (*because, when, so*)

# CONSTRUCTION

## Reception

- Label structures ("tower", "bridge")
- Oral explanations of what they built

**Prompt:** "Tell me one thing about your model."

## Year 1

- Write a sentence explaining how it works

**Scaffold:** *It is strong because...*

## Year 2

- Create simple instructions (2–3 steps)

**Sentence stems:**

- *First you need...*
- *Then you should...*

# ROLE PLAY

## Reception

- Menus, lists, name badges
- Signs the children request

**Prompt:** "What do you need to write so people know what this is?"



## Year 1

- Dialogue bubbles
  - Labels and short notices
- Scaffold:** *I am... because...*

## Year 2

- Recounts of an event (“What happened in the shop today?”)
  - Clear sentences showing purpose
- Challenge:** Add emotion or reason

# OUTDOORS

## Reception

- Chalk mark-making: tracks, maps, signs
- “Story paths” using natural materials

## Year 1

- Describe weather, actions or outdoor discoveries
- Prompt:** “Tell me your sentence before you write.”

## Year 2

- Outdoor instructions (“How to build a den”)
- Observational sentences using detail

# 5. Progression Through Sentence Structures

## Reception

- *A \_\_\_.*
- *The \_\_\_ is \_\_\_.*
- *First... then...*

## Year 1

- *The \_\_\_ is \_\_\_ because...*
- *I can see a \_\_\_ that...*
- *First... Next... Then...*



## Year 2

- *When \_\_\_, \_\_\_.*
- *The \_\_\_ was \_\_\_ because...*
- *First... Next... Then... Finally...*

## 6. How to Keep Scaffolds Alive Inside Continuous Provision

These are the adjustments that make the biggest impact

- Put vocabulary cards **in** the areas — not on the wall
- Use small Mighty Writer mats / laminated A3/5 versions in key areas
- Keep sentence stems in baskets, clipped on clipboards, or magnetic tiles
- Take photos of daily CP play → print → children write captions
- Use 3–5 recurring icons to reduce overload
- Use the same visuals in inputs and in CP

## 7. Quick Grab-and-Go Writing Prompts

### Reception

- "Tell me your idea — let's draw it."
- "What happened first?"
- "Can you label one thing you made?"

### Year 1

- "Build your sentence before you write it."
- "What can you add with *and*?"
- "What is the most important part?"

### Year 2

- "Can you improve it with *because/so/when*?"
- "Is your sequence clear?"
- "Who is your writing for?"



## 8. Weekly CP Writing Enhancements

### Week Structure

- 2 writing-rich CP areas per week
- 6–12 focus vocabulary words visible
- 1 sentence stem reused everywhere
- 1 “writing purpose” set for the week

### Examples

- Week: *Recounts* → vocab: *first, next, then, finally*
- Week: *Descriptions* → vocab: *huge, tiny, fierce, gentle*
- Week: *Instructions* → vocab: *get, put, make, place*

## 9. Mighty Writer – Genre-Focused Rehearsal and Sentence Construction

If your school uses Mighty Writer, the real power comes from enabling children to rehearse language, structure and sentence patterns visually before they write.

This section focuses on how children use the Mighty Writer mats and tiles to *practise, rehearse and refine* ideas across different genres.

### A. Using the Mat for Genre Practice

Build predictable routines where children rehearse the features of the genre you’re teaching that week.

#### 1. Recounts

##### What children do on the mat

- Sequence 3–4 images using the green → orange → red path
- Add **time connectives** tiles (*First, Next, Then, Finally*)
- Rehearse orally 2–3 times before writing

##### Purpose

Children internalise chronological order and clear sentence starters before writing independently.



## 2. Instructions

### What children do on the mat

- Lay out steps using picture tiles
- Match each step with imperative verb tiles
- Add connectives like *next*, *after that*, *finally*

### Purpose

Reduces cognitive load when writing and supports clarity in multi-step procedures.

## 3. Descriptions

### What children do on the mat

- Choose a setting tile and add adjectives/emotion tiles
- Build expanded noun phrases visually
- Rehearse saying:  
    *"The \_\_\_ is \_\_\_ because..."*  
    *"I can see a \_\_\_ that..."*

### Purpose

Children practise adding detail, selecting precise adjectives and forming descriptive sentences.

## 4. Simple Narratives

### What children do on the mat

- Build beginning → middle → end using character + other picture tiles
- Add conjunctions (because/so/when)
- Rehearse lines of the story before writing a caption or short paragraph

### Purpose

Children strengthen story sense and structural awareness.

## B. Using the Mat for Sentence Construction

Rather than only retelling stories, children use the mat to construct, deconstruct and rebuild sentences, supporting accuracy and independence.



## 1. Clause Building

Children select:

- *who* (character tile)
- *what* (verb tile)
- *where* (setting tile)

They physically build the clause, rehearse aloud, and then write it.

### **Outcome:**

Clear, controlled simple sentences.

## 2. Early Joins

Provide just ONE conjunction (e.g., *and* or *because*) during early practice.

Children build:

- Simple clause
- Add connector tile
- Add second idea tile

### **Outcome:**

High-quality extended sentences without overload.

## 3. Improving Sentences

Children start with a simple sentence on the mat.

Then they:

- add an adjective
- change the verb
- add a conjunction
- add a setting tile

### **Outcome:**

Children understand that sentences are *constructed* and *modifiable*.



## C. Purposeful Mighty Writer Routines in CP

These routines embed Mighty Writer naturally into CP:

### 1. “Build First, Write Later” Routine

In *any* CP area:

1. Build the idea or sentence on a mini-mat
2. Rehearse it aloud 2–3 times
3. Write it in a short burst

### 2. Genre-of-the-Week Mini Mats

Print out small mats (in the Teacher Zone on the website) showing:

- Instruction steps
- Recount paths
- Description frames
- Narrative opener tiles

Children use the mat linked to your current genre.

### 3. Focus Sentence Stem of the Week

Examples:

- *First I...* (recounts)
- *You need to...* (instructions)
- *The \_\_\_ was \_\_\_ because...* (description)

Use the same stem in:

- inputs
- CP
- guided writing
- Mighty Writer small group activities

## D. Outdoor / Role Play Applications

### Outdoors

- Story paths pegged onto fences
- Instruction sequences for challenges
- “Retell it before you write it” using portable tiles



## Role Play

- Dialogue bubbles practised on the mat first
- Character + emotion tiles to rehearse expressive sentences
- Recount mats for "What happened in the shop today?"

Mighty Writer is most powerful when children use the mat and mini mats to:

- **practise** the genre structure
- **rehearse** sentences before writing
- **hear** their sentence aloud
- **see** the order of ideas
- **manipulate** vocabulary
- **bridge** whole-class learning with independent writing

It's the link between **model** → **rehearse** → **apply**.

## 10. What if...?

### "They don't write in CP."

Give writing a purpose — menus, signs, maps, instructions.

### "They ignore the scaffold."

Put visuals *in* the play, not far away on displays.

### "Sentences are too simple."

Offer just one conjunction: *and* or *because*.

### "It feels chaotic."

Link writing to only **two CP areas per week**.