18 June — Pretend play: Tea party
Lucy and Emma were setting up a tea party for a small group of friends. As they set the table, Emma showed the teacher the invitation that she had created, telling her, ‘It’s an invitation to my tea party’. When asked to talk about what she had written, Emma commented, ‘It says we’ve got some cherries and some fruit’. Emma pointed to Lucy’s invitation and added, ‘They all need to say the same’. Emma’s invitation included a series of spaced, wavy lines across the page.

Analysis: Emma is experimenting with writing for a personal purpose, and demonstrates an understanding that print conveys a message. Emma’s comment shows some understanding that the text on all invitations to the same party remains the same.

Making judgments: Judgments about learning can be made when a collection of evidence is available for review.

Intentional teaching response:
• Celebrate with the group Lucy’s and Emma’s attempts to write an invitation.
• Find out more about the children’s knowledge about the features of invitational text.
• Encourage Lucy and Emma to explain what they were doing and why, then discuss as a group what an invitation is, the different kinds of invitations there are, and investigate what one looks like.
• Share some stories that feature invitational text type. Encourage children to create personal invitations for each other for a range of situations in the centre.