



Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Exploring writing in the Early Years Foundation Stage

How does the curriculum provide a foundation of writing and literacy skills and knowledge in the EYFS?

Development Matters (linked to writing)	Early Learning Goals (linked to writing)	Bridge to KS1 (Y1) Curriculum	How might this look in our EYFS provision?
<p>Three- and Four-Year Olds</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Reception</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Speaking:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Physical Development</p> <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>Literacy</p> <p>Writing:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. <p>Expressive Arts & Design</p>	<p>Writing – transcription</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> spell: words containing each of the 40+ phonemes already taught common exception words the days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ap ply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly 	<ul style="list-style-type: none"> Daily ‘RWI’ phonic sessions. Daily writing sessions for children to practise their phonic knowledge. Letter formation practice using a variety of media Weekly News writing We write using key texts as inspiration and as a starting point stimulus for writing Dough disco and Squiggle Whilst you Wiggle programmes to support fine motor development. Planning from the children’s ideas. Wow experience days to excite and motivate the children’s interests e.g. Jack delivers the magic beans Phonic sound working walls for children to access resources. RWI letter formation Orally saying our sentences before writing. Writing instructions to make apple crumble and Chinese stir fry, as well as ‘Wanted’ posters Writing a list of items for the school visit Writing cards to our friends and family e.g. Mother’s Day cards Dough disco sessions to strengthen their hand skills and fine motor skills.

<p>Re-read what they have written to check that it makes sense.</p>	<p>Being Imaginative & Expressive:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. 	<ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Writing – composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Writing – vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • Fine and Gross motor intervention groups to support children who require it. • Fine motor table including using scissors, tweezers, bolts, hammers, beads. • Support grips for children to support their pincer grip. • Children encouraged to 'have a go' at writing independently. • Writing parts of familiar stories and making 'brave' word choices • Opportunities to write incidentally • Hold a sentence / dictation
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