

How Writing is taught in the Early Years Foundation Stage

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.



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| <p>How does the EYFS support the writing curriculum in the wider school?</p> | <p>Children start their writing journey in the Early Years. This begins in nursery by adults encouraging children and giving them opportunities to recognise familiar words in the environment (such as their name) and individual letters (supported through our Read, Write, Inc. curriculum), and develops into the early stages of writing.</p> <p>Children begin developing the skills for writing through physical development opportunities. This begins with large, gross motor movements and opportunities, which are always available and accessible during daily provision, and extends to smaller fine-motor movements when children's muscles and bodies allow. There are many opportunities for both fine and gross motor practice across the Early Years Provisions which are accessed by children each day.</p> <p>Adults in the early years provide language learning opportunities for the children through open-ended resources in the enabling environments and through their positive, high-quality interactions with the children. This ensures children are engaged with their own, interest-led learning and adults can support the children through modelling language, modelling correct sentence structures, and developing an understanding of vocabulary and the world around them. Adults use clapping when introducing new vocabulary to break words into syllables, songs and rhymes to develop rhyming strings, repetition and annunciation of initial sounds etc so that children can explore the formation of the English language.</p> <p>Children in Reception have daily Read, Write, Inc. lessons. These sessions introduce children to new sounds and give them opportunities to practise writing these sounds, as well as applying knowledge of previously taught sounds to write simple words initially, moving to simple sentences towards the end of the year. Children are assessed regularly and grouped based on assessments to ensure gaps are closed quickly and children access learning at a level appropriate to them.</p> <p>Adults in the early years provide many opportunities for child-initiated mark making and writing. There are pencils/pens available in most areas of provision, as well as large chalks outside. Adults encourage children to create their own labels for the environment so writing is relevant to the children using the provision. Children also have opportunities to develop mark making through writing in sand, spraying water etc.</p> <p>Adults use theory-led approaches to provide opportunities for early writing, such as Drawing Club, Message Centre, Play Projects, Talk for Writing and Story Scribing. Adults strive to bring the '3 Ms' into children's interest-led play during Busy Learning. Mathematics, Making Conversations and Mark Making. Making</p> |

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| | <p>Conversations and Mark Making are key to developing early writing, for example, when building a pirate ship outside, an adult may encourage the child to consider what else they could add to their ship, which may lead to a flag being created or a map to be drawn. The adult may then support the child to think about a design for the flag or map, encouraging the use of early writing skills and possibly word writing.</p> <p>The staff in our EYFS following the 4 guiding principles of the Early Years, demonstrating knowledge of each individual child as a 'unique child'. They assess regularly through teacher judgements and knowledge of each child and against the writing progressions (which can be found in our EYs curriculum). They use this information about the children in Early Years to form their 'Next Steps', which they will be working on through child-initiated play, group work, one to one interventions with adults, during their Focus Child week, and through whole-class teaching when appropriate. Assessments of phonic knowledge are timely following our Read, Write, Inc. scheme, in order to ensure children are always in appropriate groups and any gaps in knowledge are caught quickly.</p> |
| <p>What are the Early Learning Goals children need to achieve by the end of reception to support the writing curriculum?</p> | <p>In order to develop the fundamental knowledge of writing, children first need to be able to develop their speaking, listening and understanding. Children need basic knowledge of vocabulary, sentence structures and syntax in order to be able to form comprehensive and complex sentences later in their school journey. These skills are developed through the Communication and Language Early Learning Goals:</p> <p>Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Children at the expected level of development will: - 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; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>As well as the Comprehension Early Learning Goals found in Literacy.</p> <p>Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Before writing, children need to be able to have the gross and fine motor skills needed to hold a pencil in an effective way, which will encourage comfortable and correct letter formations. These skills are developed through the Physical Development Early Learning Goals.</p> <p>Gross Motor Skills</p> |

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Finally, children learn the basic skills of writing in Early Years, which are assessed at the end of Reception through the Writing Early Learning Goals, found in Literacy.

Writing

Children at the expected level of development will:

- 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.

As a Read, Write, Inc. school, our writing curriculum is highly supported by our teaching of early reading and writing during daily, discrete and systematic phonics sessions. Children at the end of Reception are expected to have reached the Green level of Read, Write, Inc., however many children exceed this level before moving into Year One.

What learning would you expect to see in EYFS for writing?

Children following their own interest-led learning through open-ended provision. Adults interacting with children and developing language, vocabulary and sentence structures.

Children utilising writing/mark making opportunities in provision, applying the skills they are taught in phonics and Literacy carpet sessions.

Daily Read, Write, Inc. sessions being taught in Reception, with children in an appropriate group for their stage of learning. Writing opportunities planned in this session.

Extra fine motor opportunities created and encouraged for those children who haven't yet developed a secure and comfortable pencil grip conducive for writing in Reception.

| 4 FINGER GRIP HIGH INDEX | 4 FINGER GRIP | TRIPOD GRIP | TRIPOD GRIP | TRIPOD GRIP | TRIPOD GRIP | TRIPOD GRIP | TRIPOD GRIP | TRIPOD GRIP | TRIPOD GRIP |
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| 3-4 YEARS | 4-6 YEARS | | | | | | | | |
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(Progression can be found on EYs curriculum)

Adults providing regular Literacy carpet sessions, based on children's interests and theory-based approaches. Adults modelling the writing process and encouraging children to assist with the segmenting and blending of simple words for writing, using excellent knowledge of their current levels of phonetic knowledge.

Adults encouraging the writing of simple cvc words, captions, sentences and

then simple stories, based on each child's individual next steps and stage of learning. (Writing progression available on Next Step displays)

Adults modelling good use of capital letters and full stops and encouraging independent use of these when children have reached this stage of development.

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| I can write my name | I can write some recognisable letters when I write | I am working on representing some sounds in order when I sound out | I can write initial and end sounds | I can write cvc words using set one sounds I am starting to write group 1 red words | I can write cvc words using some digraphs I am starting to write group 2 red words | I can write simple captions and lists | I can write a simple sentence using my phonic knowledge and knowledge of tricky words | I am starting to use a full stop I can reread what I have written | I am starting to use some finger spaces between my words I am forming my letters correctly I am starting to use capital letters | My writing can be read by myself and others. I can write some irregular common words. Some words are spelt correctly and others are phonetically plausible. |
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(Progression can be found on EYs curriculum)

How are pupils given opportunities to apply basic skills in your subject?

- Read, Write, Inc. sessions
- Mark making opportunities throughout provision: inside, outside and at the Wild Space.
- Interactions with adults developing vocabulary and understanding of the English language.
- Physical development opportunities available throughout provision in order to develop children's muscles/pencil grips.
- Literacy carpet sessions with adults modelling how to write simple words and sentences, appropriate for children's phonetic stage.
- 'Dojo Challenges' following Literacy inputs, encouraging children to practise their own writing.
- Adults may target specific children to practise writing with them, based on their personalised Next Steps.
- Children regularly exposed to high-quality texts through the EYFS reading spine, as well as supplementary books introduced based on interests and events. Books and writing available in most areas of provision for children to be exposed to writing for different purposes. Children introduced to a range of poetry, songs and rhymes through the 'Poem and day' and singing time, developing understanding of language and syntax.

What does your subject look like in Early Years? How does this link to the rest of the school?

In the Early Years, children are developing the basic physical and language skills needed to become proficient writers. They are exposed to a range of high-quality books, poems and songs which instil a love of reading and language in order to develop keen and passionate writers when they are developmentally ready to pick up a pencil themselves.

Children are read to at least once a day. These opportunities give children the basic knowledge of story structures, characters, settings etc. needed for later writing. They are also exposed to different writing techniques, such as rhyming strings, repetition, the use of different word classes, which they can then utilise in their own writing.

Children are exposed to adults modelling writing and develop a basic understanding of the writing process, in order to use this process themselves when they are ready.

Children are exposed to language in a fun and age-appropriate way and develop the skills needed to identify initial sounds, segment words into syllables

and then sounds and identify and continue rhyming strings, which will assist them when they begin writing.

Children begin learning the phoneme/grapheme correspondences for all letters of the alphabet through Read, Write, Inc. sessions, as well as some digraphs, trigraphs and tricky words. This knowledge provides them with the basic understanding they need to begin to write simple words and sentences of their own.

Children are encouraged to read back their own writing in the Early Years. They then begin to develop the basic skills needed for when they begin editing and redrafting in Key Stage One.

When children are developmentally ready, they are introduced to basic punctuation, such as capital letters, full stops and finger spaces to ensure their writing can be easily read by themselves and those around them.