

# Writing in EYFS



## Alexandra Park Primary School

*“Care, Aspire, Achieve”*

### Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.**

This document demonstrates which statements from Development Matters are prerequisite skills for writing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for writing.

The most relevant statements for writing are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

Staff use their knowledge and expertise to plan for a high-quality learning environment both indoors and outdoors which provides children with lots of opportunities to develop their writing skills. Please view our EYFS Curriculum Overview.

## Writing: Transcription Spelling

### Phonics and Spelling Rules

Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"><li>• 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.</li></ul>
Reception	Literacy	<ul style="list-style-type: none"><li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li></ul>

## Writing: Transcription Handwriting

### Letter Formation, Placement and Positioning

Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li><li>• Shows a preference for a dominant hand.</li></ul>
	Literacy	<ul style="list-style-type: none"><li>• Write some letters accurately.</li></ul>
Reception	Physical Development	<ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li></ul>
	Literacy	<ul style="list-style-type: none"><li>• Form lower case and capital letters correctly.</li></ul>

ELG	Physical Development	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>

## Writing: Composition

### Planning, Writing and Editing

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check it makes sense.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>

Awareness of Audience, Purpose and Structure			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>

Writing: Vocabulary, Grammar and Punctuation			
Sentence Construction and Tense			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Use longer sentences of four to six words.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>

Use of Phrases and Clauses			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>
Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Engage in storytimes.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

Non-Fiction			
Reception	Communication and Language	<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

## Mapping Curriculum Objectives

How the early learning goals feed into objectives from the Year 1 National Curriculum.

## Year 1 National Curriculum Objective

### Transcription

### Spelling

#### Children should be taught to spell:

- words containing each of the 40+ phonemes already taught;
- Common exception words;
- days of the week.

#### Children should be taught to:

- name the letters of the alphabet in order;
- use letter names to distinguish between alternative spellings of the same sound;
- apply simple spelling rules;
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;
- use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;
- use the prefix un;
- use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

### Composition

#### 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.

#### As well as:

- 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.

### **Vocabulary, Grammar and Punctuation**

Children should 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 capital letters and full stop, question mark or exclamation mark;
- using capital letter for names of people, places, the days of the week, and the personal pronoun I.

#### **Grammar**

##### **Words**

- Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words.
- Recognise how the prefix un- changes the meaning of verbs and adjectives.

##### **Sentences**

- How words can combine to make sentences.
- Joining words and joining clauses using 'and'.

##### **Text**

- Sequencing sentences to form short narratives.

##### **Punctuation**

- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun I.

##### **Handwriting**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- 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.