

EYFS Curriculum Pathway – English: Writing

Our EYFS Curriculum Pathway to KS1 builds on pupils' past knowledge and prepares them well for the learning that is to come in KS1.

The most relevant early years outcomes for writing are taken from the following areas of learning:

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

Writing – Transcription Spelling		
	A Unique Child	What this looks like at Ryton Federation
Phonics and Spelling Rules	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>These Phase 1 Phonics skills are taught and practised during systematic phonics sessions in EYFS but also practised during whole class games informally such as I-spy and drip fed into the daily routine such as giving instructions in robot talk and encouraging children to do the same.</p> <p>We read rhyming stories and explicitly teach children to hear rhyme and generate their own rhymes.</p> <p>In phonics we spend time explicitly teaching children letter names and letter sounds and we teach children about our alphabet. We play games where we match the sound of the letter to the name and vice versa.</p> <p>During writing activities, both adult and child initiated/led, we always encourage children to write using the sounds they have been taught. If they need to spell a sound which has not been taught the children are directed to sound mats which are in the environment and on display and/or taught that new sound in the moment.</p> <p>We encourage children to speak clearly and say sounds accurately at all times so that they tune into all sounds in a word and so that their spelling is as accurate as possible.</p>

Common Exception Words	To write some irregular common words.	<p>Children are taught how to spell Tricky Words and they learn which words are tricky in line with letters and sounds during systematic, daily phonics lessons. We play lots of 'Look, say, cover, write, check' games to help children to retain a visual image of the word. We look at the shape of the word, ascenders, descenders, how many letters and encourage children to write these words in exciting ways using different media and surfaces. We teach children little tricks to remember the spellings of Tricky Words by explicitly teaching which is the tricky part of the word. E.g. the 'a' in was.</p> <p>Occasionally our morning writing task includes practise writing tricky words and we have challenges in the environment to find tricky words on signs, in books and bingo/matching games so their exposure to the written word helps them to increase recall.</p> <p>We drip feed games and songs which support the spelling of tricky words into the environment. E.g. tricky word songs, jumbled letters of tricky words to order.</p>
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Writing – Transcription Handwriting

	Development Matters	What this looks like at Ryton Federation
Letter Formation, placement and position	<p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with childscissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and use it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To show a preference for a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively</p>	<p>Children have free flow access to outdoor provision which helps them to develop and refine their gross motor movement. They have PE time and Movement time in EYFS to teach children to have an awareness of their body and how to control their movements.</p> <p>Lots of opportunities are available within our environment deliberately provide opportunities for children to develop and enhance their motor skills such as large outdoor construction kits outside and smaller construction kits inside, pegs to hang up pictures and aprons, playdough of different firmness and different tools to use in the craft area-hole punches, plastic needles, chalk on the ground, etc. There are opportunities to work at different levels and both vertically (E.g. easel) and horizontally on flat surfaces. We encourage children to mark make in lots of exciting and fun ways using different sensory media and surfaces.</p> <p>There are some specific fine motor challenges set up if children need to work on a particular area in relation to fine motor skills such as hand-eye</p>

	<p>to form recognisable letters, most of which are correctly formed.</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>coordination, finger strength, etc.</p> <p>The correct grip is taught and encouraged as soon as children show an interest in mark-making. This is very sensitively done so that children are not discouraged from enjoying the sensory process of mark-making.</p> <p>We show children how to pick up the pencil to encourage the correct and staff model and encourage 'froggy fingers'.</p> <p>We teach the correct formation of letters using the PenPals scheme in Reception and introduce the children to the 'families' of letters which are written using the same starting point. We also use ditties such as 'around the apple and down the leaf' and letter formation mats to help children to remember how to start the letter. A lot of this work is done on whiteboards so self-correction is easy for the children.</p> <p>We explicitly teach children about anticlockwise and clockwise and we practise those shapes when drawing, dancing with ribbons and practising letters. Practitioners acknowledge that when writing some numbers, we need to revert to a clockwise direction and we talk about that going the wrong way will make your letters look mirrored/backwards and correct the children sensitively.</p> <p>We address common misconceptions by using them as teaching points E.g. b/d – we provide lots of games which require the children to sort these letters into 2 groups.</p> <p>We also encourage the children to, when sitting on chairs, sit with good posture and encourage them to slightly tilt their book/paper.</p> <p>Once the children have had plenty of experience of writing letter shapes without constraints we encourage parents to support us and provide them with examples of correct letter formation and encourage them to write themselves, in lowercase, modelling the correct formation when working with children.</p> <p>We acknowledge the needs of children who use their left hand to write (approx. 10% of population) and a few simple strategies are employed.</p> <p>Writing books in reception are lined and we refer to the ground, grass, sky model when we teach</p>
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		children about handwriting. Whiteboards are lined so the practitioners and children are encouraged to sit letters on the line from an early age.
Writing – Composition		
Planning, Writing and Editing	<p>To speak to retell a simple past event in correct order. For example, 'I went down slide'.</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play. For example, 'this box is my castle'.</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Spending time communicating with children allows them to tell us their stories which are important to them. They often begin quite egocentrically commenting on the literal here and now. Staff model good communication and interactions and encourage the children to extend their language. They encourage children to elaborate and speak in full sentences, they question and prompt children while introducing new vocabulary. We have lots of opportunities to share news verbally at Message Board time or written at News Box time.</p> <p>We encourage children to learn key stories really well. Staff have developed a list of EYFS key texts with which we deliver using the Talk 4 Writing approach. We make story maps and retell stories using actions and key narrative language. Small world resources, puppets and costumes are all provided to give children to retell stories in different ways. We use lots of open ended materials to encourage children to use their imagination and think creatively.</p> <p>After experience of hearing and discussing a range of stories they begin to make up their own stories, drawing on the language of stories and their own experiences.</p> <p>We scribe children's verbal stories and if they can, we encourage them to join in the recording process – writing words they can spell. These stories are shared with others, acted out and discussed, bringing their stories and words to life. Children's oral stories go from a sentence to full descriptions and clear beginning, middle and end structures. Practitioners encourage them to develop narratives using words such as first, last, next, before, after, all, most, some, each, every.</p> <p>Children are provided with opportunities to role play, taking on a range of different roles and developing their stories with friends, learning from others and taking account of what they say when co-constructing stories.</p> <p>As children begin to learn how to spell the sounds</p>

		they say, they begin to write about stories and write their own stories. They are encouraged to make their own books and comics to share both in play and in adult led activities. They write in their Wonderful Writing books at least once weekly. We scaffold learning to help children arrange a meaningful sentence that can be read by others.
Awareness of Audience, Purpose and Structure	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>Practitioners extend children's vocabulary by modelling new words. They are acutely aware of children who have limited vocabulary and strive to broaden this, in many ways, given that it is a key indicator for future success.</p> <p>Time is spent during all adult led sessions exploring the key vocabulary for the activity, discussing meaning of words and helping children to make sense of the word by illustrating it through action, picture or demonstrated the word being used in alternative contexts. Support is given to help children categorise, group and store the word.</p> <p>Practitioners model the language appropriate for different audiences, E.g. a visitor. They set up collaborative tasks where children have to negotiate and take account of others viewpoints. Plan-do-review and other news sharing opportunities and performances give children the opportunity to take into consideration the audience.</p> <p>Children are encouraged to spend periods of time interacting with peers where they are able to make sense of words and practise speaking as another person, with a particular audience for example, when role playing babies, doctors etc, altering the way they speak in terms of language and tone.</p>
Writing - Vocabulary, Grammar and Punctuation		
Sentence Construction and Tense	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and give explanations and ask questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech. For example, play, playing, will play, played.</p>	<p>Practitioners understand that children need to be taught to understand questions. They understand that there is a hierarchy e.g. young children may be able to understand and answer the question 'what made that mark on your head?' as opposed to 'how did you do that?'. Practitioners model asking and answering questions and adjust their language depending on the child they are talking to.</p> <p>We encourage children to ask questions initially though news time/message board where children</p>

	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>are encouraged to share news using a range of tenses. Children often comment but we teach children to question by encouraging them to want to find out more and by modelling answering lots of different types of questions during play.</p> <p>As children often struggle to use the correct tenses when talking, staff repeat back what they children have said sensitively, using the correct tense.</p> <p>Asking children questions during shared story time as a class, small groups or 1:1 supports children's early comprehension skills and encourages them to practise talking in the past tense.</p> <p>In Reception we consider the question words and try to use these to ask specific questions. Why can ask a 'where question...'? </p> <p>We support children to verbally construct sentences and hold that sentence to write it. This is also evident in phonics lessons.</p>
Use of Phrases and Clauses	<p>To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because'.</p>	<p>Practitioners model using conjunctions and encourage children to use them in their spoken language and in their own writing when appropriate. Message board, news time, Helicopter stories and communication friendly spaces in the classroom are all conducive to conversation and provide opportunity for talking 1:1, in small groups and to the whole class.</p>
Use of Terminology	<p>To show an understanding of prepositions, such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>Prepositions are taught 1:1 In play, in groups and whole class. Hiding and finding items, treasure hunts and games of hide and seek support the development of these concepts in a concrete way before moving to pictorial understanding of these concepts using pictures and talking about the position of items/characters in pictures.</p>