

## West Park Primary School

### Writing in Early Years & Foundation Stage

The Early Learning Goals for writing come from both literacy and physical development.

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
- Hold a pencil effectively in preparation for fluent writing- using the tripod in almost all cases.

To support our children to meet their Early Learning Goals, we aim to provide them with a range of varied, engaging and planned opportunities to write, both through continuous provision and adult led activities.

#### Gross motor skills

Learning to write is closely linked to a child's physical development. Before children can control the muscles in their hands, they need to develop their gross motor skills (those that need large or whole body movements)

Examples of how we aim to develop these skills in EYFS-

- Squiggle while you wiggle
- Bikes and scooters
- use ribbon sticks to make large circular and zig zag movements in the air
- swing and hang from climbing frames
- lift and move heavy objects
- paint with large rollers and brushes on a vertical surface (like a wall or easel)
- marching to music
- anything that encourages children to stretch their arms above their heads.
- PE lessons plan in games and activities to develop gross motor skills (see PE policy)

#### Fine motor skills

By handling objects, children are strengthening their hands and fingers, so that they can grip a pencil and small tools.

Examples of we aim to develop these skills in EYFS-

- dough disco
- use a spray bottle to fire water on to a target
- screw up small pieces of paper
- open and close zip loc bags using index finger and thumb
- squeeze sponges to move water from one container to another
- pop bubble wrap
- push pipe cleaners through the holes of a colander
- prod, poke, squeeze and roll play dough or push it through a garlic press
- pick up small objects and put them in compartments or a cupcake tray
- twist and open containers with lids.

## Nursery & Reception

### Mark making

Before children are able to form letters, they need to learn how to make marks. Both nursery and reception have a well-appointed and organised writing areas to encourage the children to mark make indoors and outdoors. Prompts and practical equipment and toys are available to try and encourage and attract the children to use the area independently. We provide a range of tools for the children to mark make with, for example- pencils, crayons, chalk sticks, pens. We also provide a range of writing materials of varying colours and materials for the children to use. These are all rotated regularly to keep the area enjoyable and purposeful for the children. Within all areas of EYFS, we aim to provide opportunities to write. For example, shipping lists in the role play areas, clipboards in the construction area to design and clipboards in the mud kitchen in the outdoor area for children to write recipes and list ingredients.

### Reception

#### Drawing Club

In Reception, we use Drawing Club as the vehicle to develop the children's fine motor skills, vocabulary and imagination to develop writing skills over the year. Children are taken on an adventure through a book each week. After the children have listened to a story, the adult will draw a character from the book. During this modelled drawing process, the adult will include a range of ambitious and appropriate vocabulary, including adjectives and model speaking and writing in full sentences, which is an essential part of developing children's writing skills. This also includes including 8-related words that are not in the book and the addition of magic codes (linked to current phonic sounds and number knowledge) The children then draw their own character; they use their stories as a conversation starter to talk about what their picture means to them. This process is then repeated with a setting and finally going on an adventure from the story. Alongside their pictures, drawing club encourages children to write initial sounds at the start of the year to CVC words, captions (phrases) and finally sentences by the end of the year ready to progress to the KSI curriculum.

### Handwriting

Handwriting is taught daily using the West Park letter families. This involves activities such as large scale mark making, dough disco, squiggle while you wiggle, sky writing and chalking on the floor. This progresses during the year to daily handwriting in books in isolation from phonics (see handwriting policy)

Writing: Transcription Spelling Phonics and Spelling Rules		
Phonics and Spelling Rules		
Three and Four-Year- Olds	Literacy	• 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.
Reception	Literacy	Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop

Writing- Transcription Handwriting		
Letter formation, [placement and positioning		
Three and Four-Year- Olds	Physical development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand.
	Literacy	Write some letters accurately.

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

Writing: Composition		
Planning, Writing and Editing		
Three and Four- Year- Olds	Communication and language	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy	Engage in extended conversations about stories, learning new vocabulary. <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> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>
	Expressive arts and design	Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
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	Form lower case and capital letters correctly. <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> <li>• Re-read what they have written to check it makes sense.</li> </ul>
	Expressive arts and design	Develop storylines in their pretend play.
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>

**Writing: Vocabulary, Grammar and Punctuation**

**Sentence Construction and Tense**

Three and Four- Year- Olds	Communication and Language		Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
Reception	Communication and Language		Learn new vocabulary. <ul style="list-style-type: none"> <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	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <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		Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story
	Expressive Arts and Design		Take part in simple pretend play, using an object to represent something else even though they are not similar. <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> <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 story times.</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		Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELG	Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Non- fiction			
Three and Four- Year- Olds	Communication and Language		Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
ELG	Communication & language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
	Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.