



Writing in Early Years

Main links to the seven areas of learning: **Communication and Language**, **Physical Development**, **Literacy** and **Expressive Arts and Design**

Writing: Transcription Spelling

Nursery: Literacy	<ul style="list-style-type: none">* 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	<ul style="list-style-type: none">* 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

Nursery: Physical Development	<ul style="list-style-type: none">* 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.
Nursery: Literacy	<ul style="list-style-type: none">* Write some letters accurately
Reception: Physical Development	<p>Numerical Patterns</p> <ul style="list-style-type: none">* 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.* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

	<ul style="list-style-type: none"> * Develop the foundations of a handwriting style which is fast, accurate and efficient
Reception: Literacy	<ul style="list-style-type: none"> * Form lower case and capital letters correctly
Physical Development <u>ELG</u>	<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.
Literacy <u>ELG</u>	<p>Writing</p> <ul style="list-style-type: none"> * Write recognisable letters, most of which are correctly formed

Writing: Composition: Planning, Writing and Editing	
Nursery: Communication and Language	<ul style="list-style-type: none"> * Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Nursery: Literacy	<ul style="list-style-type: none"> * Engage in extended conversations about stories, learning new vocabulary. * 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 * Write some letters accurately
Nursery: Expressive Arts and Design	<ul style="list-style-type: none"> * Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
Nursery: Communication and Language	<ul style="list-style-type: none"> * Learn new vocabulary. * Articulate their ideas and thoughts in well-formed sentences. * Describe events in some detail.

	<ul style="list-style-type: none"> * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. * Listen to and talk about stories to build familiarity and understanding. * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. * Use new vocabulary in different contexts * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Reception: Literacy	<ul style="list-style-type: none"> * Form lower case and capital letters correctly. * 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. * Re-read what they have written to check it makes sense.
Reception: Expressive Arts and Design	<ul style="list-style-type: none"> * Develop storylines in their pretend play
Literacy <u>ELG</u>	<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.
Expressive Arts and Design <u>ELG</u>	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> * Invent, adapt and recount narratives and stories with peers and teachers.

Writing Composition: Awareness of Audience, Purpose and Structure

Nursery: Communication and Language	<ul style="list-style-type: none">* • Use a wider range of vocabulary* 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.* Start a conversation with an adult or a friend and continue it for many turns.* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Reception: Communication and Language	<ul style="list-style-type: none">* Learn new vocabulary.* Use new vocabulary throughout the day* Describe events in some detail.* Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.* Develop social phrases* Use new vocabulary in different contexts
Communication and Language ELG	<p>Speaking</p> <ul style="list-style-type: none">* Participate in small group, class and one-to-one discussion, 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.

Writing: Vocabulary, Grammar and Punctuation: Sentence Construction and Tense

Nursery: Communication and Language	<ul style="list-style-type: none">* Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'* Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.* Use longer sentences of four to six words.
Reception: Communication and Language	<ul style="list-style-type: none">* Learn new vocabulary.* Use new vocabulary throughout the day.* Articulate their ideas and thoughts in well-formed sentences.* Connect one idea or action to another using a range of connectives
Communication and Language <u>ELG</u>	Speaking <ul style="list-style-type: none">* 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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Writing: Vocabulary, Grammar and Punctuation: Use of Phrases and Clauses

Nursery: Communication and Language	<ul style="list-style-type: none">* Use longer sentences of four to six words
Reception: Communication and Language	<ul style="list-style-type: none">* Articulate their ideas and thoughts in well-formed sentences.* Connect one idea or action to another using a range of connectives
Communication and Language <u>ELG</u>	Speaking

	<ul style="list-style-type: none"> * 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.
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Writing: Vocabulary, Grammar and Punctuation: Poetry and Performance	
Nursery: Communication and Language	<ul style="list-style-type: none"> * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Nursery: Expressive Arts and Design	<ul style="list-style-type: none"> * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person ('pitch match'). * Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. * Create their own songs, or improvise a song around one they know.
Reception: Communication and Language	<ul style="list-style-type: none"> * Engage in story times. * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. * Learn rhymes, poems and songs.
Reception: Expressive Arts and Design	<ul style="list-style-type: none"> * Sing in a group or on their own, increasingly matching the pitch and following the melody * Develop storylines in their pretend play

Literacy ELG	<p>Comprehension</p> <ul style="list-style-type: none"> * 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 ELG	<p>Creating with Materials</p> <ul style="list-style-type: none"> * Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> * 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.

Poetry and Performance: Non fiction

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

English: Year One

Spoken language	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers
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	<ul style="list-style-type: none"> * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication.
Reading – word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

	<ul style="list-style-type: none"> * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading.
Reading - comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.

Writing - transcription	<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 * name the letters of the alphabet: ♣ 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] * apply simple spelling rules and guidance, as listed in English Appendix * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * 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
Writing - composition	<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

	<ul style="list-style-type: none"> * read aloud their writing clearly enough to be heard by their peers and the teacher.
Writing – vocabulary, punctuation and grammar	<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

How can EYFS children learn about Writing?

- * environmental print: letters and words
- * opportunities for children to read independently and for adults to read with children
- * books and literacy areas
- * early writing
- * resources for phonics teaching
- * writing for a range of purposes
- * open ended activities which give children the opportunity to experiment with mark making and symbols
- * gather and build upon vocabulary
- * have sufficiently well developed motor control of their arm, wrist, hand and fingers to hold a pencil effectively, controlling its movement and forming letters, or be able to use a keyboard
- * know about the purpose and organisation of print, the alphabetic code and words as units of meaning
- * write a few, then an increasing number of those tricky words which are essential for fluent writing, e.g. is, was, the

- * use the conventional features of different genres: list, label, letter, caption.

Ideas to enhance the setting:

- * Mark making in sensory materials: conditioner, salt, glitter, cornflour gloop, shaving gel, shaving foam
- * A range of writing implement: pens, pencils, crayons, glitter pens, gel pens, Biro, chalks
- * A range of paper: writing frames, coloured paper in various sizes, cards, postcards, envelopes
- * Magnetic, wooden and plastic letters
- * Tricky word cards
- * Letter cards (phonics)
- * Whiteboards and pens
- * Range of books: fiction, non-fiction, topic books
- * Writing outside: mud, chalks, paintbrushes/water
- * Pads, notepads, stamps, post-its, stickers
- * Word cards with full names on to encourage independence
- * Menus, invitations, maps, recipes
- * Fine motor activities: threading, peg boards, tweezers, scissors, malleable materials, pegs, buttons, zips, laces
- * Gross motor activities: spades, throwing/catching toys, pushing/pulling toys, spray water bottles, climbing, rollers, big brushes, mops, ribbons and scarves

Key Vocabulary: Nursery	Author, title, front/back cover, spine, page, sounds, word, sentence, story, characters, setting, information, real, question words: What? Where? How? Why? Who?
Key Vocabulary: Reception	Author, title, front/back cover, spine, problem, page, sounds, beginning with, rhyme, phoneme, digraph, word, sentence, story, fiction, characters, setting, problem, beginning, middle, end, non-

	fiction, information, instructions, contents page, rhyme, song, rhyming words, riddle, jokes, rhymes, Question words: What? Where? How? Why? Who? Question, answer, before, after, next, finally
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