

What does Writing look like in EYFS?

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Below is an overview of how writing is taught and encouraged in EYFS.

Writing in EYFS is split into

- Transcription (Spelling and Handwriting),
- Composition and Vocabulary, Grammar and Punctuation under the Literacy strand.
- Communication and language

	Nursery	Reception
Communication and language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and remember what happens. • Use a range of vocabulary • Talk about familiar books and be able to tell a long story. • Sing, perform and create a repertoire of songs and rhymes. 	<ul style="list-style-type: none"> • Understand how to listen carefully • Learning new vocabulary and using in different contexts. • Asking questions to find out more and to check what has been said to them. • Articulating their ideas and thoughts in well-formed sentences. • Describing events in some detail. • Engage in story times • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed familiarity with a text (exact repetition and some in their own words) • Engage in nonfiction books and talk about them to develop a deep familiarity with new knowledge and vocabulary.
Literacy	<p>Transcription:</p> <ul style="list-style-type: none"> • use some of their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • encouraged to develop their gross and fine motor skills through a range of media and materials. <p>Composition & Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Write some or all their name • Write some letters correctly 	<ul style="list-style-type: none"> • spell words by identifying the sounds and then writing the sound with the letter/s and to write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • work on forming lower case and capital letters correctly. • opportunities to develop their fine motor skills and their core muscular strength. (PD) • Children will be supported to re-read what they have written to check it makes sense.

By the end of EYFS children should be able to:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.
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- 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.
- Invent, adapt and recount narratives and stories with peers and teachers.
- 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.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Make use of props and materials when role playing characters in narratives and stories.
- 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.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

What this will look like in EYFS-

Children will:

- have fine motor skills opportunities including a taught Dough Disco session.
- access to a range of mark making tools both indoors and outdoors
- writing opportunities present to them both indoors and outdoors.
- Daily name activities (magnetic names, tracing names, matching etc)
- Role play areas linking to current topics