Writing in EYFS Overview

Early Learning Goals (Reception)	Birth to 5 Matters
Communication and Language Listening, Attention and Understanding ELG Children at the expected level of development will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking ELG Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, 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. **Physical Development** Fine Motor Skills ELG Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. **Literacy** Comprehension ELG Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories;	**Building motivation and purpose in early writing** ✓ Understand that writing has meaning and that the words they write can be read back again. ✓ See adults and others around them using writing for a purpose and modelling the use of written language in a range of contexts ✓ Adults should find opportunities to model and encourage writing in everyday and playful contexts and model writing for specific audiences ✓ To prompt children's motivation to write, adults should start with the child's interests and find relevant opportunities in children's self-initiated play to model and encourage writing for a purpose **Texts as multimodal constructs** ✓ Early writing will often combine pictures, words, and symbols all in one text. ✓ Use of paper and digital representations for early writing. ✓ Have opportunities to express themselves through art, music and movement symbols and letters to create meaning. **Exploratory and intentional mark making** ✓ At first, very young children's mark making experiences will have more of a sensory aspect to them as they learn to handle mark making materials and notice the marks and traces their actions leave behind. ✓ As mark making becomes more deliberate, they will start to attribute their own meaning to their marks by talking to themselves or others as they make marks or share their creations and tell others about their mark making to which they attribute specific meaning. **Physical skills of writing** It is important for children to develop the necessary physical skills and coordination before attempting to teach them how to form letters. • Developing gross motor skills • Bilateral integration (using both sides of the body in a coordinated way) • Fine motor control • Developing dexterity • Holding and manipulating a writing tool

Writing in EYFS Overview

• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <u>Word Reading ELG</u> Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing ELG</u> 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. <u>Being Imaginative and Expressive ELG</u> Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	• Writing posture **Symbolic marks** Young children will often make and give meaning to marks which do not match the alphabetic code, these symbols and their meaning will be important to their author ✓ Mimic the act of writing by making marks rather than alphabetic letters ✓ Write a random combination of letters. ✓ Copy the symbols they see in the environment and attach their own meaning to these. **Creating meaning** ✓ Reproduce graphic representations which carry meaning for them, eg symbolic such as hearts and kisses in cards, or familiar logos and brand names. ✓ Represent parts of words or whole words that they see regularly, recognising the meaning attached to that particular graphic. ✓ Explore familiar words and symbols in a range of contexts, for example when role playing **Authorship- power of narrative** ✓ Create narratives in play and when relaying events and their experiences ✓ Retelling familiar stories and tales. ✓ Adults can record children's oral stories by scribing them in a class story book. ✓ As children become more confident with the physical and phonic skills of writing they may choose to collaborate with the adult when scribing their stories or go on to scribe their own stories. **Using phonic knowledge to write** ✓ to apply phonic knowledge in writing it is important to have experienced lots of opportunities to explore the sounds that make up words in playful contexts. ✓ include multi-sensory and active approaches to encoding words