



EYFS LEARNING IN WRITING at Margaret Wix Nursery and Primary school

Overview

In EYFS, Writing is explored within the Literacy (L) learning area. Writing is covered in one of the sections within the Literacy learning area:

Writing

- 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.

Along with 4 Literacy lessons a week, here is where you will see WRITING applied in EYFS.

	Reading area	Writing area	Role play area	Construction/small world area
Reception environment				
	<u>Calm corner</u> 	<u>Snack area</u> 	<u>Feelings board</u> 	<u>Investigation station</u>
Other opportunities	<u>Creative area</u> 	<u>Self-registration board</u> 		
	<u>Mud Kitchen</u> 			










- Key Vocabulary
- Writing
 - Letters
 - Words
 - Sentences
 - Pencil
 - Vowels
 - Consonants
 - Punctuation
 - Phonics
 - Finger spaces
 - Recount
 - Fiction
 - Non-fiction
 - Speech

In EYFS we implement writing with the support of 'Little Wandle' and literacy planning.

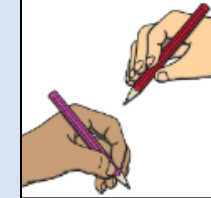
Reception

Writing skills are built on strong speaking and reading skills. As these develop, children move from mark making to forming letters and words.

By the time a child joins reception, they have usually developed a preference for a dominant hand to use when writing. They hold mark-making tools effectively, most children using a tripod grip by this point. The tripod grip enables dynamic movement to come from the fingertips. It helps children to use mark-making tools accurately and effectively to form letters. Through phonics and writing sessions the children begin to write letters with correct letter formation and are able to write their name independently. The children's writing journey then develops into writing a simple phrase or caption by sounding out and writing the corresponding letters in simple words and also make phonetically plausible

					<p>attempts at writing longer, more complex words. Writing at this point should contains words with letter groups, including digraphs (such as, 'sh'), tri-graphs (such as, 'igh') and common exception words (such as 'the') that have been taught.</p> <p>To be best prepared for Year 1, we model that sentences include spaces between words, begin with a capital letter and end with a full stop. The children develop this confidence when writing which not only enhances their knowledge of a sentence but are able to reread a sentence that has been written and check that it makes sense.</p>
					<p>Nursery</p> <p>Initially, early writing may be represented by one repeated mark, such as a line. These then progress to a series of repeated shapes. These marks have a meaning to the child, even though they often do not resemble what they are intended to represent.</p> <p>As the child's fine motor skills and pencil grip develop, this allows for using mark-making tools with more control. A variety of marks that are needed for letter formation are then able to be made, such as clockwise and anticlockwise rotational movements. In Nursery, mark making is encouraged for multiple purposes, such as to tell stories, record what they can see, express their emotions and ideas, solve problems or show their thinking (including mathematical thinking). We believe that by watching adults model writing in child-initiated play (writing a shopping list for example) the children begin to imitate the act of writing in response to this.</p> <p>By the end of Nursery we aim that children to be attempting to write some recognisable letters from their name and letters taught in phonics during Summer term (s, a, t, p, i, n).</p>
Nursery environment	<p><u>Writing area</u></p> 	<p><u>Playdough</u></p> 	<p><u>Role play area</u></p> 	<p><u>Small world area</u></p> 	
		<p><u>Creative</u></p> 	<p><u>Sand area</u></p> 	<p><u>Reading area</u></p> 	

Pencil grip progression



Fisted Grasp:

1-2 years old

-Pencil held in palm. All fingers and thumb used.

-Movement is from the shoulder

-Large scribbles are made on the page.

Digital Pronate Grasp

2-3 years old

-All fingers hold pencil. Wrist is turned down.

-Movement is from the elbow.

-Horizontal, vertical and circular lines are now added.

Four Finger Grasp

3-4 years old.

-Pencil held between the end of four fingers and thumb.

-Movement is from the wrist.

-Zigzag/crossed lines and simple shapes can be drawn.

Static Tripod Grasp

4-6 years old

-Pencil held between the index, middle fingers & thumb.

-Fourth finger sometimes involved.

-Movement is normally still from the wrist.

Dynamic Tripod Grasp

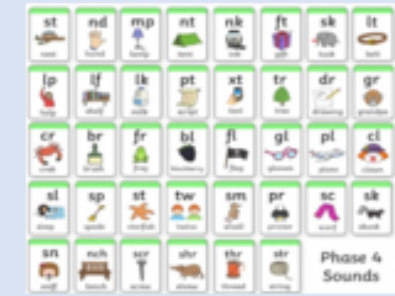
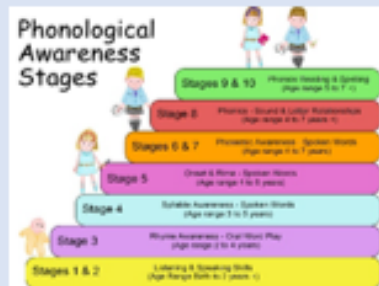
6-7 years old

-Pencil stable between index, middle fingers & thumb.

-Movement is from the fingertips.

-This allows for more flexibility and accuracy.

Phonic progression



Phase 1

By the end of the Reception year, children should be using some of these words and sounds to write simple sentences.

Tricky words: the, to, I, no, go, into

High frequency words: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but.

Tricky words: he, she, we, me, be, was, my, you, they, her, all, are

High frequency words: will, that, this, then, them, with, see, for, now, down, look, too.

Tricky words: said, so, have, like, some, come, were, there, little, one, do, when, out, what

High frequency words: went, it's, from, children, just, help.

Linked areas of learning

Physical development	
Gross motor skills	<ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others.• Demonstrate strength, balance and coordination when playing.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine motor skills	<ul style="list-style-type: none">• Use a range of small tools, including scissors, paintbrushes and cutlery.<ul style="list-style-type: none">• Begin to show accuracy and care when drawing• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Communication & Language	
Listening, Attention and Understanding	<ul style="list-style-type: none">• 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.<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.<ul style="list-style-type: none">• 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.

Children in action in Writing in EYFS



Name writing on magnetic boards and shaving foam, during child initiated learning



Writing cards during child initiated learning

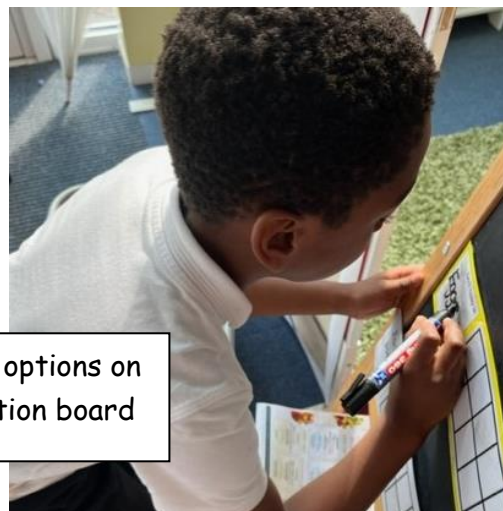


Typing up our own observations on Tapestry

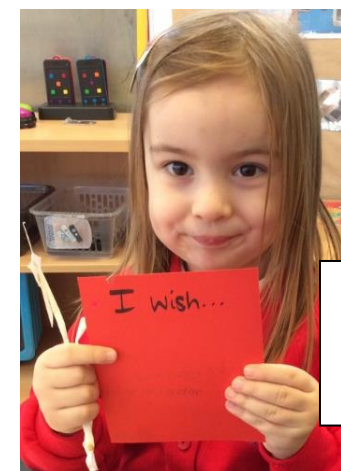
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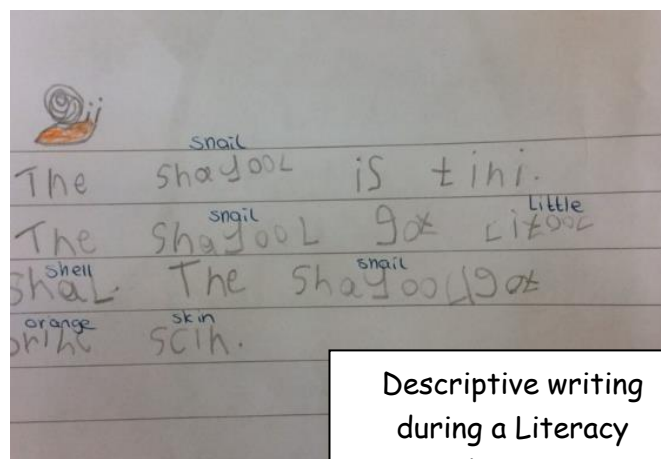
I made a A B C D pattern



Writing our menu options on our self-registration board



Adults scribing and modelling writing during Chinese New Year focus week.



Descriptive writing during a Literacy lesson.



Making big marks on paper, developing gross and fine motor skills



Writing tricky words with chalk pens on windows during child initiated learning.