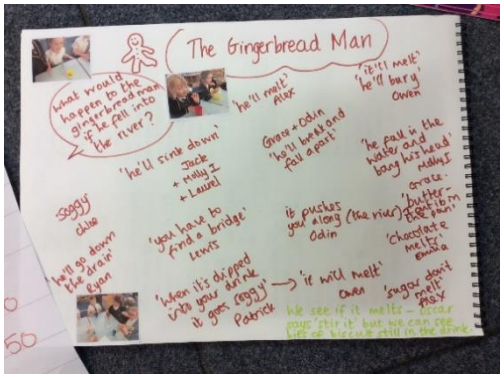
WRITING IN THE EYFS CURRICULUM AT WINS

In the EYFS Writing is identified in the Early Learning Goal Writing which is in the Area of Learning known as Literacy in the EYFS curriculum. It is also part of the Early Learning Goal Fine Motor Skills which is in the Area of Learning known as Physical Development.

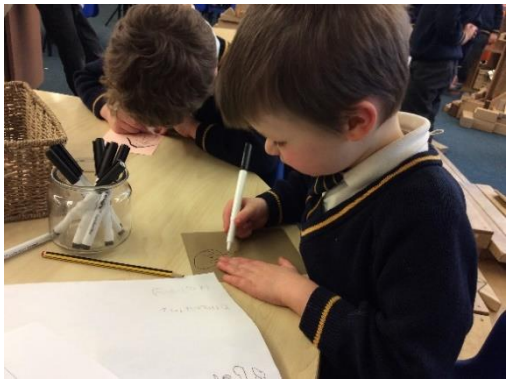
Early Learning Goal 10: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Early Learning Goal 7: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.









During their time in the EYFS the children are offered a wide range of opportunities to develop their gross and fine motor skills in order to work towards an effective grip when using pens and pencils. Outside, the children have access to play equipment designed to develop upper body strength, (eg. heavy equipment to pull and push, lifting and carrying large wooden blocks, and using the climbing frames and play equipment on both playgrounds). The children will experience using one handed tools, malleable materials, threading and sewing, using construction equipment, pouring and stirring with tactile materials, planting and caring for plants, model making and dressing and undressing learning to do zips and buttons. They also have access to other activities and resources that help with their hand/ eye co-ordination and to develop a pincer grip, such as threading and sewing activities and picking up/ placing tiny objects such as beads and seeds. Alongside the physical nature of writing children will learn the skill of transcription as they begin phonics sessions. As each new grapheme is taught children will learn the correct formation and spell words using the graphemes they know. Children have the opportunity to explore mark making and writing and apply what they learn in our Phonics scheme, Phonics Shed, in our indoor and outdoor environments using a variety of mark making tools. When mark making, there is always a wide range of choice for different grip preferences and needs. For example, pencils are long/short, round/triangular/ hexagonal, thick/thin, harder/ softer graphite. We also have felt pens, crayons, oil pastels, biros, fine line pens available for the children to use. The classrooms have a variety of texts and information on display for the children to be immersed in a language rich environment. Children throughout the EYFS have experiences of books by different authors, fiction, non-fiction, poems and other types of print. These experiences help children to develop the skills of composition, first by doing this orally and then by an adult scribing and beginning to write and record their ideas. They will tell familiar stories and their own stories to others using pictures, small world props and puppets. Through quality adult interactions children will develop their language and handwriting skills in order to record their own writing in captions, speech bubbles, zig zag books, posters, lists, cards, postcards and letters.



In Key Stage One we teach pupils to use strategies for planning and monitoring their writing. We also promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.

Alongside various daily Phonics sessions, children in Year 1 and 2 use a text-based approach which encourages children to explore and be inspired by high quality texts and books. Most of the texts used are picture books, which allow all children to access and become immersed in stories and non-fiction books. Each book is used as a starting point for 1 or 2 weeks- children will participate in whole class, shared or independent reading to begin with. Each text is chosen specifically as a tool to teach an area of the curriculum for writing, spelling, punctuation and grammar. For example, a book may be full of contractions (don't, I'll, couldn't etc.) which will in turn allow the children to witness how to use them, and then practice using them themselves. In Year 2 the children will write a short amount each day based on their chosen text, giving plenty of opportunity to explore the text and for teacher feedback. The amount of recorded work varies in Year One depending on the objective and the activity. The activities in Year one often involve shared writing as a class, group or in a pair and may be done informally on white boards or in books. As the year goes on the children will then be encouraged to use what they've learnt in a specially designed task for a piece of independent writing every 2 weeks, based on the original text. This piece of writing varies from letters, stories, fact-files, instructions, description and more.





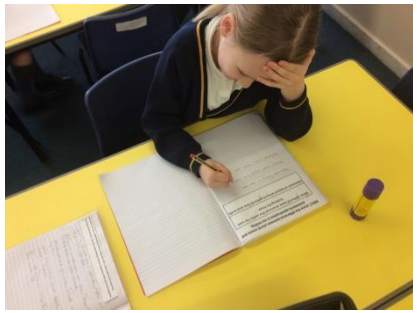
Spelling is explicitly taught as part of Literacy lessons, and makes up part of our daily Phonics sessions. Children in Year 2 take home a set of spellings to learn at home each week. These spellings are clearly linked to their Phonics lessons, or, where possible, topic specific vocabulary linked to the genre or topic of the text they are studying in Literacy lessons.

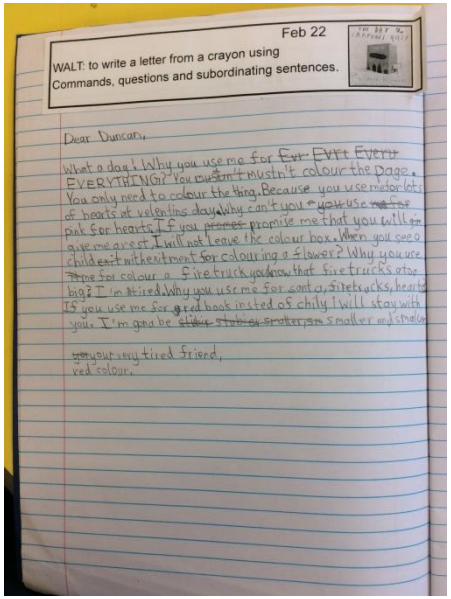


In Year 2 we repeat the basic letter formation taught in Reception and Year 1 before moving on. We follow the Nelson handwriting scheme and begin to teach the joins in preparation for joined up writing. Some children will begin to join up by the Summer term in readiness for Year 3.

In Key Stage One we support those children struggling with handwriting, using a range of tools for improving fine motor skills. This support is tailored to the needs of the individual child. Resources include objects such as pegs and pincers to strength grip as well as specially designed handwriting booklets for extra practise. A range of different pencil grips are also available. All of these strategies really help the children to improve their handwriting.







In their free time, children in Year 2 are encouraged to take these skills into the writing area, which gives them an opportunity to practice what they've learnt that week independently.

In Year 1, this is accessed more regularly as part of their continuous provision. There are 3 or 4 challenge activities linked to the class text, which range from sentence or word level activities. There are also opportunities for more open ended activities, such as story writing, lists and reports.

Alongside writing sessions in class, children are given the opportunity to write in many Foundation subjects, such as Science, History and Geography. This may be producing a diagram with labels, captions for photographs or a newspaper report. In Year 2 the children have written reports on Walter Tull, the first black officer to lead British soldiers into battle, and labelled messy maps with proper and common nouns to extend their learning opportunity beyond the Literacy lesson.

Throughout KS1, we also encourage the children to produce their own books. These can range from miniature books, large folded books and books with flaps. Again, these may be inspired by picture books, or an event. This gives the children the opportunity to publish their own books to keep, and develop their roles as authors.

