

Writing - EYFS

Intent: We believe that **every child** at Old Fletton should be given the knowledge, skills and opportunities to become confident, secure and enthusiastic writers in a range of genres. Literacy units of learning allow for the children to read and understand related text types to enable them to be more informed writers, where progress in the learning and application of skills is clearly planned for across each unit and across year groups. All writing units have a clear and relevant purpose for the writing outcome. Grammar sessions are taught discreetly as the first part of a Literacy session under the acronym SUPER. (*Show, Understand, Practise, Embrace a challenge and Remember*) Where skills and knowledge are closely matched to the unit being delivered the links will be made explicit during the session. Spelling teaching is delivered through the Read Write Inc programme in ability groups and is tested regularly.

All children deserve a writing curriculum where clear skills are identified and planned for throughout **their** school journey, delivered in whole class sessions and is enhanced in other curriculum areas.



Handwriting	<ul style="list-style-type: none"> To sometimes give meaning to marks as they draw and paint. To realise tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name. To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Composition - Planning, Writing and Editing	<ul style="list-style-type: none"> To speak to retell a simple past event in correct order, e.g. went down slide, hurt finger. To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' To engage in imaginative role play based on own first-hand experiences. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. To link statements and stick to a main theme or intention. To use talk to organise, sequence and clarify.
Awareness of Audience, Purpose and Structure	<ul style="list-style-type: none"> To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To express themselves effectively, showing awareness of listeners' needs.
Sentence Construction and Tense	<ul style="list-style-type: none"> To begin to understand 'why' and 'how' questions. To question why things happen, give explanations and ask questions, e.g. who, what, when, how. To use a range of tenses in speech e.g. play, playing, will play, played. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
Use of Phrases and Clauses	<ul style="list-style-type: none"> To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because'.
Punctuation	<ul style="list-style-type: none"> To use finger spaces. To use full stops to end sentences.
Terminology	<ul style="list-style-type: none"> To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.