

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"> Uses one handed tools and equipment Uses a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand Write some letters accurately Taking part in developmental movement play (developing wrist and arm strength) Develop their small motor control so that they can use a range of tools competently, safely and confidently Use their core muscle strength to achieve a good posture when sitting at a table Develop the foundations of a handwriting style which is fast, accurate and efficient Form lower case and capital letters correctly Hold a pencil effectively in preparation for fluent writing using a tripod grip in almost all cases Use a range of small tools including paintbrushes Write recognisable letters most of which are correctly formed
Composition - Planning, Writing and Editing	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books and be able to tell a long story Use talk to organise themselves and their play Enjoy listening to longer stories and can remember much of what happens Take part in simple pretend play using an object to represent something else Describe events in detail Use talk to work out problems and organise thinking Engages in story times Listen to and talk about stories to build familiarity and understanding Develop storylines in their pretend play Reread what they have written to check it makes sense RWI - tick and fix RWI - proof read 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 the teacher. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non fiction, rhymes and poems when appropriate Make use of props and materials when roleplaying characters in narratives and stories

Awareness of Audience, Purpose and Structure	<p>Use a wider range of vocabulary</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Engage in non fiction books</p> <p>Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Perform songs, rhymes, poems and stories with others</p>
Sentence Construction and Tense	<p>Develop their communication but may continue to have problems with irregular tenses and plurals</p> <p>Use longer sentences</p> <p>Understand 'why' questions</p> <p>Articulate their ideas and thoughts into well formed sentences</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>RWI - hold a sentence</p> <p>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 the teacher.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p>
Use of Phrases and Clauses	<p>Use some of their print and letter knowledge in their early writing e.g initial sounds, layout</p> <p>Connect one idea or action to another using connectives</p> <p>Express their ideas and feelings about their experiences using full sentences, making use of conjunctions with modelling and support from the teacher.</p> <p>Write simple phrases and sentences that can be read by others</p>
Punctuation	<p>Write short sentences with words with known letter sound correspondences using a capital letter and a full stop</p> <p>RWI - proof read</p> <p>RWI - hold a sentence</p>
Terminology	<p>To understand that terms letter, letter-sounds, word, sentence, full stop, capital letter, finger space, capital letter, ascender, descender</p>

green - age 3 to 4

purple - reception year

brown - end of reception learning goals