

Writing

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

Writing is taught cross curricular every day during both adult directed and child initiated learning. E.g. during phonics, retelling stories, writing own books and becoming authors, shopping lists, invitations.

We record Writing through observations which can be seen on Tapestry in Nursery and Reception. Tapestry is an online learning journal which consists of pictures of children’s work, children’s voice, moments from home e.g. writing own stories, adult led activities, independent activities as well as child initiated learning (this is where children can choose where to work and we scaffold their learning). In Reception we also have a theme and maths folder. In the theme folder you can see work on our weekly stories, writing our sounds, mark making, creating own story books. Also work is displayed around the classroom and in the reading corner across EYFS.

Examples of some activities that can be seen across the year in EYFS are:

- Writing shopping lists
- Writing own books
- Writing letters and posting them home to parents
- Writing during phonics
- Shared writing on the carpet
- Handwriting practise
- Free choice writing

Below is the EYFS statements taken from Birth to 5 that children need to meet during Nursery and Reception. You can see the progression from Range 5 to Early Learning Goals (ELG). ELG is where children should be at the end of Reception. Writing is mostly seen in Literacy (L).

	Literacy
Range 5	<u>Writing</u>
	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
Range 6	<u>Writing</u>
	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

	<ul style="list-style-type: none">• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
ELG	<p style="text-align: center;"><u>Writing</u></p> <p>Statutory ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.