

Writing in the Early Years

The EYFS framework for physical development and literacy sets the foundations for writing in key stage 1 and 2.

The Educational programmes for Physical development and Literacy state that 'Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.'

'Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).'

This is what you might see



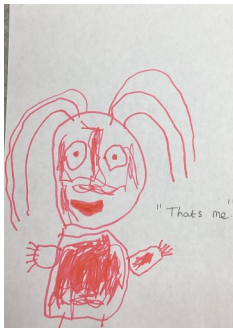
Progressively developing our fine motor skills



Squiggle while you wiggle in nursery



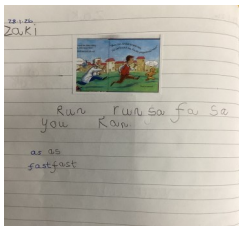
Us beginning to draw with some detail.



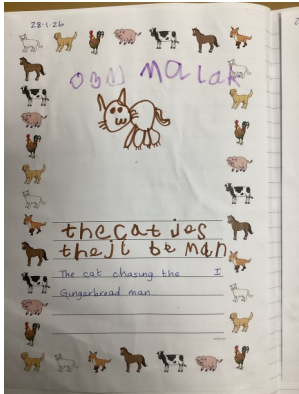
Practising letter formation using a range of tools



Daily handwriting practise in Reception.



Writing simple words and phrases



Writing opportunities within continuous provision.

Writing – Transcription

Spelling

Pupils should be taught to:

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words •
- the days of the week name the letters of the alphabet: •
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound •
- add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs •
- using the prefix un- •
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] •
- apply simple spelling rules and guidance, as listed in English Appendix 1 •
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

- Pupils should be taught to:
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing – Composition

Pupils should be taught to:

- write sentences by:
- Say out loud what they are going to write about.
- compose a sentence orally before writing it
- sequence sentences to form short narratives
- re-read what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words
- Join words and joining clauses using and
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Learn the grammar for year 1 in English Appendix 2
- Use the grammatical terminology in English Appendix 2 in discussing their writing.