

## Literacy - Writing

### Intent

In Early Years we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- Valuing the different ways that children make marks
- Teaching the physical skills which will enable them to control and manipulate writing tools
- Teaching how phonemes are represented through graphemes
- Teaching letter formation
- Providing children with genuine reasons and provocations to write
- Ensuring that writing tools and materials are readily available both indoor and outdoor environments
- Modelling the pleasure and purpose of writing
- Immersing children in an environment of print e.g. vocabulary, sentences, books, labels
- Developing children's vocabulary by rehearsing orally what they are going to write



### Implementation

Writing is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision.

- During the planning process careful consideration is given to the next steps in learning and how children can rehearse and refine their writing skills.
- New and ambitious vocabulary we want children to learn and use is identified, taught in context and displayed in the environment in the form of pictures and words in line with Word Aware 2 training (Vocabulary Cat).
- A Literacy Tool Station/mark making area is situated in the provision offering a wide variety of mark making tools and materials.
- Vertical surfaces such as white boards, easels and chalk boards are also available indoors and outside to encourage mark making.
- Each area of the provision is equipped with relevant writing resources.
- Fine and gross motor activities are provided in provision to encourage development of muscles needed for writing e.g. Squiggle whilst you Wiggle, Dough Disco, pen Disco, peg boards, pincers/beads, threading.
- Talk for Writing is a whole school approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers). Research suggests that oral language plays a strong role in supporting writing in the early years. The programme supports the production of early written text in writers and oral language skills.

Adults have a sound knowledge and deep understanding of child development and they recognise the strong links between physical and communication skills and emerging writers. Within the environment adults actively model and encourage children to practise and develop gross and fine motor skills and oral communication in readiness for writing. By modelling, suggesting and encouraging they promote ways in which children can record their ideas in different ways. We recognise and use the links across Literacy between reading, spelling and writing. We ensure that children are immersed in different genres of books promoting an enjoyment of reading, extending their vocabulary and cultivating their imagination. We deliver a daily phonics session following Phase One Letters and Sounds activities in Redscope Early Years and FS1 and Little Wandle Phonics Scheme in FS2, developing fluency and helping children to make connections between reading and writing.

### Skills 2-3 years

- Copy finger movements and other gestures
- Enjoy drawing freely
- Add some marks to their drawings, sometimes giving meaning e.g. That says mummy
- Draw lines and circles
- Write the initial phoneme of their name or make marks to stand for their name

### Skills 3-4 years

- Handles tools with increasing control e.g. paint brushes, glue spreaders, playdough tools etc.
- Shows preference for a dominant hand
- Uses the basis of a 3 finger pencil grip
- Write some or all of their name
- Write some letters accurately
- Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list 'p' for pears either copying the letter from a model or independently
- Can orally blend and segment the sounds in simple words

### Skills 4-5 years

- Handles and shows control whilst using a variety of tools including, paint brushes, playdough tools, rollers etc.
- Uses a dominant hand
- Uses an effective, comfortable and sustainable handwriting grip
- Forms most letters correctly
- Can write both their names independently
- Identifies sounds in words, correctly identifying and using 10+ diagraphs
- Identifies sounds in order for writing
- Use a variety of tricky/ sight words in writing
- Says the sentence they are going to write
- Writes sentences which can be read by others
- Shows awareness of capital letters and full stops
- Uses finger spaces to separate words in a sentence

### Impact

By the end of Foundation Stage children will be able to:

- Draw on a rich store of language in their writing
- Hold a sentence in their head
- Use imaginative ideas in their writing
- Spell regular and irregular words
- Orally segment words
- Write a sentence or a series of connected sentences that can be read by others
- Control and manipulate a writing tool
- Use an effective, comfortable and sustainable handwriting style
- Use some capital letters and full stops in their writing
- Form lower and upper case letters correctly, using anti-clockwise movements and retracing vertical lines
- Leave spaces between words
- Use and talk about the features of different types of writing

### Early Learning Goals

Children at the expected level of development will:

- 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.

### **Phonics and Spelling Rules**

To know all letters of the alphabet and the sounds which they most commonly represent.

To recognise consonant digraphs which have been taught and the sounds which they represent.

To recognise vowel digraphs which have been taught and the sounds which they represent.

To recognise words with adjacent consonants.

To accurately spell most words containing the 40+ previously taught phonemes and GPCs.

To spell some words in a phonically plausible way, even if sometimes incorrect.

To apply Y1 spelling rules and guidance.

