



Policy for writing in the Early Years Foundation Stage

Intent

To excite and engage our youngest learners in a broad range of writing and mark making opportunities. To provide time, resources and inspiration to explore early writing. To learn pre-writing skills, as well as develop fine and gross motor skills necessary for writing.

Aims (curriculum)

Preschool

- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.

Nursery

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Reception

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

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.

Implementation of writing

Children are immersed in opportunities to write across the indoor and outdoor provision. We have a range of high quality resources. Each classroom has:

- A writing area
- Large chalk board/ whiteboards
- Scrimbling trays
- Painting easel
- Writing tools are embedded into other areas including the roleplay, construction area and maths area.
- Malleable/ dough and funky fingers areas to support fine motor skills.

The class teacher is responsible for planning opportunities and enhancements for writing across the classroom.

Continuous provision remains the constant.

The 'writing area' is a space to collate mark making resources. The

| Preschool | Nursery | Reception |
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| Large table - chalkboard surface. Pencils/ crayons/ felt tips/ coloured pencils/ chunky | Table and chairs Shelves with trays containing plain paper, lines paper, | All of previous nursery column Addition of highlighters |

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| crayons/ chalks provided on rotation. Name cards, plain exercise books and paper kept under the unit in storage baskets. Chalk board and chalk. | envelopes, post it notes Pots containing pencils, coloured pencils, chunky crayons, felt tips Name cards RWI set 1, set 2, red word cards | Scissors Holepunch |
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Outdoors the focus will be on large scale mark making.

Resources including:

- Chunky chalk
- paint rollers
- brushes
- scrambling trays - foam, gloop, chia seeds.
- painting eisel
- physical resources - hoops, bats, balls for gross motor control/ cross the body movements.

Teachers take opportunities during continuous provision to introduce and model early writing skills.

Planning

In addition to the use of continuous provision, teachers plan enhancements and mark making/ writing 'focus' activities.

Preschool and nursery

In preschool and nursery children do a writing 'focus' activity once a week, these could be based at the writing area or within continuous provision.

Reception

In reception we teach a literacy session each morning, which teaches and explores the application of writing skills.

Once a week children do a 'focus' writing activity, each child shares a writing activity with the teacher in colour groups for ability. This may be labelling a picture, ordering and writing a story caption, etc.

Children in reception do morning work each day to practise writing, beginning with name writing and progressing to phonics and letter formation later in the school year based on the needs of the children.

In reception we use 'Get squiggling' and step by step drawing tools to teach mark making and refine pencil control.

Fine motor development

Across the EYFS we use dough disco regularly during group time to develop fine motor skills essential for early writing.

Enhancements are planned each week for writing across the EYFS in both the writing and scribbling areas, or more.

(During the writing structure weeks we follow our timetables.)

Phonics - Please see our EYFS reading and phonics policy.

Writing structure preschool and nursery

EYFS (Pre-Sch & Nurs) Writing/Story Unit - Overview *with vocabulary teaching*

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| <p><u>Week 1</u> Emersion on the text, acting out the story, retelling, developing vocabulary</p> <p>Emersion and Language Development using Reciprocal Reading</p> | <p><u>Week 2</u> Retell the story each day using actions, using the class story map as visual support. When the children are confident to have a go encourage them to join in and gradually begin to tell the story without the adult. Writing for a purpose - story mapping, story scribing</p> |
| <p>Setting the scene of the story/Prediction 1. <i>Identify 1 or 2 words</i> Use a curiosity cube/story bag etc to introduce children to the front cover of the book and props linked with the story. Talk about what might happen, what things they can see, what they think they story might be about - children to come up with their own ideas and continue to build up own vocabulary.</p> <p>CP: place the curiosity cube in CP for children to explore and investigate</p> | <p>Retell - Retell the story as a class, using the story map and introducing actions linked to the key parts of the story map <i>3. Interact with the words</i> CP: Mark making - provide copies of and templates for story mapping. Use large paper for children to recreate their own story map. Could enhance role play with costumes and props. Use Video/photograph the children to bring the scenario to life - share these with the group</p> |
| <p>Remind children of the predictions yesterday 2. <i>Introduce the words</i> Read - Read the story to the class, remind of the props we investigated yesterday and make links between the story and the props.</p> <p>CP: Create a small world area using the props from the curiosity cube props and objects from the story. Art materials for drawing, painting scenes/characters and making models based on the story. Dressing up clothes linked to characters in the story</p> | <p>Question - Start to ask who, what, why, when, which and how questions based on what you know about the story, starting to get them to retrieve information and start to infer meaning. Focus on continuing to extend vocabulary i.e. guess the object from the story, prop box, <i>3. Interact with the words</i> CP: Enhance CP areas from previous week in light of question, understanding of vocabulary</p> |
| <p>Clarify - Retell the story with props to bring it to life, talk about any new words they haven't heard before, talk about what they mean, reinforce key vocabulary. Could retell by passing a story stone, story box or bag etc <i>3. Interact with the words</i></p> <p>CP: Introduce CP writing/mark making opportunities - a list, an invitation, a letter, labelling, mark making on familiar images from the story, drawing the characters i.e. on Old McDonalds farm etc, small flap books, large scale drawing on wall paper, images of characters setting etc in painting and workshop, mark making, speech bubbles</p> | <p>Retell the story - begin to focus on using actions and not relying on the text. Model story scribing then read back group story. <i>5. Use the words</i> CP: Mark making/Writing - story scribing alongside the children retelling their story in any area of CP. Adult to scribe story and read back. If children wish they can join in with the scribing alongside the adult.</p> |
| <p>Story map - Create a story map with the children drawing and labelling the key parts of the story representing with simple images as you retell together. Adult to draw and model the process. Use to retell the story. <i>3. Interact with the words</i></p> <p>CP: Place the story map in CP alongside the small world props and in other areas of CP to encourage independent retelling. Continue with CP enhancements and writing/mark making opportunities introduced this week.</p> | <p><u>Preschool</u> - continue oral retelling and continue story scribing their retelling of the text <i>5. Use the words</i> <u>Nursery</u> - where applicable (preschool later in the year) Change 1 element of the story for example the characters/setting/details i.e. very hungry tadpole instead of a caterpillar. Use post it notes to cover over key elements of the text and retell. Story dice and maps/ post it notes to be provided in CP to support ideas children may have later.</p> |

Writing structure reception

EYFS Writing/Story Unit - Overview for Reception with Vocabulary Teaching

| Week 1 | Week 2 |
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| Teach and practice retelling the story with actions each day. Emersion and Language Development using Reciprocal Reading | Retell the story each day using actions, using the class story map as visual support. When the children are confident to have a go encourage them to join in and gradually begin to tell the story without the adult. <i>Writing for a purpose</i> |
| Setting the scene of the story - book preparation and vocabulary development. For Example if it is set in the woods, show pictures or video clips of the woods and start to name and label things. Build a woodland small play area and talk about lots of things that could happen there. 1. Identify words (3) Prediction - Show the story and talk about what might happen - children to come up with their own ideas and continue to build up own vocabulary. Write a sentence - model and build up creating a sentence. | Retell - Retell the story as a class, using different techniques to bring to life, eg freeze frames, who am I? Hot seating, etc. Place props into CP for further emersion. Use role play/video etc to bring the scenario to life. Story scribing / recordings of children performing the story. 5. Use the words |
| Share the predictions. Read - Read the story to the class and bring it to life through puppets, role play, art, construction etc. Clarify - Look at the book again and talk about any new words they haven't heard before, talk about what they mean and then add them to your word wall. This will need to be adult led. Enhance the CP areas both inside and out. Model and write a sentence - focus on red words 2. Introduce the words | Set up a writing task - Use the story as inspiration for writing. <i>Letter/post card/recipe/instructions/spell/story/new characters/invitation for example. Pick out key vocabulary which links to the text. Model the key elements of writing in this way.</i> <i>Types of writing should vary from pre-school-reception and throughout the year, can evolve from mark making with meaning eg. a group story map with labels to follow pathway of the story to recounts, letters, character descriptions, etc. Focus writing groups.</i> 5. Use the words |
| Bring the Story to Life Read again, clarify any misconceptions, plug any gaps in comprehension. Include Role Play Set up CP writing tasks - a list, an invitation, prescription, a letter etc. They don't all have to be writing/mark making activities as long as one of them is, they can be small world, construction, sand, water or any other area. 3. Interact with the words | Celebrate and share work talking about positives and improvements to the writing. Question inspired by the text - Provide children with a question from the story to discuss, write about and respond to in different ways. You could do a pole for closed answers and extend to write reasoning. 5. Use the words |
| Story map - Create a story map with the children drawing and labelling the key parts of the story representing with simple images as you retell together. Adult to draw and model the process. Use to retell the story. | Response - Respond to the focus writing task and create another scenario where they can write in the same form or using language from the story - a response to an invite or letter or instructions for something else in the story. |

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| <p>Provide copies of the map alongside puppets in CP, alongside opportunities to record own maps.</p> <p>Share some of the writing or any other work done the previous day.</p> <p>Question - Start to ask who, what, why, when, which and how questions based on what you know about the story, starting to get them to retrieve information and start to infer meaning. Continue or extend CP tasks in light of the questions. 3. Interact with the words</p> | <p>Model - model your response and then put tasks into CP for children to have a go.</p> <p>Independent writing.</p> <p>Playing with the story - You could play around with changing elements in your story to create an alternative version. Eg. Goldilocks and the three bears would become Sarah and the three rabbits. Use post it notes to cover over key elements of the text and retell.</p> <p>Story dice and maps/ post it notes to be provided in CP to support ideas children may have later. 5. Use the words</p> |
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Assessment

At Broomwood we use target tracker to assess children with their writing skills every half term.

For children to make expected progress we

| | Baseline Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|----------------------|-------------|-------------|-------------|-------------|-------------|
| Preschool | Pre2 S+ | Pre3 b | Pre3 b+ | Pre3 w | Pre3 w+ | Pre3 s |
| Nursery | Pre S+ | Nur b | Nur b+ | Nur w | Nur w+ | Nur s |
| Reception | Rec S+ | Rec b | Rec 3 b+ | Rec 3 w | Rec 3 w+ | Rec 3 s |

Intervention

Preschool and nursery

Children are supported in continuous provision and targets for writing may be identified as part of next steps in the focus child cycle.

Teachers will use their discretion to plan additional opportunities based on the needs of the class and individuals.

Reception

Target groups will be identified from target tracker data. One writing intervention group per week. Teachers will use their judgment to swap pupils in intervention and target areas based on gap analysis.

The implementation of this policy will be overseen by the Headteacher and it will be agreed annually.

Approved:

Reviewed:

Approved by governing body:.....

Date: 18.11.23