



Learning and Teaching in the EYFS - What English Subject Leaders Need to Know about Writing

School Readiness Intent: At St Francis CE Primary School, we will endeavour to provide high quality English skills that will provide children with a voice to share their ideas and emotions with the world. The English curriculum is intrinsic to education as it entails the teaching of how to speak, read and write fluently and confidently, to ensure a child's development into a participating and productive member of society. We hope that children join the main school with good gross and fine motor skills enabling them to hold and manipulate a range of mark making tools. We hope that they see themselves as confident mark makers and have an 'I can' attitude to making marks.

EYFS Intent: Children in the Early Years Foundation Stage will have many opportunities to make marks for pleasure and enjoyment, during indoor and outdoor play. They will begin to see that their marks can carry meaning. Children will be confident at making marks as they know their marks are valued and appreciated. Through mark making the desire to communicate meaning through letter shapes slowly emerges. This journey is encouraged and supported throughout the EYFS.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for writing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Birth to Three, Three and Four-Year-Olds and Reception to match the programme of study for writing. The most relevant statements for writing are taken from the following areas of learning: **Literacy – Writing** • **Physical Development – Moving and Handling**. Physical Development is a prerequisite for holding, manipulating and using mark making and writing tools.

Literacy/English - Writing Skills Progression Map



EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Birth to Three Nursery 	Literacy – Writing	- 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	Access to a range of mark making mediums including sensory mark making, slime, foam, paint, pencils, paper types. Access to IWB and iPad in nursery to make marks using different types of technology. Continuous provision provides access to sand or water play where fine motor skills are developed and early mark making is encouraged where appropriate. Playdough and other malleable materials are used to help develop and finger muscle control preparing hands for writing. Clear modelling of marks and print carrying meaning through practitioners scribing for children.
	Physical Development – Moving and Handling	- Develop manipulation and control. - Explore different materials and tools.	Practitioners model reading stories and rhymes daily and link to drawing and marking making activities available through continuous provision. Practitioners make marks with children and model differentiating between their drawing and writing using a variety of tools and media. Dancing to action songs and rhymes supports arm strength and readiness for writing. Funky Fingers table – activities to develop small muscles in hands, fingers, thumbs and wrists.

Literacy/English – Writing Skills Progression Map



EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Three to Four Year Olds Nursery 	Literacy – Writing	- Engage in extended conversations about stories, learning new vocabulary. - 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.	Talk for writing is used to support children to begin to build up a bank of texts. Children use actions for words and retell stories. This also supports sequencing skills. Sound buttons are used to help children record their sentences as they make marks Relevant vocabulary is displayed on the walls and display boards, using different fonts or hand-written signs or captions. Vocabulary is discussed and read with the children before it is displayed so that children make the link that words carry meaning. 'Helicopter Stories' can be used to support children to use their imaginations to tell stories. Children tell the teacher their story, which is later read by the teacher, while the children use movements to act it out with their peers. Writing through dance is used to support children's gross and fine motor skills. Children follow set movements to the music and then begin mark making using different materials such as chunky crayons, felts or chalks to build up their strength for writing. It teaches the physical/motor skills needed for writing. It Their marks are displayed to encourage pride in mark making.
	Physical Development – Moving and Handling	- Use large-muscle movements to wave flags and streamers, paint and make marks. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand.	Daily reading sessions enable the children to understand that marks have meanings. Practitioners demonstrate writing skills and use shared writing techniques to involve the children. Children have many opportunities for developing their motor skills and writing during continuous provision (both inside and in the outdoor area.) Practitioners demonstrate writing daily and children thoroughly enjoy watching the practitioners write and will often copy. Children take ownership of their own mark making, including name writing which they can access as part of their continuous provision and during a weekly adult-led activity.

Literacy/English – Writing Skills Progression Map



EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Reception 	Literacy – Writing	- 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 letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check it makes sense.	‘Helicopter Stories’ can be used to support children to use their imaginations to tell stories. Children tell the practitioner their story, which is later read by the practitioner, while the children use role play to act it out with their peers. ‘Drawing Club’ is used daily to support children to begin to build up a bank of texts, new vocabulary and imaginative ideas whilst developing mark making and early writing skills. Children use actions and signs for words and retell stories. They draw their own pictures from the story into their Drawing Club books. Children develop magic codes e.g. ‘If I press this magic code (the child has circled the word cat) then my rocket will fly to the moon and chase aliens.’ Practitioners write what the child says until they are ready to write it for themselves.
	Physical Development – Moving and Handling	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Daily Phonics (Supersonic Phonic Friends) is used to support children’s writing and spelling. Sounds are taught daily and rhymes are used to support children to form letters. Activities are planned to encourage children to think of the initial sounds in words which slowly build up to CVC words and CCVC words. Children are taught to spell common exception words (tricky words) through adult-led activities, which are supported by continuous provision. Practitioners demonstrate writing skills and use shared writing techniques to involve the children. Children write into their workbooks but also have many opportunities for developing their motor skills and writing during continuous provision (both in and out of the engaging writing area). Dough Disco is used to support fine motor skills and finger muscle control preparing hands for writing.
Early Learning Goal 	Literacy	Writing:	- 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.
	Physical Development	Moving and Handling:	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.

The Characteristics of Effective Learning and Teaching		
Engagement: Playing and exploring - Finding out and exploring - Playing with what they know - Being willing to ‘have a go’ 	Motivation: Active Learning - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do  	Thinking: Creating and thinking critically - Having their own ideas - Making links - Choosing ways to do things 

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