



## EYFS and Writing at Hayward's Primary School

The new EYFS Framework became statutory in September 2021. It is structured differently to the National Curriculum and is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into the National Curriculum subject of Writing and lend themselves to be the pre-requisite skills children need in this subject. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Teaching and Learning (CoETL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject. The table below outlines the relevant **statutory Educational Programmes** linked to **Writing**, which involves activities and experiences for children, as set out under each of the areas of learning, information on the **non-statutory Development Matters** document and the **Characteristics of Effective Teaching and Learning**.

This document also shows which statements from the **2021 Development Matters** are prerequisite skills for Writing within the National Curriculum.

### Communication and Language Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Physical Development Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. 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.

### Literacy Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Expressive Arts and Design Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Development Matters

*"The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration."*

The Development Matters is a **non-statutory** document for EYFS which has been created to support practitioner's understanding of child development and their delivery of teaching. This is a document to guide practitioners to design an effective Early Years curriculum and overall support professional judgement enabling children's individual needs to be supported and build upon their strengths. Other areas of learning will also feed into **Writing**, for example, the area of Personal, Social and Emotional Development plays a significant role in children being able to feel confident to talk about their ideas etc. Please refer to this document for an in depth view of progress within Expressive Readings and Design.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

### Writing: Transcription Spelling

#### Phonics and Spelling Rules

Three and Four-Year-Olds

Literacy

- 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.



Reception Children	Literacy	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>
<b>Writing: Transcription Handwriting</b>		
<b>Letter Formation, Placement and Positioning</b>		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> </ul>
Reception Children	Physical Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> </ul>
Early Learning Goals	Physical Development	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>
<b>Writing: Composition</b>		
<b>Planning, Writing and Editing</b>		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul>



Reception Children	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>
Early Learning Goals	Literacy	Writing	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>
<b>Awareness of Audience, Purpose and Structure</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
Reception Children	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> </ul>



Early Learning Goals	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<b>Writing: Vocabulary, Grammar and Punctuation</b>			
<b>Sentence Construction and Tense</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Use longer sentences of four to six words.</li> </ul>
Reception Children	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
Early Learning Goals	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>
<b>Use of Phrases and Clauses</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> </ul>
Reception Children	Communication and Language		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
Early Learning Goals	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>
<b>Poetry and Performance</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>



	Expressive Arts and Design		<ul style="list-style-type: none"><li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li><li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li></ul>
Reception Children	Communication and Language		<ul style="list-style-type: none"><li>• Engage in story times.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Learn rhymes, poems and songs.</li></ul>
	Expressive Arts and Design		<ul style="list-style-type: none"><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Develop storylines in their pretend play.</li></ul>
Early Learning Goals	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li></ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li></ul>
Non-Fiction			
Reception Children	Communication and Language		<ul style="list-style-type: none"><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>
Early Learning Goals	Communication and Language	Speaking	<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>
	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>
Characteristics of Effective Teaching and Learning			
<ul style="list-style-type: none"><li>• <b>Playing and Exploring</b> – children investigate and experience things, and 'have a go'</li><li>• <b>Active Learning</b> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li><li>• <b>Creating and Thinking Critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li></ul>			