**EYFS and Writing at Hayward’s Primary School**

The EYFS Framework is structured differently to the National Curriculum. It 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 National Curriculum subject of English, specifically Writing, and lend themselves to be the pre-requisite skills children need in this subject. The table below outlines the most relevant EYFS outcomes from 30-50 months, 40-60 months and the Early Learning Goals (ELGs), brought together from the EYFS Framework. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Learning (CoEL) 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 most relevant EYFS outcomes for Writing are taken from the following areas of learning:**

* **Communication and Language**
* **Physical Development**
* **Literacy**
* **Expressive Arts and Design**

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| **Age Band/ELG** | **Area of learning** | | **Aspect of learning** | | | **Outcomes/Skills/Learning** | |
| **Writing: Transcription Spelling** | | | | | | | |
| **Phonics and Spelling Rules** | | | | | | | |
| 40-60 Months | | Literacy | | Writing | * To continue a rhyming string. * To hear and say the initial sound in words. * To segment the sounds in simple words and blend them together. * To link sounds to letters, naming and sounding the letters of the alphabet. | | |
| ELG | | Literacy | | Writing | * To use their phonic knowledge to write words in ways which match their spoken sounds. | | |
| **Common Exception Words** | | | | | | | |
| ELG | | Literacy | | Writing | * To write some irregular common words. | | |
| **Writing: Transcription Handwriting** | | | | | | | |
| **Letter Formation, Placement and Positioning** | | | | | | | |
| 30-50 Months | | Physical Development | | Moving  and Handling | * To draw lines and circles using gross motor movements. * To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. * To hold a pencil between thumb and two fingers, no longer   using whole-hand grasp.   * To hold a pencil near point between first two fingers and thumb,   and use it with good control.   * To copy some letters, e.g. letters from their name. | | |
| Literacy | | Writing | * To sometimes give meaning to marks as they draw and paint. | | |
| Expressive Arts and Design | | Exploring and Using Media and Materials | * To realise tools can be used for a purpose. | | |
| 40-60 Months | | Physical Development | | Moving  and Handling | * To show a preference for a dominant hand. * To begin to use anticlockwise movement and retrace vertical lines. * To begin to form recognisable letters. * To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | | |
| Literacy | | Writing | * To give meaning to marks they make as they draw, write and paint. * To use some clearly identifiable letters to communicate   meaning, representing some sounds correctly and in sequence. | | |
| **Writing: Composition** | | | | | | |
| **Planning, Writing and Editing** | | | | | | |
| 30-50 Months | | Communication and Language | | Speaking | * To speak to retell a simple past event in correct order. For example, ‘I went down slide’. * To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. * To use talk in pretending that objects stand for something else in play. For example, ‘this box is my castle’. | |
| Expressive Arts and Design | | Being Imaginative | * To engage in imaginative role play based on own first-hand   experiences.   * To build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. * To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. | |
| 40-60 Months | | Communication and Language | | Speaking | * To link statements and stick to a main theme or intention. * To use talk to organise, sequence and clarify thinking, ideas, feelings and events. * To introduce a storyline or narrative into their play. | |
| Literacy | | Writing | * To write own name and other things such as labels, captions. * To attempt to write short sentences in meaningful contexts. | |
| Expressive Arts and Design | | Being Imaginative | * To play cooperatively as part of a group to develop and act out a narrative. | |
| ELG | | Communication and Language | | Speaking | * To develop their own narratives and explanations by connecting ideas or events. | |
| Literacy | | Writing | * To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | |
| **Awareness of Audience, Purpose and Structure** | | | | | | |
| 30-50 Months | | Communication and Language | | Speaking | * To use vocabulary focused on objects and people that are of particular importance to them. * To build up vocabulary that reflects the breadth of their   experiences. | |
| 40-60 Months | | Communication and Language | | Speaking | * To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. * To use language to imagine and recreate roles and experiences in play situations. | |
| ELG | | Communication and Language | | Speaking | * To express themselves effectively, showing awareness of listeners’ needs. | |
| **Writing: Vocabulary, Grammar and Punctuation** | | | | | | |
| **Sentence Construction and Tense** | | | | | | |
| 30-50 Months | | Communication and Language | | Understanding | * To begin to understand ‘why’ and ‘how’ questions. | |
| Speaking | * To question why things happen and give explanations and ask questions, e.g. who, what, when, how. * To use a range of tenses in speech. For example, play, playing, will play, played. | |
| ELG | | Communication and Language | | Speaking | * To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. * To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | |
| **Use of Phrases and Clauses** | | | | | | |
| 30-50 Months | | Communication and Language | | Speaking | * To begin to use more complex sentences to link thoughts when speaking, e.g. using ‘and’ and ‘because’. | |
| **Use of Terminology** | | | | | | |
| 30-50 Months | | Communication and Language | | Understanding | * To show an understanding of prepositions, such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. | |

* As well as the above, consider the age band development sheets (30-50 months and 40-60 months) and familiarise yourself with all areas of the EYFS framework as other areas of learning will also feed into Writing.
* Look also at the Characteristics of Effective Learning (CoEL) and see how these might link to Writing.