



# Bearness Voluntary Primary School

## Writing Curriculum Statement EYFS



### Rationale

It is our intent, based on school research, children's interests and our study as part of The Link English Hub, to provide children with clear progressive skills and strategies in order to build secure foundations in writing for a purpose. Children will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. They will build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations. Such writing supports them in rehearsing, understanding and consolidating what they have heard or read. Children will work with knowledge and confidence.

### ***A writer at Bearness school will:***

- Have a secure knowledge and understanding of phonics and develop the confidence to apply this
- Write/mark make in a variety of contexts including in discreet Literacy (topic based) adult led sessions, and through child -initiated learning. This is further supported through a language rich environment reinforcing the link between communication, language and developing writing.
- Study language, through shared texts
- Learn compositional skills- in the EYFS 'oral rehearsal' is used as a tool to building sentence and structure in future writing. Later, in the Summer term basic punctuation is introduced as appropriate to the child's stage of development.
- Benefit from writing that is planned so that children can follow the process through incorporating modelling, scaffolding, independence,
- Children have planned individual 'next steps' to ensure they make good progress.
- In EYFS, teachers verbally support the children at the point of writing. Stampers are used to indicate level of independence.

### Marking:

**Code**   **Meaning**

**VF**   **Verbal feedback. This indicates that the teacher has discussed the learning or responses to marking with the child.**

**As the year progresses:**

**Stampers to indicate targets remembering full stops/ capital letters/ finger spaces etc (combined with VF to reinforce)**

### **Vocabulary**

Children's command of vocabulary is key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary actively, building systematically on children's current knowledge. They will increase pupils' store of words in general. Simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, children will expand the vocabulary choices that are available to them when they write. It is particularly important to introduce children into the language which defines each subject, such as accurate mathematical and scientific language.

EYFS

	Autumn term		Spring term		Summer term	
<b>Year A</b>  <b>Core texts</b>	Pig in the Pond Rosie's Walk Duck in the Truck Little Red Hen	Fletcher and the Falling Leaves Leaf Man Ouch! The Christmas Story	Whatever Next! The Man on the Moon. Hey Diddle Diddle How to Catch a Star(Twinkle, Twinkle) Azia the Pelican	Harry & the bucketful of dinosaurs Dinosaurs and all that Rubbish The land of the dinosaurs Saturday night at the dinosaur stomp Meg's eggs, Bumpus jumpus dinosaurumpus	The Very Hungry caterpillar The Bad Tempered Ladybird The very busy spider Clara caterpillar Billy's beetle	Rumble in the jungle Monkey puzzle Giraffes can't dance Jungle Bungle The Rainforest
<b>Cross curricular links</b>	Topic – The Farm(PD,UW,EAD)	Topic -Colour and Change(UW,EAD,PD) Christmas	Space (PD,UW,EAD) Chinese New Year	Dinosaurs	Minibeasts	The Jungle
<b>Phonics</b> Phases 2-5 & tricky words will be taught discretely	Phonics is taught whole class (with intervention groups as necessary for those falling behind or who exceed) using Letters and Sounds via Babcock phonics teaching sequences, Phonic play & Jolly Phonics songs and rhymes.					
<b>Letter formation/writing</b>	<ul style="list-style-type: none"> <li>• <b>Physical development: Moving and Handling (40-60+)</b></li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anti clockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Incorporated into this - sit correctly at a table, holding a pencil comfortably and correctly</li> </ul> <p>ELG –Children show good control and so-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.</p> <p>** Based on individual entry points some children will be following the 30-50 Development Matters statements</p> <p>Handwriting/letter formation is taught from the beginning of EYFS. At the point of entry children learn to control fine motor (along with gross motor) skills) before moving onto being taught the different letter groups and individual letters. This is done under the supervision of an adult who models and supports. Teachers model correct formation in any written work. (both in guided and child -initiated learning)</p> <ul style="list-style-type: none"> <li>• <b>Literacy-writing (40-60+)</b></li> <li>• Gives meaning to marks they make as they draw, paint and write.</li> <li>• Begin to break the flow of speech into words</li> <li>• Continues a rhyming string</li> <li>• Hears and says the initial sound in a word</li> <li>• Can segment the sounds in a simple word and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in order</li> </ul>					

	<ul style="list-style-type: none"> <li>• Writes own name and other things such as captions, labels and lists</li> <li>• Attempts to write short sentences in meaningful contexts</li> </ul> <p>ELG-Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>** Based on individual entry points some children will be following the 30-50 Development Matters statements</p>
<p><b>Continuous Provision/pre-writing</b></p>	<ul style="list-style-type: none"> <li>• Throughout the EYFS setting, children will have access to a range of independent writing/mark making opportunities to foster a love, and purpose, for developing their writing skills. These may include opportunities in the role play area, the writing table, chalks etc in the outdoor area. Our setting is a writing/mark making rich environment. Children's writing achievements are recognised and celebrated in a variety of ways.</li> <li>• Throughout the EYFS setting, children will have access to a wide range of fine motor skill activities to support and develop their handwriting skills.</li> </ul>

	Autumn term		Spring term		Summer term	
<b>Year B</b>	As Year A	As Year A	As Year A	As Year A	Spring (big book) The Very Hungry caterpillar Titch Jasper's beanstalk Chicken Little Owl babies	The Sand Horse. Pirate stories. Non-fiction books on the sea Tiddler Rainbow Fish
<b>Core texts</b>						
<b>Cross curricular links</b>					New Life	The Sea
<b>Phonics</b> Phases 2-5 & tricky words will be taught discretely	Phonics is taught in whole class sessions (with intervention groups as necessary for those falling behind or who exceed) using Letters and Sounds via Babcock phonics teaching sequences, Phonic play & Jolly Phonics songs and rhymes.					
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