



# Bearness Voluntary Primary School

## Writing Curriculum Statement EYFS 2024



### 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>Possible Core Texts</b>	<p>Hug (N) Shhh! (R) Elmer (Y1)</p> <p>Here We Are (Belong Value) The Colour Monster <b>Supertato</b> Once we were Giants The Smartest Giant</p>	<p><b>Goodnight Moon (R)</b> <b>Owl Babies (R)</b></p> <p>Hovis the Hedgehog Christmas Story/Nativity Rama and Sita Stick man How to Catch Santa</p>	<p>The Train Ride (N) Whatever Next (R) Mrs Armitage on Wheels (R) Mr Grumpy's Outing (R)</p> <p><b>The Naughty Bus (TTT)</b></p> <p>The Jolly Postman Bob, The Man on the Moon (Y1) The Smeds and the Smoos Oi! Get off my train How To Catch a Star Beegu (Y1)</p>	<p>Dear Zoo (N) The Very Hungry Caterpillar (N) Brown Bear, Brown Bear, What Do You See? (N) Bear Hunt (N) Gruffalo (R) Lost and Found (Y1) Meerkat Mail (Y1)</p> <p>Augustus and his Smile Tiger Who Came for Tea (Y1) The Cave</p>	<p>Jasper's Beanstalk (N) Farmer Duck (R) Six Dinner Sid (R) On The Way Home (R) Handa's Surprise (R)</p> <p>Traditional Tales: Hansel &amp; Gretel Three Little Pigs Jack and The Beanstalk The Gingerbread Man</p> <p>The Tiny Seed Superworm Non-fiction plant and animal books</p>	<p>The Snail and The Whale The Rainbow fish Lighthouse Keeper's Lunch World Atlases Tiddler Sharing a shell Message in a Bottle Michael Recycle</p>
<b>Cross curricular links</b>	<p>Mirror Mirror Who do you think you are? Starting sc school Emotions/feelings Being kind What am I good at? Families People who help us/careers Where do I live? Fairy Tales Superheroes Space <b>Neil Armstrong/ Tim Peake</b></p>	<p><b>How do we celebrate?</b> NC Link – Geography/Science EYFs people and community Harvest Different cultures/religions/celebrations/countries Maps Nativity Christmas Hibernation Nocturnal animals</p>	<p><b>How long will it take to get there?</b> NC Link – Geography and History/ Science Transport Local area/world Google Earth How do I get there? Where in the world have you been? Vehicles past and Present. Design your own transport. Space</p>	<p><b>What makes our world wonderful?</b> NC Link – Geography Life cycles Weather/climate Antarctica Animals around the world <b>David Attenborough</b> Habitats Minibeasts Safari Seasons</p>	<p><b>How do I stay healthy?</b> Growing – Healthy eating Plants/flowers <b>Andy Goldsworthy</b> On the farm Materials Traditional tales Weather/Seasons The great outdoors</p>	<p><b>Are coastlines important?</b> Under the sea Off on Holiday/clothes Send me a postcard! Marine life Fossils – <b>Mary Anning</b> Dinosaurs Volcanoes Seaside's in the past Compare: Now and then! Seaside art Reduce, reuse and recycle.</p>
<b>Phonics</b> Phases 2-5 & tricky words will be taught discretely	Phonics is taught whole class (with Nurture Groups as necessary to enable chn to 'keep up not catch up') using Phonics Bug scheme of learning.					

<p><b>Letter formation/writing</b></p>	<p>Physical Development 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</p> <p style="text-align: center;">ELG: Fine Motor Skills</p> <p style="text-align: center;">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, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>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)</p> <p style="text-align: center;">ELG: Writing</p> <p style="text-align: center;">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.</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>

