

Writing Intent and Implementation in EYFS

Our approach to writing in the EYFS is rooted in fostering a love of language, communication, and creativity, thereby laying the foundation for a lifelong journey of literacy. Writing is taught through a number of different strategies, all designed to help our learners transition from hearing to telling stories and from mark making to short sentence writing.

Building a love for Communication & 'Learning the Words to Learn'

In the EYFS, we create an environment where children are encouraged to express themselves through various forms of communication. We celebrate the joy of sharing stories, thoughts, and ideas, understanding that the foundation of writing lies in effective communication. In order to support this, we place a high emphasis on oracy, what we refer to as "Learning the words to learn". Our EYFS team have a solid understanding of how to develop children's expressive and receptive language, not only through ensuring high-quality interactions between adults and children but also through the explicit teaching of new vocabulary & the effective modelling of language structures.

Meaningful contexts and Purposeful Writing

We believe that writing is most meaningful when children understand its purpose and context. Our EYFS curriculum integrates writing into both adult-led activities, adult initiated activities and play, providing children with authentic reasons to express themselves through mark-making and early writing. Creative 'hooks' to inspire writing are an integral part of our approach to developing early writing.

The Development of Fine motor skills:

The development of fine motor skills is crucial for the progression of writing skills. In the EYFS learners are supported to hold a pencil effectively in preparation for fluent writing, with RWInc handwriting phrases being used when sounds are introduced to help support basic letter formation from the outset. Learners are also provided with a range of gross and fine motor activities such as 'squiggle whilst you wriggle' and 'dough disco' across the day to help them develop the muscle strength that underpins pencil control. We recognise that for many learners, their oral ability is far in advance of their transcriptional skills and so supporting the development of transcriptional skills is an essential aspect of EYFS provision.

Phonics and Early Literacy Skills

We introduce phonics in a playful and engaging manner, linking sounds to letters through our school's structured synthetic phonics programme: Read, Write, Inc. Phonics. The writing process starts with our learners securing their knowledge of their single letter sounds and how to write their associated graphemes. As their phonic knowledge builds, they are supported to apply their increasing knowledge of sounds to write simple 2 and three letter words which match their phonic knowledge, before starting to combine these together to write simple phrases and sentences.

'Oracy before literacy and reading before writing'

As an Academy we have undertaken extensive training in 'Talk for writing'. This is an approach to writing which emphasises oral language development, storytelling and imitation.

- Talk for writing approach
- S frames
- Helicopter stories