



Shipham C of E First School

Inspiring Growth Through Nature and Community



Learning in the EYFS - Writing

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to show the skills taught across EYFS and how they feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for writing within the national curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and FourYear-Olds and Reception to match the programme of study for writing.

The most relevant statements for writing are taken from the following areas of learning:

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

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| Writing: Transcription Spelling | | |
| Phonics and Spelling Rules | | |
| Three and four year olds | Literacy | <ul style="list-style-type: none">• 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; write 'm' for mummy. |
| Reception | Literacy | <ul style="list-style-type: none">• Spell words by identifying the sounds and then writing the sound with the letter/s.• Write short sentences with words with |

known letter-sound correspondences using a capital letter and a full stop.

Writing: Transcription Handwriting

Letter Formation, Placement and Positioning

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| Three and four year olds | Physical Development | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and makemarks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. |
| | Literacy | <ul style="list-style-type: none"> • Write some letters accurately |
| Reception | Physical Development | <ul style="list-style-type: none"> • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. |
| | Literacy | <ul style="list-style-type: none"> • Form lower case and capital letters correctly. |
| ELG | Physical Development | <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. |
| | Literacy | <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. |

Writing: Composition

Planning, Writing and Editing

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| Three and four year olds | Communication and Language | <ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. |
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| | Literacy | | <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • 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; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| | Literacy | | <ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Develop storylines in their pretend play. |
| ELG | Literacy | Writing | <ul style="list-style-type: none"> • 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 |

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| | | | can be read by others. |
| | Expressive Arts and Design | Being Imaginative and Expressive | <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers. |

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| Writing: Composition | | | |
| Awareness of Audience, Purpose and Structure | | | |
| Three and four year olds | Communication and Language | | <ul style="list-style-type: none"> • Use a wider range of vocabulary. • 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. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." |
| Reception | Communication and Language | | <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. |

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| Writing: Vocabulary, Grammar and Punctuation | |
| Sentence Construction and Tense | |

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| Three and four year olds | Communication and Language | | <ul style="list-style-type: none"> • Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. |

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| Writing: Vocabulary, Grammar and Punctuation | | | |
| Use of Phrases and Clauses | | | |
| Three and four year olds | Communication and Language | | <ul style="list-style-type: none"> • Use longer sentences of four to six words. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> • 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 |

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| Writing: Vocabulary, Grammar and Punctuation | | | |
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| Poetry and Performance | | | |
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| Three and four year olds | Communication and Language | | <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> • Engage in storytimes. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. |
| ELG | Communication and Language | Comprehension | <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. |
| | Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. |
| | | Being Imaginative and Expressive | <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. |

Writing: Vocabulary, Grammar and Punctuation

Non-Fiction

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| Reception | Communication and Language | | <ul style="list-style-type: none">• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | <ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |