



St James Infant and Nursery School

Writing in the EYFS

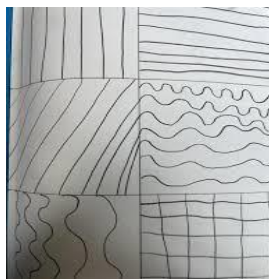
Step 1: Mark making and exploration

- Mark making implements, paper, clipboards, writing belts in all areas of provision.
- Designated writing area in each classroom.
- Adults work with children in areas to provision ask children what their marks say and encourage them to use the equipment.
- Staff to work with children, encouraging them to notice differences in the marks they are making – start to introduce vocabulary such as curvy, wavy, straight etc
- Different textures provided for children to mark make in, changed regularly.
- Different lines displayed around the class for children to copy.
- Finger gym activities to encourage pincer grip such as using tweezers.
- Adults encourage children to talk about what they see in pictures – modelling sentences back to them.



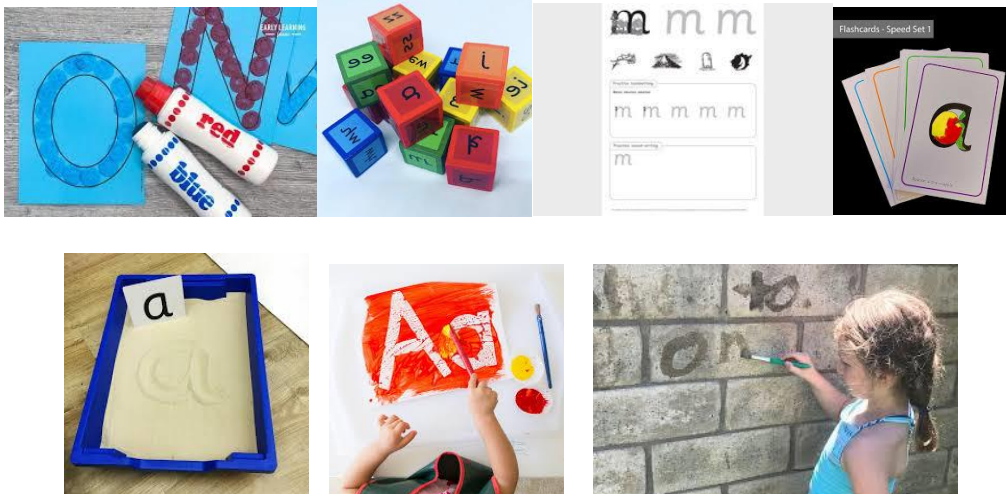
Step 2: Lines (wavy, straight, zigzagged and curved)

- Using different mark making implements to go over lines and build up control. These may include cotton buds, brushes and water, bingo dabbers etc.
- Rolling adapted dice and copying the line they see
- Large scale chalk patterns, water and graded brushes in the outdoor area
- Make a line by folding paper and drawing it
- Small trays with a range of materials such as sand, glitter and paint – pick up a card and copy.
- Writing names every day – adult led and names in continuous provision to copy.
- Nelson writing handwriting patterns
- Fred Talk used throughout the day for sound discrimination.
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Step 3: letter formation (taught in order of Read, Write, Inc)

- New sound introduced to children daily and practised in speed writing part of the lesson on RWI guides
- Fred Talk continues for sound discrimination.
- Practise letter formation in lots of different ways – adult modelling and picking up on misconceptions, incorrect formation, pencil grip etc.
- Label pictures from texts with letters/initial sounds and CVC words
- Roll a dice and write a letter 5 times
- Rainbow tracing/writing – adults scribe large larger and children go over in a range of colours to develop formation.
- Tracing letters in sand etc
- Letters displayed around the room and in areas of provision – use RWI cards
- Sound table and areas
- Letter cards in 'writing on the go' belts



Step 4: Blending and using taught key words

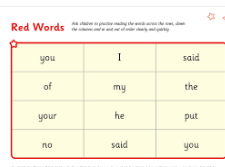
- Building words in continuous provision with letter cards – reading and writing areas.
- Red books introduced in Read, Write, Inc which include key words.
- Key words displayed in class.
- Key words in areas of provision for children to use as they need

I	the
you	your
said	was



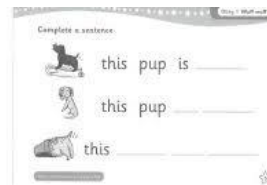
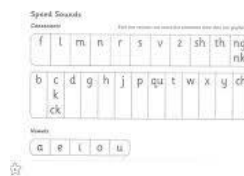
Step 5 – CVC Words

- Daily Read, Write Inc sessions, including word time where CVC letters are spelled through magnetic letters.
- Literacy Tree Scheme introduced – use view finders to find CVC pictures and label
- CVC word and letter cards to make in areas of provision
- CVC pictures in areas of provision to encourage children to make lists of what they see e.g. shopping lists in home corner
- Phonics frames in provision areas for children to make own words
- Phonics stones, wooden slices etc in areas of provision for children to make own words matching a picture
- Building CVC words with unifix and wooden blocks
- Pens and papers provided in areas such as construction. Children can keep their model if they write a label for it saying what it is.



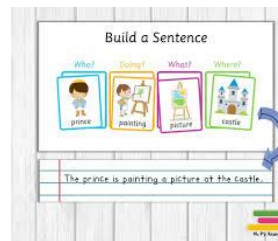
Step 6 – Simple Sentence (I can see a.....)

- Children have daily writing session using RWI Get Writing Books. These include complete a sentence where children fill in missing words and 'hold a sentence' where children are given a simple sentence to write.
- Use ideas from step 4 and key word knowledge to make own simple sentences in areas of provision
- Story stones and pictures used as stimulus for writing in areas of provision.
- Talking points in areas of provision to encourage children to write about what they see.
- Continue to have a range of writing implements available around the class in areas of provision i.e. black laminating pouches to write in, whiteboard pens to write on play dough mats etc.



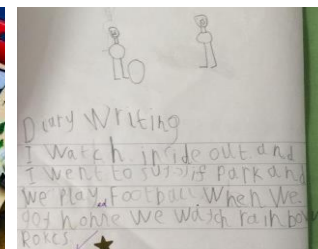
Step 7: Simple sentences using sound variations from set 2 RWI sounds.

- Hold a sentence continues in Daily RWI sessions
- Children start to learn simple punctuation rules through RWI writing and the proof-reading section of the book where they edit a simple sentence.
- Sentence builders in areas of provision
- Continue with enhancements in step 5, with greater range of spelling patterns and phonemes.
- Independent sentence attempts in Literacy Tree session.



Step 8 – Sentence writing

- Continue with daily writing sessions in RWI, which includes hold a sentence, editing sentences and longer pieces of writing using own ideas (with prompts from the book)
- Guided writing opportunities taught through Literacy Tree and in other areas of learning.
- Children using skills taught in RWI to make plausible attempts at spelling trickier words. Adult modelling stretching for children to spell.
- Word banks to support writing.
- Constructing own sentences orally before writing – link to hold a sentence in other steps.
- Introduction of first, then, next, finally for retelling stories.
- Individual stories and group stories.



Opportunities to encourage independent writing

- In Nursery, provide a stimulus to encourage children to talk about it.
- In Reception, provide a stimulus to encourage children to have something to write about – story stones, baskets, unusual objects etc.
- Put out a collection of objects for children to label e.g. toys, baby items, food etc.
- Making maps
- Large papers and paper table clothes provided for children to write and talk collaboratively.

Non-negotiable areas

- In reception, key words MUST be spelled correctly. They children need to be corrected as they write. Staff to record key words children are struggling with in red in books.
- When with an adult, children must be taught – guided writing and modelling will make children progress. Ensure we are picking up incorrect formation (this may happen for some pupils in Nursery too). In reception, children will have the letter to practise written in green in their books.
- Mark making opportunities need to be in ALL areas of provision, so that independent writing can be encouraged by the adults facilitating learning; encourage children to make signs and labels for role play situations, labelling models in construction etc.
- Children progress at different rates and some will need more of some steps than others.

*written with guidance from Whitefield Infant School, DBE Consulting and Cumberland EY Team – Ready for Writing audit.