



We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

Writing in EYFS

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 help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for Writing within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Writing.

The most relevant early years outcomes for Writing are taken from the following areas of learning:

Communication and Language
Physical Development
Literacy
Expressive Arts and Design

Writing Transcription Spelling		
Phonics and Spelling Rules		
Three and Four-Year-Olds	Literacy	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; writing 'm' for mummy.
Reception	Literacy	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.
Common Exception Words		
Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Three and Four-Year-Olds	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks. 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	Write some letters accurately.
Reception	Physical Development	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	Form lower case and capital letters correctly.

ELG	Physical Development		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy		Write recognisable letters, most of which are correctly formed.
Writing Composition			
Planning, Writing and Editing			
Three and Four-Year-Olds	Communication and Language		Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy		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; writing ‘m’ for mummy. Write some or all of their name. Write some letters accurately.
	Expressive Arts and Design		Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
Reception	Communication and Language		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, and to 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		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		Develop storylines in their pretend play.
ELG	Literacy	Writing	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.
	Expressive Arts and Design	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and teachers.
Awareness of Audience, Purpose and Structure			
Three and Four-Year-Olds	Communication and Language		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. 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	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, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking 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.
Writing: Vocabulary, Grammar and Punctuation		
Sentence Construction and Tense		
Three and Four-Year-Olds	Communication and Language	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	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 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.
Use of Phrases and Clauses		
Three and Four-Year-Olds	Communication and Language	Use longer sentences of four to six words.
Reception	Communication and Language	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 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.
Non- Fiction		
Reception	Communication and Language	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	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		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		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		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		Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.
ELG	Literacy Expressive Arts and Design	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
		Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	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.

See also Nursery and Reception Curriculum Maps

Continuous Provision in EYs

Continuous provision in the EYs provides children with daily, ongoing opportunities to continue their own learning within a range of discovery bases.

These bases reflect the seven areas of learning within the EYs Outcomes and ensure that the children are able to practise and consolidate their skills in each area of learning daily.

Evidence of Writing development will often be observed in:

- **Builder's Yard**

- **Role Play Areas**
- **Dough Area**
- **Creative Area**
- **Message Centre**
- **Reading Area**
- **Home Corner**
- **Outdoor Classroom**
- **Dinosaur Land**