Bearnes Voluntary Primary School
Writing Curriculum Statement EYFS
Year A

Rational

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 Bearnes 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:

Marking 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		Spring		Summer	
Book Bud Texts	Dear Zoo Little Red Hen People who help us	The Gingerbread Man Stickman Cookbook Brown Brown Bear What do you see? Whatever Next	National Geographic Dinosaurs Owl Babies How To Catch a Star	Tadpole to frog Goldilocks Lost and Found	Bears don't eat egg sandwiches Sam plants a sunflower	The ugly vegetables Lighthouse Keepers Lunch The Big Book of Bugs
Other Linked texts	Here We Are (Belong Value) The Colour Monster Supertato The Smartest Giant Real Superhero's All about Families	Hovis the Hedgehog Christmas Story/Nativity Rama and Sita Stick man How to Catch Santa Pumpkin Soup	The Train Ride Mrs Armitage on Wheels Mr Grumpy's Outing The Naughty Bus The Jolly Postman Bob, The Man on the Moon The Smeds and the Smoos Oi! Get off my train Beegu Three Little Pigs	Dear Zoo The Very Hungry Caterpillar Bear Hunt Gruffalo Lost and Found Meerkat Mail Goldilocks	Jasper's Beanstalk Farmer Duck Six Dinner Sid On The Way Home Handa's Surprise Jack and the Beanstalk The Tiny Seed Superworm Non-fiction plant and animal books	The Snail and The Whale The Rainbow fish Lighthouse Keeper's Lunch The hare and the tortoise World Atlases Tiddler Sharing a shell Message in a Bottle Michael Recycle

Cross Curricular Links	**Who do you think you are?** NC Link – History/Geography/Science Settling into school Past/present Starting school Emotions/feelings Being kind What am I good at? What are my hobbies? Who is in my family? People who help us/careers Where do I live? Harvest Fairy Tales Cornerstones – Me and my Community/Exploring Autumn	**How do we celebrate?** NC Link – Geography/Science/RE Different cultures/religions/ celebrations/countries Bonfire night, Guy Fawkes Remembrance day Diwali Hannukah Maps Nativity Christmas Hibernation Nocturnal animals Cornerstones – Sparkle and Shine	**How long will it take to get there?** NC Link – Geography and History/ Science/D.T Transport Local area/world Maps Google Earth How do I get there? Where in the world have you been? Vehicles past and Present. Design your own transport. Space Winter Cornerstones – Big Wide World/Marvelous Machines	**What makes our world wonderful?** NC Link – Geography/Science Life cycles Weather/climate Rainforests Deserts Animals around the world David Attenborough Habitats Minibeasts Safari Seasons - Spring Cornerstones – Animal Safari/Puddles and Rainbows/Signs of Spring	**How do I stay healthy?** NC Link – P.E/Science/D.T Growing – Healthy eating Plants/flowers Andy Goldsworthy On the farm Materials Traditional tales Weather/Seasons The great outdoors Cornerstones – Ready, Steady Grow/Sunshine and Flowers/Move It	**Are coastlines important?** NC Link: Science/Geography Under the sea Off on Holiday/clothes Send me a postcard! Marine life Fossils – Mary Anning Seaside Seaside's in the past Compare: Now and then! Seaside art Reduce, reuse and recycle. Cornerstones – On the beach/ Moving on/Splash

Letter formation	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 ELG: Fine Motor Skills 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. 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) ELG: 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

Continuous Provision/pre-writing	• 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. • Throughout the EYFS setting, children will have access to a wide range of fine motor skill activities to support and develop their handwriting skills.