

Writing in the Early Years Foundation Stage

Transcription

Writing involves transcription (spelling and handwriting)

We teach spelling through our phonics lesson (Rocket Phonics) and letter formation through handwriting (Letter join).

Spelling

Children work through the programme and the tricky words are planned according to the programme (see Phonics Long Term Plan for details).

Stage 1a

s, a, t, l, p, n, m, d, g, o, c, k Teach CEX words: I, the, go, to, no, into

Stage 1b

ck, e, u, r, h, b, f, ff, l, ll Teach CEX words: I, the, go, to, no, into

Stage 2a

j, v, w, x, y, z, zz, qu, z/ as in bug, Double letters, two syllable words Teach CEX words: He, she, we, me, be, was, my, you, her, they, all, are

Stage 2b

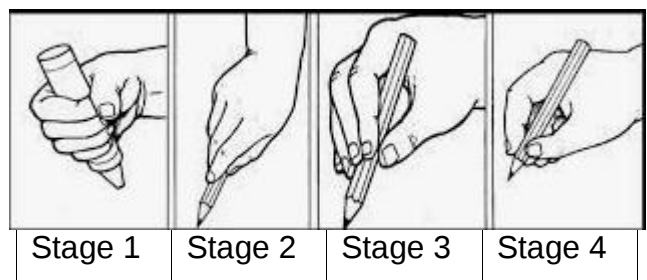
ch, sh, th, ng, ai, ee, igh, oa, oo, oo Teach CEX words: He, she, we, me, be, was, my, you, her, they, all, are

Children are expected to spell words containing previous and new sounds taught and are phonetical plausible. Children are assessed at the end of each stage.

Children write from memory a sentence/phrase/caption/word dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

All children are assessed on their pencil grip (stage 1, 2, 3, 4) children who are ready (stage 4) start the handwriting programme (letter join).



Children start with pre-writing patterns (20 session's altogether):

- Circles and spirals ○ @ 6
- Lines and diagonals ||| ≡ + // \ \ ×

- Jellies and zigzags ~mw / \ / \ /
- Loopies and waves ll oo xxx ccc *

They then move onto easy letters (25 lessons). We have been linking the letters to the phonics scheme we do 2 letters a week.

Session structure

- Warm up – Gross motor movement then a fine motor movement
- Introduce letter shape or pattern
- Children have a go in the air, floor etc.
- Go to tables
- Pencil grip song
- Children have a go independently

Children who are not ready (stage 1, 2, 3) do fine and gross motor activities such as Dough Disco, Funky Fingers for example.

Session structure

- Warm up – Fine motor
- Go onto the activity

Applying Transcription Skills Through Dictated Sentences

Within daily literacy lessons and three focus groups per week, children apply their transcription skills through writing dictated sentences. Children write from memory a sentence/phrase/caption/word dictated by the teacher that include words using the GPCs and common exception words taught so far.

1. Teacher says the sentence. The children practise saying the sentence several times until they know it well. (MTYT)
2. Teacher models writing the sentence, explicitly modelling aloud key features e.g. capital letter, finger space, tricky words etc. After each word is written children will be instructed to read the sentence so far until the whole sentence is complete.
3. During modelling, the teacher will select a specific word/s containing the focus sound for children to sound out. Children will use their fingers to pinch the sounds in the word as they orally segment to support them to spell.
4. Once the modelling has finished, the sentence is covered and children have a go. At the beginning of the year, to support children to build their working memory the teacher will distract the children with a song, counting or movement for example. Once finished, the teacher then asks the children to say the sentence aloud again. This will be withdrawn as children's memory develops.
5. More oral rehearsal of the sentence will take place if necessary before children have a go at writing the sentences themselves.
6. After completing their sentence, the teacher will reveal the sentence and will model checking. As children become more confident they will begin to self check but this will be done by the teacher initially. The teacher will indicate where children have been successful with a tick or use a dot to indicate errors for children to correct.

Composition

Children are given opportunities to articulate ideas and structure them in speech, before writing. The focus in EYFS (Early Years Foundation Stage) is on oral composition.

Build a sentence – oral composition

Children have a daily session focussing on oral composition. This takes place following the phonics session.

A picture is used as a stimuli and the children are encouraged to say what they can see, what they think might happens next or what they like, for example. Children say their sentence to a talk partner and some children will feed the sentence back to the teacher.

At the beginning of the year, a sentence or phrase is shared by the teacher, using Subject Verb Object. Children say the phrase or sentence together in MTTT. The teacher then talks about what a sentence needs for example – how many words in our sentence, which word is our verb, which word is our noun etc.

Further in the year, children's sentences are used instead of a teacher-planned sentence.

Writing within the Provision

There are a range of opportunities for pupils to compose their own sentences and apply transcription skills within the provision. There are mark-making opportunities linked to topic outlined on the Provision planner. These span across a range of areas within the unit. There is also a mark making area as part of continuous provision.

Retelling Stories

Talk for Writing is used to ensure that children internalise the language structures needed to write. Throughout the year the F2 children learn to re-tell stories. For example Little Red Hen, The Enormous turnip, the Nativity production (narrators, songs) and their Graduation production. (poems, rhymes, songs)