



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

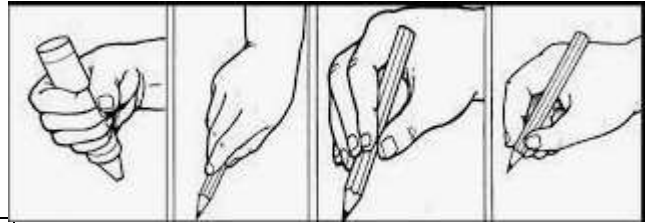
ch, sh, th, ng, ai, ee, igh, oa, oo, oo Teach CEX words: He, she, we, me, be, was, my, you, her, they, all, are

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).



Stage 1	Stage 2	Stage 3	Stage 4
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Children start with pre-writing patterns (20 session's altogether):

- Circles and spirals ○ @ ⑥
- Lines and diagonals ||| ≡ + // \ \ x
- Jellies and zigzags ~ m w ^ v l r
- Loopies and waves ② ③ ④ ⑤ 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 activates 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 twice-weekly focus groups, 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.
2. Teacher then encourages children to use fingers to count the words in the sentence. "Now say the sentence again and squeeze each word on your fingers before you write. Remember capital letter, finger spaces and a full stop."
3. Once the children have finished writing the sentence, they are encouraged to read their writing back themselves and check that these make sense.
4. After the children have revised their sentence/caption/phase the teacher then models writing the sentence. The children then have the opportunity to 'check' the sentence/phase/word by using the assessment criteria (for example - capital

letter, finger space, full stop) or by editing their sentence checking that words are spelt correctly (phonetical plausible).

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 on 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.

Hold a sentence

During daily literacy lessons, children are explicitly taught to hold a sentence.

1. Teacher says a planned sentence. They then use TTYT and MTTT and the children have several opportunities to say the sentence.
2. Children are taught and reminded to use their fingers to count the words in the sentence. Teachers model using one finger for each word and asking children to do the same. They practise saying it repeatedly until they know it well.
3. Teacher then distracts the children with a song, counting or movement for example. Once finished, the teacher then asks the children to say the sentence aloud again.
4. The teacher then models writing the sentence with input from children. (What is the first word, next... let us sound out the word together c..a..t)

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. Each half term the F2 children learn a story using Pie Corbett. The purpose

Autumn 1 – Little Red Hen

Autumn 2 – Nativity production (narrators, songs)

Spring 1 – The Enormous turnip

Spring 2 – The Very hungry caterpillar

Summer 1 – We all go travelling by

Summer 2 – Graduation productions (poems, rhymes, songs)