

# Penwortham Primary School

## Writing in EYFS



### Learning in EYFS

Our children learn through active play which may be adult led or child led. Pupils have access to indoor and outdoor activity areas of continuous provision.

The EYFS framework is structured differently to the National Curriculum and is organised across seven areas of learning rather than subjects. However, these areas of learning prepare children for National Curriculum subject learning as they move into Year 1.

This document demonstrates the statements from 2020 Development Matters which are pre requisite skills for **writing** in the National Curriculum. It shows the relevant statements taken from the Early Learning Goals.

The most relevant statements for science are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

<b>Communication and language</b>	<ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li><li>• Engage in non fiction books</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Engage in story times.</li><li>• Learn rhymes, poems and songs.</li><li>•</li></ul>
<b>Literacy</b>	<ul style="list-style-type: none"><li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li></ul>

			<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Write some letters accurately. Form lower case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul>
	<b>Expressive Arts and Design</b>		<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>
	<b>Physical development</b>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
<b>Early Learning Goals</b>	<b>Communication and language</b>	<b>speaking</b>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> <li>•</li> </ul>
	<b>Literacy</b>	<b>writing</b>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>•</li> </ul>
		<b>comprehension</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
	<b>Physical development</b>		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

	<b>Expressive arts and design</b>	<b>Creating with materials</b>	<ul style="list-style-type: none"><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>
		<b>Being imaginative and expressive</b>	<ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and teachers.</li><li>•</li></ul>