



Early Writing – getting it right from the start.

# Nursery progression in early reading and writing opportunities.

- Children in Early Years and two-year-old provision are exposed to reading and writing at multiple times throughout the day.
- There are mark making opportunities using lots of different mediums.
- Children follow the Future Steps Earth Handwriting program to support steps towards pencil control and letter formation.
- Children are read to every day in Early Years and the books that they experience always follow a theme, additionally the books that are read to them have lots of repetitive language so the children can join in with reading.
- Children in Early Years have book bags where they can take a book for pleasure, a Read, Write Inc book bag book and their appropriate Read Write Inc Ditty/ book to read at home.

# Nursery progression in early reading and writing opportunities.

- Starting in nursery, we have fidelity to the Read Write Inc programme, with additional reading and writing opportunities throughout our child-initiated curriculum.
- Read Write Inc Phonics is taught to all children (From Spring 2 in nursery)

# Reception progression in writing skills.

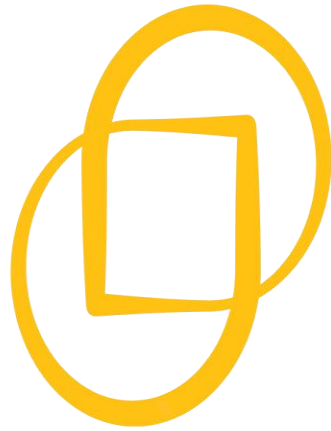


## Note:

In Reception where children may not be confident writers yet, aspects of the writing curriculum will be implemented by the support of adults and the intended opportunities given as part of curriculum coverage. Children will be taught the expectations of early writing through fine and gross motor activities underpinned by the Future Steps Earth Handwriting Programme. Learning as such will include sufficient practise to develop their upper arm and shoulder strength alongside opportunities for children to move their lower arms and wrists independently. This will then move into ensuring a wealth of opportunities for the children to make representations, freely mark make and draw and write and copy when guided.

Read Write Inc. Phonics gives children a flying start in learning to read and write regardless of background or need – Ruth Miskin Portal. From the start of the Reception year children will be grouped accordingly following Read, Write Inc. screening every half term. This will ensure children receive writing opportunities that are matched to their ability level.

# Ruth Miskin Training



# Our preparation for Early Writing Autumn 1.

## **Focus:**

- Developed upper arm and shoulder strength sufficiently? (don't need to move shoulders as they move their hands and fingers)
- Move and rotate lower arms and wrists independently.
- Can draw feely.
- Can draw, write and copy when guided.
- Make a representation of their name when asked.

# Our preparation for Early Writing Autumn 2.

## **Focus:**

- Can hold pencil competently.
- Begin to form lower case letters that have been taught.

# Our preparation for Early Writing Spring 1.

## **Focus:**

- Use core muscle strength to achieve good posture when sitting at a table or on the floor.
- Form letters correctly.



# Our preparation for Early Writing Spring 2.

## **Focus:**

- Form taught lower-case and capital letters correctly.
- Say a sentence (memorise) they wish to write and write it.
- Use 'Fred' fingers to say each sound that they wish to write and write it.

# Our preparation for Early Writing Summer 1.

## **Focus:**

- Develop an efficient handwriting style.
- Write a short sentence with words with known sound-letter correspondence.
- Awareness of capital letter and a full stops.
- Re-read what they have written to check that it makes sense.

# Our preparation for Early Writing Summer 2.

## **Focus ELGs:**

- Hold a pencil effectively in preparation for fluent writing -using the tripod grip in almost all cases.
- Begin to show accuracy and care when drawing.
- 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

# Early Writing Intent.

Our intent for the writing curriculum is that it delivers:

## Early Writing:

- High quality child/adult interactions to support and develop a love of making purposeful marks.
- A wide variety of opportunities for children to explore early writing through child initiated and adult led teaching.
- An environment for learning to ensure all children can be successful including those who are disadvantaged or have SEND.
- An environment that observes and challenges children with a writing flair that can be extended encouraging independence.
- Purposeful writing opportunities that can be transferred across all areas of their learning.
- A positive atmosphere to nurture a love and passion for writing.

# Early Writing Implementation.

Our implementation for the writing curriculum is that it delivers:

## Early Writing:

- Teachers will plan and deliver opportunities for children to develop their upper arm and shoulder strength sufficiently while also ensuring opportunities for the child to move and rotate their lower arms and wrists independently.
- Children will learn how to hold a pencil competently and develop an efficient handwriting style ensuring they can form letters correctly.
- Towards the end of the EYFS journey, it will be an expectation that a child will hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases.
- Children will be able to orally rehearse a sentence (memorise) they wish to write.
- Teachers will support children to use a capital letter and a full stop being able to re-read a sentence to check it makes sense.
- Children will be given opportunities to spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Teachers will support children to write simple phrases and sentences that can be read by others.

# Early Writing Impact.

Our impact for the writing curriculum is that it delivers:

## Early Writing:

- Through high quality child/adult interactions, children will become confident writers.
- Children will make excellent progress, with more children challenged to reach ARE 'expected' at EYFSP.
- Progress will be seen in the quality of writing the children produce on display, in floor books or in phonics/writing books.
- Children will be ready for their transition to be successful in their next stage of education.
- Carefully planned writing opportunities will support those children with SEND or those considered disadvantaged to be successful and achieve the best possible outcomes.
- Impact will be clearly seen from results achieved in national tests in that attainment is in line with national expectations.