

Westfield Community School



EYFS

Practice and Provision in Writing

Intent:

We aim to meet the requirement of the new EYFS (2021) curriculum:

- Writing involves transcription - spelling and handwriting
- Composition – articulating ideas and structuring them in speech, before writing

When researching into child development and the development of writing we are reminded of the important part that the learning environment plays in supporting and extending children's development and writing.

- We aim to provide a high-quality literate rich environment, which reflects children's interests and ignites their desire to write.
- We believe that our staff have a crucial role to play in finding ways of engaging and collaborating with children in writing. Creating interesting and purposeful opportunities to write both indoors and outdoors as well as planning higher levels of adult-child interaction that support children's thinking.
- We support the view that "It is important that adults develop an ethos where risk-taking is actively encouraged, so that even the most reluctant child will be happy to have a go at writing without fear of 'getting it wrong'." (Gateway to Writing, 2009)

At Westfield we value the importance of Communication and Language elements from the Prime areas and the need for these to be fully embedded before children can fully embrace the literacy elements of the specific area of writing.

Handwriting develops as children develop increased control over their bodies and a desire to communicate through mark making. Writing progression starts from babies playing with their own fingers and toes to children writing recognisable letters.

We aim that 3 and 4 year olds will be able to:

- ✓ Use their print and letter knowledge in their early writing
- ✓ Write some or all of their name
- ✓ Write some letters accurately

We aim that children in Reception class will be able to:

- ✓ Form lower case and capital letters correctly
- ✓ Spell words by identifying the sounds and then writing the sound with letters
- ✓ Write short sentences with words with known sound letter correspondence using a capital letter and full stop
- ✓ Re-read what they have written to check that it makes sense

IMPLEMENTATION

We are fully aware that a child's gross motor skills develop before fine motor and therefore ensure that our provision reflects this.

- *Children have opportunities for spontaneous mark making*
- *Drawing and writing in both the indoor and outdoor environment*
- *Mark-making resources are carefully chosen, well organised and attractively presented, so that children can decide independently how they want to represent their ideas and which medium would best suit their purpose*
- Mark making is celebrated at all stages
- Writing is purposeful and meaningful to the child

In the EYFS at Westfield we believe that the environment, both indoors and out, should display many links to literacy, reflecting its status across all areas of learning.

Provision for Writing is catered for across four main areas of daily practice:

Continuous Provision:

Designated Writing area

Writing challenges in the provision

Child written captions/ labels/ written challenges in areas of learning

Written Self-registration – spring term

Range of opportunities to write in all areas

Range of writing in areas – handwritten notices, signs etc

Funky fingers

Malleable Play

Adult Focused:

Talk for writing strategies

Main focus activities / based around a book

Read Write Inc writing session

Share a book - talk time / write time

Writing activities - inside and out

Use of 'Heads Up' adult to encourage writing in the environment

Use of 'Heads Up' adult to reinforce writing and model writing in different areas of learning

Writing displays in class showing different genres of writing

Modelled writing / shared writing

Doodle Sticks

Group Intervention / Targeted Keyworker Time:

Writing specific focus groups - writing groups aimed at their interests and abilities

Modelled writing during intervention time

Writing groups - basic skills intervention

Read Write Inc.

Pre-writing skills

Doodle sticks

Funky fingers

Drawing the write way

Individual 1 to 1 Support:

As and when appropriate through 'Heads Up' adult in continuous provision

Doodle sticks

Funky fingers

Parental Involvement

At Westfield we encourage our parents to support writing development with their child at home by: -

- Encouraging their child to mark make / write on a regular basis
*Packs sent home to encourage this at transition points and holidays
- Undertaking homework tasks linked to Read Write Inc and written challenges
- Using mark making packs as school to home interventions

At parents evening staff will share with parents documents on how to form letters, talk about the letters their child needs support to develop and individual children's writing progress will be shared and discussed.

Reception children also take part in 'in school' tasks – most improved writer etc and these achievements are shared with parents.

IMPACT

We audit our provision of Writing on a regular basis to ensure that all children's learning is being catered for at all stages of development. Our class profiles show a commitment to constantly reviewing and adapting practice as and when children's needs change.

Children's attainment and progress are formatively assessed using ongoing observation and assessment. These are recorded on the target tracker system. We ensure a child's learning journey is reviewed on a daily basis to ensure accelerated progress within the writing strand.