



English - Writing

The Educational Programmes set out in the EYFS framework are what the EYFS curriculum at Lower Halstow Primary School is built around. The educational programmes set out what the children should experience in the early years to support their learning and development.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Writing- ELG

1- Write letters which are mostly well formed

Key Skills:

- Fine Motor Skills: Tool Control (paintbrushes, cutlery, pencils etc. PD link)
- Pencil control and grip
- Understanding letter formation

	3 & 4 year olds	Reception	ELG	Provisions (What this looks like in practice)	Link to Year 1
Literacy	Start to write some letters comfortably (e.g. from their name)	Form lower case letters Form capital letters	Write well-formed capital and lower-case letters	Letters and sounds Letter formation practise alongside phonics Support in small groups when writing	Handwriting Letter formation
Physical Development	Using one handed tools and equipment Comfortable pencil grip (pinch) Dominant hand	Use of tools (cutlery, paintbrushes, pens and pencils) Tripod grip Fluent handwriting	Hold a pencil correctly using the tripod grip (in almost all cases)	Fine Motor Activities in the provision (funky fingers) Pencil grip support Dough gym	

2 - Spell words by identifying sounds in them and representing the sounds with a letter or letters

Key Skills:

- Grapheme- phoneme correspondence
- Segmenting and blending
- Sound discrimination

	3 & 4 year olds	Reception	ELG	Provisions (What this looks like in practice)	Link to Year 1
Literacy	Distinguish and recognise initial sounds	Identify sounds in words	Identify the sounds in words	Phonics	Know letters of the alphabet and their link to sounds
	Use print and letter knowledge e.g. m for mummy	Link phoneme and graphemes	Link phoneme and grapheme	Phonics Small focus literacy Writing application opportunities	Spell words using the known grapheme and phoneme correspondences
	Write own name	Start to spell some common exception words	Spell some known common exception words	Phonics Application opportunities	Spell common exception words

3 Write simple phrases and sentences that can be read by themselves and others

Key Skills:

- Grapheme- phoneme correspondence
- Segmenting sounds in words
- Blending sounds in words
- Tricky Words
- Sentence construction

	3 & 4 year olds	Reception	ELG	Provisions (What this looks like in practice)	Link to Year 1
Literacy	Write Initial sounds	Write words with known grapheme-phoneme correspondences		Phonics	
		Compose a simple sentence for writing (orally and count words)	Write simple sentences and phrases.	Phonics Small group focus input Writing opportunities throughout provision	Saying sentences aloud and composing orally
		Write words and then short sentences			Conventions of a sentence
		Use finger spaces, capital letters and full stops			
		Read sentences back	Writing can be read by myself and others	Focus Footsteps	Re-reading