



## EYFS: Developmental writing approach

Before children write, they need to use an abundance of spoken language to communicate first. This will give children the ideas they will eventually wish to write.

### Handwriting

**16-26** Begin to balance blocks to build a small tower.

**22-36** Begin to use fine-motor-skills for different purposes that may require just one hand, e.g. to turn pages, pour from jugs or bang with a hammer.

Begin to use the tripod grip to hold writing tools.

Begin to show preference for a dominant hand.

**30-50** Copy some letters, e.g. letters from their name.

Hold a pencil near its point.

Hold a pencil using the tripod grip, no longer using whole-hand grasp, with control.

Use one-handed tools and equipment, e.g. to make snips with scissors.

**40-60** Begin to use anticlockwise movement and retrace vertical lines.

Hold a pencil effectively to form recognisable letters, most of which are correctly formed (including l, c, r families).

Show a preference for a dominant hand.

Handle tools, objects, construction and malleable materials safely and with increasing control.

Use simple tools to effect changes to materials.

**ELG** Show good control and coordination in large and small movements.

Handle equipment and tools effectively including pencils for writing.



## Transcription

**16-26** Make connections between movements and marks made.

**22-36** Imitate drawing simple shapes such as circles and lines.

**30-50** Sometimes gives meaning to marks as children draw and paint.

**40-60** Write own name, labels and captions.

Attempt to write short sentences in meaningful contexts.

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (using sounds in children's names and Set 1 words as a starting framework: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk).

Begin to break the flow of speech into words.

Segment the sounds in simple words and blend them together.

**ELG** Write simple sentences which can be read by themselves and others



## Vocabulary, Grammar and Punctuation

**16-26** Use different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).

Copy familiar expressions, eg 'Oh dear', 'All gone'

Begin to put two words together, eg 'Want ball', 'More juice'.

Begin to ask simple questions.

**22-36** Use gestures, sometimes with limited talk, eg reaching towards a toy saying, 'I have it'.

Use a variety of questions (e.g. what, where, who).

Use simple sentences, eg 'Mummy gonna work'.

Begin to use word endings (e.g. going, cats).

Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

Hold a conversation, jumping from topic to topic.

Learn new words very rapidly and use them to communicate.

Distinguish between different marks they make.

**30-50** Attempt to communicate with others using the marks they make, including words and pictures.

**40-60** Continue a rhyming string

Hears and says the initial sound in words.

Link sounds to letters, naming and sounding the letters of the alphabet (using Set 1 words as a starting framework: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk).

Give meaning to marks they make as they draw, write and paint.

**ELG** Write some irregular common words

Spell some words correctly and others are phonetically plausible (using Set 1 above and Set 2 sounds as a framework: ay, ee, igh, ow, oo, oo, ar, or, ai, i, ou, oi).

Use phonic knowledge to write words in ways which match their spoken sounds



## The promotion of emergent writing in EYFS

**Conceptual stage:**  
mark making has a  
purpose and  
becomes meaningful

Provide daily indoor and outdoor mark-making opportunities based on the children's interests

Use name writing as a basis to explore print concepts and spelling e.g, sign in by children selecting their names at the start of each day

Use environmental print (e.g, labels, charts, signs, toy packaging and clothing) to help children realise that print is meaningful and functional

Strategically place a variety of mark making materials indoors and outdoors and offer specific guidance on using them

Provide clipboards so children can record on the move

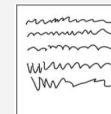
Exploring with space and form through scribbling.



Marks and scribbles intended as writing.



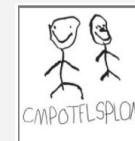
Scribbles that imitate writing from l to r.



Letters and marks resembling letter-like shapes



Strings of letters that may include upper and lower case.





## The promotion of emergent writing in EYFS

**Procedural stage:** writing increasingly uses the alphabetic code and includes phonics (we take from children's names and Set 1 and 2) and letter formation

Provide daily indoor and outdoor writing opportunities based on the children's interests

Use daily name writing (or part of name) as a basis to explore alphabet knowledge, letter formation, print concepts and spelling e.g, a sign in/out routine. Teachers also model writing their name.

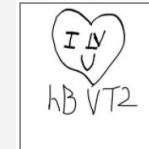
Strategically place a variety of writing materials indoors and outdoors and offer specific guidance on using them

Provide clipboards so children can record on the move

Teacher thinks aloud as they compose writing for different purposes with the children

Explicitly teach letter formation of letters in children's names and Set 1 sounds (possibly Set 2 too)

The first, middle or final sound may be included in words (lv' for 'love')



Some spaces between words may become evident





## The promotion of emergent writing in EYFS

**Generative stage:**  
writing to convey  
meaning that  
translates thoughts  
into simple strings of  
words and sentences

Provide daily indoor and outdoor writing opportunities based on the children's interests

Use daily name writing as part of a wider context, e.g to label their paintings or by signing up to a 'question of the day'

Strategically place a variety of writing materials indoors and outdoors as well as dedicated space to explore writing in greater detail

Provide clipboards so children can record on the move

Teacher model writing of specific writing skills

Explicitly teach letter formation of letters in Set 1 and 2 sounds

Connected letters to represent words  
(mostly consonants).



Use of letters to represent every sound that is heard. More use of vowels and simple punctuation.



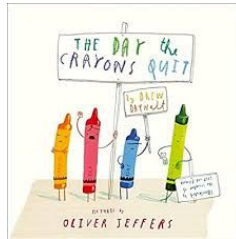
Words and sentences used appropriately.





## Literacy Links...

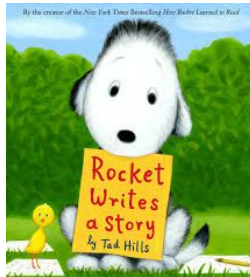
Letters



A young boy called Duncan discovers his crayons have quit. The different coloured crayons have written him letters explaining their concerns.

- Read the book aloud to the children, and talk about writing letters. Children can write or dictate a response letter to one of the crayons (e.g, Dear Pink Crayon...)
- Children can dictate or write a short letter expressing their concerns
- Children can pretend to be a crayon and dictate or write a letter to Duncan

Stories



Rocket is a dog that loves books and wants to write a story. With the help of a little yellow bird, Rocket searches for story ideas, creates a word tree and writes a story.

- Children can go on a word hunt and create their own word tree by writing words on paper leaves
- Children can write a story using words from the word tree
- Children can write a story about Rocket and the little yellow bird or their new friend Owl



## Writing at Suffolks

<p>Messages</p>	 <p>Farmer Brown's cow finds a typewriter and begins typing demands. When the farmer says no, the cows stop giving the farmer milk.</p>	<ul style="list-style-type: none"><li>• Children can write or dictate messages to either Farmer Brown or some of the farm animals</li><li>• Children can write or dictate a message from their pet (or pretend pet). What concerns or demands might the pet express?</li><li>• Some children may not be familiar with concepts such as farmers or cows, so take time to give background information as needed</li></ul>
<p>Lists</p>	 <p>Max and Ruby are going to make a cake for Grandma's birthday. Can Max make the grocer understand the shopping list?</p>	<ul style="list-style-type: none"><li>• Children create a shopping list for a cake or a meal</li><li>• Children can list items needed for a class project</li><li>• Children can write a recipe for a cake, listing all of the ingredients</li></ul>