

# Haseltine Primary School



The principles and process of  
teaching writing in EYFS and  
transitioning into Year 1

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**The goal for teachers at Haseltine is to enable our children to become eloquent, passionate and creative authors who have the reader in mind when writing and can communicate their ideas clearly.**

When teaching early writing skills, we know that before they put anything onto paper they need to:

- ⇒ Develop their speech and language skills to be able to put their thoughts into words
- ⇒ Have exciting experiences that they want to communicate to others
- ⇒ Be exposed to quality texts that enable them to develop their imaginations and their own ideas
- ⇒ See writing in lots of different forms, for a variety of purposes

### **The Principles**

We ensure that we follow the 'oral -> word -> sentence model' so that children are given the opportunity to generate ideas and orally rehearse what they want to say. They then use their taught phonic knowledge to express this through sounds and words, before finally beginning to form sentences. This is all supported by the development of gross and fine motor skills. We develop these skills throughout the EYFS by:

- Building our curriculum around **quality texts** that give the children oral structures that are repeated and rehearsed. This enables them to hear new vocabulary and see creative writing in practice and to use these structures to develop their own speech and imaginations.
- **Following children's interests** to give them ownership of their learning, which in turn deepens their passions and desire to communicate their ideas.

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- Utilise aspects of the Helicopter Stories programme so that children are given **opportunities to develop their own stories orally** and then see them come to life.
- Ensure that we are regularly **returning to personal experiences** and using these within our writing, for example providing pictures to remind the children of things that they have done and encouraging them to write captions and sentences about these pictures.
- Provide **opportunities to write in all areas of the curriculum** so that children can express themselves through a variety of media at any time of day.
- Teach **daily synthetic phonics**, following the Letters and Sounds model, to ensure that children work through from Phase 1 – 6 and are taught to apply these skills independently within their writing. When children begin to record in their own English books in Year 1, the KS1 marking policy should be applied and phonic errors or successes should be recognised.
- **Model and share writing continually**, during whole class learning, adult-led activities and within the continuous provision so that children are seeing meaningful marks all the time.
- We also **recognise and celebrate effort** that children put into their writing, ensuring that they know why they have been successful when feeding back verbally to them.

**The 3 stage process** (within the EYFS/transition phase of year 1, this isn't necessarily consecutive and works on a week by week timescale, rather than across a half term):

<b>1 Immersion</b>	
a) <b>in the subject</b>	Within the continuous provision in the classroom; through discussions; opportunities to role play; trips; immersion days and exposure to texts of similar themes and styles.

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<p>b) in the text</p> <p>c) explicit immersion in the grammar (within a simple sentence)</p>	<p>provide ample opportunities to read, examine &amp; discuss core texts to build familiarity with vocabulary, tone, style &amp; layout, and all the features of the form/genre.</p> <p>give the children opportunities to examine &amp; identify grammar and to practise using this in their learning. Teachers can use the whole class phonics and English sessions to model use of punctuation within sentence formation. This will also be returned to within verbal feedback and marking of learning.</p>
<p><b>2 Early synthesis of learning and shorter writing opportunities</b></p>	
<ul style="list-style-type: none"> <li>- modelled and shared writing</li> <li>- adult supported group activities</li> <li>- oral -&gt; word -&gt; sentence level</li> <li>- child initiated writing opportunities</li> </ul>	<p>Detailed teacher AfL at this stage is crucial – what skills/knowledge are the children employing confidently? What needs to be reinforced? Who needs scaffolding, who needs further challenge?</p> <p>This is when children should be familiar with any core texts and with the given text type. The writing that is shared and modelled should feed directly into the learning objectives for the week (e.g. working towards writing a simple description – children should be given opportunities to generate appropriate adjectives)</p>
<p><b>3 Final outcome</b></p>	
<ul style="list-style-type: none"> <li>- ‘Exciting Writing’ in Reception</li> <li>- Weekly writing outcomes in Year 1</li> </ul>	<p>The children should be encouraged to use their best handwriting when recording for their folders/books. This learning will enable them to become more independent when recording their own ideas. The children should be given opportunities to apply the skills they have learnt across the week.</p>