Early Years Foundation Stage

Writing

Writing is a specific area and consists of:

Listening and Attention
Understanding
Speaking

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- playing and exploring

- active learning

- creating and thinking critically

Curriculum 2014 - English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

♣ read easily, fluently and with good understanding

♣ develop the habit of reading widely and often, for both pleasure and information

♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

♣ appreciate our rich and varied literary heritage

♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

☐ transcription (spelling and handwriting)
☐ composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

YEAR 1

Writing – transcription

Statutory requirements - Spelling (see English Appendix 1)

Pupils should be taught to:

☐ spell:
- ☐ words containing each of the 40+ phonemes already taught
- ☐ common exception words
- ☐ the days of the week

☐ name the letters of the alphabet:
- ☐ naming the letters of the alphabet in order
- ☐ using letter names to distinguish between alternative spellings of the same sound

☐ add prefixes and suffixes:
- ☐ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ☐ using the prefix un–
- ☐ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- ☐ apply simple spelling rules and guidance, as listed in English Appendix 1
- ☐ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Notes and guidance (non-statutory)

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s).

It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly.

Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling

Statutory Requirements - Handwriting

Pupils should be taught to:

☐ sit correctly at a table, holding a pencil comfortably and correctly
☐ begin to form lower-case letters in the correct direction, starting and finishing in the right place
☐ form capital letters
☐ form digits 0-9
☐ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching.

Pupils should be able to form letters correctly and confidently.

The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Writing – composition

Statutory requirements

Pupils should be taught to:

☐ write sentences by:
- ☐ saying out loud what they are going to write about
- ☐ composing a sentence orally before writing it
- ☐ sequencing sentences to form short narratives
- ☐ re-reading what they have written to check that it makes sense
- ☐ discuss what they have written with the teacher or other pupils
- ☐ read aloud their writing clearly enough to be heard by their peers and the teacher.

Notes and guidance (non-statutory)

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

☐ develop their understanding of the concepts set out in English Appendix 2 by:
- ☐ leaving spaces between words
- ☐ joining words and joining clauses using and
- ☐ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- ☐ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- ☐ learning the grammar for year 1 in English Appendix 2
- ☐ use the grammatical terminology in English Appendix 2 in discussing their writing.

Notes and guidance (non-statutory)

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.

Writing – transcription

Statutory requirements - Spelling (see English Appendix 1)

Pupils should be taught to:

☐ spell by:
- ☐ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- ☐ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- ☐ learning to spell common exception words
- ☐ learning to spell more words with contracted forms
- ☐ learning the possessive apostrophe (singular) [for example, the girl's book]
- ☐ distinguishing between homophones and near-homophones
- ☐ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- ☐ apply spelling rules and guidance, as listed in English Appendix 1
- ☐ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Notes and guidance (non-statutory)

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones.

The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order.

Pupils should do this both for single-syllable and multi-syllabic words.

At this stage children's spelling should be phonically plausible, even if not always correct.

Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Statutory requirements - Handwriting

Pupils should be taught to:

☐ form lower-case letters of the correct size relative to one another
☐ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
☐ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
☐ use spacing between words that reflects the size of the letters.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently.

They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Writing – composition

Statutory requirements

Pupils should be taught to:

☐ develop positive attitudes towards and stamina for writing by:
- ☐ writing narratives about personal experiences and those of others (real and fictional)
- ☐ writing about real events
- ☐ writing poetry
- ☐ writing for different purposes

☐ consider what they are going to write before beginning by:
- ☐ planning or saying out loud what they are going to write about
- ☐ writing down ideas and/or key words, including new vocabulary
- ☐ encapsulating what they want to say, sentence by sentence

☐ make simple additions, revisions and corrections to their own writing by:
- ☐ evaluating their writing with the teacher and other pupils
- ☐ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- ☐ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- ☐ read aloud what they have written with appropriate intonation to make the meaning clear.

Notes and guidance (non-statutory)

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

☐ develop their understanding of the concepts set out in English Appendix 2 by:

☐ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

☐ learn how to use:

- ☐ sentences with different forms: statement, question, exclamation, command
- ☐ expanded noun phrases to describe and specify [for example, the blue butterfly]
- ☐ the present and past tenses correctly and consistently including the progressive form
- ☐ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- ☐ the grammar for year 2 in English Appendix 2
- ☐ some features of written Standard English
- ☐ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Notes and guidance (non-statutory)

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them.

Their attention should be drawn to the technical terms they need to learn.

Writing Steps

Development matters in the Early Years Foundation Stage (EYFS)				
Specific area: Writing				
	Aspect Spelling	**Aspect Handwriting**	**Aspect Composition**	**Aspect Vocabulary, Grammar and Punctuation**
Birth – 11 months 8-20 months 16-26 months	Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.(See roots of mark-making and handwriting in Playing and exploring and Physical Development).			
22-36 months	Distinguishes between the different marks they make.			
30-50 months	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places			
40–60+ months	Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Gives meaning to marks they make as they draw, write and paint. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.	Begins to break the flow of speech into words. Continues a rhyming string.

	Early Learning Goal **Children use their phonic knowledge to write words in ways which match their spoken sounds.** **They also write some irregular common words.** **Some words are spelt correctly and others are phonetically plausible.**		**Early Learning Goal** **They write simple sentences which can be read by themselves and others.**	

National Curriculum 2014				
Writing				
	Aspect Spelling	**Aspect Handwriting**	**Aspect Composition**	**Aspect Vocabulary, Grammar and Punctuation**
Band 1 Beginning Beginning+ Within Within+ Secure Secure+	1. Spell words containing each of the 40+ phonemes already taught. 2. Spell common exception words. 3. Spell the days of the week. 4. Name the letters of the alphabet in order. 5. Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. 6. Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. 7. Add prefixes and suffixes using the prefix un-. 8. Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. 9. Apply simple spelling rules and guidance, as listed in English Appendix 1. 10. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	1. Sit correctly at a table, holding a pencil comfortably and correctly. 2. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 3. Form capital letters. 4. Form digits 0-9. 5. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.	1. Write sentences by saying out loud what they are going to write about. 2. Write sentences by composing a sentence orally before writing it. 3. Write sentences by sequencing sentences to form short narratives. 4. Write sentences by re-reading what he/she has written to check that it makes sense. 5. Discuss what he/she has written with the teacher or other pupils. 6. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.	1. Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun. 2. Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. 3. Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat. 4. Understand how words can combine to make sentences. 5. Use joining words and join clauses using and. 6. Sequence sentences to form short narratives. 7. Separate words with spaces. 8. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. 9. Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. 10. Understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark.

Band 2 Beginning Beginning+ Within Within+ Secure Secure+	11. Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 12. Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. 13. Spell by learning to spell common exception words. 14. Spell by learning to spell more words with contracted forms. 15. Spell by learning the possessive apostrophe (singular) e.g. the girl's book. 16. Spell by distinguishing between homophones and nearhomophones. 17. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. 18. Apply spelling rules and guidance, as listed in English Appendix 1. 19. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	6. Form lower-case letters of the correct size relative to one another. 7. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 8. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 9. Use spacing between words that reflects the size of the letters.	7. Write narratives about personal experiences and those of others (real and fictional). 8. Write about real events to develop positive attitudes toward and stamina for writing. 9. Write poetry to develop positive attitudes toward and stamina for writing. 10. Write for different purposes to develop positive attitudes toward and stamina for writing. 11. Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. 12. Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. 13. Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. 14. Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils. 15. Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently,	11. Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. 12. Form adjectives using suffixes such as -ful, -less. 13. Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. 14. Use subordination (using when, if, that, because) and co-ordination (using or, and, but). 15. Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. 16. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. 17. Make the correct choice and make consistent use of present tense and past tense throughout writing. 18. Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. 19. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing. 20. Use commas to separate items in a list. 21. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name. 22. Understand the following terminology: Noun, noun phrase.

			including verbs in the continuous form. 16. Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly. 17. Read aloud what he/she has written with appropriate intonation to make the meaning clear.	Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.