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| **Writing in East Whitby EYFS**  |
| Writing in our Early Years begins as soon as children join us in the 2-year-old provision.   Children throughout EY are provided with opportunities in the environment to use and develop their Gross and Fine Motor skills to strengthen their bodies ready to write. Our 2-year-olds and Nursery children, use dance and large movements when taking part in daily ‘Wiggle’ (2 yr olds) and ‘Squiggle whilst you wiggle’ (Nursery) sessions. In Reception, these skills are further developed through ‘Squiggle me into a writer’, where they will transfer the movements to write letters. Dough Disco sessions are delivered throughout Early Years. Children manipulate dough to music to develop the fine motor skills needed to write effectively. Using ‘Drawing Club’ has developed a purpose and desire to mark make, draw and write in our children.  In Nursery, listening skills are reinforced through Phase 1 phonics (using our scheme *Little Wandle)*. Through tuning in to oral blending and sounds in words, children secure the skills needed to segment to write in Phase 2. Children are taught to recognise their name (Little Wandle picture mnemonics are used), then write their name. Other than their names, children are not introduced to graphemes until Reception.In Reception, we practice writing the grapheme for each phoneme we learn and we also look at formation of capital letters. We use lined whiteboards to begin with before moving to books for the ‘Apply’ spelling section of Phonics lessons. Each grapheme has a formation rhyme that we use to help the children to form the letter correctly. These rhymes are shared with parents so they can support correct formation from the very beginning. This also ensures consistency as children progress into KS1 without the need to reteach formation. Children are asked to practice listening to sounds/words before then writing them down. In the Spring term (or sometimes earlier), we start to do formal handwriting in books so that writing on lines is modelled early. In Reception, the teaching of writing has many different aspects; thinking of and holding a sentence to write, dictation and copying some words from the scaffolding of a model are used during the year to work towards children becoming confident, independent writers.  From the start of our 2 yr old provision, children are encouraged to mark make in all areas of provision and staff support children in their journey towards attributing meaning to the marks they make. We use many different surfaces and tools for making marks and drawing pictures. As children become familiar with more sounds they will increasingly use the Working Walls to support their own learning. Here they will find scaffolding such as tricky words displayed, sound mats and models of ‘What a good one looks like’. Children are exposed to different texts, the environment is rich in language and they see that fonts can look different. Adults are constantly modelling writing for a meaning.  During Continuous Provision and in group sessions, children are given the opportunity to talk about stories, to rehearse sentences and share ideas, through this they develop an understanding of how written word is linked to spoken word. As well as writing independently in Continuous Provision, children will work with adults to develop their writing skills. This allows opportunities for individualised teaching points. Although the Early Learning Goal for writing doesn’t stipulate that full stops, finger spaces and capital letters need to be used, we gradually teach this in Reception (when reading sentences in Phonics sessions) and children start to follow the model automatically in their own writing. Once ready, we encourage children to check their own writing has these key essentials. |