

# Writing Learning in EYFS: What English Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Birth to 5 Matters are prerequisite skills for writing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Birth to 5 Matters age ranges for Range 1 through to Range 6 and the Early Learning Goals for Reception to match the programme of study for writing.

The most relevant statements for writing are taken from the following area of learning:

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

Writing: Mark making and Composition		
2 year old provision	Literacy, Writing	<ul style="list-style-type: none"> <li>• Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint</li> <li>• When holding crayons, chinks etc, makes connections between their movement and the marks they make</li> <li>• As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.</li> <li>• Distinguishes between the different marks they make.</li> <li>• Knows that the marks they make are of value</li> </ul>
Nursery	Literacy, Writing	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make</li> <li>• Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Begins to make letter-type shapes to represent the initial sound of their name and other</li> </ul>

			<p>familiar words</p> <ul style="list-style-type: none"> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> </ul>
Reception - ELG	Literacy	Writing	<ul style="list-style-type: none"> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

Writing: Motor skills and Handwriting			
2 year old provision	Literacy, Writing		<ul style="list-style-type: none"> <li>• Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them</li> <li>• Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint</li> <li>• Manipulates objects using hands singly and together, such as squeezing water out of a sponges</li> <li>• When holding crayons, chinks etc, makes connections between their movement and the marks they make</li> <li>• Begins to understand the cause and effect of their actions in mark making</li> <li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</li> </ul>
	Physical Development, Moving and Handling		<ul style="list-style-type: none"> <li>• Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them</li> <li>• Enjoys the sensory experience of making marks in food,</li> </ul>

			<p>damp sand, water, mud, paste or paint</p> <ul style="list-style-type: none"> <li>Manipulates objects using hands singly and together, such as squeezing water out of a sponge</li> </ul>
Nursery	Literacy, Writing		<ul style="list-style-type: none"> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</li> <li>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>
	Physical Development, Moving and Handling		<ul style="list-style-type: none"> <li>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>Holds mark-making tools with thumb and all fingers</li> <li>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>Creates lines and circles pivoting from the shoulder and elbow</li> <li>Begins to form recognisable letters independently</li> </ul>
Reception - ELG	Literacy	Writing	<ul style="list-style-type: none"> <li>Use Read Write Inc letter rhymes to support the formation of lower case letters.</li> <li>To begin to form some capital letters.</li> <li>Write recognisable letters, most of which are correctly formed</li> </ul>
	Physical Development,	Moving and Handling	<ul style="list-style-type: none"> <li>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>Shows a preference for a dominant hand</li> <li>Begins to use anticlockwise movement and retrace vertical lines</li> <li>Begins to form recognisable letters independently</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> </ul>

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<b>Writing opportunities in EYFS</b>	
<b>Pre-school (2's)</b>	<ul style="list-style-type: none"> <li>• Daily Squiggle while you wiggle</li> <li>• Busy Fingers activities such as threading, dough disco and pegging to develop fine motor skills</li> <li>• Daily opportunities for experimenting with a range of media, tools and materials through multi-sensory exploration eg; paint, playdough, sand and glue</li> <li>• Begin to talk about the marks they make</li> <li>• Begin to show a preference for a dominant hand</li> <li>• Begin to develop their fine motor skills so they can use a range of tools competently, safely and confidently.</li> </ul>
<b>Nursery</b>	
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Drawing and writing is modelled during daily Communication, Language, and Literacy lessons.</li> <li>• Each Communication, Language, and Literacy lessons includes a writing invitation to motivate children to write/draw/mark make daily.</li> <li>• Children are given opportunities to write/draw/mark make both independently and with adult support daily throughout continuous provision</li> <li>• Writing/drawing/mark making opportunities are a prominent feature of continuous provision with mark making resources readily available in all areas of learning.</li> <li>• Daily squiggle while you wiggle sessions to support gross motor development</li> <li>• Daily phonics RWI lessons, includes letter formation and word/caption/sentence writing</li> <li>• Letter formation/spelling/hold a sentence homework is taken home each week.</li> <li>• Writing group work twice a week</li> <li>• Finger gym activities are included in continuous provision.</li> </ul>