



EYFS Literacy Curriculum Overview with links to **WRITING**

ALLANSON STREET

Challenging
Inclusive
Purposeful
Empowering
Memorable
Knowledge-rich



When planning our curriculum, we thought about how this area of learning would be challenging, inclusive, purposeful, empowering, memorable and knowledge rich.



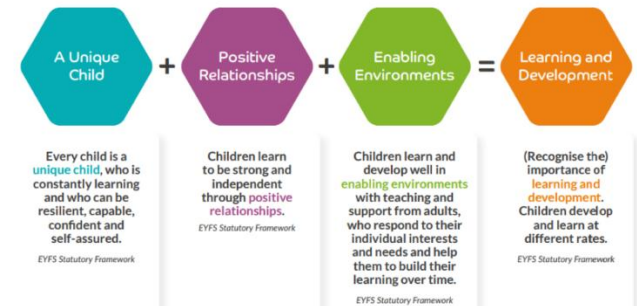
Development Matters

Non-statutory curriculum guidance for the early years foundation stage

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When considering lessons, challenges, and curriculum coverage, we used the Development Matters to help support us in our decisions of what to teach and when.



These are the four overarching principles of EYFS which shape our early years practice at Allanson Street Primary School.

Literacy- Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS Statutory Educational Programme

Nursery use the strategies from
Talk for Writing.



Reception use the strategies from
The Drawing Club



Our Early Years curriculum is planned and organised to allow children to learn new knowledge and skills which are then revisited to allow children to apply their knowledge and skills in new ways.

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS

EYFS WRITING Overview



Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – WRITING

Stage of Early Writing: Use marks symbolically

- Understand that the marks they make have meaning and can be used to communicate their thoughts and ideas.
- Able to consider and plan what marks they are going to make before they begin writing.
- Understand the difference between drawing and writing.
- Make marks symbolically for multiple purposes, such as to tell stories, record what they can see, express their emotions and ideas, solve problems or show their thinking (including mathematical thinking).
- The marks have a meaning to the child, even though they often do not resemble what they are intended to represent.



Stage of Early Writing: Imitate the act of writing

- Begin to imitate the act of writing, often in response to watching an adult write. For example, writing a shopping list after watching an adult write one.
- Initially, the writing may be represented by one repeated mark, such as a line. This may then progress to a series of repeated shapes.
- At this stage, the writing will not include recognisable letters.

Stage of Early Writing: Begin to make marks that resemble identifiable letters

- Fine motor skills and pencil grip develop, enabling children to use mark-making tools with more control.
- A variety of marks that are needed for letter formation are able to be made, such as clockwise and anticlockwise rotational movements.
- Writing begins to include marks that resemble letters. At this stage, the letters may not be formed accurately.
- The letters written are random and children do not connect the letters to sounds from spoken language.
- Often, the first recognisable letters that are written are letters from the child's name - the first letter from their name in particular.



Stage of Early Writing: Develop an understanding of directionality

- An understanding of directionality is developed and writing progresses from left to right and top to bottom.
- Writing is often represented by a random string of letters.
- These letter strings do not usually contain any spaces.

Stage of Early Writing: Write their own name

- The first full word children will often try to write is their name. Their name is a word that is very important to them.
- Their name will be written using identifiable letters but the letters may not be correctly formed.
- Progress to remembering how to write each letter in their name in the correct order, but do not yet connect the letters with their corresponding sounds.



Stage of Early Writing: Copy letters and words from their environment

- Writing may now incorporate recognisable letters and words that children have copied from the print they can see in their environment.
- The words will often have the letters copied in the correct order but children will not be linking spoken sounds to the letters.

the I is



Stage of Early Writing: Develop an understanding that there is a link between the shape of a letter and a sound

- Begin to understand that writing is related to speech sounds and that the shape of a letter is used to represent a sound.
- Often, the first links children make are between the letters in their name and the sounds those letters represent. A child may write their name, point to one of the letters in their name and say the corresponding letter sound.
- Writing may begin to include letters that connect to the sound the letter represents. For example, a child may write the letter 'm' in their writing and say that they have written 'mummy'.

Stage of Early Writing: Identify individual sounds in words and then write the sound with the corresponding letter

- Often, the first sound identified in a word is the initial letter sound. For example, if shown a picture of the sun, a child could identify that the word begins with the letter 's' and write the corresponding letter.
- The most prominent sound in a word may also be the first sound a child will identify and write.
- Progress to also being able to identify the final sounds in words and then the medial sounds.
- Initially, the letters written down may not be in an order and no spaces will be left between words.



Stage of Early Writing: Begin to write letters that are formed correctly

- Use core strength to achieve a good posture when writing.
- Develop a preference for a dominant hand to use when writing.
- Hold mark-making tools effectively. Most children will use a tripod grip. The tripod grip enables dynamic movement to come from the fingertips. It helps children to use mark-making tools accurately and effectively to form letters.
- Write recognisable lower case and upper case letters.
- Begin to write letters with correct letter formation.
- Develop a handwriting style that is fast, accurate and efficient.



Stage of Early Writing: Understand that words are made up of letters, which are a collection of different shapes

- Understanding of the concept of a word develops.
- Able to identify the difference between a letter and a word.
- Understands that a word is a collection of letters that are written in a specific order.
- Begin to become aware of the existence of spaces between words and the purpose of these.

the I is
see like
12345
onb mv

**Stage of Early Writing:
Able to identify each sound in a CVC word and write the corresponding letters**

Thehcanr
(The horse can run.)

- Able to segment and identify individual sounds in CVC words, then write the corresponding letters. Initially, this may just be one or two sounds and then progress to all three sounds.
- CVC words are phonetically plausible words that just contain three sounds and are made up of a consonant, vowel then consonant. For example, rat, log, map.
- Letters may be written randomly at first, then progress to being written in the order in which they occur in the word.

**Stage of Early Writing:
Write a simple phrase or caption**

- Write a simple phrase or caption by sounding out and writing the corresponding letters in simple words and also make phonetically plausible attempts at writing longer, more complex words.
- Spaces are added between each word in the phrase and it can be read by others.
- Writing contains words with letter groups, including digraphs (such as, 'sh') and trigraphs (such as, 'igh').
- Common exception words that have been taught may also be used in the writing, such as 'the'.

We wn to the s
(We went to the store.)

**Stage of Early Writing:
Write a simple sentence**

To daye i wat
to play withf the
white board and
the shapes and
I won to play
with my fen
(Today I want to play with the
white board and the shapes, and
I want to play with my friend.)

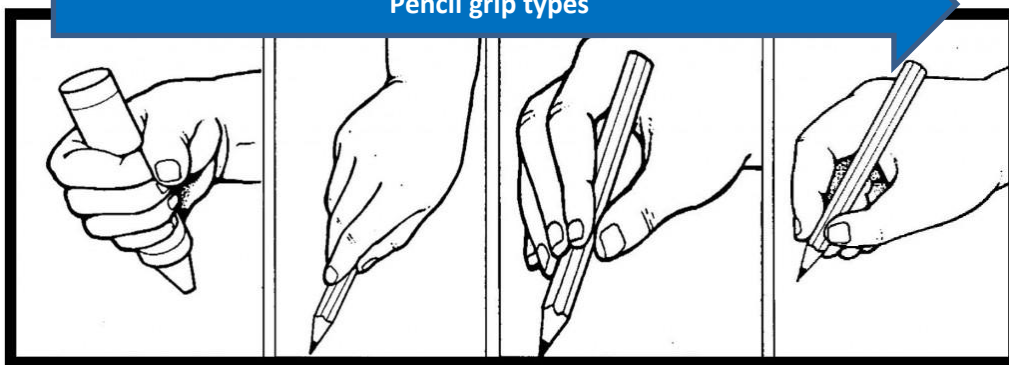
- Able to say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure.
- Write a simple sentence, which contains spaces between each word and can be read by others.
- Write sentences that contain simple words that have been spelt correctly, as well as more complex words, which children have used their phonics knowledge to attempt to spell.
- Sentences may also contain words which contain letter groups and common exception words.
- Understanding that sentences begin with a capital letter and end with a full stop develops and children may begin to use these with increasing accuracy in their writing.
- Rereads a sentence that has been written to check that it makes sense.

**Stage of Early Writing:
Use a variety of writing structures**

- Write for a range of purposes and use different writing structures to match the type of writing. For example, writing a list, instructions, a card, a recipe or a story.
- Several sentences may be written which begin with a capital letter and end with a full stop.
- Writing can be read and understood by others.

One day I saw
my Frid it was
Israel and Antonio
and They got lost
I fad Them.
The end
(One day I saw my friends. It was
Israel and Anthony and they got lost.
I found them. The end.)

Pencil grip types





EYFS HANDWRITING Overview

Language

In Reception, we follow the whole school handwriting policy of ISHA. Children are taught the names of each line i.e. top solid, top broken, bottom solid, bottom solid.

We use the RWI rhymes to help remember the formation of each sound.



Handwriting practice box containing the letters a, b, c, d, e, f, g, h, i, j, k, l, m.

Handwriting practice box containing the letters n, o, p, q, r, s, t, u, v, w, x, y, z.

Small letters

Handwriting practice box containing the letters e, i, u, x, z, r.

Tall letters

Handwriting practice box containing the letters d, k, l.

Tail letters

Handwriting practice box containing the letters j, p, g, y.

Narrow letters

Handwriting practice box containing the letters n, b, p.


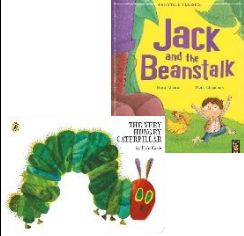
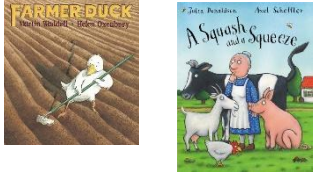
Letters with sharp points

Handwriting practice box containing the letters v, w.

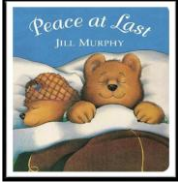

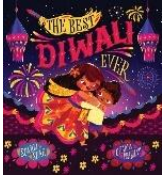
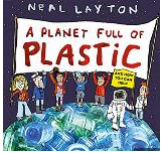

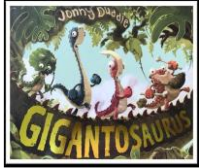
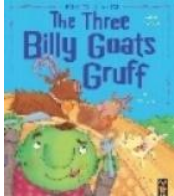
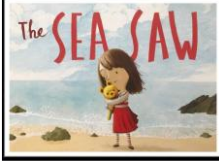
Narrow curved tails

Handwriting practice box containing the letters j, g, y.

WE ARE THE BEST WE CAN BE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Text: Goldilocks & the 3 Bears/3 Little Pigs Fiction – Traditional tales with character focus</p> <p>Outcome: Oral retelling of the story including actions. Use of story props to retell the story. Mark making – characters.</p>	 <p>Text: We're going on a leaf hunt Fiction – Repeated refrains. Retell with story map</p> <p>Outcome: Oral retelling of the story including actions. Use of story props to retell the story. Story sequencing.</p>	 <p>Text: Here comes Jack Frost/We're going on a bear hunt Fiction – retell with story map</p> <p>Outcome: Oral retelling of the story including actions. Use of story props to retell the story. To talk about beginning, middle and end events of the story. Making marks to represent elements of the story. To begin to create a story map.</p>	 <p>Text: Jack and the Beanstalk/The very hungry caterpillar Fiction – Traditional tale. Retell with story map</p> <p>Outcome: Oral retelling of the story including actions. Use of story props to retell the story. To talk about beginning, middle and end events of the story. Making marks to represent elements of the story. To begin to create a story map.</p>	 <p>Text: Farmer Duck/A squash and a squeeze Fiction - Rhyme</p> <p>Outcome: To sequence images depicting key events in the story and use the images to retell the basic storyline</p>	 <p>Text: Rosie's walk/Who sank the boat? Fiction – Recount</p> <p>Outcome: Create own story map</p>

WE ARE THE BEST WE CAN BE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Text: <i>Peace at Last</i> Fiction – Story with character focus</p> <p>Outcome: Use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story.</p> <p>Outcome: Oral retelling of story. Draw images and write labels to represent the story.</p>  <p>Text: <i>Home</i> Fiction – Story with various settings.</p> <p>Outcome: to discuss their own home, similarities, and differences.</p> <p>Outcome: Label parts of the home with sounds they know.</p>	 <p>Text: <i>The Best Diwali Ever</i> Fiction - traditional story with character focus</p> <p>Outcome: A representation of a favourite character in the story. Able to say which character it is and express some information about the character.</p> <p>Outcome: To label and attempt to write a simple caption.</p>  <p>Text: <i>Stick Man</i> Fiction - story with character focus</p> <p>Outcome: A representation of a favourite character in the story. Able to say which character it is and express some information about the character.</p> <p>Outcome: To label and attempt to write a simple caption.</p>	 <p>Text: <i>A planet full of plastic</i> Non - Fiction</p> <p>Outcome: To draw/label items in the sea.</p> <p>Outcome: To create a poster to stop people polluting. Children to write labels/ captions/sentences.</p>  <p>Text: <i>Snowflake Bentley</i> Non - Fiction</p> <p>Outcome: To write a short sentence about a picture they have taken using a camera.</p>	 <p>Text: <i>Book of Animals</i> Non-fiction</p> <p>Outcome: To write about their own experiences of animals at the zoo.</p> <p>Outcome: Create an animal fact file.</p>  <p>Text: <i>Gigantosaurus</i> Fiction/ non-fiction</p> <p>Outcome: To write about their own experience of seeing a dinosaur.</p> <p>Outcome: Create a dinosaur fact file.</p>	 <p>Text: <i>The Three Little Pigs</i> Fiction - traditional tale with character focus</p> <p>Outcome: A representation of a favourite character in the story. Able to say which character it is and express some information about the character.</p> <p>Outcome: To write a sentence/ part of the story from memory .</p>  <p>Text: <i>The Billy Goats Gruff</i> Fiction - traditional tale with character focus</p> <p>Outcome: A representation of a favourite character in the story. Able to say which character it is and express some information about the character.</p> <p>Outcome: Write sentences describing the characters.</p>	 <p>Text: <i>The Sea Saw</i> Fiction – Recount</p> <p>Outcome: To sequence images depicting key events in the story and use the images to retell the basic storyline</p> <p>Outcome: To rewrite the story in own words.</p>  <p>Text: <i>The Pirates Next Door</i> Fiction – Recount</p> <p>Outcome: To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making</p> <p>Outcome: To write a letter from the point of view of the main character, describing what it's like having a pirate neighbour.</p>



Continuous Provision & Enhancements

What is Continuous Provision?

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there a **core range of resources** that children can use all of the time, throughout the whole year. EYFS staff at Allanson Street plan an effective continuous provision that involves a consideration of classroom layout and resourcing – this allows us to offer a breadth of learning possibilities.

Our carefully planned continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. The intention is that the continuous provision positively impacts children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

What are Enhancements?

Alongside the core range of resources, EYFS staff provide enhancements. These enhancements are **additional and not a permanent feature of the provision**. The enhancement could be linked to a specific learning intention, inspire children within an area linked to an interest or book, or provide opportunity for new learning. An example linked to Literacy – while learning about Halloween, staff will add pumpkins, Halloween word mats, spooky pens, list templates – linked to the challenge to create a list of things we need for a Halloween Party. This will allow children to further develop their knowledge of writing and promote independent writing.

Children can be found learning about ‘Writing’ (Literacy) in all areas of the continuous provision, indoor and outdoor. Children will have their knowledge and skills extended, developed, and revisited in our ‘Message Centre’ area.



Assessment and Planning Cycle

“Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.” – **Early years foundation stage statutory framework (2023)**

Assessments

Through their day-to-day interactions and observations, staff in Early Years are always assessing children’s abilities. We know that in order to best provide appropriate learning opportunities, practitioners must have a full understanding of the children in their care. Due to this, we spend lots of our time, in provision, engaged with the children.

It involves staff understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, staff make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. **However, there is no requirement to keep written records in relation to this.** **Early years foundation stage statutory framework (2023)**

Statutory Assessments

At the start of Reception, eligible children are expected to complete the Reception Baseline Assessment (RBA), this should be completed within the first 6 weeks. This assessment is used by the DfE to measure progress to from the start of Reception to the end of Year 6.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals (ELGS), indicating whether they are:

- ‘Expected’ - meeting expected levels of development
- ‘Emerging’- not yet reaching the expected levels of development

The ELG’s are a statutory assessment and not how we plan our curriculum.

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

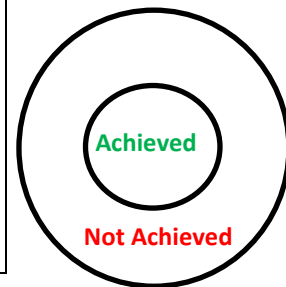
Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.





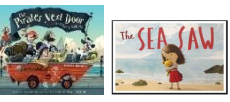
Recording Assessments

Although the statutory framework is very clear on judgements coming from the practitioner’s knowledge and not from physical evidence, our team find it useful to record initials of children who have not met a curriculum goal on the assessment doughnut. Allowing us to discuss them at our weekly planning meeting and plan how we are going to support them in achieving this goal.

Assessment Doughnut tool



Reception

Half term	Book focus / key texts	Other possible Writing opportunities within the half term
1		<ul style="list-style-type: none"> - Shape/ letter formation practise using RWI to support. - Introduction to the handwriting scheme lines. - Labelling characters/objects from 'Peace at Last' story with initial sounds. - Labelling items within the home. - Children represent the phonemes they learn - Model pen grip – Pinchy parrot.
2		<ul style="list-style-type: none"> - Children represent the phonemes they learn - Mark making in provision - Name writing - CVC word building - Labelling - Write and post letters to Santa. - Elf on the shelf response.
3		<ul style="list-style-type: none"> - Create posters to stop littering - Using Snowflake Bentley write about their own photographs - CVCC/ CCVC word building. - Introduction of small sentences/ finger spaces - Children represent the phonemes they learn - Mark making in provision - Name writing - Labelling - Sentence building/
4		<ul style="list-style-type: none"> - Children research and write a fact file on a favourite animal. - Sentence building through sentence starters - Continued CVCC, CCVC word building. - Finger spaces - Applying all set 1 RWI sounds into words - Children represent the phonemes they learn - Descriptions of the Gigantosaurus
5		<ul style="list-style-type: none"> - Design house and label houses. - Postcards from the Three Little Pigs, - Retell traditional tales, write sentences. - Beginning to apply some set 2 RWI sounds into words - Instructions on making scones. - Sentences about where the troll went after he went down the river.
6		<ul style="list-style-type: none"> - Write a message in a bottle. - Treasure map with instructions. - Write letters to pirates - Write a weekly sentence about growing plants.