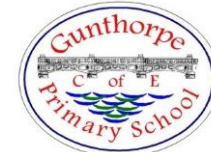


Writing in EYFS at Gunthorpe Primary School



Intent

At Gunthorpe, we aim for all children to become confident, motivated early writers by the end of Reception. We understand that writing develops over time and is rooted in children's physical development, language, play and experiences, rather than beginning with formal writing tasks.

We recognise that children need secure gross motor skills before they can develop the fine motor control required for writing. Core strength, balance, shoulder stability and coordinated whole-body movements support posture and control, enabling children to manipulate tools with increasing confidence. These physical foundations are essential for controlled mark-making and handwriting, which form part of the transcription strand of writing.

As children move through Nursery and into Reception, our provision reflects progression from making marks, to giving meaning to those marks, and eventually to writing recognisable letters, words and simple sentences. Fine motor development — including hand strength, finger control and hand-eye coordination — is embedded throughout the day and supports children's ability to hold writing tools, form letters and record their ideas.

We also recognise that writing is not just about transcription. The composition strand of writing — generating ideas, organising thoughts and choosing vocabulary — is equally important. Children need rich experiences to write about, supported by high-quality texts, storytelling, role play and first-hand experiences. We understand that children must be able to say what they want to write before they can write it.

Talk is therefore central to our writing provision. Through meaningful conversations, shared storytelling, role play and adult modelling, children develop the vocabulary, sentence structures and confidence needed to express ideas. Oracy supports children to rehearse language, clarify their thinking and build the foundations for written composition.

Implementation

Our writing curriculum is implemented progressively from Nursery to Reception, ensuring children develop the physical, linguistic and cognitive skills needed for early writing. Children build gross and fine motor control through play and purposeful activities, supporting controlled mark-making and handwriting. Writing is embedded across continuous provision, with adults modelling writing, scribing children's ideas and using talk to support oral rehearsal, vocabulary and sentence development. In Reception, systematic phonics and guided practice enable children to compose simple sentences and texts independently, preparing them to meet the Early Learning Goal for Writing.

	Physical Development	Transcription	Composition and talk	Adult role and provision
Preschool	Daily opportunities for gross motor development through climbing, pushing, pulling, transporting and outdoor play. Fine motor skills developed through dough, malleable materials, threading and sensory play.	Mark-making opportunities across provision using a wide range of tools and surfaces. No expectation of letter formation. Marks are valued and given meaning. Name recognition introduced through meaningful contexts.	Language-rich environment with storytelling, songs, rhymes and role play. Children talk about their play and marks. Adults scribe children's ideas. Concept cat – targeting specific concept vocabulary weekly	Adults model mark-making, encourage talk, introduce vocabulary and respond to children's interests. High quality Interactions using the ShREC approach (EEF)- Share attention, Respond, Expand and Conversation (on going through each stage)
	<i>Squiggle Whilst You Scribble</i> approach to support early mark-making, helping children develop hand-eye coordination, fine motor control, pencil grip, and confidence with movement			
Preschool into Reception	Increased focus on hand strength and bilateral coordination through tool use (tweezers, scissors, construction). Continued emphasis on gross motor movement.	Children begin to make purposeful marks and attempt letter-like shapes. Name recognition through meaningful contexts.	Children retell familiar stories, describe experiences and explain their marks. Talk is used to rehearse meaning before recording. Concept cat - targeting specific concept vocabulary weekly	Adults model writing in play, support grip development and encourage children to talk about what they want to write.
	<i>Squiggle Whilst You Scribble</i> approach to support early mark-making, helping children develop hand-eye coordination, fine motor control, pencil grip, and confidence with movement			
Reception (Autumn)	Ongoing gross motor provision with added focus on posture, core strength and shoulder stability.	Introduction to correct letter formation alongside phonics teaching. Children write recognisable letters and attempt	Oral rehearsal encouraged before writing. Shared storytelling and	Adults explicitly model writing, support transcription and encourage independence while valuing effort over accuracy.

	Fine motor activities planned daily.	to write words. (RWI Word time 1-7) Super sentence introduced at half term where children orally rehearse a predetermined sentence that contains phonemes and graphemes that they know.	sentence modelling support composition. Say it again better – children supported to stretch a sentence and choose more interesting words or alternative ways to express ideas -builds vocabulary and confidence (ongoing)	
Reception (Spring)	Fine motor control refined through increasingly precise tasks. Children develop stamina for writing.	Children write simple words and phrases using phonics knowledge. Increasing control and consistency in letter formation. Write what you like books introduced to encourage independent writing following children's interests.	Children generate ideas from stories, experiences and play. Talk supports sentence structure and vocabulary choice.	Adults support children to edit orally, extend ideas and apply phonics independently.
Reception (Summer)	Children demonstrate control, fluency and comfort when writing for sustained periods.	Children write simple sentences that can be read by others	Children compose short texts linked to shared experiences, stories and interests. Oral rehearsal remains central.	Adults provide purposeful writing opportunities, model expectations and support children to meet the Writing ELG.

We recognise that children develop at different rates and come to writing with a range of skills and experiences. Our provision is therefore flexible, responding to each child's stage of development rather than fitting them into predetermined age bands, ensuring every child can progress confidently at their own pace.

Impact

By the end of Reception, children demonstrate confident early writing, forming letters, composing simple sentences and using a growing vocabulary. They draw on phonics, talk, and oral rehearsal to plan and extend their ideas, writing for a range of meaningful purposes. All children make clear progress from their starting points, developing the skills, control, and confidence needed to meet the Early Learning Goal for Writing.

How does our curriculum design support this?

Literacy

Infant 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Phonological awareness -Nursery rhymes and rhyming words <u>Preschool</u>- Enjoy listening to rhymes, join in with actions; notice and enjoy rhyme and rhythm; begin to distinguish between sounds in the environment. <u>Reception</u> - Recognise and generate rhyming words; orally blend and segment; begin to hear initial sounds in words.	Light and Dark <u>Preschool</u>-Listen to and join in with repetitive refrains; develop enjoyment of story language; anticipate key events. <u>Reception</u>- Retell simple stories in sequence; use vocabulary to talk about story structure; begin to recognise some red words and to write some cvc and decodable words by themselves	Traditional Tales <u>Preschool</u> -Join in with repeated refrains and predictable phrases; begin sequencing story events with props; experiment with making marks for characters. <u>Reception</u> - Retell traditional tales with story maps and puppets; discuss story structure (beginning, middle, end); write simple captions or CVC words linked to characters.	<u>Life Cycles</u> Preschool - Enjoy information books with pictures; use vocabulary linked to growth and change; begin to talk about what they see. <u>Reception</u> - Listen to and recall facts from non-fiction texts; write simple labels/captions with increasing independence; use vocabulary such as grow, change, life cycle.	Down on the Farm <u>Preschool</u> - Handle books carefully; enjoy simple factual texts about animals/food; join in with animal noises in rhymes. <u>Reception</u> - Use vocabulary linked to farming/food; sequence events in stories; write labels or short sentences linked to food/farm themes.	Where in the World <u>Preschool</u> - Listen to stories from different cultures; talk about personal experiences of travel; mark-make maps/holiday pictures. <u>Reception</u>- Compare similarities/differences in stories from around the world; retell experiences in sequence; write postcards or holiday captions.

Diversity links	Kids songs from around the world - Mama Lisa book	Festivals of light stories (Diwali, Christmas)	Compare European traditional tales with those from other cultures (e.g. Chinese, African, Caribbean). Celebrate Chinese New Year through stories.	<i>Tiddalik the frog</i> is a creation story from Australian Indigenous Dreaming Stories		Explore travel, journeys, and holidays in different cultures; global rhymes and songs.
-----------------	---	--	---	--	--	--