

Curriculum Coherence- EYFS Writing		
<p><b>Previous Learning: During their time in Nursery, most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>		
<p><b>INTENT</b>  <u>To provide children with opportunities within our provision to develop on their stage of learning in order to meet or exceed the Early Learning Goal.</u></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<p><b>IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>• Robust daily Phonics sessions</li> <li>• Communication with parents- ensuring they are provided with the information and resources to effectively support their child with writing and phonics application at home.</li> <li>• Continuous assessments to identify children making the slowest progress and those needing additional practise to embed phonics knowledge and understanding and PD skills.</li> <li>• Clear progressive planning that enables children to build on their knowledge, skills and understanding of Phonics.</li> <li>• Plenty of opportunities for writing to be modelled in carpet time and free flow.</li> <li>• Ensuring opportunities for children to achieve EYFS writing outcomes are promoted as much as possible in all learning areas and planning in the moment is used to enhance learning experiences and follow the interests of the children.</li> <li>• Use of Sign4Phonics, Sign4Story, helicopter stories, writing journals, range of mark making activities and resources on offer throughout the indoor and outdoor provision.</li> <li>• Encouraging children to write for purpose throughout provision- signing up names for activities, writing labels for their models, opportunities to record the children's interests- planning in the moment.</li> <li>• Adult interactions are ensuring children are supported in making progress in their next stage of development within writing. Adults always considering the '3ms' during their interactions.</li> <li>• Children encouraged to use resources from the environment to support them in working more independently.</li> </ul>	<p><b>IMPACT</b>  <u>Children meet the Early Learning Goals in Writing</u></p> <p><b>Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others</b></p>



	<ul style="list-style-type: none"><li>• Correct pencil grip/ letter formation is modelled and encouraged.</li></ul>	
<p><b>Links</b></p> <p>C&amp;L and PSED: Message making- messages to friends, sorry cards etc.</p> <p>PD: equipment- large scale and small scale used throughout provision to support gross and fine motor skills to support pencil grip. Use of the PD boxes in the morning to support fine motor skills.</p> <p>Maths: recording</p> <p>Knowledge and Understanding of the world: Writing challenges/opportunities linked to topics on SPARK planning. Using technology as a writing tool.</p> <p>Expressive art and design: Labels for models, planning and designing.</p>		
<p><b><u>Next steps in learning:</u></b></p> <p><b>Year1:</b> National Curriculum objectives for Writing.</p>		