

**EYFS**

**EYFS Knowledge:**

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history 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 Development Matters age ranges for Three and Four- Year-Olds and Reception to match the programme of study for Writing.

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

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

Writing: Transcription Spelling		
Phonics and Spelling Rules		
Three- and Four-Year Olds	Literacy	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul>
Reception	Literacy	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>

Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Three- and Four-Year Olds	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> </ul>
ELG	Physical Development	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>



## The Teaching Sequence for Writing St Patrick's Catholic Voluntary Academy



### Writing: Composition

#### Planning, Writing and Editing

Three- and Four-Year Olds	Communication and Language		<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Literacy		<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 the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check it makes sense.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</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>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>

#### Awareness of Audience, Purpose and Structure

Three- and Four-Year Olds	Communication and Language		<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Use new vocabulary in different contexts.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>



**Writing: Vocabulary, Grammar and Punctuation**

**Sentence Construction and Tense**

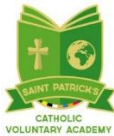
Three- and Four-Year Olds	Communication and Language		<ul style="list-style-type: none"> <li>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Use longer sentences of four to six words.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>

**Use of Phrases and Clauses**

Three- and Four-Year Olds	Communication and Language		<ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>

**Poetry and Performance**

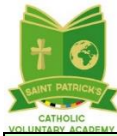
Three- and Four-Year Olds	Communication and Language		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Engage in story times.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>



## The Teaching Sequence for Writing St Patrick's Catholic Voluntary Academy



Non-Fiction:			
Reception	Communication and Language		<ul style="list-style-type: none"><li>Engage in non-fiction books.</li><li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"><li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>
	Literacy	Comprehension	<ul style="list-style-type: none"><li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>



## The Teaching Sequence for Writing St Patrick's Catholic Voluntary Academy



Phase	Teaching sequence:	Teachers:	Pupils:	Assessment for Learning	Dynamic and supportive writing environment	Talk
<b>Immersion</b>	In this phase, children will: <ul style="list-style-type: none"> <li>be exposed to a broad, rich and diverse variety of texts;</li> <li>experience a variety of hooks.</li> </ul> Hooks can include first-hand experience, visitors, videos, drama and other activities to develop the children's speaking and listening skills.	<ul style="list-style-type: none"> <li>Establish clear purpose and audience.</li> <li>Choose hooks that will engage the children's interest and imagination.</li> <li>Choose quality texts.</li> <li>Start to unpick the writer's craft.</li> <li>Begin to gather ideas for writing.</li> <li>Provide interactive, investigative activities to meet learning intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the purpose of the writing sequence they are about to engage in.</li> <li>Enjoy a range of quality texts.</li> <li>Ask questions.</li> <li>Make connections between the hooks and the purpose of the writing sequence.</li> </ul>			
<b>Analysis</b>	In this phase, children will: <ul style="list-style-type: none"> <li>explore the purpose of this genre of writing;</li> <li>examine its features and characteristics;</li> <li>understand what audience it is aimed at.</li> </ul> The children will analyse WAGOLs and explore how to create an effective piece of writing. They will start to think about what success criteria they will need for their own writing.	<ul style="list-style-type: none"> <li>Have a secure knowledge and understanding of the purpose and potential audience of the genre of writing being taught.</li> <li>Have a secure knowledge and understanding of the features of the genre.</li> <li>Prioritise which features the children will need to learn to be successful writers.</li> <li>Find/ create effective and not so effective WAGOLs for children to analyse.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of the text type/ genre.</li> <li>Identify the features of the text type/ genre.</li> <li>Discuss what audience they are aiming for and why.</li> <li>Agree on some initial success criteria that will underpin their independent writing.</li> <li>Engage in collaborative conversations with peers.</li> </ul>			
<b>Vocabulary</b>	In this phase, children will: <ul style="list-style-type: none"> <li>explore relevant vocabulary that will make their writing interesting and attractive to their audience.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for the children to acquire the subject knowledge they will need as writers.</li> <li>Provide opportunities for children to explore subject-specific vocabulary through 'Word Aware'-type activities.</li> <li>Create a dynamic literacy environment for children to refer to.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the subject-specific knowledge, including vocabulary, that they will need in their independent writing.</li> <li>Engage in a range of speaking and listening activities.</li> </ul>			
<b>Grammar and punctuation</b>	In this phase, children will: <ul style="list-style-type: none"> <li>re-visit or be introduced to the elements of SPaG that are relevant to this genre.</li> </ul> They will explore and practice how to use these elements in this context explicitly.	<ul style="list-style-type: none"> <li>Be secure in the knowledge and understanding required to develop quality-first teaching.</li> <li>Prioritise the features that need to be taught explicitly at word, sentence and text level.</li> <li>Provide opportunities for the children to practice the skills they need in the relevant context.</li> <li>Differentiate learning where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Practice the skills taught and start applying them in their writing.</li> </ul>			
<b>Planning</b>	In this phase, children will: <ul style="list-style-type: none"> <li>plan their writing in different ways;</li> <li>share whole class writing sessions;</li> <li>start to generate success criteria.</li> </ul> Planning may include drawing pictures, creating story mountains or maps, taking notes, using writing skeletons, etc.	<ul style="list-style-type: none"> <li>Provide the stimuli needed for gathering ideas.</li> <li>Demonstrate how to use planning tools effectively.</li> <li>Demonstrate how to use the learning environment when generating ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about ideas and begin to map them out on a plan.</li> <li>Use the learning environment and prior learning effectively as a planning tool.</li> <li>Refer to checklist of success criteria.</li> </ul>			
<b>Drafting, writing and editing</b>	In this phase, the children will: <ul style="list-style-type: none"> <li>create a first draft of their writing;</li> <li>receive feedback from the teacher;</li> <li>proof-read their writing, using the success criteria to check their writing and to start editing it;</li> <li>peer assess it with other children and add extra corrections as needed.</li> </ul> Teachers will model how to edit a piece of work and scaffold the children's editing process.	<ul style="list-style-type: none"> <li>Be secure in understanding and using shared writing techniques.</li> <li>Model the use of success criteria developed during the analysis phase.</li> <li>Integrate word/ sentence level with text level to exemplify their application.</li> <li>Provide stimuli and resources to support and enhance the writing process.</li> <li>Provide an element of choice.</li> </ul>	<ul style="list-style-type: none"> <li>Are fully aware of the purpose and audience of their writing, and write accordingly.</li> <li>Develop a piece of writing over a number of sessions.</li> <li>Refer to the success criteria, review their writing and edit in response.</li> <li>Respond to feedback.</li> </ul>			
<b>Publishing and reviewing</b>	In this phase, the children will: <ul style="list-style-type: none"> <li>create a final version of their writing using 'White Gold paper or relevant software;</li> <li>reflect on outcome against audience and purpose;</li> <li>understand next steps in developing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Confident in identifying areas of success and those for development that will impact on raising the standard of writing.</li> <li>Can explain and set clear next steps.</li> <li>Provide further opportunities to write in that particular genre setting up the audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Can reflect on their successes and areas for development.</li> <li>Can identify factors contributing to success and those causing barriers in their work.</li> <li>Are clear in their next steps in learning and engaged in addressing them.</li> <li>Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose.</li> </ul>			

This sequence may not be a linear process, depending on the complexity of the genre and the skills needed to generate the final piece.

Teachers may choose to create more scaffolded pieces of writing to help children practice the skills they will need for their own independent final piece.