

Sharnford C of E Primary School



Writing in EYFS

General ways to help your child with writing throughout their time in EYFS:

- ★ Read to and with your child - reading and writing go hand in hand, so sharing a book with your child will help them with writing in the long run
- ★ Playing games that involve words such as I Spy, or sound talking words e.g. "get some water from the t-a-p" or "let's walk the d-o-g" and asking children if they can tell you the word you have sounded out
- ★ Practice fine motor skills as much as possible, as this is something that will be a priority throughout their year in Reception. Effective and easy tasks at home include threading, using child tweezers to pick up items e.g. pasta or pebbles, or tracing patterns in a variety of ways, such as with a paintbrush in water on different surfaces outside, chalking or by cutting using child scissors.
- ★ Help support your child with working on a correct pencil grip (see attached) - don't worry about the different names given to each grip, but focus on the ways you can help depending on which stage they are at
- ★ Listening is a key part of being a good writer, as this is a skill children need when it comes to breaking down phrases and words into individual sounds. They should be able to listen and attend to short, key instructions, as part of their writing skills.
- ★ Practice forming letters in the correct way, using letter formation phrases (see attached).

Below is a breakdown of each term throughout the school year and the best way to support your child with their writing through each one



Autumn Term

As they enter school, it is helpful if children have chosen a dominant hand for writing, and can write their own name in a recognisable way. Children will be taught initial single letter sounds (the letters of the alphabet) in a structured way according to a phonics scheme (not in alphabetical order) and encouraged to recognise and form these letters correctly in a variety of ways, including using their finger in sand and glitter, as well as with a whiteboard and pen, using the

letter formation phrases (see attached).

As the term progresses and children become more familiar with recognising and writing these initial letters, they will be encouraged to begin to word build very simple CVC words (consonant - vowel - consonant) such as *mum, dad, cat, dog* etc using magnetic letters before moving onto writing and recording them using whiteboards/pens as well as with paper and pencils, and for a variety of purposes, e.g lists, labelling or sorting items. Children are also taught some 'tricky words' (words that cannot be sounded out, such as *to, no, go* and *the*) and are encouraged to include this in their writing where appropriate.

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How to help at home

- Threading beads and string
- Child scissors
- Whiteboard and pen (as well as paper and pencils)
- Magnetic letters to recognise initial sounds and begin to build CVC words
- Letter formation phrases and cards (supplied by school).

Spring Term

After children have acquired all of their initial sounds and some digraphs (two letter sounds, e.g /sh/ch/th), they will have a real focus on phonetic word building with a purpose, for example to label a picture. However, in order to do this, children need to begin to hold the word they want to write in their heads and the best way for them to do this is to talk about their ideas before they write them down, and 'sound talk' out loud. (e.g. b-e-d as they write bed).

As the children acquire more sounds, they are able to begin to write longer words - however, they will be spelt phonetically which can sometimes look very odd! For example, pirate may be spelt 'pighrut', kite might look like 'kight' and 'robot' may be spelt 'rowbot' as children are encouraged to write the sounds they can hear in the words.



How to help at home

- ❖ Continuing with the fine motor skills that they have been working on in Autumn Term
- ❖ Having children write for a purpose. E.g. their own messages in cards, shopping lists, labels on pictures, anything that keeps them engaged!
- ❖ Practice writing words children are confident with reading e.g. tricky words.
- ❖ Help your child to articulate and orally rehearse their ideas first.



Summer Term

Children should now be much more confident with word building and writing for a purpose and are increasingly able to write short sentences on their own. This is the term where adults try and take a step back in terms of the scaffold support provided for children and really encourage their independent writing skills through a variety of different mediums such as sequencing and captioning stories, writing instructions and labelling.

How to help at home

- ✓ Lots of positive praise for their efforts.
 - ✓ Share and celebrate their written work – promote the idea that writing is for an audience and shares your ideas.
 - ✓ Remind children to use finger spaces (small space between words) and full stops.
- Pay attention to pencil grip and encourage a tripod grip.

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