

Early Years Writing Strategy

As pupils begin their time at Perry Wood Primary and Nursery School, they embark on their journey towards becoming writers who can write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing these with a letter or letters; and write simple phrases and sentences that can be read by others. (The Early Learning Goals) Throughout their time within our Nursery and Reception provision, we provide children with opportunities to develop their fundamental skills in Early Writing, ensuring they are best equipped to begin their transition to Year 1 and The National Curriculum.

The beginning of the writing journey

Whilst all children will begin their writing journey at the same starting point, we recognise that all children progress through the stages of writing at their own pace, developing a strong foundation upon which they can succeed. The first stage of writing in which we foster within our provision is that of mark making or drawing, a crucial stage which is evidence that children have begun to write. Whilst some children will begin with random mark making on paper, others will create drawings to illustrate their thoughts and ideas. Both outcomes should be recognised as children communicating their ideas through print. Across our EYFS classes, children can be seen exploring mark making through different forms, be it with traditional pens, pencils and crayons on paper, to water being explored across fences and the floor. In order for children to use the equipment for mark making effectively, their fine motor skills must be strong. Fine motor skills are those that require a higher degree of precision, using the smaller muscles of their hands and wrists. We provide a vast array of opportunities for our children to develop their fine motor skills, including the ability to grip and manipulate objects, use both hands for a task, or alternatively, using their thumb and one finger to pick up items.

The development of the writing journey

As children progress from initial mark making, they will begin to mimic letter formations which they have been exposed to through daily Phonics sessions, reading of books and the modelling of letters delivered by the adults around them. Within our EYFS classrooms, our continuous provision allows for opportunities for children to explore reading and writing in unison. Children can wish to write about what they choose: using their imagination to write postcards from far away lands, to letters from the classroom's Post Office- the opportunities are endless. Through adult interaction, asking children to tell you what they have wrote about, children are encouraged further to make meaning of their letter-like formations. Following this, children will begin to sequence their letters to represent their thinking, at which point they are now beginning to form simple words. Writing is an integral part of our school's daily provision, and through 1:1 interaction, the children's understanding of sounds and matching these to letters is applied, thus succeeding in Early Writing.