



Lacewood Primary School Early Years Foundation Stage Curriculum September 2021

Area of Learning: Literacy - Writing

Pre-entry to FS1 Observation Checkpoints	<ul style="list-style-type: none"> • Begins to understand the cause and effect of their actions in mark making. • Enjoys the sensory experience of making marks. • Enjoys drawing and writing on screen and on different textures such as sand, playdough etc. • Can distinguish between the different marks they make.
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3 to 4 year olds – FS1	4 to 5 year olds – FS2	Key books	Key experiences
Knowledge and Understanding		<ul style="list-style-type: none"> • Wiggle while you scribble • Write Dance 	<ul style="list-style-type: none"> • Adults scribing for the children – tell me about your picture? Can I add a label here? Etc. • Adult support handwriting lessons – beginning with letter patterns and progressing to letter formation/sizing/orientation. Martin Harvey • See PD – activities to develop fine motor and gross motor skills (pre-writing skills) • Opportunities for children to see purposeful writing for a wide range of contexts. • Malleable play to explore letter patterns and shapes e.g. sand trays, mud, water etc. • Word building activities • Fred talk – sound blending throughout the day. • Listening, identifying and discriminating sounds throughout the day. (inside and outside) • Adults as role models – using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.
<ul style="list-style-type: none"> • To draw and mark make in response to stories and experiences. (e.g. simple story maps) • To know how to form different shapes and patterns. • To understand how to give meaning to the marks and drawing they create. • To understand different purposes for writing (purposeful and relevant) • To learn how to make letter type shapes and some simple letter strokes/shapes. 	<ul style="list-style-type: none"> • To create texts to communicate meaning for an increasingly wide range of purposes. • To spell words by identifying the sounds and then writing the sounds with letters/graphemes. • To write short sentences with words with known letter-sound correspondences, using a capital letter and full stop. • To form lower-case letter correctly • To spell high frequency and some common exception words. 		
Key Skills			
<ul style="list-style-type: none"> • Draws and mark makes in response to their own experiences and in response to stories. • Stage 2 – makes marks to represent writing. • Stage 3 – uses some shapes and patterns (waves, zig-zags etc.) in their independent mark making. • Imitates adults writing and writing for different purposes in their play. • Stage 4 – uses some conventional letter shapes/patterns (possibly known from name) No letter sound connection. • Writes some or all of their name. Some letters are accurately formed. • Stage 5 – uses letters and shapes that resemble writing (left to right, top to bottom) 	<ul style="list-style-type: none"> • Stage 6 – uses letters to represent sounds in some words they want to write (usually initial sound) • Stage 7 – uses more than one letter to represent the sounds in words they write e.g. btrf = butterfly • Stage 8 – hears and says the sounds in simple words to write them in sequence. • Stage 8 – writes some high frequency words independently. • Forms letters correctly when writing. • Stage 9 – writes simple words correctly and makes plausible attempts at longer words. • Writes sentences with a capital letter and full stop and with words using known letter-sound correspondences. • Writes to communicate meaning for a variety of purposes and forms – greeting cards, tickets, lists, labels, signs invitations etc. • Writes words that can be read by themselves and others. 		
Popular Themes/Seasonal Themes	Parents, Provision and Practitioners		
<ul style="list-style-type: none"> • Link to Physical Development • Outdoors – opportunities to apply skills on a larger scale e.g. mud kitchen, brushing the playground, washing the windows, chalking the floor etc. • Summer term – use common themes to support FS2 pupils to apply their writing skills independently to record sentences e.g. recounting a trip, plant growing diaries, story writing etc. 	<ul style="list-style-type: none"> • Provision will enable children to access a wide range of mark making materials and equipment and utilise in all areas of learning. (writing opportunities in all areas – suitable to the context) • Provision will ensure that children at all stages of writing development have the opportunity to practise and progress their skills. • Practitioners will ensure they model and demonstrate real-life, purposeful contexts for writing and that children observe adults physically writing as much as possible. • Practitioners will support and encourage children at every opportunity to use correct letter formation. • Parents will try to ensure that children have access to mark making, drawing and writing tools and experiences at home. • Parents will help children to see real and relevant contexts for writing in their everyday lives at home e.g. shopping lists, recipes etc. 		
ELG			
<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing sounds with a letter/letters. • Write simple phrases and sentences that can be read by others. 			