

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy- Writing

All writing stages are valued and children's progress is recorded using our progression map. Children are supported with their gross motor skills and shoulder and arm strength if they are not ready to write.

Alongside fine motor activities to strengthen hand grip, we provide:

- Daily shared and modelled writing in Literacy lessons
- Daily support to write their name using a variety of tools and resources
- Planned sequenced phonics and handwriting lessons
- Taught rhymes, letter families and handwriting patterns
- A variety of writing tools in the provision, including crayons, pencils, chalks, felt pens and pastels
- White boards, chalk boards, and a variety of paper in and outside the classroom
- Phoneme and grapheme mats, literacy displays and alphabet mats which are available at all times
- Tricky word mats and keyrings for the children to access
- Daily phoneme/grapheme revisit
- Meaningful reasons and opportunities for the children to write for a purpose
- Child accessible writing areas with clipboards, resources and the opportunity to decide what they would like to write following their interests.
- Opportunities to say out loud what we want to write, count the words and use their phonics to record their thoughts
- Songs and repetition, use of story maps and retelling the story. This enables the children to articulate their thoughts before writing.

What do we
use in the
Federation?

Literacy

ELG: Writing

Children at the expected level of development will:

- 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.