



What does Writing look like in Early Years at St Michael's Nursery and Infant School?

The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests to the children. 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 writing 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 Design and Technology.

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

- Communication and Language
- Physical Development
- Literacy

Writing		
Birth to Three	Communication and Language	Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Watch someone's face as they talk. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'ba-ba', 'mamama'. Use intonation, pitch and changing volume when 'talking'. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
	Physical Development	Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. Reach out for objects as co-ordination develops.
	Literacy	Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props.. Enjoy drawing freely. Add some marks to

		<p>their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name</p>
	Expressive Arts and Design	<p>Show attention to sounds and music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>
Three and Four-Year-Olds	Physical Development	<p>Physical Development Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.</p>
	Communication and Language	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. 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. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words. Sing a large repertoire of songs.</p>
	Literacy	<p>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; write 'm' for mummy. Write some letters accurately. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately. Engage in extended conversations about stories, learning new vocabulary.</p>
	Expressive Arts and Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs or improvise a</p>

			song around one they know. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop storylines in their pretend play
Reception	Communication and Language		Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary throughout the day. Develop social phrases. Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences. Engage in story times.
	Physical Development		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. Use their core muscle strength to achieve a good
	Literacy		Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
	Expressive Arts and Design		Develop storylines in their pretend play.
ELG	Literacy	Writing	<ul style="list-style-type: none"> • 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.