



# Writing in EYFS:

## What English Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

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 writing.

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

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

### Taken from St Mary's Catholic Academy EYFS LTP 22-23

Nursery	<p><b>Comprehension</b></p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b></p> <p>Children will spot and suggest rhymes.</p> <p>Children can use self-registration to recognise their first name with a picture</p> <p><b>Writing</b></p> <p>To mark make using different shapes</p> <p>Children will know</p>	<p><b>Comprehension</b></p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b></p> <p>Children will clap syllables in a word.</p> <p>Children can use self-registration to recognise their first name</p> <p><b>Writing</b></p> <p>Children will know how to draw vertical lines.</p> <p>Children can use a comfortable grip</p>	<p><b>Comprehension</b></p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b></p> <p>Children will know familiar words with the same initial sound such as mum and milk.</p> <p><b>Writing</b></p> <p>Children will know how to draw circles.</p> <p>Children show a preference for a dominant hand</p>	<p><b>Comprehension</b></p> <p>Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b></p> <p>Children can use self-registration to recognise their first and last name</p> <p>Children will know familiar words with the same initial sound such</p>	<p><b>Comprehension</b></p> <p>Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b></p> <p>Children can orally blend and segment CVC words</p> <p>Children will know familiar words with the same initial sound such as mum and milk.</p>	<p><b>Comprehension</b></p> <p>Children will know how to read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b></p> <p>Children can orally blend and segment CVC words</p> <p>Children will know familiar words with the same initial sound such as mum and milk.</p>
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	<p>how to draw horizontal lines</p> <p>All about me mark making assessment</p>	<p>when using pens and pencils To draw lines, circles and shapes to draw pictures</p>	<p>Children begin to write some letters in my name</p> <p>Children can draw and label their pet</p> <p>Mark making assessment</p>	<p>as mum and milk.</p> <p><b>Writing</b> Children will develop a tripod grip Children will begin to write letters (in my name)</p> <p>Children will draw and label a plant</p> <p>Children will know how to draw diagonal lines.</p>	<p><b>Writing</b> Children will begin to write their name</p> <p>Children will create a story map of the Hungry Caterpillar</p>	<p><b>Writing</b> Children will write their name with correct formation</p> <p>Mark Making Assessment</p> <p>Children create a map of a journey and to label it.</p>
Reception	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds s, a, t, p, i, n, m, d,</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know quick words l, the, no, go, to.</p> <p><b>Writing</b></p> <p>Children will know how to write their name.</p> <p>Children can write CVC words using the sounds they know</p> <p>All about me mark making assessment</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds g, o, k, ck, e, u, h, b,</p> <p>Children will blend known sounds in words.</p> <p>Children will know quick words l, the, no, go, to.</p> <p><b>Writing</b></p> <p>Children can write CVC words using the sounds they know</p> <p>Most children can write their first name using correct formation</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds f, ff, l, ll, ss, j, v, w, j, v, w, x, y, z, zz, qu</p> <p>Children will blend known sounds in words.</p> <p>Children will know quick words into, he, me, my, by, she, they</p> <p><b>Writing</b></p> <p>Children will know how to write CVC/CVCC words.</p> <p>Through dictation children can write a simple sentence / phrase</p> <p>Most children can write their full name using correct formation</p> <p>All about me marking assessment</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds ch, sh, th, ng, ai, ee, igh, oa, oo,</p> <p>Children will blend known sounds in words.</p> <p>Children will know quick words they, we, are you, all was give live</p> <p><b>Writing</b></p> <p>Children will know how to correctly form the letters for all learnt letter sound correspondences.</p> <p>Through dictation children can write a simple sentence / phrase</p> <p>Most children can write their full name using correct formation</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds ar, or, ur, ow, oi, ear, air, ure, er.</p> <p>Children will blend known sounds in words.</p> <p>Children will know quick words, they we, are you, all was give live</p> <p><b>Writing</b></p> <p>Children will know how to correctly form all letters learnt, and practice size and position.</p> <p>Children will know how to write a short sentence.</p> <p>All about me marking assessment</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b>Word Reading</b> Children will sound and blend words with Bug Club Phase 2 and 3 sounds.</p> <p>Children will know superpower words some, come, were, little, there, one, when, out, what.</p> <p><b>Writing</b></p> <p>Children will know how to correctly form lower and upper case letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>

## Outcomes from Development Matters

Writing: Transcription Spelling		
Phonics and Spelling Rules		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> <li>• 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; writing 'm' for mummy.</li> </ul>
Reception	Literacy	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>
Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> </ul>
Reception	Physical Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> </ul>

ELG	Physical Development	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> </ul>

## Writing: Composition

### Planning, Writing and Editing

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check it makes sense.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>

Awareness of Audience, Purpose and Structure		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
ELG	Communication and Language	Speaking <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

Writing: Vocabulary, Grammar and Punctuation		
Sentence Construction and Tense		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Use longer sentences of four to six words.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>

Use of Phrases and Clauses			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>
Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Engage in storytimes.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>