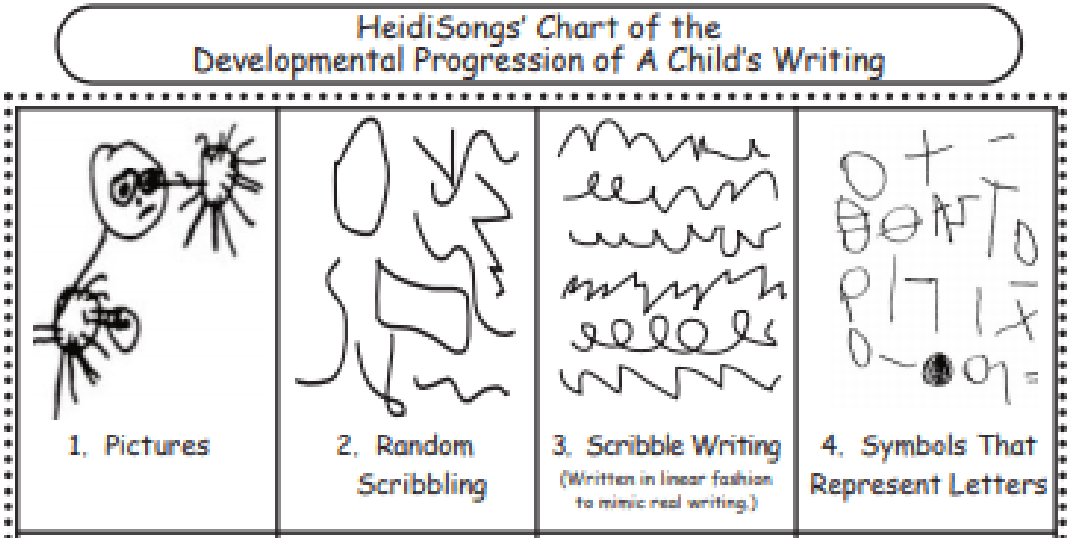
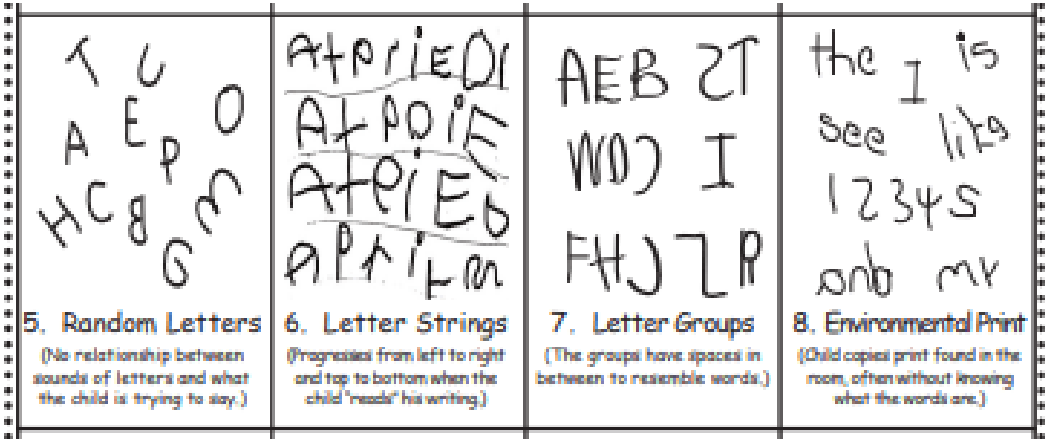
Hillside Primary School: EYFS Writing Teaching Sequence

At Hillside, we ensure children develop their writing skills in EYFS from mark making and emergent writing (children's first attempts at the writing process) to writing creatively in full sentences and formulating short stories and recounts. At the very early stages of writing, we use the emergent writing grid below as a guide to identify what support children need to progress as a writer.

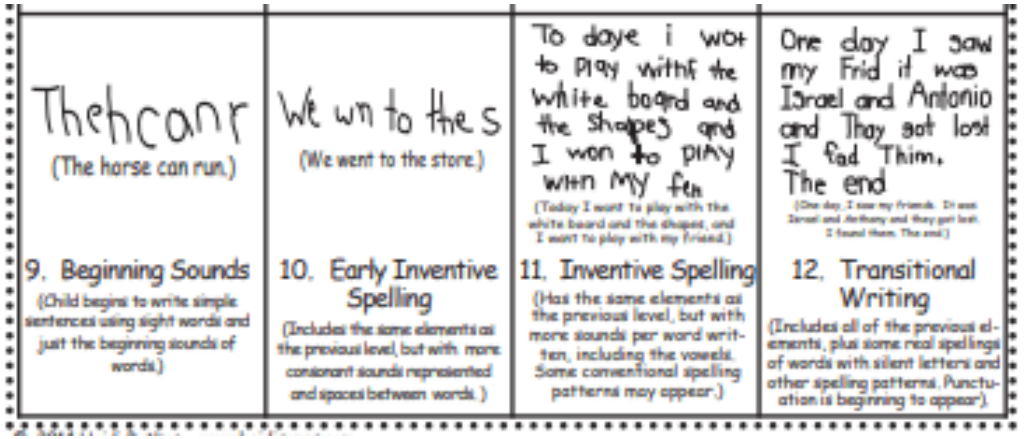
HeidiSongs' Chart of the Developmental Progression of A Child's Writing



1. Pictures
2. Random Scribbling
3. Scribble Writing (Written in linear fashion to mimic real writing.)
4. Symbols That Represent Letters



5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)
6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)
7. Letter Groups (The groups have spaces in between to resemble words.)
8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)



9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)
10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)
11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)
12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear).

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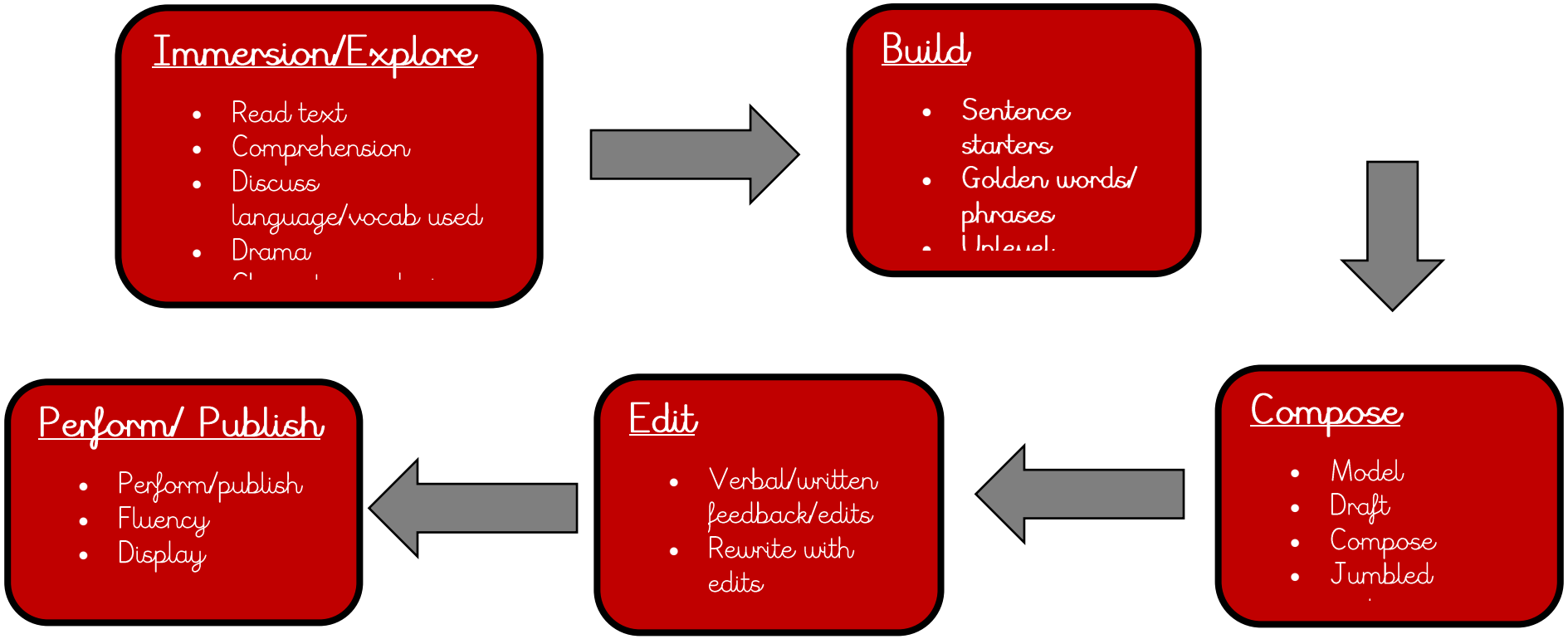
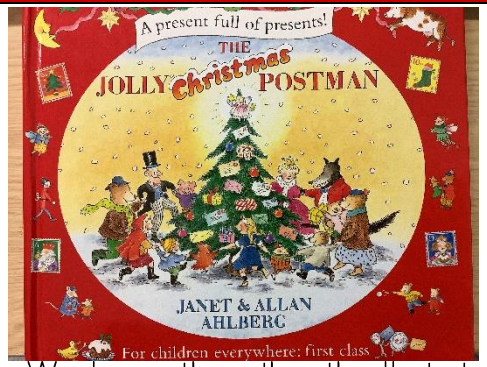
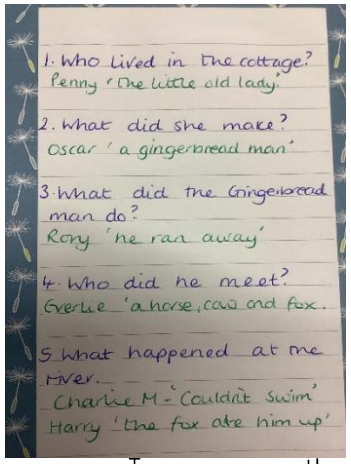
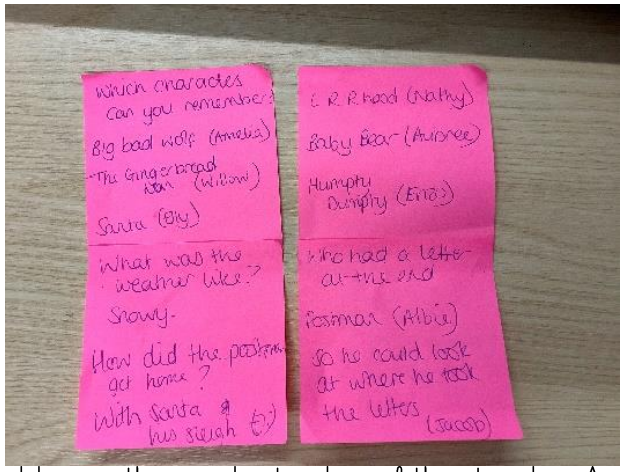
The following document demonstrates the sequence of learning in the EYFS at Hillside Primary School for Writing. The following steps may not occur in the order they are written, this will all depend on the cohort and needs of the children. This list is not exhaustive but provides some examples that can be utilised in the EYFS.



Compose Stage
Child make marks based on text. Teacher scribes child's words
Child uses letter shapes/strings. Teacher scribes child's words
Child uses initial and/or more sounds in their writing. Teacher scribes jumbled sentence for child to unscramble and rewrite. Child to read back.
Child uses phonic knowledge to make plausible attempts at writing words/sentences. Child reads sentence/s. Teacher annotates unclear words.

Hillside Primary School: EYFS Writing Teaching Sequence

Teaching Sequence	Explanation	Example
Immersion	Anchor to a quality text and/or meaningful experience.	 At the beginning of each new text, the book is shared with the children. We discuss the author, the illustrations and what the story might be about. Children look for the literal and hidden meaning and consider any questions that they have formulated based on the front cover(s). We then share the quality text with the children. **This provides opportunities to link the text to the key reading skills such as prediction and simple inference questions. Staff in the EYFS utilise all opportunities to build these skills into English lessons.**   **Comprehension** - Immersion in the text supports the children in their understanding of the stimulus. A range of open-ended questions are used to ensure the children understand the text and provides formative assessment for subsequent lessons.

Hillside Primary School: EYFS Writing Teaching Sequence

		Enhancing the EYFS setting with activities linked to the text enables the children to make links within their learning and deepen their understanding of both the text and cross-curricular topics. We link this part of the sequence to the reading domains to further strengthen the link between reading and writing. Using a variety of versions of the story helps the children to infer the plot, setting and characters that will be included.

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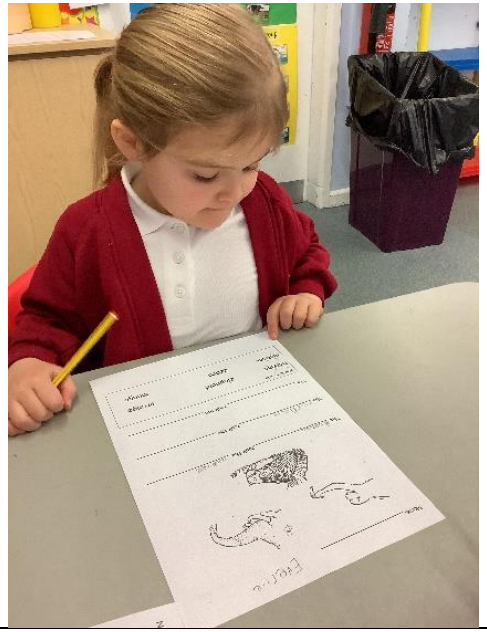
Drama

Putting on puppet shows enables the children to sequence and express their understanding of the text.

Acting out the story as a class enables the children to further immerse themselves in the text, as both actors and oral storytellers.

Cloze procedure - miss a word out



Cloze procedures are used to encourage children to practise using a word in context, which will support them in committing the meaning of the word to their long-term memory supporting metacognition.

In addition, the children have to determine the best word for the space and this will improve thinking skills. Cloze also encourages the children to consider whether the word makes sense within the sentence/text and begins to strengthen the children's understanding of what makes up a sentence. (subject/verb/object)

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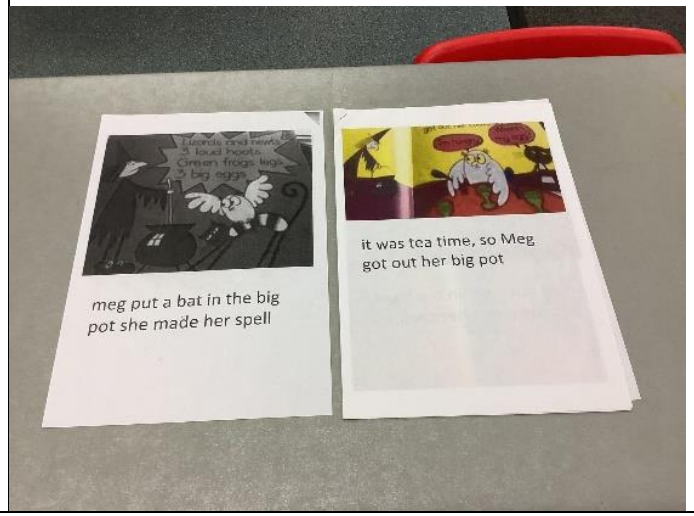
Character analysis

Role play - hot seating

Children identify the character traits that match the chosen character when acting out a story. This enables them to understand their actions, emotions and personality more effectively. Using the text to provide evidence of this enables the children to have further opportunities to infer.

Unpunctuated Text



Towards the end of year in Reception, some pupils will be ready to begin focusing on punctuation. In particular capital letters.

The original text may be used to provide a stimulus to practise correct punctuation use. Using a familiar text reduces the cognitive load for the children and enables them to focus on where the punctuation marks should go rather than word reading.

This task may be used in the build up to their extended writing or as part of their extended writing.

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		Jumbled sentences Jumbled sentences teach children how to compose sentences effectively ensuring the sentence makes sense with the correct components included. The understanding that all sentences require a subject and verb can be embedded through this process. Similarly, it also provides further opportunities for children to demonstrate their understanding of the text. This can be utilised in the build up to writing or in some cases, children may complete this activity as their final written piece.

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		Sequencing Sequencing the story using images is important particularly in the EYFS and for our SEND children. This assesses the children's understanding of the events in the story but also acts as a plan to follow when completing the writing process.

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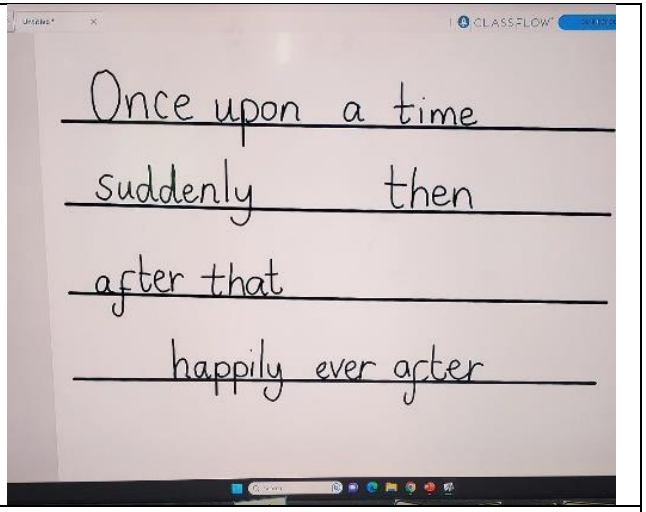
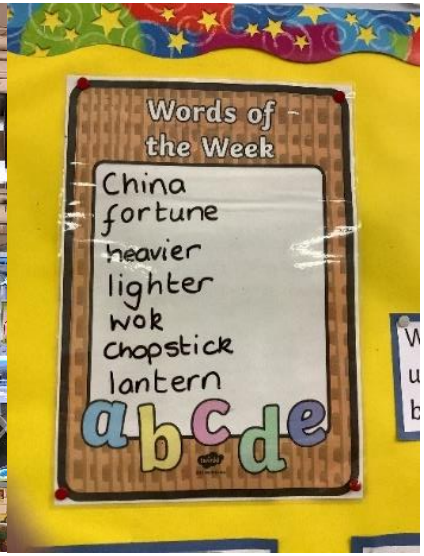
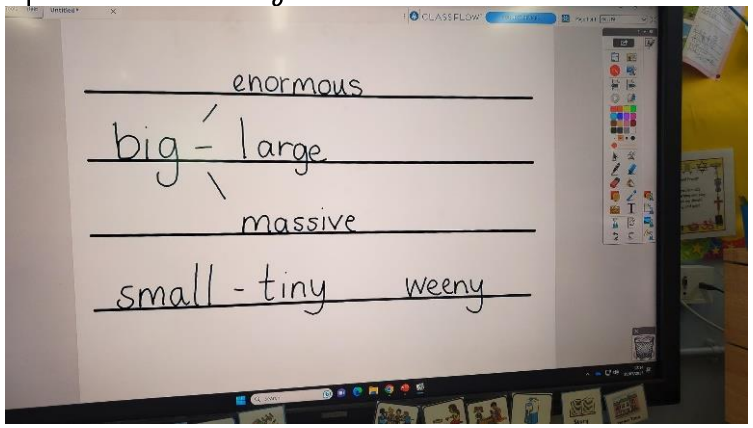
Explore	Analyse features of the text type and determine the purpose/audience and success criteria.	WAGOLL and Success Criteria With support, the children identify the effective features of their text type. This may be through the use of looking at the features of the story as it is read to the children or they may highlight language that is linked to the text type e.g. suddenly, once upon a time etc. A verbal success criteria is discussed early on in the writing process to establish the audience and purpose of the writing.	
Build	Collect, understand; play with appropriate vocabulary for the text type.	Collect words, vocab tree 	Collecting ambitious vocabulary from the stimulus, WAGOLL or other examples of the genre type is crucial in the writing process and enables the children to understand the meaning of vocabulary in context and to experiment using it within their own writing. Class discussion around word meaning is crucial at this point and the vocabulary will be added to the classroom vocabulary tree and/or the words of the week board so it can be constantly referred back to in class.

Hillside Primary School: EYFS Writing Teaching Sequence

Up Level Vocabulary choices



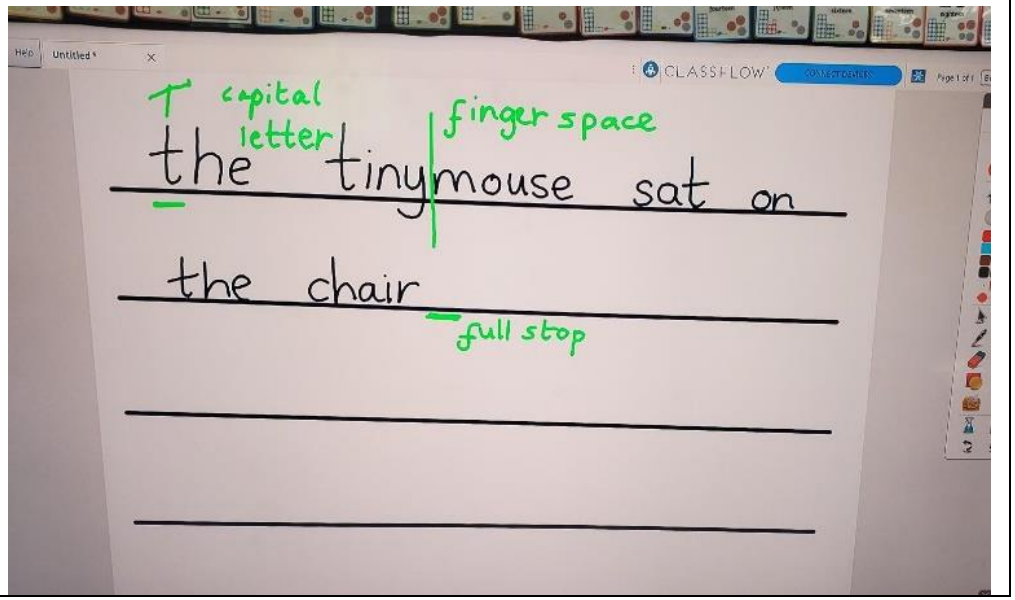
Up levelling vocabulary will be discussed on a weekly basis and added to the vocabulary tree.

When planning for a text, challenging vocabulary is selected/highlighted. This is then shared with the children and referred to throughout the week/s. The definition is discussed to ensure complete understanding.

Improving the language choices used by the author encourages the children to use more sophisticated language choices. Focus on the children using the words effectively within their writing and understanding that sometimes less is more due to the meaning being lost.

Grammar, punctuation and spelling

The teacher will model sentence writing on the whiteboard, placing emphasis on capital letters, finger spaces and full stops where appropriate. Deliberate mistakes may be used occasionally to address misconceptions.



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<table>
<tr>
<td>Compose</td>
<td>Teacher models the writing process with the class including their internal dialogue as they write.</td>
<td>
Modelled in the Moment

Modelling in the moment, as a whole class, is the most effective way to demonstrate the expectations of the piece of writing and to also demonstrate the thought process taking place in the writer's mind. Teachers should make deliberate mistakes and also reflect on their writing and question their language/sentence choices to ensure that the reader is always at the forefront of their mind.

Orally Draft
As children are composing their writing, the class teacher will decide on an appropriate output dependent on the stimulus, the point in the year, the maturity and also if misconceptions are being addressed.
The following images demonstarte the use of mark making, initial sounds, jumbled sentences and independent writing using sound and word mats.
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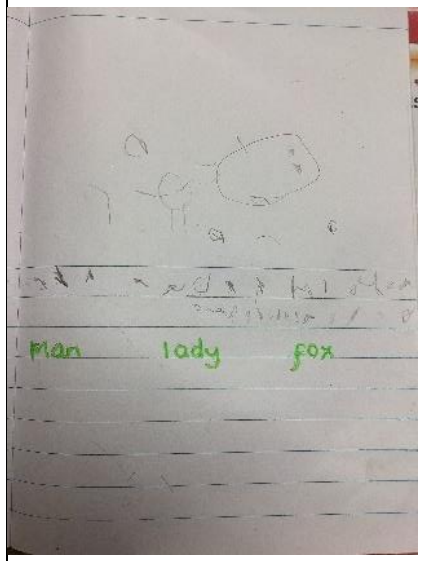
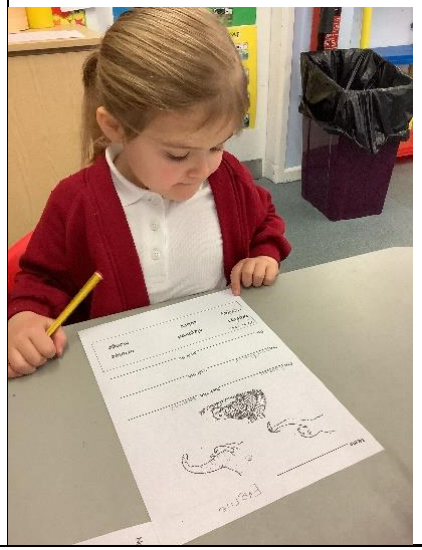
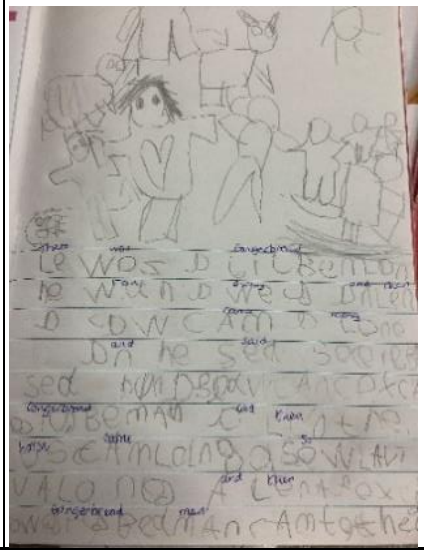
		Mark making 	Jumbled sentence 	Initial sounds 
		Cloze procedure 	Independent writing 	Independent writign 

Hillside Primary School: EYFS Writing Teaching Sequence

Edit/ Collaborate/ Improve	Independently up level work, peer assess, and the opportunity to improve further.	**Editing is a complex skill and one that begins in EYFS with children reading their work to their peer and an adult and discussing how it could be improved further. This is an opportunity for other children to show mastery of punctuation se as they check other children's work. This is heavily modelled as a class, group, one to one initially and then other children begin to develop this process independently.** **Other examples of editing involve using fix it time in the moment to improve their work.** Quality time kis set aside to improve the children's writing based on the feedback given by the class teachers. The class teacher must model this process and on a white board and set the expectations of this process. The 'Fix It' must always be marked by the class teacher to show that is valued. Put a picture of fix it taking place in lesson (Children's book photograph)
Perform	Consider the audience and purpose of the writing and use an acceptable media to perform their finished work.	**Performance of children reading out their work** Children perform their work to an audience classroom adults or family and friends. Peer and self-assessment is encouraged to enable the children to consider the strengths and developments of their performance. The following examples showcases children performing a poem.

		Fluency - children reading out to class When completing a performance, the children assess using the fluency scale adopted across the school. This identifies areas of strengths and developments around pace, intonation, punctuation and accuracy.
		Display

Hillside Primary School: EYFS Writing Teaching Sequence

			Children have the opportunity to present their writing in the correct form, style and layout. They consider their original audience and how best to showcase their writing to make it accessible and enjoyable to read. The writing may be showcased on a classroom display or on Dojo/APP/website etc.