

How is Writing taught in Reception?

- ✚ Writing falls under the strand 'Literacy'.
- ✚ Literacy is one of the four specific areas of learning in the EYFS framework.

Prime and specific areas of learning...

The three prime areas are Personal, Social and Emotional Development (PSED), Physical Development (PD) and Communication and Language (CL).

The four specific areas are Literacy (L), Mathematics (M), Understanding the World (UW) and Expressive Arts and Design (EAD).

The three prime areas are the focus for practitioners working with children in Reception as these form the basis for successful learning and progress in the four specific areas.

- ✚ The 'Writing' Early Learning Goal (where we expect children should be by the end of Reception):

'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'.

- ✚ In order for children to achieve these Early Learning Goal we teach English daily as a whole class and also during 'Team Learning time' when children are taught in small groups throughout the week. See Example of Team Learning Timetable.
- ✚ During whole class teaching time a specific concept is introduced or practised. This is a short 10-15 minute session that is taught using the visualizer, SMART board or sat in circle looking at or using resources. All children are encouraged to join in through the use or partner discussions, playing short games and singing songs together.
- ✚ We then go into Literacy Team Learning groups. These are 5 ability groups (bug spot groups). The teacher and TA works with one group each day and the remaining three groups work independently.
- ✚ By the end of the week each group will have worked with the Teacher and TA. This allows us to differentiate accordingly and provide enough challenge for our most able students.
- ✚ Team Learning lasts for about 15-20 minutes.

- ✚ The Teacher uses tracking sheets after each team learning session to monitor pupils progress and ensure they are in the correct ability group and are being provided with enough support and challenge.
- ✚ Each week we have a Writing focus displayed on our WALT robots which we talk about at the beginning and throughout the day.
- ✚ Rather than follow a specific scheme of work we plan learning objectives according to weekly topics that naturally lend themselves to certain key skills. For example, writing labels when we are learning about experiments etc... In this way, children are learning for a purpose and are most motivated.
- ✚ We ensure there is good coverage and progression of all key writing skills. Please see yearly coverage and planning. Please note that although our focus one week may be 'writing common irregular words' for example, we would still practise many other key skills simultaneously, such as segmenting, using finger spaces etc... Our weekly focus is mainly to ensure that we are providing good coverage and are able to assess affectively and accurately.
- ✚ As well as a dedicated literacy time, the children also have the opportunity to practise their literacy skills during our Busy Learning Time. The classroom has many different areas of learning in which children can learn through play. Both classrooms provide a Writing area in which the resources are constantly changed or adapted depending on our weekly focus, topic and the children's interests.
- ✚ During our Busy Learning Time adults spend dedicated time with certain children who have been identified as needing additional Literacy support in order to make expected progress. See intervention Group work.
- ✚ At the beginning of the school year we provide regular Funky Fingers sessions, when children do hand warm up exercises and participate in play dough discos! We also have a dedicated Funky Fingers area in both classrooms that children can access during busy learning.
- ✚ During Literacy Team learning the TA works with a group each day on either handwriting practice or communication and language.
- ✚ Communication and language activities help to develop children's vocabulary, which inevitably improve their writing skills. The activities includes interest boxes and talk for writing games such as making up stories and role-play.

- ✚ Parents are given half termly information sheets explaining our weekly writing focuses. They are asked to complete tasks at home with their children to post on Tapestry. We look at these as a whole class and children are rewarded for any home learning. We also add assessments to parent's observations and this contributes to the child's learning journey profile.

- ✚ We provide drop in sessions for parents about Writing.

- ✚ We send home the letters and sounds that we are learning on a weekly basis so children can continue to practise the formations at home. We also send home lists of the high frequency words that we are learning to spell (using the look, say, cover, write, check, method).

- ✚ The children have writing challenge eggs displayed in the classroom so they can practice their next steps during busy learning time. The targets are visual and are changed and discussed with the children regularly.

- ✚ Parents are kept updated with children's next steps during parent meetings and on Tapestry observations.