



These are the requirements extracted from *Development Matters in the Early Years Foundation Stage (EYFS)*

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Literacy: Writing			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". • Support children in recognising and writing their own names. • Make books with children of activities they have been doing, using photographs of them as illustrations. 	<ul style="list-style-type: none"> • Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well. • Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves. • Model writing poems and short stories, writing down ideas suggested by the children. • Provide activities during which children will experiment with writing, for example, leaving a message. • Include opportunities for writing during role-play and other activities. • Encourage the children to use their phonic knowledge when writing.
 40-60+ months	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Demonstrate writing so that children can see spelling in action. • Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). • Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. • Support and scaffold individual children's writing as opportunities arise. 	<ul style="list-style-type: none"> • Provide word banks and writing resources for both indoor and outdoor play. • Provide a range of opportunities to write for different purposes about things that interest children. • Resource role-play areas with listening and writing equipment. Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop. • Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>. • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.

Literacy: Writing

Early Education would like to acknowledge Helen Moylett and Nancy Stewart, Associates of Early Education for their work in producing this document and is grateful to all the early years practitioners, academics and organisations who generously gave them such helpful support, challenge, advice and feedback during the process.

© Crown copyright 2012

You may re-use this information (excluding logos and photographs) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at Early Education, 136 Cavell Street, London, E1 2JA or office@early-education.org.uk

This document is also available from our website at www.early-education.org.uk

ISBN 978-0-904-187-57-1
 EAN 9780904187571

Early Education
 The British Association for Early Childhood Education
www.early-education.org.uk

Early Education
 136 Cavell Street
 London
 E1 2JA

www.early-education.org.uk

Tel: + 44 (0) 20 7539 5400
 Fax: +44 (0) 20 7539 5409

Supported by
Department for Education

Early Education is a registered charity in England and Wales (no. 319082) and in Scotland (no. SC039472) and a company limited by guarantee.

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.