EYFS Talk for Writing

Introduction

The development of children's spoken language underpins all 7 areas of learning and development within the EYFS. Through conversation, storytelling and role play where children share their ideas with support and modelling from a sensitive adult and sensitive questioning that allows them to elaborate, children become comfortable using a range of vocabulary and language structures. With this in mind we aim for children at our school to view themselves as both storytellers and story writers. At Castle Bromwich Infant and Nursery School we use key aspects of the *Talk for Writing* approach to support the development of early literacy skills.

Practitioners in the EYFS plan for the use of high-quality spine texts; identified by the programme and the leads for Writing and the Early Years Phase. Staff read these texts regularly with children to help them to internalise them and become increasingly familiar with them. Having the opportunity to revisit and re-read these texts allows practitioners to dig deeper into story structures and develop a greater awareness of specific vocabulary and how it is used. The quality time spent on these texts enables the children to play with, explore and utilise unfamiliar language and begin to understand its context.

Talk for writing in the Early Years (2016)

"The approach is based upon how children learn early language through imitation, innovation and invention of language. The earliest words children learn are a direct imitation of language that they hear often…. The meaning of words gradually grows over time as children hear words and phrases often in context….. neuroscientists and psychologists agree that the mind actually uses story architecture to help us understand the world.'

The Talk for Writing approach is broken into 3 phases as detailed below;

Imitation	Children engage in the act of joyful story telling, Children have the opportunity to hear tales repetitively so they become familiar. Children use the familiarity of the story in this time to build a linguistic repertoire. Children engage in story mapping and physical story telling using actions to internalise the story.	
Innovation	Children take the natural step of changing and playing with the language patterns they are familiar with creating new versions. Story maps may be created of changed to reflect these changes or new details children have added. Innovation can be recorded through the use of story mapping, digital recordings, child or adult writing.	
Invention	This involves children making up their own stories independently, they may use story structures they are familiar with or retell their own life experiences. The oral stories and rhymes children have internalised will support the linguistic structure of these stories. This may also take place during	

	imaginative play, using small world, props and puppets to tell stories with.

The focus on vocabulary and structure is a fundamental principle of the 'Imitate' phase of the Talk for Writing teaching and learning sequence. Children use a story or text map with carefully considered images or symbols to support their verbal rehearsal of a text. This is then practised regularly throughout the first phase of learning. Through such repetition and the addition of actions to key story language, children are immersed in the language until it becomes second nature to them. Only when they are confident doing this and a text has been 'overlearned' are they ready to begin the second phase, 'Innovating'. Once the barrier of knowing what to write is taken away, children are more able to focus on the other writing skills needed to be authors.

<u>What does our approach look like across EYFS?</u>

We believe our children should have access to a safe, well-presented and stimulating environment; both indoors and outdoors. The children in the Early Years phase are supported by knowledgeable educators to be happy, secure and safe so that they are motivated and ready to learn, through a play-based curriculum. The educators are there to teach skills and knowledge, to facilitate the children's exploration of the world around them in a developmentally appropriate and sensitive way.

With these values at the core of our practice children in the Early Years phase are writers in all areas of the provision, not simply in specific 'Talk for Writing' sessions or at the Writing table. Children will have a balance of adult led activity time, adult-initiated writing challenges and free play, supported sensitively by knowledgeable adults who understand how young children learn. Learning environments reflect what is currently being learnt and include opportunities to develop what has already been taught so children always have chance to make connections and deepen their understanding. Previous stories are made available to children in small world or book areas so they continue to be revisited and adapted by individuals in their own way. Provision is regularly enhanced in order to promote this, whilst also reflecting on children's interests at the time.

Nursery

Imitate	Innovate	Independent application

• Children listen to chosen texts in small groups with the key worker. • Book skills are modelled explicitly (i.e. page turning, left to right) • Introduction of story mapping; In Nursery immediately creating a 'traditional story map' may still be a very abstract principle for young children. So adults will use props and real objects to support their story telling. Children may also physically act out the story in order to internalise the narrative. A large wall displays may also be created with adult support to aid the narration of the story. • Oral retelling will be used encouraging the children to join and repeat refrains. This may build up slowly using shorter parts of the story and develop to full retelling. • **Development of a simple story structure.** Children will be introduced to the fact that stories have a beginning, middle and end and these will be referred to by practitioners in conversations with the children, Children will answer simple questions about what happened at stages in the story. When retelling we would expect that children would have the story sequenced in this way in their own retelling.	• As the year progresses and children develop more confidence imitating a text, they begin to show their own innovations through their self-chosen activities, play and use of language (Spring 2 term is spent innovating a model text). • During the Spring 2 term practitioners will use the children's prior knowledge of eth story of the three pigs to create an innovated story of the three fluffy chicks. The story will follow the narrative of the three pigs which will be familiar to the children and the adult will model and discuss the changes to the children as they develop their group based innovated text. •	This happens at all stages of the learning sequence through the carefully considered and designed, indoor and outdoor provision. Independent application is evidenced through practitioner observations of children's self-chosen activities and play within this provision. • Children have plenty of opportunities to retell stories and practise book skills independently, (alone, with others or with sensitive adult support). • Children are provided with puppets, small world materials and other props to retell their own stories and generate new ones. • Small world provocation is introduced into the provision in order to invite and promote children's use of talk, imagination, creativity and storytelling. • In Summer term children begin to 'story map', which is then annotated by an adult; • This story mapping may begin as picture of children's own or familiar stories, from their own pictures or drawings, children develop a narrative an adult would scribe and shares their story with them and their peers. A range of adult story maps, story prompts and mark making materials are part of the daily provision in the environment to support and encourage children to engage children in becoming

		writers, authors and story tellers.

Reception

Imitate	Innovate	Independent application
2 weeks spent on this stage. • Children listen to and engage with chosen texts in small groups with the Key Person. • Book skills are modelled explicitly (i.e. page turning, left to right) • Story mapping is introduced. through the use of props and real objects children will retell and sequence. The practitioner will model the development of a story map with the children.. They may do this slowly building a story map up through the week depending on the children. • Oral retelling; practitioners will model oral retelling and encourage children to join in refrains, moving on to the children orally retelling as a group and individuals. This will take the form of whole class teaching and time will planned for individual retelling as a focus task. • Practitioners will focus on the use and development of story language and sequencing using children starting points to plan for next steps. • 'Magpying' vocabulary to develop deeper understanding of context and applying words to own speech.	2 weeks spent on this stage. • From Autumn two children make a simple change to a model text, hugging closely to the teacher's example. • Teachers video and record observations of the children's innovations and assess their next steps. • Hot seating and partner work are used to develop children's ideas. • Children creating their own story maps which are scribed on by practitioners. • The use of post it notes on adults story maps to develop ideas of an innovation. • Partner work retelling of innovated story.	This happens at all stages of the learning sequence through the carefully considered and designed, indoor and outdoor provision. Independent application is evidenced through practitioner observations of children's self-chosen activities and play within this provision and annotated story maps. • Children have plenty of opportunities to retell stories and practise book skills independently, alone, with others or with sensitive adult support. • Children are provided with puppets, small world materials and other props to retell their own stories and generate new ones. • Small world provocation is introduced into the provision in order to invite and promote children's use of talk, imagination, creativity and storytelling. • Writing provocations are planned daily for children to enable them to develop as authors. Children have access to a range of mark making materials and support prompts such as images from texts to caption and copies of story maps These materials are available in the writing area but also all around the classroom. Children are encouraged by adults

• Development of a simple story structure such as three part structure moving on to a four and five part structure..		to see themselves as writers and authors.

Age-appropriate Expectations using the Development matters framework

Practitioners in the EYFS are *required* to use the expectations for each half term these have been designed using the Talk for Writing tool kit and the EYFS Statutory Framework and Development Matters non statutory Framework 2020.

'Communication and Language The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. …….Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.' EYFS Statutory Framework

Practitioners plan from the curriculum overview for their year group and assess using key indicators and check points which are taken from the Development Matters Framework in order to highlight children who are not yet at age related expectation and support these children in making progress. This is done in order to ensure progression and provide the most appropriate next steps in developing children's oracy and later growing transcription. Skills.

By the end of Reception, children are expected to have developed two key writing skills: transcription and composition.

Children at the expected level of development by the end of Reception will:

ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing

– Be using the tripod grip in almost all cases

- Use a range of small tools, including scissors, paint brushes and cutlery

- Begin to show accuracy and care when drawing.

ELG: Writing

Children at the expected level of development will:

- 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.

For those children who appear to not be on track for meeting these expectations, they will be provided with targeted and focused opportunities to develop and practise key skills within the adult supported and adult initiated provision available to them daily. Intervention is used when appropriate to provide additional experiences and support built around their time for exploration and play.

> **'Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).'**
> **EYFS Statutory Framework Literacy**

EYFS statutory framework is a guide in developing our talk for writing practice across the phase, children have opportunities to mark make and write and their oral storytelling and development of story structures through verbalising stories is a valued element of the initial journey in becoming writers.

EYFS Phase Talk for Writing Curriculum Planning

Coverage	*Nursery*	*Reception*
Autumn 1	**Nursery rhyme of the week** • Class retelling **Development Matters** C and L DM Sing a large repertoire of songs. Knows many rhymes.	**Owls Babies focus on Imitate and Independent applications stages so children internalise the text.** **Expectations** • Story mapping • Class retelling • Speak in simple 5 word sentences (Development Matters expectation) • Recording of children's oral retelling (scribed by adult) **Non Fiction: Labels**

		• Introduce the purpose of a label
Autumn 2	**Bear Hunt** • Story mapping, through use of props puppets and introduction of using pictures to support story telling. • As a group retell or act out the narrative as an active participant C and L DM Children will join in as part of their group retelling or 'singing' the story. Be able to talk about familiar books, and be able to tell a long story.	**The Enormous Turnip** **<u>Expectations</u>** • Model a five part story including story language • Children retell a story verbally with a clear beginning, middle and ending using familiar language structures. • Children innovate changing the vegetable and recorded/scribed by an adult. **Non Fiction: Labels** • Revisit the purpose a label
Spring 1	**The Three Pigs** • Story mapping, through use of props puppets and Using pictures to support story telling. • As a group retell or act out the narrative as an active participant. • Children may independently retell parts of the story within their play i.e. pretend to be the big bad wolf while playing outside. C and L DM Children will join in as part of their group retelling or 'singing' the story. Be able to talk about familiar books, and be able to tell a long story.	**Harry and the bucketful of dinosaurs** **<u>Expectations</u>** • Model a five part story including story language • Children retell a story verbally with a clear beginning, middle and ending using familiar language structures. Children innovate changing the toy. **Non Fiction: Information about dinosaurs** **<u>Expectations</u>** • Simple sentences recorded by children (i.e. It is big). When developmentally appropriate children begin to punctuate with a capital letter, full stop and finger. • Children will use their phonic awareness to spell words.
Spring 2	**Three Fluffy Chicks – whole group innovation based on Three Little Pigs.** • Story mapping with adult modelling the change of story comparing previous text. • Use of pictures and symbols to retell the story. • Class retelling introducing actions and intonation in voice for characters. • This is a fully modelled innovation to introduce	**Elmer** **<u>Expectations</u>** • Children begin to use a five part story structure verbally (independently) • Introduce different adjectives in speech • Children to use new vocabulary in their storytelling and add words to their own maps. **Non Fiction: Instructions** • Simple factual sentences

	changing a familiar story to the children. DM READING Engage in extended conversations about stories, learning new vocabulary.	• Introducing first then next into verbal sequenced sentences. • With support children begin to build instructional sentences.
Sum 1	**The Gingerbread man** • Story mapping – group map performed and developed using graphics and actions. • Children may also retell individually using props and puppets. • Children may create pictures and symbols which an adult can scribe their meaning C and L DM Children will join in as part of their group retelling or 'singing' the story. Be able to talk about familiar books, and be able to tell a long story.	**Goldilocks** **<u>Expectations</u>** • Children use a five part story structure verbally (independently) • Children will write sentences for the beginning middle and ending using picture prompts • Children will include an adjective ton describe a noun in the story **Non fiction: Instructions** • Simple factual sentences • Introducing first then next into verbal sequenced sentences. • Children begin to build instructional sentences.
Sum 2	**Whatever Next** • Story mapping – group and individual adult to scribe children's stories. Children may innovate their own narratives through creating pictures and adding their own verbal narrative. **EYFS Statutory framework** Adult to scribe children's speech or stories **Development matters Observational check point** **Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?**	**Mrs Armitage On Wheels** **<u>Expectations</u>** • Children use a five part story structure verbally (independently) • Children will write sentences for the beginning middle and ending using picture prompts • Children will include an adjective ton describe a noun in the story **Non fiction:** Recount • Using first next then independently

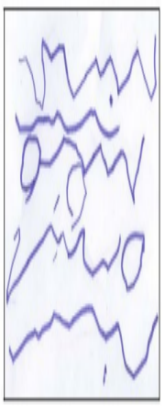
Early Mark Making and Development of Transcription Skills

*'very young children who are given rich opportunities to explore making marks within an encouraging emotional environment will become confident and competent communicators, both orally and on paper, in all areas of learning and development.' (***Mark Making Matters DFE 2008)**

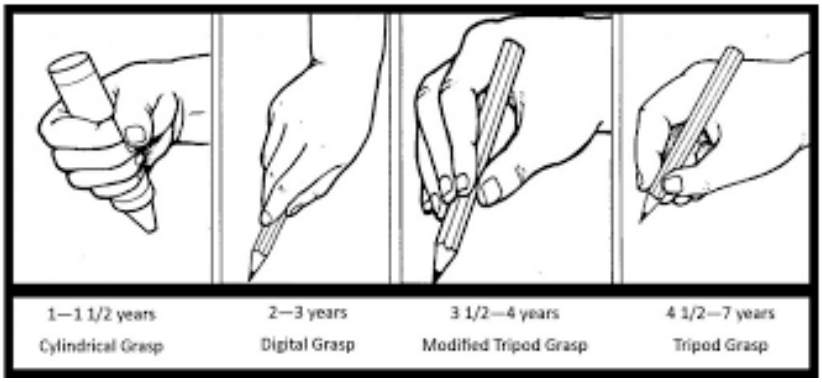
Within the context of an active play-based learning environment, children will have many different ways of representing their thoughts and feelings in the early years. Some will choose music, dance or song, others will prefer to tell stories through role-play, drama or using small world resources, but most will at some point be naturally drawn to represent their ideas graphically. When children realise that marks can be used symbolically to carry meaning, in much the same way as the spoken word, they begin to use marks as tools to make their thinking visible. Using our talk for writing approach to story mapping children can use their mark making to tell stories and express their

feelings through pictures and symbols of increasing sophistication. They may decide that their mark making only tells half the story and choose to provide a full narrative which they invite the practitioner to 'scribe'.

Typical stages of early mark making and writing development

<table>
<tr>
<td>
This is an example of very early attempts at mark making which may feature lots of random marks, often made over other marks which adults may describe as scribbling. A child at this stage may be unable to distinguish between his/her writing and his/her picture. At this stage a child may hold the pencil, in the palm of the hand, in a fist like grip.</td>
<td>
At this stage a child is mark making across the page. These are often zigzags and wavy lines. The child has a clear idea of the marks he/she wants to make and gives meaning to them. The mark making may communicate a message or an idea.</td>
</tr>
<tr>
<td>
A child may move on to make individual marks and begin to use some recognisable letters from his/her own name to communicate a message. He/she is beginning to understand that drawing and writing are different and that print carries a message.</td>
<td>
At this stage a child is using clearly identifiable letters to communicate meaning. He/she may be able to represent some sounds correctly and in sequence.
He/she is able to hear and write the initial sounds in words.</td>
</tr>
</table>

Practitioners use the below diagram of the stages of pencil grip to assess children's current stage of development.



Practitioners support ‘in the moment’ to move learning forward. In Reception children may be part of specific intervention groups to support fine motor development and practitioners use the above diagram to baseline children’s pencil grip.

To develop fine motor and pre-writing skills, children in Nursery and Reception have regular opportunity to:

· Opportunities to climb and lift large objects (large scale construction areas) to develop core motor and shoulder strength.

· Dig on a large scale to develop shoulder rotor muscles

· In Nursery children have a pattern of the week to develop mark making skills, which supports the progression of early mark making skills and develops wrist movements and strength as the complexity of the patterns increases.

· Fine motor challenge areas to twist, thread and screw small objects in order to strengthen muscles in the fingers, wrist and arm.

· Children have the opportunity to use manipulate dough in the provision using various tools

· In Reception children take part in '**Dough Disco**' is a fun activity which combines the use of play **dough** with a series of hand and finger exercises designed to improve fine muscle control. The movements develop children's fine and gross motor dexterity, hand-eye coordination.

Children also have the opportunity to be involved in ‘Write Dance’ which uses music, songs and suggested movements that develop gross motor coordination. It also supports children in their coordinated mark-making skills, using movements to help make the shapes they will eventually need to write in their given language. It also supports children in finding ways to express a story, song or narrative through symbols and mark making.

· Construction resources, including bricks, rods and fixers with wheels and axles of different shapes and sizes enabling children to engage their co-ordination and control over their fine motor skills.

· Dedicated area in the classroom for mark making, as well as opportunities across the provision.

· Focus on drawing (first draft writing) and observational drawing in particular, as this demands that the eye and mind slow down to process and express visual information. Reading and writing is very much the same.

The development of writing is entwined with our daily teaching of phonics and early reading. Children learn to read and form graphemes correctly in each phonics session. Initially children are taught non-cursive formations using formation rhymes.

The development of writing is entwined with our daily teaching of phonics and early reading. Children learn to read and form graphemes correctly in each phonics session. Initially children are taught non-cursive formations using formation rhymes.