

How do we teach writing in EYFS and Year One

Read write Inc. Writing

At St Alban's children develop their writing skills in their Read Write Inc. Progress Group. This program focuses on teaching children how to effectively write words and sentences that align with their current phonetic abilities. To ensure consistent handwriting development, children are provided with exercise books that incorporate line spacing as per our handwriting scheme (ISHA). Reading tutors utilize resources from the RWINC. Get Writing program to enhance and support children's writing proficiency.

RWINC. happens daily 9-9:20 (Nursery and Reception) 9-10am (Reception/when ready, Year 1 and 2). The table below outlines the writing activities that each phonic group encounters.

Ditty to Green

- Hold a sentence
- Build a sentence

Green to Orange

- Hold a sentence
- Build a sentence
- Proof read

Yellow to Grey

- Red rhythms
- Spelling green words
- Hold a sentence
- Build a sentence
- Proof read, spelling grammar
- Partner proof read

A description of the above writing activities and exemplary teaching films can be found on the RWINC. portal.

Handwriting

At St Alban's, we follow the ISHA writing scheme to teach handwriting skills. In the reception year, we dedicate separate sessions to explicitly teach handwriting. Initially, children practice writing on larger lined paper, gradually progressing to writing in exercise books as their writing size becomes more refined. A significant emphasis is placed on cultivating good writing habits.

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BBC: Bottom Back Chair
Two hands to write with
TNT: Tummy Near Table
6 Feet on the floor

To provide a comprehensive overview, here is our Handwriting Long-Term Plan (LTP): Documentation and displays contain our handwriting style in printed form (EYFS -Year 1) and handwriting in joined form (Year 2-Year 6)

	Nursery	Reception	Year 1
Autumn 1	Warm up activities on lines Name writing Using the lines- up and down	Warm up, pencil and sitting position, name writing Letters taught from RWINC, using lines.	Lessons 1-5 (capitals 1&2)
Autumn 2	Name writing Using lines- round	Name writing Letters taught from RWINC, using lines.	6-10 (capitals 3&4)
Spring 1	Using lines- up and down	Letters taught from RWINC, using lines.	11-16 (Capitals 5&6)
Spring 2	Name writing Using lines round	Letters taught from RWINC, using lines.	16-20 (numbers)
Summer 1	Using lines- letters taught from RWINC.	Letters taught from RWINC, using lines.	Joining letters 1-5
Summer 2	Name writing Letters taught from RWINC, using lines.	Name writing, number formation focus Letters taught from RWINC, using lines.	Joining letters 7-10

Spelling

Children are taught how to spell red words that are linked to their reading book progress level.

- The teacher will teach red words to the children, specific to their reading progress group during English lessons.
- In Reception Class, the teacher dedicates one literacy lesson per week specifically to teach the spelling of these words.
- The year one teacher also teaches additional red words that are not covered using the RWINC program. Children in year one are expected to know how to spell all of the words to unit 7.
- Red words are taught in RWINC progress groups yellow to grey.

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You will often hear our children say, 'you cannot read a red.' Red words are tricky words, and therefore it is important for children to develop proficiency in both reading and writing red words. To facilitate this learning, the teacher employs a strategy known as Red Rhythms. The RWINC (Read Write Inc.) portal offers exemplification videos that demonstrate effective techniques for teaching Red Rhythms.

During these sessions, children will learn how to spell these words, engage in independent practice to reinforce their spelling skills, and also be assessed on previously taught words. To encourage further practice at home, parents are provided with the spelling lists. Children pre Red Ditty, focus on writing their own names and developing letter formation. Handwriting homework sheets are sent home to foster a strong partnership between home and school.

Pathways to Write

Pathways to Write is a writing scheme of work implemented across the school to teach writing skills. In the Early Years Foundation Stage (EYFS), the scheme uses engaging texts to inspire children's writing. During dedicated writing time, the teacher explores the chosen book, introducing and teaching specific vocabulary to enhance children's comprehension abilities. While children are not expected to spell these words, the aim is for them to still gain an understanding of the meaning behind the words. As they incorporate these words into their spoken sentences, children will expand their vocabulary and deepen their understanding of the world around them.

In English lessons, the teacher employs the book as a stimulus for modelling writing. The teacher models writing at a phonic level suitable sentence for the class. If the teacher introduces a word beyond the children's current phonic level from the vocabulary wall, they will demonstrate the process of "catching" the word and incorporating it into the writing. The teacher models writing using the strategies taught in Read Write Inc. (RWINC.) sessions, with a focus on building and holding sentences. Children replicate the modelled/dictated sentences, mirroring the teacher's writing. By the time children reach stage 10 of the writing process (typically RWINC. Yellow), we anticipate that they have acquired the ability to construct and write sentences phonetically. At this stage, children participate in dictated sentence activities and subsequently write fluently.

During Pathways to Write lessons, the teacher introduces specific Mastery Keys, which are prominently displayed in the classroom to ensure children understand the expectations. For instance, character names from the story might be written with a red capital letter to reinforce the use of capital letters for names.

During modelling, the teacher writes on the same paper or in the same book as the students, guiding them through the writing process. Children receive writing prompts at their tables and are not expected to copy directly from the board.

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Reception Timetable

8:30-8:40	Registration	
8:40-9:00	Collective Worship	
9:00-9:20	RWINC. Including writing	Some children will be in RWINC until 10:00am
9:20-10:00	Independent free flow, readers and pinny time	
10:00-10:45	Red Word Spellings, teach, test and children apply in the environment	Monday
	Handwriting, teach and children apply in the environment	Tuesday
	Handwriting	Wednesday
	Pathways to Write, modelled writing, deliberate practice of planned sentences.	Thursday – children can access pathways writing activity all week in the writing area.
	Pathways to Write, modelled writing, deliberate practice of planned sentences.	Friday
10:45-11:00	Break	
11:00-12:00	Maths	
1:00-2:30	Foundation Subjects	
2:30-3:00	Story, linked to Pathways to Write	

Year 1 Timetable

8:30-8:40	Registration	
8:40-9:00	Collective Worship	
9:00-10:00	RWINC. Including writing	
9:20-10:00	Independent free flow, readers and pinny time	
10:00-10:45	Red Word Spellings – additional spellings (focussed spellings for children below yellow).	Monday
	Pathways to Write	Tuesday
	Pathways to Write	Wednesday
	Pathways to Write	Thursday
	Pathways to Write	Friday
10:45-11:00	Break	
11:00-11:45	Maths	
11:45-12:00	Handwriting	
1:00-1:15	Maths mastery or phonics	Maths- Monday, Tuesday Phonics- Wednesday- Friday
1:15-2:30	Foundation Subjects	
2:30-3:00	Story linked to pathways	

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Name Writing

It is important that children learn how to write their full name. From nursery to year 2 we track children's name writing and set up appropriate interventions to make sure that they can do this. See attached:

Hold a Sentence

We know that it is important for children to learn how to hold a sentence before they can write a sentence. Here are the stages of learning to write a sentence.

Stage 1

- Hold 3 words.
 - The red bag
- Hold a simple sentence

Stage 2

- Hold a simple sentence, have a distraction, remember the sentence.

Stage 3

- Hold and write 3 words.
 - Teacher models, children copy
 - Teacher models, covers up, children write, children check

Stage 4

- Hold and write a simple sentence.
 - Teacher models, children copy
 - Teacher models, covers up, children write, children check

Stage 5

- Hold a longer sentence built up with the teacher
 - Teacher models, covers up, children write, children check.