



## Literacy (EYFS) – Writing: Intent, Implementation and Impact

### CONTEXT (Why writing is a priority)

Writing is physically and intellectually demanding: children must coordinate handwriting, spelling and composition while holding ideas in mind and managing attention and motivation.

The EYFS makes clear that writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing), and that language comprehension underpins both reading and writing.

Ofsted’s curriculum focus and the “Strong foundations” emphasis highlight the importance of securing foundational knowledge and skills in Reception and KS1, particularly for children whose early learning has been limited.

Nationally (EYFSP 2024/25), the expected level for Writing is 71.8%, showing the importance of strong foundations and targeted support.

### 1) INTENT (What we want children to know and be able to do)

At Rugeley John Taylor School, our intent is that all children become motivated, confident writers who can communicate ideas clearly for a range of purposes and audiences.

We want children to understand that:

- Print carries meaning and can be used for different purposes (lists, labels, messages, stories, instructions).
- Writing is built from talk → sentence → text, and children should be supported to compose orally before writing, especially while transcription skills are developing.
- Writing develops through two interlocking dimensions: Transcription (handwriting + spelling) and Composition (ideas + sentence/text construction).
- Reading and writing are mutually reinforcing: reading strengthens vocabulary, sentence models and text structure; writing strengthens print knowledge and sentence awareness.

We deliberately prioritise Communication and Language because strong spoken language supports vocabulary, grammar, sentence construction, reasoning and self-regulation — all of which directly support writing.

We also recognise that writing depends on physical development: core stability, shoulder strength, hand strength, fine motor control and visual-motor coordination support handwriting and stamina.



## **Nursery → Reception end points (shared expectations)**

Writing Assessment Statements – Nursery (end of Nursery, expected):

- Composition: Text Structure & Effect – Say short phrases and single-clause sentences; give meanings to some marks.
- Composition: Grammar & Punctuation – (not assessed at this stage).
- Transcription: Spelling – Hear the initial phoneme in spoken words.
- Transcription: Handwriting – Hold a pencil using a developing static tripod grip; write continuous shapes and lines from left to right (lines, dots, circles, zig zags, crosses); attempt to write their own name using a combination of lines, curves or letter-type shapes.

Writing Assessment Statements – Reception (end of Reception, expected):

- Composition: Text Structure & Effect – Say and write short phrases and single-clause sentences that can be read by others (dictated and own composition).
- Composition: Grammar & Punctuation – Begin to separate words with spaces; use capital letters at the start of sentences on occasion; use full stops at the end of sentences on occasion.
- Transcription: Spelling – Represent many taught phonemes with the correct grapheme in CVC and some CVCC/CCVC words (in line with phonics programme); spell common words correctly: the, is, I, he, we, me, she, be, to, no, go, has, was, of; write own first name punctuated with a capital letter.
- Transcription: Handwriting – Form most lower-case letters correctly (start and finish in the right places; position most letters correctly on the line); form some capital letters correctly (including the capital used in own name); form digits 0–9 correctly; hold a pencil using a tripod grip; sit correctly at a table with an appropriate body position for writing.

At the end of Reception, children working beyond the expected standard can also:

- Composition: Text Structure & Effect – Say and write a sequence of single-clause sentences linked to the focus context/topic (approximately 2–3 sentences).
- Composition: Grammar & Punctuation – Use a capital letter at the start of most sentences; use a full stop at the end of most sentences.
- Transcription: Spelling – Represent most taught phonemes with the correct grapheme in CVC and some CVCC/CCVC words (in line with phonics programme); spell most taught common words correctly: the, is, I, he, we, me, she, be, to, no, go, has, was, of; write own first name punctuated with a capital letter and write own surname with support.
- Transcription: Handwriting – no additional statement beyond “expected”.

## **Rugeley John Taylor Values and Mission (woven into our writing intent)**

- Respectful: children share ideas with talk partners, listen to feedback, handle resources carefully and celebrate others’ writing.



- Resilient: children persist with handwriting practice, spelling attempts and sentence construction; they re-draft and improve writing over time.
- Ready: children leave Reception with secure transcription foundations and oral composition skills, enabling them to access Year 1 writing expectations.
- Powered by knowledge and driven by ambition: we build strong foundations early so every child can succeed, especially those who need the most support.

## **2) IMPLEMENTATION (How we teach writing)**

Our approach reflects key principles from the DfE Writing Framework and the EEF evidence base: writing is complex and should be sequenced to manage cognitive load; transcription should be taught explicitly from Reception; spoken language is as important for writing as for reading; quality is more important than length; and pupils who need additional support should be identified early and taught precisely.

### **A. Nursery – Foundations for writing**

#### **1) Talk first: oral composition and storytelling**

- Daily stories, songs, rhymes and poems build vocabulary, sentence patterns and narrative understanding.
- Adults model and scaffold talk using an oracy approach: turn-taking, listening, sentence-building, explaining and sequencing.
- Talk for Writing principles (imitation → innovation → independent application) are used through oral retelling, story maps/actions and story play.
- Helicopter Stories and similar approaches are used to motivate children and convert spoken stories into meaningful marks and early writing.

#### **2) Print has meaning: writing for real purposes**

- Adults model writing and reading for real purposes (labels, lists, messages, instructions) so children learn print communicates meaning and has different functions.
- Continuous provision (indoors/outdoors) offers meaningful mark-making so children can give meaning to marks and build control without pushing formal writing too early.

#### **3) Motor foundations and visual-motor coordination ([link to PD](#))**

- Gross and fine motor development is prioritised to support handwriting readiness (core stability, shoulder strength, hand strength, dexterity).
- Children build control through dough, tweezers, threading, cutting and large-scale mark-making before moving towards smaller, more precise movements.

#### **4) Early sound awareness for spelling**



- Daily sound play builds phonological awareness: listening, rhythm, rhyme, syllables and initial sounds (as a precursor to phonics-linked spelling in Reception).

## **B. Reception – Structured teaching and purposeful practice**

### **1) Transcription taught explicitly: handwriting and spelling**

- Systematic phonics supports spelling through taught grapheme–phoneme correspondences.
- Writing activities are used to support progression from sentence writing to purposeful extended texts (e.g., invitations, letters, descriptions, non-fiction), with step-by-step guidance.
- Handwriting is taught as regular, explicit practice to build automaticity and free working memory for composition.
- Short, frequent practice builds fast, accurate, efficient handwriting: correct posture, pencil grip, letter formation and digit formation.

### **2) Composition: from sentence to text (talk → write)**

- Children compose sentences orally before writing to build expressive language, vocabulary, sentence control and confidence.
- Sentence instruction is taught explicitly within writing tasks (not isolated grammar drills), and children practise applying it in meaningful contexts.
- Talk for Writing structures support children to internalise language and text patterns before writing (imitation → innovation → independent).

### **3) Teaching sequence and modelling (I do → We do → You do)**

- I do: teacher models and thinks aloud (purpose, audience, sentence choice, spelling decisions).
- We do: guided practice with the class or small group (shared composition; shared spelling and handwriting focus).
- You do: independent application in meaningful contexts (with scaffolds/prompts where needed).

### **4) Continuous provision, directed tasks and group work**

- Writing opportunities are embedded across provision (role play, construction, small world, investigation, outdoors) so writing is purposeful and motivating.
- Enhancements and directed activities provide clear purpose and audience (e.g., labels for a museum, menus for a café, instructions for models).
- Children share and publish writing to build motivation and a sense of authorship.

## **C. Assessment, monitoring, intervention and parental engagement**

### **1) Assessment is regular and used to plan next steps**



- Assessment is proportionate and used to identify what children can do and what they need next; it is not used to generate unnecessary data.
- Reception judgements align with the Writing ELG: recognisable letters (mostly correctly formed), phonetic spelling, and readable phrases/sentences; dictation and guided writing are valid evidence.

## **2) High-quality targeted support and interventions**

- Children who need additional support are identified early and given extra practice and targeted teaching (keep up, not catch up).
- Support includes fine motor strengthening (PD link), handwriting practice, phonics-linked spelling, and oral composition scaffolds.
- Interventions are monitored for impact and adjusted using ongoing assessment information.

## **3) Parental engagement**

- Parents are supported with practical strategies for talk, story sharing, phonics practice and purposeful writing at home.
- Home-school partnership strengthens motivation and provides additional opportunities to rehearse and apply skills.

## **4) Self-regulation is embedded**

- We explicitly support children to sustain attention, manage frustration and persist, recognising that self-regulation supports writing success.

## **3) IMPACT (What difference this makes)**

### **A. Children make secure progress from marks → letters → sentences**

By the end of Nursery (expected), children communicate ideas through talk and meaningful marks, hear initial sounds, and develop early handwriting control and left-to-right patterning.

By the end of Reception (expected), children meet the Writing ELG by writing recognisable letters (mostly correctly formed), spelling words by identifying sounds and representing them with letters, and writing simple phrases and sentences that can be read by others.

### **B. Impact is measurable and drives improvement**

- We evaluate writing outcomes through EYFSP Writing judgements and internal monitoring against our agreed progression and trust assessment statements.
- National reference point (EYFSP 2024/25): 71.8% expected in Writing; we use cohort analysis to identify strengths/gaps and plan improvements.



### **C. Children are ready for Year 1 (strong foundations)**

- Children enter Year 1 with increasingly automatic transcription skills (handwriting and spelling) and stronger sentence control, enabling access to the wider curriculum.
- Children show increased confidence and motivation because they have rehearsed ideas orally and experienced writing as purposeful and celebratory (sharing and publishing).

### **D. Rugeley John Taylor values are visible in writing behaviours**

- Respect: children listen in shared writing, respond to feedback kindly, and celebrate others' published work.
- Resilience: children practise handwriting/spelling, edit and improve, and keep going when writing is challenging.
- Ready: children can use phonics for spelling, form letters increasingly correctly, and write readable sentences that communicate meaning.