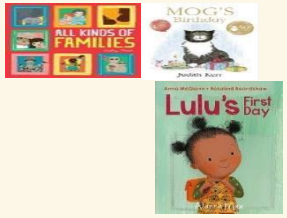
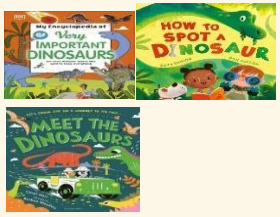
| | I am a communicator | I am a mark-maker | I am a writer |
|---|---|---|---|
| **Rationale**  | The overview for **ESSENTIAL**WRITING for Early Years 3–4-year-olds has been divided into three strands: ***I am a communicator, I am a mark-maker,*** *and* ***I am a writer*** and each of these strands are woven tightly together and not taught in a linear way or in isolation, as we guide children in our care through their writing journey in nursery classes, PVI settings and childminder settings. As well as the *Statutory Framework for the EYFS* we have referenced learning statements from *Development Matters* so that we can be sure that the skills children learn and practise in their nursery year build upon what has gone before and prepares them for what follows in Reception. Above all, looking at writing as a multi-sensory, fun and joyous experience for **all** children, and keeping in mind a culture of high expectation for **all** children is what underpins this work. | | |
| **Educational programmes (based on Statutory Framework for the EYFS - square brackets denote additional guidance)** | **Communication and Language**<br>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.** By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. 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, storytelling, 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.** | **Physical Development**<br>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.** | **Literacy**<br>It is crucial for children to develop a life-long love of reading [and writing]. Reading consists of two dimensions: language comprehension and word reading. **Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.** Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. **Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).** [Fluent and automatic transcription enables the writer to be freed up increasingly control and enjoy their composition, and to check it themselves. It also aids reading fluency. Once children realise that writing is something they can all do, that has purpose and is a means of communication, they will begin to write with intent and enjoyment.] |


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<table>
<tr><td>Expected end points for 3–4-year-olds</td><td colspan="2"><ul><li>Enjoy listening to longer stories and can remember much of what happens.</li><li>Use a wider range of vocabulary.</li><li>Sing a large repertoire of songs.</li><li>Know many rhymes, be able to talk about familiar books, and begin to tell a long story.</li><li>Use longer sentences of 4-6 words.</li><li>Start a conversation with an adult or friend and continue it for many turns.</li></ul>(Development Matters, Communication and Language, 3–4-year-olds)</td><td colspan="2"><ul><li>Use large muscle movements to wave flags and streamers, paint and make marks.</li><li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk and run across a plank, depending on its length and width.</li><li>Use one-handed tools and equipment, for example making snips in paper with scissors.</li><li>Use a comfortable grip with good control when holding pens and pencils.</li><li>Show a preference for a dominant hand.</li></ul>(Development Matters, Physical Development, 3–4-year-olds)</td><td colspan="2"><ul><li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page or writing ‘m’ for mummy.</li><li>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li><li>Write some or all of their name and write some letters accurately.</li></ul>(Development Matters, Literacy, 3–4-year-olds)</td></tr>
<tr><td>Book Suggestions (which might be used at any point in the year, depending on the developmental needs and interests of the children)</td><td>Autumn One<br>Inform: Ourselves<br></td><td>Autumn Two<br>Entertain: Poetry and Rhyme<br></td><td>Spring One<br>Inform: dinosaurs<br></td><td>Spring Two<br>Entertain: Travel<br></td><td>Summer One<br>Inform: Growing and planting<br></td><td>Summer Two Entertain: Traditional tales<br></td></tr>
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