

Literacy & Pathways to Write in the EYFS



At Highfield Hall Primary School and Nursery, we have carefully planned a sequential writing curriculum from Nursery to Year 6 using Pathways to Write. The Pathways to Write Gateway and Mastery Keys clearly build on the children's literacy knowledge and skills to enable progression and better outcomes for our children across the year groups.

In the EYFS, the Gateway and Mastery Keys provide the progression of our literacy curriculum, all underpinned by our systematic synthetic phonics programme, which begins in Nursery. All the aspects of early literacy - spoken language, reading, comprehension, phonics and writing - are at the core of our literacy planning, however we do not want to narrow the curriculum for our young children. We are committed to providing a broad and balanced curriculum that provides children with the life skills and knowledge they need to progress and will equip them to grow up as well-rounded individuals.

We use the Pathways to Write suggested texts and learning activities as a guide, however our literacy planning is led by the children's needs, interests and the wider EYFS curriculum, particularly Understanding the World. We use quality texts, rhymes and poetry to help children make sense of the physical world around them as well as the community they live in, increasing their appreciation for important members of society such as police officers and nurses. Important themes that run through our curriculum are the changing seasons throughout the year (The natural world) and cultural festivals and celebrations (People, culture and communities).

Understanding the World has a clear alignment to early literacy. The statutory EYFS framework states that understanding the world is 'listening to a broad selection of stories, non-fiction, rhymes and poems that will foster understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary which will support later reading comprehension.'

We plan carefully thought out and relevant vocabulary linked to the chosen texts, which broadens the children's vocabulary and language skills. Expanding children's cultural capital, literacy skills and understanding of the world go hand in hand. At Highfield Hall, we:-

- Provide high quality fiction and non-fiction books, nursery rhymes and poems from varying cultures and periods in time.
- Introduce new vocabulary (Tier 1 and Tier 2 on our literacy planning)
- Enrich children's learning experiences and provide context and hooks for writing opportunities e.g.:
 - inviting important people from our local community to share their experiences,
 - make use of our local environment including visits to local places of worship, the local pond, the local library, residential care homes, historical buildings
 - embrace nature in our setting – weekly session in our Forest School area and wider school grounds,
 - promote curiosity, awe and wonder by providing interesting historical artefacts which might trigger talk and new vocabulary.

Each term the children in Nursery and Reception will be working towards the Mastery Keys and building on the Gateway Keys from their prior learning, to develop and embed their literacy knowledge and skills. This enables us to prepare the children in our EYFS for their next stage of learning in Key Stage 1.

Nursery (3 -4 yr olds)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gateway Keys (non-negotiables / basic skills)	Add some marks to their drawings, which they give meaning to e.g. "That says mummy" Enjoy drawing freely Make marks on their picture to stand for their name	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Enjoy drawing freely Make marks on their picture to stand for their name	Use some of their print and letter knowledge in their early writing	Use some of their print and letter knowledge in their early writing Write some or all of their name	Use some of their print and letter knowledge in their early writing Write some or all of their name	Use some of their print and letter knowledge in their early writing Write some letters accurately
Mastery Keys	Use some of their print and letter knowledge in their early writing	Use some of their print and letter knowledge in their early writing	Use some of their print and letter knowledge in their early writing Write some or all of their name	Use some of their print and letter knowledge in their early writing Write some or all of their name	Use some of their print and letter knowledge in their early writing Write some letters accurately	Use some of their print and letter knowledge in their early writing Write some letters accurately
Writing Outcome	To join in with key events and phrases in a retelling of the story	To create a representation of a favourite character in the story. To say which character it is and express some information about the character	To draw/make a character from the story and be able to describe some of its features to a familiar adult	To sequence images depicting key events in the story and use the images to retell the basic storyline	To draw/paint/make a character individually or in a small group. To be able to contribute orally to a short story about their character	To draw/paint/make a character individually or in a small group. To be able to contribute orally to a short story about their character. To sequence images depicting key events in the story and use the images To retell the basic storyline

Reception (4 -5 yr olds)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gateway Keys (non-negotiables / basic skills)	Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page, write 'm' for mummy • Write some or all of their name • Write some letters accurately	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; write 'm' for mummy • Write some or all of their name • Write some letters accurately	Spell words by identifying the sounds and then writing the sound with letter/s • Form lower-case letters correctly • Re-read what they have written to check that it makes sense	Form lower-case letters correctly • Write short sentences with words with known sound-letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense	Form lower-case and some capital letters correctly • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense	Form lower-case and capital letters correctly • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense
Mastery Keys	Spell words by identifying the sounds and then writing the sound with letter/s • Form lower-case letters correctly	Spell words by identifying the sounds and then writing the sound with letter/s • Form lower-case letters correctly	Form lower-case letters correctly • Write short sentences with words with known sound-letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense	Form lower-case and some capital letters correctly • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense	Form lower-case and capital letters correctly • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense	Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense
Writing Outcome	To orally retell the story To draw images and write labels to represent the story	To label a plan and attempt to write a simple caption	To create a story map of the journey and write labels/captions/ sentences describing the crocodiles	To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships	To rewrite the story	To rewrite the story