



Writing in Reception



A survey by the [National Literacy Trust](#) found that children who **enjoy** writing are **seven times more likely** to write **above** the expected level for their age, and children who **dislike** writing are **eight times more likely** to write **below** it. We aim to create caring, positive, passionate environments in which children identify as writers and view writing as a pleasurable activity. As an infant school, we provide **exciting and engaging activities** to **inspire** mark making and **motivation to write** [[EEF Recommendation 3](#)]. As fine motor skill and phonics knowledge increases, we create opportunities for children to experience the **craft of writing** through carefully planned 'writing workshops' so that children experience the **pleasure and satisfaction** of writing. [[Writing 4 Pleasure](#)].

Letter formation

Through phonics, we teach [letter formation rhymes](#). The rhymes help children to remember how to form each letter. Effective teaching of handwriting **reduces children's cognitive load**. Once the initial formation has become embedded children will continue to practise correct formation in [letter families](#) thereby developing a **consistent style** by paying attention to **how letters in each family are formed** [[The Writing Framework](#)].

Physical readiness to write is considered and supported and 'ready to write' routines are established [[The Writing Framework](#)].

Children also frequently practise name writing. NHA states that "**letters in a child's own name** are the ones they will use on a regular basis, so teaching these should be a **first priority**." [[NHA 2025](#)].

Mark Making

During EYFS children are encouraged to make marks as a key skill for early writing. "*Before children begin to learn letter shapes, they need to have developed the necessary skills, stamina and motivation.*" [[NHA 2025](#)].

Through mark making children are taught that writing conveys meaning and are given a wide range of opportunities to develop this skill. [Creative activities](#) and enhanced provision help the children to develop **finger strength and control through play**. This helps them to gain confidence to make and develop emergent writing skills in a **meaningful way**.

Vocabulary

EYFS 'Preparing for Literacy' states that "**language provides the foundation of thinking and learning** [[EEF Recommendation 1](#)] and expressive language underpins writing and should be prioritised [[EEF Recommendation 3](#)]. Through our engaging 'hooks' and core books, children access a range of language and explore ideas through a **wealth of speaking and listening opportunities** prior to any mark making or writing.

Learning Organisers contain **colour-coded 'tiered vocabulary'** specific to that topic. These help children develop a **broad and deep vocabulary** and **communicate accurately, concisely and creatively** [[The Writing Framework](#)].

Communication boards with widgit symbols are used in all subjects to ensure 'green' words are understood and used correctly by all learners, including those with SEN and EAL. These are used effectively during lessons and for **pre-teaching interventions** [[EEF Recommendation 8](#)].

Phonics and Spelling

Phonics is the **primary way** to teach spelling [[The Writing Framework](#)] and **systematically and explicitly** teaches pupils a comprehensive set of **sound-letter relationships for spelling** [[EEF Recommendation 3](#)]. We are proud to have developed our own bespoke **Systematic Synthetic Phonics Programme** which meets the [DfE's Essential Core Criteria](#). A full [Parent Guide](#) outlining the Phases in our programme is available on our website, along with Phase specific videos on [Tapestry](#). In phonics lessons and writing activities across, children are given tasks that allow them to **practise and apply the spellings they have been taught** [[The Writing Framework](#)]. Children are encouraged to independently access resources such as [sound mats](#) to support their spelling. 'Tricky words' are explicitly revised and taught each week and the use of songs, rhymes and mnemonics enable children to **identify the tricky part of the word** and support recall and retention of spelling [[The Writing Framework](#)].

Writing Workshops

We apply the **principles of world-class writing teaching**, alongside our [school values](#) in order to structure our writing workshops [[The Writing Framework](#)]. Children are taught that everyone can be an **independent writer** and that we always read, share and talk about writing with **kindness and respect**. Writing projects are designed with children's interests in mind, so they care about **what and why** they are writing, and know **who they are writing for**.

Workshops link to our [core books](#) and children begin the sessions as 'reading the text as a writer' and develop their interest in writing. Children are given time to **generate ideas** and **plan** their writing, in a variety of ways: talking to their peers, drawing, pictures, creating mind maps and listing key vocabulary. This helps them to begin to sequence their ideas.

Children are praised for showing **resilience** as they **draft** their writing and practise applying their knowledge of phonics, vocabulary and punctuation. Finally children apply their handwriting skills in a **meaningful context**: 'publishing' their final project, so it is 'reader ready' and they are proud to share it with their intended audience.