

An Overview of  
EYFS Writing at  
St Matthew's

INITIAL OBSERVATION

- Find out what the children can do – 'Can you tell me a story?' and 'Can you tell me a new story?'
- Record and make transcripts
- Collect samples and use to inform targets
- Select or adapt a model story text to engage children and meet their needs

HALF-TERM HOOK

SHARE HIGH-QUALITY FOCUS TEXT

IMITATION

LEARN MODEL TEXT

- Learn oral text daily
- Use map and actions
- Hand the story over so they become more independent
- Daily activities to help understanding of text e.g. drama, story play, making something (such as porridge, bridges etc.)
- Turn text into a big book and read – discuss vocab and comprehension
- Discuss underlying pattern, main scenes and writing tools
- Daily spelling and sentence practice

READ AS A READER

READ AS A WRITER

INNOVATION

PLAY INNOVATION

- Decide on pitch of innovation – simple substitution, addition, alliteration, etc.
- Play innovation using props, puppets, or story cards
- Model changing the story and create new class map
- Help children to change their maps
- Use shared writing to create new version over several days – publish
- Use guided writing and independent writing/filming/drawing

MODELLED INNOVATION

SHARED WRITING

INDEPENDENT APPLICATION

MODELLED APPLICATION

- Use play to encourage application
- Model how draw/retell/write another new version
- Draw on known stories
- Publish and celebrate
- Daily play at inventing
- 1 / 2 children daily record their stories
- Weekly work in groups for big book

DAILY PLAY