

Writing Activities for EYFS

Developing children's writing is a very important part of learning within English. It can be very complex as it links Phonics and Reading and Writing altogether. The more the children are exposed to different books, the better their writing will be. It is important to remember that children's level of writing will depend on their level of Phonics and their level of understanding in Reading. Allowing children opportunities to see adult's write is a hugely underestimated concept. By watching adults and listening to their thought process whilst writing, children learn what it is like to be a writer and they understand that adults make mistakes when writing and it is ok to do this and change parts when it is needed.

Below are a range of types of writing that can be used to develop children's overall learning. However, it is not a complete list as writing opportunities can be created and adapted all of the time.

<u>Genre of Writing</u>	<u>Writing Focus</u>	<u>Activities for Learning</u>
Fiction	Character descriptions	<p>This can be completed in many ways:</p> <p><u>A Wanted poster</u> - Draw a picture of the chosen character. Give details of name, age, gender, appearance, explain what they done (linked to the story)</p> <p><u>A thought shower</u> - Draw a picture of the chosen character in the middle. Write adjectives (describing words) around the picture - focus on appearance, feelings and behaviour. Can children explain why they have chosen the words? This will also show an understanding of the story.</p> <p><u>A short fact file</u> - Draw a picture of the chosen character. Answer the questions in words or short captions: What does the character look like? Where does the character live? How does the character behave? (Give examples linked to the story) Would you be their friend? Why or why not?</p>
	Setting descriptions	<p>Draw a picture of where the story takes place and choose words from the text to label parts of the picture. The children can also write adjectives (describing words) to describe parts of the setting (e.g. <u>tall</u> trees, <u>huge</u> house, etc.)</p>

	<p>Ordering/ Sequencing</p>	<p>Ordering the events of a story is very important and it will ultimately help children when they are writing their own stories.</p> <p>Making a story ladder is a way to show the order of the story. On the different rungs on the ladder, the children write the beginning, the middle and the end of the story.</p> <p>Completing a story frame is another way to order the events in a story. The children can draw the main events in a familiar story and write sentences underneath the pictures in order to retell it.</p> <p>The children can also make their own book. For this, we would recommend one page is used for each event. This is because it will help the children to focus on the order of the story as well as giving them room to draw their illustration and write sentences to match.</p> <p>Making a story map for a familiar story is a fun way of ordering the events. For this an A4 sheet of paper is split into 3 equal parts (for beginning, middle and end) and is split on a portrait orientation. The children then draw pictures to match each part.</p> <p>For example, Once a time there was a boy called Jack would be: -an open book for "Once upon a time" -a boy with a J next to him for "there was a boy called Jack."</p>
	<p>Writing own stories</p>	<p>When the children can show that they can order the events in a familiar story, they are ready to start to write their own stories. This could be recorded on story frames or in a home-made book.</p> <p>The children could focus on a familiar story - can they write a different story with the same characters?</p>

		<p>You could find a range of objects from around the house or garden with toys to act as the characters. Can the children use the objects and the toys to create their own story? Let their imaginations run wild!!</p> <p>Be adventurous - can the children make their own comic strip? For this, the children will have to be shown and exposed to comics beforehand and a template would need to be made for them. Templates can be found on the internet.</p>
<p>Non-Fiction</p>	<p>Instructions</p>	<p>Instructions can be focused on anything - making a sandwich, playing a game, making a snowman or a cress head, baking a cake, building a lego character, etc. It is a good idea to show the children examples of how focused things are made beforehand so the children start to have an idea of what has got to be done and what the end product looks like. This could be done first hand or on the internet.</p> <p>Focus on the correct order and the vocabulary - First, Then, Next, After, Finally. These are called Time Connectives.</p> <p>Children are to draw the pictures first and then write instructions in sentences (including time connectives) underneath the pictures. We would recommend that this is completed over 2 days - children to draw on the 1st day and write on the 2nd day as this help the children to order their thinking carefully and clearly.</p> <p>It is a good idea to then use the instructions to follow and make the product - do they instructions work? Are they clear enough? This helps the children to understand that their writing is for a purpose and it is fun!</p> <p>Remember to take a photo of the end product!</p>

	<p>Recounts</p>	<p>This is best completed after a personal event that the children can recall. For example, a birthday party, a Teddy Bear's Picnic, a play-date at the park, etc.</p> <p>Focus on past tense verbs - remind the children that they have already done the actions and they might need reminding to choose, say and write words correctly. For this, model saying the sentences using the correct words to them.</p> <p>Focus on first person words such as I, me, my, our and we. Remind children that they have done these things so it is personal to them.</p>
	<p>Diary writing</p>	<p>This can be done across a day, a week or longer. The focus is on writing in the past tense as it has already happened. Each time the children complete their diary they can draw a picture of something that they have done and write a sentence about it.</p>
	<p>Reports</p>	<p>This could be a fact file or a report focused on something of their choice. For example, in a fact file about themselves, the children could draw a picture of themselves and label the appearance, they could draw a picture of their family and label them, they could draw a picture of their bedroom and describe it and write about one of their hobbies.</p> <p>A report could be about a favourite animal. This could include drawing a picture of the animals and labelling the appearance, they could write about the animal's habitat and diet and they could write 3 interesting facts about it.</p> <p>A report could also include writing and ordering a life cycle of a plant, a tree, a frog or a butterfly. The children would draw the different times of the object's life and explain what is happening in simple sentences using vocabulary such as First, Then, Next, After, Finally.</p>

	<p>Letters</p>	<p>This can include party invitations, postcards, letters to family and friends or cards for different occasions.</p> <p>Party invitations and cards - short captions are to be written.</p> <p>Postcards - short, simple sentences are to be written.</p> <p>Letters - sentences can be written including detail. The conjunction 'and' can also be included to make the sentences longer.</p> <p>Include the features of Dear ---- at the start and From ---- at the end. These are key features that will help to introduce children to letter writing which will be developed in the future.</p>
	<p>Lists</p>	<p>For this type of writing a single or a few words are written on each line. Start each line with a bullet point as this will help the children to understand the difference between a list and other types of writing and it is a good start ready for Year 1.</p> <p>The main type of list writing is a shopping list. This can be done for a weekly shop or things that need to be brought for a character from a familiar story (e.g. a list of food for Mr Wolf so that he can make his pancakes) Don't forget, you can also link shopping lists into maths when learning about money.</p> <p>Another list can be a list of ingredients or resources linked to instruction writing under the heading of '<u>What you need!</u>'</p> <p>Other examples of a list can be things that are needed to make a model or to play a game. It can also be linked to stories such as writing a list of fruits that is eaten by The Hungry Caterpillar. And of course, let's not forget that children love to write Christmas and birthday lists!</p>

<p>Poetry</p>	<p>Riddles</p>	<p>A riddle can be about anything such as an object, animal, toy, familiar member, etc.</p> <p>Think of 3 adjectives to describe the objects and write them in short sentences. When writing a riddle, you become the object so each short sentence needs to start with 'I' and it ends with the question 'What am I?'</p> <p>An example of a riddle is:</p> <ul style="list-style-type: none"> -I am an animal. -I am tall. -I am brown with yellow patches. -What am I? <p>Ask a friend to guess what it is being described - I am a (giraffe).</p> <p>It is important to write each description on a new line and encourage the children to choose the best adjectives and descriptions so that the riddle can be solved.</p>
	<p>Senses Poems</p>	<p>Before you start writing a sense poem, recap the five senses with the children - sight, hear, touch, smell and taste.</p> <p>It is important to remember that not all senses will be appropriate to describe the focused object, so choose wisely!</p> <p>Ideally a senses poem should be written about a general theme because it means that many senses can be used and the adjectives will be great!</p> <p>Encourage the children to use adjectives to add more detail to the poem.</p> <p>Themes could include the seasons (Autumn, Spring, Summer or Winter) but only focus on one for each poem, bonfire night (including fireworks), holidays</p>

		<p>(including the seaside) or school (including dinnertimes), but these are only a few examples.</p> <p>Write each sense on a new line and give your poem a title. An example of a sense poem is:</p> <p><u>Spring</u> I can see bright sunshine. I can smell beautiful flowers. I can touch long, green grass. I can hear butterflies flapping their wings. I can taste lovely green beans from my garden.</p>
	<p>Rhyming Poems</p>	<p>Rhyming poems can be linked to rhyming activities in reading. Children can find rhyming words difficult so it is important to complete a range of activities before they start writing their own poem. A good idea is to focus on a rhyming poem or book when reading and then link the writing to this. By focussing on a poem that the children have explored and retold, it means that the children are familiar with it and they are starting to get some ideas of their own popping into their heads.</p> <p>Rhyming activities can include:</p> <ul style="list-style-type: none"> *Find the rhyming words in the poem or book *Give the children one word, children are then to write the matching rhyming word *Choose a picture from the book that includes the rhyming words, children to draw a matching picture and write the matching caption (e.g. give the children a picture of a frog, they then draw a log and write 'A frog is on a log') *Give the children 3 words (2 words that rhyme and 1 word that doesn't rhyme), children to find the odd one out

		<p>*Give the children a focused word (such as cat), children to then complete the rhyming string with as many words as they can (e.g. bat, mat, rat, hat, etc.).</p> <p>Once all the activities have been completed and you feel that the children are understanding rhyming words, the children can then have a go at writing their own short rhyming poem. An example of this could be:</p> <p>The frog is sat on the log. The cat is sat on the mat. The mouse is sat on the house.</p>
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