



Writing in Early Years is taught through RWI, daily fine motor activities and in daily continuous provision through topics.

We offer a parent workshop on how to support writing at home, the parents have a talk with the EY leader and receive a pack to support writing at home. They also get 1 hour to spend with their child completing some planned writing tasks linked to the weekly topic to enhance their learning.

Home learning projects:

Mark making in different textures	Can you make a name caterpillar?
Distinguishes between the different marks they make. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.	Distinguishes between the different marks they make. Enjoys drawing and writing on paper, on screen and on different textures such as in sand or play dough and through using touch screen technology. Attempts to write their own name,

During independent play/ free choice in all Topics throughout the year:

Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.

Includes mark marking and early writing in their play.

Sometimes gives meaning to their drawings and paintings.

Imitates adults writing by making continuous lines of shapes and symbols from left to right.

Makes up stories, play scenarios, and drawings in responses to experiences such as outings.

Shows interest in letters on the key board, identifying the initial letter of their own name and other familiar words. * THIS needs to be a focus



Early Years Overview of skills and Knowledge

Nursery 2026-2027

Examples of activities supporting fine motor, writing and letter formation

birth to 3 statement		3-4 statement			
	EYFS objectives	Topic / question	Knowledge	LO/ Skills	Vocabulary
	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example, "that says Mommy" Make marks on their picture to stand for their name. Develop their phonological awareness so that they can;	Bonfire Night	Know how to hold my pencil correctly. Know how to copy letters Know how to trace letters. Know their dominant hand 	I can make marks I can hold my pencil with the correct grip	fine motor, dominant hand, hand muscles, pencil control, correct grip, marks, tick, wavy, circle, pattern, zig-zag, lines, wobbly, straight, spiral, swirly
	Spot and suggest rhymes Recognise words with the same initial sound	Harvest/Little Red Hen	Know their dominant hand Know how to hold a pencil Know the names of different farm animals and how to use marks to draw a picture. 	I can make marks. I can hold my tool using a comfortable grip.	Fine motor, hand, right hand, left. hand muscles, pencil control, correct grip, marks, tick, drawing, pictures, circles, lines.
		Transport	Know about letters and why we write them Know different modes of transport Know initial sounds and how to write them	I can begin to recognise initial sounds I can trace/write letters accurately	fine motor, dominant hand, hand muscles, pencil control, correct grip, marks,



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Use some of their print and letter knowledge in their early writing.	Winter	Know how to trace patterns Know how to form some letters accurately.		I can make marks in a sensory tray. I can copy some letters accurately.	fine motor, dominant hand, hand muscles, pencil control, correct grip, marks, tick, wavy, circle, pattern, zig-zag, lines, wobbly, straight, spiral, swirly
	Chinese New Year	Know how to hold a pencil with good control Know how to copy some letters/symbols		I can copy some Chinese symbols	Chinese new year, Chinese symbols, writing, good control, pencil grip, trace, copy, write
	The Gingerbread man	Know and write initial sounds Know and recognise different set of sounds		I can trace/write the initial sound to match a picture	initial sounds, letters, rhymes, write, trace, form, pencil, good control, pencil grip, dominant hand, farm animals, pig, cow, horse, hen
	Wild animals (rumble in the jungle/dear zoo)	Know about letters and why we write them. Understand the story 'Dear Zoo' Know how to write/trace own name Know how to write initial sounds		I can write/trace initial sounds (for what animal they want from the zoo) I can write/trace the letters of my name.	Initial sounds, name writing, pencil control, pencil grip, trace, letters, sounds, fine motor, dominant hand, hand muscles, pencil control, correct grip, marks,
	Zoo animals	Know how to hold a pencil with good control Know how to copy some letters/symbols		I can identify, copy and trace initial sounds of zoo animals	Initial sounds, name writing, pencil control, pencil grip, trace, letters, sounds, fine motor, dominant hand, hand muscles, pencil control, correct grip, marks,
	Spring	Know how to plant a seed Know and write some initial sounds		I can write initial sounds (instructions for planting)	Plant, seed, soil, water, dig, sun, write, good control, pencil grip, write, letters, sounds



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	Easter	Know some of the letters in their name Know how to trace/write some letters independently.	I can write/trace some of the letters of my name. I can hold my pencil correctly.	Easter, letters, write, trace, form, pencil, good control, pencil grip, dominant hand,
	Farm animals	Know and write initial sound Name different farm animals Know and recognise different set of sounds	I can trace/ write the initial sound to match the picture of the animal.	initial sounds, letters, rhymes, write, trace, form, pencil, good control, pencil grip, dominant hand, farm animals, pig, cow, horse, hen
	Space	Know that a rocket is a form of transport. Know a rocket goes into space Know a rocket goes further than an aeroplane.	I can make a name rocket with 2D shapes. I can write my name on the rocket. I can hold a pencil correctly.	initial sounds, letters, rhymes, write, trace, form, pencil, good control, pencil grip, dominant hand, rocket, space, travel, lift off, blast off, moon, planets, stars,
	Minibeasts	Know their dominant hand Know how to hold a pencil	 I can make marks. I can hold my tool using a comfortable grip.	fine motor, dominant hand, hand muscles, pencil control, correct grip, marks, tick,
Develop their phonological awareness so that they can; - Spot and suggest rhymes	Under the sea (Billy's bucket/commotion in the ocean)	Know the names of some sea creatures. Know initial sounds and how to write these	I can write/copy initial sounds in a sensory tray (Blue glitter, sea creatures, magnetic letters, match and copy)	fine motor, dominant hand, hand muscles, pencil control, correct grip, marks,



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	- Recognise words with the same initial sound Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	Pirates - the treasure of Pirate Frank	Know that pirates create treasure maps Know how to use lines and shapes to represent items in their drawings Know and write some initial sounds	I can recognise and write some initial sounds	fine motor, dominant hand, hand muscles, pencil control, correct grip, marks,
		All about Summer	Know what a passport is and what it is used for. Know how to write letters of their name	I can write the letters of my name accurately.	fine motor, dominant hand, hand muscles, pencil control, correct grip, marks,