Early Writing and Transcription

Transcription and Composition

Transcription is the process of turning spoken language into written marks, letters and words. In the early years, children build the foundations through physical control, mark-making, letter formation, phonics and meaningful reasons to write.

What you will see in our EYFS Setting

- Autumn Term – A focus on Gross and Fine motor skills







- Writing materials available throughout the environment, not only at a dedicated writing table.





- Fine-motor and whole-body activities that build shoulder, arm, hand and finger strength.






- Dough Disco and Musical Tracing to develop and strengthen arm and finger muscles.
- Meaningful writing in role-play, construction, outdoor play, messages, lists, labels and signs.
- Adults modelling writing and explaining how spoken words can be represented with marks and letters.
- Letter formation and phonics teaching that match children's stage and Little Wandle.
- Chunky and fine mark-making tools, chalk, paintbrushes, clipboards, paper and whiteboards.
- Playdough, tweezers, pegs, threading, construction and safe cutting tools.
- Writing props such as menus, order pads, notebooks, envelopes, signs and labels.
- Appropriate letter-formation prompts and phonics resources aligned with what has been taught.





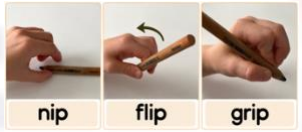

To ensure children get off to the best start and have the best chance of later success in writing, it recommends a focus on building these foundations through oral composition and through developing handwriting and spelling. This means keeping things simple and doing them well.

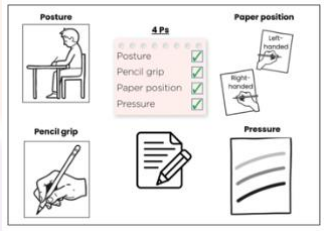
Transcription

Mastering transcription prepares children to become writers – controlling a pencil to form letters, then words and then sentences means their minds are free to concentrate on the ideas they want to convey through transcription. Teachers should therefore introduce regular explicit handwriting instruction, in addition to phonics, early in reception.

Composition

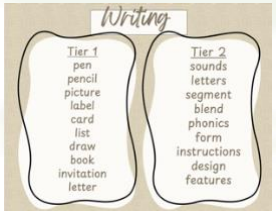
Writing composition depends on language, so it is important to develop children's skills in communication and language, including the ability to speak in sentences, and to compose orally. Combined with shared reading, storytelling, and the learning and repetition of rhymes, poems, and songs, these interactions foster a love of language.





Adult led Handwriting sessions.
Focus groups for gross and fine motor skills.
Focus groups for letter and number formations







Early Learning Goals (ELGs)

Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Little Wandle Handwriting



THE ADULT'S ROLE

- Model writing for real purposes and say aloud what you are doing.
- Teach letter formation explicitly when appropriate, using consistent language and a suitable starting point.
- Help children hear sounds in words and represent sounds with taught graphemes, without expecting spellings they have not learned.
- Encourage children's marks and early attempts as meaningful communication.
- Adapt tools, posture, surface and grip support; build stamina gradually without forcing a particular grip prematurely.
- Children increasingly choose to make marks, draw, write or label for a purpose.
- Children develop control and coordination with writing tools.
- Children begin to form recognisable letters and use taught sound–letter correspondences in writing when ready.
- Children understand that marks, letters and words can carry a message.