

# Research-based writing practices specific to the EYFS



## The Writing For Pleasure Centre

- Promoting research-informed writing teaching

Below is a table we share in our latest eBook: [Supporting Children With SEND To Be Great Writers: A Guide For Teachers And SENCOS](#) (Young & Ferguson 2023). It shares research-based writing practices which are specific to teaching children to write in the EYFS.

### Research-based writing practices specific to the EYFS

- Interconnect your phonics, encoding and letter formation instruction and provide this kind of instruction daily. Encourage children to use 'sound spellings' while writing (Young & Ferguson 2022).
- Encourage children to engage in *emergent* writing practices - especially using 'kid writing' (Young & Ferguson 2022).
- Teach a daily mini-lesson about an aspect of writing and being a writer. This instruction could last anywhere between 1-15 minutes (Young & Ferguson 2022).
- Teach young writers the 'book-making process' and undertake specific book-making projects (The Writing For Pleasure Centre 2023; Young & Ferguson 2023).
- Set aside anywhere between 30-90 minutes every day for children to write and make books. Invite children to use and apply what you taught them that day in their own writing (Young & Ferguson 2022).
- Teachers and assistant teachers should make their own books alongside small groups of children during daily book-making time (Young & Ferguson 2023). During this time, they can provide live verbal feedback and additional responsive instruction through pupil conferencing (Ferguson & Young 2021).
- Ensure children can access book-making and other writing opportunities throughout the day.
- Don't delay teaching about writing. Start on the very first day.

This table is based on following research evidence:

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- Graham, S., Kiuahara, S., McKeown, D., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades, *Journal of Educational Psychology*, 104(4) [[LINK](#)]
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- Dombey, H. (2013) What we know about teaching writing, *Preschool & Primary Education*, 1, 22–40 [[LINK](#)]
- Hall, A., Simpson, A., Guo, Y., Wang, S. (2015) Examining the Effects of Preschool Writing Instruction on Emergent Literacy Skills: A Systematic Review of the Literature, *Literacy Research and Instruction*, 54:2, 115–134 [[LINK](#)]
- Hall, A., (2019) Every Child is a Writer: Understanding the Importance of Writing in Early Childhood Institute for Child Success [Online: <https://www.instituteforchildsuccess.org/publication/every-child-is-a-writer-understanding-the-importance-of-writing-in-early-childhood-writing/>] [[LINK](#)]
- Managhan, E. (2020) Effective Practices to Balance Literacy Instruction in Early Childhood, *Learning to Teach*, 9(1). Retrieved from <https://openjournals.utoledo.edu/index.php/learningtoteach/article/view/375> [[LINK](#)]
- Rowe, D., Shimizu, A., Davis, Z. (2021) Essential Practices for Engaging Young Children as Writers: Lessons from Expert Early Writing Teachers, *The Reading Teacher*, pp. 1–10 [[LINK](#)]
- Hall, A. H., Gao, Q., Guo, Y., Xie, Y. (2022) Examining the effects of kindergarten writing instruction on emergent literacy skills: a systematic review of the literature, *Early Child Development and Care*, 1–13 [[LINK](#)]
- Young, R., Ferguson, F. (2023) *The Writing For Pleasure Centre's Handbook Of Research On Teaching Young Writers* Brighton: The Writing For Pleasure Centre [[LINK](#)]

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If you are interested in reading about how to support children with SEND to be great writers, get our latest eBook: [Supporting children with SEND to be great writers: A guide for teachers and SENCOS](#).

For more information on developing children in EYFS and KS1 as writers, see our eBook: [Getting children up and running as book-makers: Lessons for EYFS-KS1 teachers](#)

Remember, these publications are [FREE](#) for members:

# Supporting children with SEND to be great writers

A guide for teachers and SENCOS



Ross Young & Felicity Ferguson



# Getting Children Up & Running As Book-makers:

Lessons For EYFS-KS1 Teachers



Ross Young & Felicity Ferguson

