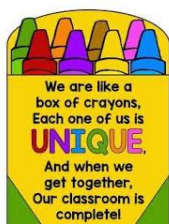




## **Baslow St. Anne's C of E Primary School**

Life in all its fullness .. growing healthy minds and hearts together

**Kindness - Respect - Diversity**



### **Writing in Early Years Foundation Stage at Baslow St Anne's CofE Primary School**



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Communication and Language:

'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. '

The EYFS Statutory Framework says for Literacy:-

'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). '

The EYFS Statutory Framework says for Expressive Arts and Design:-

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. '

The EYFS Statutory Framework says for Physical Development:

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>11</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games

and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. ‘

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for Writing within the national curriculum.

The most relevant statements for Writing are taken from the following area of learning:

- \* Communication and Language
- \* Literacy
- \* Understanding the World
- \* Expressive Arts and Design

| Age Range                   | Writing : Transcription Spelling                                                                                                                                                                                                          |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | Phonics and spelling rules                                                                                                                                                                                                                |
| 3 – 4 Year olds             | <p><u>Literacy</u></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p>                                |
| Reception (4 – 5 year olds) | <p><u>Literacy</u></p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> |

| Age Range                                   | Writing : Transcription Handwriting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | Letter formation, placement and positioning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3 – 4 Year olds                             | <p><u>Physical Development</u></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p><u>Literacy</u></p> <p>Write some letters accurately.</p>                                                                                                                                            |
| Reception (4 – 5 year olds)                 | <p><u>Physical Development</u></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><u>Literacy</u></p> <p>Form lower case and capital letters correctly</p> |
| End of Reception Early Learning Goals (ELG) | <p><u>Physical Development</u></p> <p>Hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases.</p> <p><u>Literacy</u></p> <p>Write recognisable letters, most of which are correctly formed.</p>                                                                                                                                                                                                                                                                                                            |

| Age Range                   | Writing : Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | Planning, writing and editing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3 – 4 Year olds             | <p><u>Communication and language</u></p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><u>Literacy</u></p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p><u>Expressive Arts and Design</u></p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> |
| Reception (4 – 5 year olds) | <p><u>Communication and language</u></p> <p>Learn new vocabulary.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <p>Articulate their ideas and thoughts in well-formed sentences.<br/>Describe events in some detail.<br/>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br/>Use new vocabulary in different contexts.<br/>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Literacy</b><br/>Form lower case and capital letters correctly<br/>Spell words by identifying the sounds and then writing the sound with the letter/s.<br/>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.<br/>Re-read what they have written to check it makes sense.</p> <p><b>Expressive Arts and Design</b><br/>Develop storylines in their pretend play.</p> |
| End of Reception<br>Early Learning Goals<br>(ELG) | <p><b>Literacy –writing</b><br/>Write recognisable letters, most of which are correctly formed.<br/>Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br/>Write simple phrases and sentences that can be read by others.</p> <p><b>Expressive Arts and Design – being imaginative and expressive</b><br/>Invent, adapt and recount narratives and stories with peers and teachers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                   | <b>Awareness of Audience, purpose and structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3 – 4 Year olds                                   | <p><b>Communication and language</b><br/>Use a wider range of vocabulary.<br/>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.<br/>Start a conversation with an adult or a friend and continue it for many turns.<br/>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Reception (4 – 5 year olds)                       | <p><b>Communication and Language</b><br/>Learn new vocabulary.<br/>Use new vocabulary throughout the day.<br/>Describe events in some detail.<br/>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.<br/>Develop social phrases.<br/>Use new vocabulary in different contexts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| End of Reception<br>Early Learning Goals<br>(ELG) | <p><b>Communication and language – Speaking</b><br/>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.<br/>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Age Range                                         | <b>Writing : Vocabulary, Grammar and Punctuation</b>                                                                                                                                                                                                                                                                                 |
|                                                   | <b>Sentence construction and tense</b>                                                                                                                                                                                                                                                                                               |
| 3 – 4 Year olds                                   | <p><b>Communication and language</b><br/>Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’<br/>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.<br/>Use longer sentences of four to six words.</p> |
| Reception (4 – 5 year olds)                       | <p><b>Communication and language</b><br/>Learn new vocabulary.<br/>Use new vocabulary throughout the day.<br/>Articulate their ideas and thoughts in well-formed sentences.<br/>Connect one idea or action to another using a range of connectives.</p>                                                                              |
| End of Reception<br>Early Learning Goals<br>(ELG) | <p><b>Literacy –speaking</b><br/>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>                                                                                                                                      |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                    | <b>Use of phrases and clauses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>3 – 4 Year olds</b>                             | <b>Communication and language</b><br>Use longer sentences of four to six words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Reception (4 – 5 year olds)</b>                 | <b>Communication and language</b><br>Articulate their ideas and thoughts in well-formed sentences.<br>Connect one idea or action to another using a range of connectives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>End of Reception Early Learning Goals (ELG)</b> | <b>Literacy –speaking</b><br>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                    | <b>Poetry and performance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>3 – 4 Year olds</b>                             | <b>Communication and language</b><br>Sing a large repertoire of songs.<br>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.<br><b>Expressive Arts and Design</b><br>Take part in simple pretend play, using an object to represent something else even though they are not similar.<br>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.<br>Remember and sing entire songs.<br>Sing the pitch of a tone sung by another person ('pitch match').<br>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.<br>Create their own songs, or improvise a song around one they know. |
| <b>Reception (4 – 5 year olds)</b>                 | <b>Communication and language</b><br>Engage in story times.<br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>Learn rhymes, poems and songs.<br><b>Expressive Arts and Design</b><br>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>Develop storylines in their pretend play.                                                                                                                                                                                                                                                                                                      |
| <b>End of Reception Early Learning Goals (ELG)</b> | <b>Literacy –comprehension</b><br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br><b>Expressive Arts and Design – creating with materials</b><br>Make use of props and materials when role playing characters in narratives and stories.<br><b>Being imaginative and Expressive</b><br>Invent, adapt and recount narratives and stories with their peers and their teacher.<br>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.                                                                                                                       |
|                                                    | <b>Non- fiction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Reception (4 – 5 year olds)</b>                 | <b>Communication and language</b><br>Engage in story times.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary<br><b>Expressive Arts and Design</b><br>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>Develop storylines in their pretend play.                                                                                                                                                                                                                                                                                                                                                             |
| <b>End of Reception Early Learning Goals (ELG)</b> | <b>Communication and Language – speaking</b><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br><b>Literacy –comprehension</b><br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.                                                                                                                                                                                                                                                                                                                                  |

EYFS (Reception) Literacy yearly curriculum overview (subject to change with differing intake and interests)

| Term                  | Autumn 1                                                                        | Autumn 2                                                                 | Spring 1                               | Spring 2                                                          | Summer 1                                      | Summer 2                                                                               |
|-----------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Possible texts</b> | Transition texts<br>Dinosaur themed stories<br>Colour monster<br>Little red hen | Autumn non fiction<br>Diwali – fiction and non fiction<br>Nativity story | Animal fiction and non fiction<br>Kind | Mr Wolf's pancakes<br>Jack and the beanstalk<br>Traditional tales | Superhero stories eg Superworm, Nat Fantastic | Under the sea and seaside stories and non fiction texts<br>Pirates love underpants and |

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|                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Christmas stories<br>Stick man                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Stories from<br>around the<br>world                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Plant based<br>stories and non<br>fiction – eg The<br>tiny seed                                                                                                                                                                                                                                                                                                                                                | Non fiction<br>people who<br>help us<br>Traditional tales                                                                                                                                                                                                                                                                                                                                                                                   | other pirate<br>stories<br>Transition texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Possible<br/>enrichment<br/>opportunities</b><br>(Other festivals<br>and celebrations<br>are used but<br>may vary on<br>dates each year<br>eg Diwali,<br>Ramadan/Eid Al<br>Fitr) | Black History<br>Month<br>National poetry<br>day<br>Harvest festival<br>World mental<br>health day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Bonfire Night<br>Remembrance<br>Day<br>St Andrews Day<br>Hanukkah<br>Advent<br>Christmas                                                                                                                                                                                                                                                                                                                                                                                                                             | New Year's Day<br>Shrove Tuesday<br>Big Schools<br>Birdwatch RSPB<br>World religion<br>day<br>Safer internet<br>day<br>National<br>storytelling week                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Lunar New Year<br>British science<br>week<br>St Davids day<br>St Patricks day<br>Holi<br>Mothers day<br>Palm Sunday<br>Easter                                                                                                                                                                                                                                                                                  | St Georges day<br>May day<br>Earth day<br>World Ocean<br>day                                                                                                                                                                                                                                                                                                                                                                                | Fathers day<br>Sports day<br>School trip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Comprehension</b>                                                                                                                                                                | <p><b>Listening to stories.</b></p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme</p> <p>Understand the five key concepts about print: - print has meaning – print can have different purposes</p> <p>we read English text from left to right and from top to bottom</p> <p>learn the names of the different parts of a book.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities</p> | <p><b>Beginning to retell stories.</b></p> <p>Retell stories related to events through acting/ role play.</p> <p>Retelling stories using images / apps.</p> <p>Retelling of stories. And orally retelling new stories</p> <p>Sequence story – use vocabulary of beginning, middle and end (use story mountain)</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books.</p> <p>Actions to retell the story.</p> | <p><b>Retelling stories with the recently introduced vocabulary.</b></p> <p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Read a few tricky words linked to LW</p> <p>Ensure home reading books match their phonic knowledge.</p> <p>Use recently introduced vocab during discussions about stories and discussions about stories and during role play</p> | <p><b>Building fluency and understanding.</b></p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>They develop their own narratives and explanations by connecting ideas and events.</p> <p>World Book Day Activities.</p> | <p><b>Explaining the stories they have listened to or read themselves</b></p> <p>Retell a story with actions and /or picture prompts as part of a group</p> <p>Use story language when acting out a narrative.</p> <p>Rhyming words</p> <p>Can explain the main events of a story. Can draw pictures of characters/ events/ setting in a story</p> <p>May include labels, sentences of captions</p> <p>Information file about superhero</p> | <p><b>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary</b></p> <p>Can draw pictures of characters/ event/ setting in a story.</p> <p>Listen to stories, anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Makes predictions</p> <p>Fiction and Non-Fiction: Beginning to understand that a non fiction is a non story – gives information. Fiction means story</p> <p>Can point to front cover, back cover, spine, blurb, illustration , illustrator , author and title.</p> |

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|---------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | Engage in extended conversations about stories, learning new vocabulary.                                               |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                 |
| <b>Word reading</b> | <p>Little Wandle (phase 2)</p> <p>S a t p l n m<br/>d g o c k c k<br/>e u r h b f l</p> <p>is I the</p>                | <p>Little Wandle (phase 2)</p> <p>Ff ll ss j v w x<br/>y z zz qu ch<br/>sh th ng nk<br/>Words with -s /s/ added at the end<br/>Words with -s /z/ (his) and -s /z/ added at the end (bags)</p> <p>put* pull*<br/>full* as and<br/>has his her go<br/>no to into she<br/>push* he of<br/>we me be</p> | <p>Little Wandle (phase 3)</p> <p>ai ee igh oa<br/>oo oo ar or<br/>ur ow oi ear<br/>air er</p> <p>words with double letters longer words</p> <p>was you they<br/>my by all are<br/>sure pure</p> | <p>Little Wandle (phase 3)</p> <p>Review Phase 3 (Spring 1)</p> <p>longer words, including those with double letters</p> <p>words with -s /z/ in the middle</p> <p>words with -es /z/ at the end</p> <p>words with -s /s/ and /z/ at the end</p> <p>review all tricky words so far</p> | <p>Little Wandle (phase 4)</p> <p>Short vowels with adjacent consonants</p> <p>CVCC CCVC<br/>CCVCC<br/>CCCVC<br/>CCCVC</p> <p>longer words and compound words</p> <p>words ending in suffixes:</p> <p>ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p>longer words and compound words</p> <p>review all tricky words taught so far</p> <p>said so have<br/>like some<br/>come love<br/>do were<br/>here little<br/>says there<br/>when what<br/>one out<br/>today</p> | <p>Little Wandle (phase 4)</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <p>CVCC CCVC<br/>CCCVC CCV<br/>CCVCC</p> <p>words ending in suffixes:</p> <p>ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p>longer words and compound words</p> <p>review all tricky words taught so far</p> |
| <b>Writing</b>      | <p>Name tracing, copying and writing</p> <p>Writing random letters</p> <p>Scribble writing</p> <p>Drawing pictures</p> | <p>Name copying and writing</p> <p>Drawing pictures</p> <p>Initial sounds for words</p> <p>Cvc words</p>                                                                                                                                                                                            | <p>Beginning to form recognisable letters</p> <p>Writing cvc words</p> <p>Writing phonetically decodable words</p>                                                                               | <p>Continue to form recognisable letters</p> <p>Write phonetically decodable words</p> <p>Writing short phrases and captions</p>                                                                                                                                                       | <p>Continue to form recognisable letters</p> <p>Writing short phrases and captions</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p>Writing phonetically decodable words</p> <p>Simple sentences</p> <p>Simple short narratives</p> <p>Simple lists and instructions</p>                                                                                                                                                                         |

|  |                                  |  |                                    |  |  |  |
|--|----------------------------------|--|------------------------------------|--|--|--|
|  | Writing initial sounds for words |  | Writing short phrases and captions |  |  |  |
|  |                                  |  |                                    |  |  |  |

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| <b>Reception Ongoing Provision</b> | <p>Squiggle whilst you wriggle: Develop gross and fine motor control, skills progression for writing, develop pencil control</p> <p>Mark making: Use variety of stimuli to encourage writing with symbols/sounds/words/phrases/sentences, variety of purposes to stimulate writing . Story time/Love of Reading: Engage in and talk about books, retell stories and act out parts of a story, story sacks, story mountain, class puppet - Grandad</p> <p>Writing in provision areas: Create their own phonological awareness, orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds</p> <p>Song time Learn new vocabulary, engage in and talk about rhyme, anticipate repetitive language, learn rhymes, poems and songs</p> |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Key vocabulary used for the teaching and learning of Literacy in the Early Years:-

fiction, non-fiction, information, facts, write, sequence, sentence, question, sounds, letters, words, caption, full stop, capital letter, lower case, character, villain, setting, traditional tale.

B Whitfield  
June 2026