

EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Handwriting	<p><u>Early Learning Goal (Fine Motor Skills)</u>: Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p> <p><u>Early Learning Goal (Writing)</u>: Write recognisable letters, most of which are correctly formed.</p>					
	Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Develop small motor skills so that a range of tools can be used competently, safely, and confidently (e.g. pencils for drawing and writing).	Form lower-case and capital letters correctly.	Begin to develop the foundations of a handwriting style, which is fast accurate and efficient.		
Phonics and Spelling	<p><u>Early Learning Goal (Writing)</u>: Spell words by identifying sounds in them and representing the sound with a letter or letters.</p>					
	Orally blend and segment the sounds heard in words.	Spell an increasing amount of tricky words correctly (was, you, they).	Hear and identify initial sounds in words.	Hear and identify final sounds in words.		Begin to write some longer words using phonic knowledge.
	Begin to write some tricky words correctly (e.g. is, I, the).	Write the sounds in CVC words in the correct order.	Hear and identify medial sounds in words.	Continue to orally blend and segment the sounds heard in words.		Write tricky words that have been taught correctly.
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.						
Punctuation	Model use of capital letters, finger spaces and full stops within the classroom environment.	Write letters in their name, using a capital letter at the beginning.		Begin to put finger spaces between some words.		

Grammar	Use describing words for objects in the environment and characters in books.	Use the correct pronoun.	Know some 'action words'.	Reread what has been written to check it makes sense.	Use the correct tense in spoken and written language.	Know the terminology: letter, word, sentence.
Composition	<u>Early Learning Goal (Writing):</u> Write simple phrases and sentences that can be read by others.					
	With adult support orally compose meaningful sentences. Identify separate words in spoken sentences.	Write a label for a drawing/ diagram.		Write for a range of purposes to include labels, lists and captions. Write simple sentences which can read by themselves and others.		
Genre						
Whole Text Structure	<ul style="list-style-type: none"> • Write a label to name something. • Write an instruction e.g. on a label in the class role play area. • Write a simple caption e.g. to go with a picture or photograph. • Write a sentence about an experience. • Write a sentence to go with an event. • Write a sentence to describe a character. • Sometimes join a few ideas together e.g. two or three phrases/ sentences. 					
Authorial Effect	<p>An Early Years writer will communicate with the reader in simple ways by:</p> <ul style="list-style-type: none"> • telling the reader orally something about themselves; • retelling orally a real event; • providing information with a label or caption (e.g. for a shop or role play area); • writing their name on their work; • writing simple expressions and orally explain what they say; • using some of the vocabulary they know to support the context of their writing. 					

<p>Stimuli</p>	<p><u>Let's Explore</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • We're Going On A Bear Hunt • In Every House, On Every Street • Mr Grumpy's Outing 	<p><u>Marvellous Machines</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • What Do Machines Do All Day? • Car, Car, Truck, Jeep • No-Bot, The Robot With No Bottom! 	<p><u>Long Ago</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • Rosie's Hat • Coming To England • Major Glad, Major Dizzy 	<p><u>Ready Steady Grow</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • Jack And The Beanstalk • Handa's Surprise • Rosie's Walk 	<p><u>Animal Safari</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • A First Book Of Animals • Little Red and The Hungry Lion • Hello, Hello • Greedy Zebra 	<p><u>On The Beach</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> • Who's Hiding At The Seaside? • Somebody Swallowed Stanley • Come Away From The Water, Shirley
<p>Vocabulary</p>	<ul style="list-style-type: none"> • letter • word • sentence • phoneme • grapheme • diagraph • trigraph 					