

# EYFS Writing Curriculum Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Key Texts - Nursery Rhymes Goldilocks and the Three Bears The Rainbow Fish Who's in my Family</p> <p>Halloween: Little Green Monster Room on the Broom</p>	<p>Key Texts - Owl Babies Tap the Magic Tree The Bear Hunt Oliver's Vegetables</p> <p>Christmas: Dear Santa The Christmas Bear That's not my Snowman</p>	<p>Key Texts - Red Sledge The Snowman Winter rhymes</p>	<p>Key Texts - The Enormous Pancake</p> <p>People who help us: What do grown-ups do all day?</p> <p>Growing: Jasper's Beanstalk</p>	<p>Key Texts - The Hungry Caterpillar Bee and Me</p> <p>Non-Fiction Focus – researching mini beasts</p> <p>Traditional Tales: The Three Billy Goat's Gruff</p>	<p>Key Texts - The Naughty Bus Don't let the pigeon drive the bus</p>
Three and Four- year olds (Nursery )	<p><u>Literacy -</u></p> <ul style="list-style-type: none"> <li>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</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Write some or all of their name</li> <li>Write some letters accurately.</li> </ul> <p><u>Physical -</u></p> <ul style="list-style-type: none"> <li>use large-muscle movements to wave flags and streamers, making snips in paper with scissors</li> <li>use comfortable hand grip with good control when holding pens and pencils</li> <li>shows a preference for a dominant hand.</li> </ul> <p><u>Communication and Language -</u></p> <ul style="list-style-type: none"> <li>know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Use a wider range of vocabulary</li> <li>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</li> <li>Start a conversation with an adult or a friend and continue it for many turns</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>Understand 'why' questions, like: 'why do you think the caterpillar will get so fat?'</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</li> <li>Use longer sentences of four to six words.</li> </ul>					

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Little Red Hen The Three Little Pigs Houses and Homes (non-fiction)	Leaf Man Room on the Broom Supertato Stickman	Jack Frost The Great Explorer The Snow Beast The Foggy Foggy Forest	Once there were giants Whoops-a-daisy World 0 Chief Rhino to the Rescue Whoops-a-daisy World - Dr Meow's Big Emergency Non-Fiction - People who help us  Jack and the Beanstalk Jack and the Jellybean Stalk Hattie Peck Poems about animals	The Odd Egg The Ugly Duckling Farmer Duck Duck in a Truck	Up, up, up The Journey home from Grandpa's Mr Grumpy's Outing Mr Grumpy's Motorcar Oi! Get off our train Little Blue Truck The Naughty Bus
	<b>Outcome -</b> Oral retelling of the Story (structure) Draw images and write labels to represent a story Simple repetitive refrains Grapheme/phoneme correspondence Writing own name (explore letters of own name)	<b>Outcome -</b> Phase 2 grapheme/phoneme correspondence Segmenting for spelling Writing cvc words Writing lists Writing for different purposes (eg wanted posters)	<b>Outcome -</b> Phase 3 grapheme/phoneme correspondence Learning the alphabet and letter names Writing upper case letters Segmenting for spelling Labels and captions Begin to write simple sentences Reading own writing	<b>Outcome</b> Phase 3 grapheme/phoneme correspondence Begin to spell some common exception words (I to no go the into he she we be) Practise writing simple sentences Read own writing to check it makes sense Create a group non-fiction text  Write a list Write a set of simple instructions	<b>Outcome</b> Phase 3 grapheme/phoneme correspondence Write simple sentences Read own writing to check it makes sense Use full stops securely Retell/rewrite of the story Write a recount	<b>Outcome -</b> Phase 4 polysyllabic Segmenting to spell Write simple sentences Read own writing to check it makes sense Use capital letters securely
	<p><u>Literacy -</u></p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop</li> <li>• Form lower case and capital letters correctly</li> <li>• Re-read what they have written to check it makes sense.</li> </ul> <p><u>Physical</u></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools - pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><u>Communication and Language -</u></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>• Use new vocabulary in different contexts</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Use new vocabulary throughout the day</li> <li>• Develop social phrases</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul>					
	<p><u>ELG - Writing -</u></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p><u>Physical - Fine Motor</u></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> </ul> <p><u>Communication and Language - Speaking -</u></p> <ul style="list-style-type: none"> <li>• Participate in small group. Class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate</li> <li>• Express their 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</li> </ul>					

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