

Writing Yearly Overview EYFS and KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Moving and handling</p> <ul style="list-style-type: none"> • Holds mark-making tools with a thumb and all fingers • Beginning to show preference for a dominant hand/ and or leg/foot • Turns pages in a book • Shows increasing control in holding, using and manipulating a range of tools <p>Writing</p> <ul style="list-style-type: none"> • Distinguishing between the different marks they make • Enjoys drawing and writing in lots of different media <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • Begins to make believe <p>Reading</p> <ul style="list-style-type: none"> • Repeats and uses actions, words or phrases from familiar stories 					
Pre-School	<p>Moving and handling</p> <ul style="list-style-type: none"> • Creates lines and circles, pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand <p>Writing</p> <ul style="list-style-type: none"> • Makes up stories, play out scenarios and drawings in response to experiences • Sometimes gives meanings to their drawings and paintings • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) • Attempts to write their own name or other names and words • Shows interest in letters on a keyboard • Identifies the initial letter of their own name and other familiar word • Begins to make letter-type shapes <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • Uses available resources to create props or create imaginary ones to support play • Engages in imaginative play based on their own ideas or story stimulus <p>Reading</p> <ul style="list-style-type: none"> • Knows that print carries meaning • Talk about events and principle characters in stories and suggests how the story might end 					
Reception	<p>Moving and handling</p> <ul style="list-style-type: none"> • Shows preference for dominant hand • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed <p>Writing</p> <ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes such as cards, tickets, lists, invitations and creating their own stories • Gives meaning to the marks they make as they draw, , write, paint and type using keyboard or touch-screen technology • Begins to break the flow of speech into words • To hear and say the initial sounds in words • May start to segment the sounds into words and blend them together • Starts to develop phonic knowledge by linking sounds to letters • Naming and sounding some fo the letters of the alphabet • Identifying letters and writing recognisable letters in sequence such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • Introduces a storyline or a narrative into their play • Create, develop and act out an imaginary idea or narrative <p>Reading</p> <ul style="list-style-type: none"> • Describes main story settings, events and principle characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Are able to recall and discuss stories or information that has been read to them or they have read themselves 				<p>Statutory ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 <p>Statutory ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. <p>Statutory ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Statutory ELG: Comprehension (Literacy) Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>Statutory ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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. 	
					CLPE – On sudden hill	CLPE – Surprising sharks / Hooray for fish

<p>Year One</p>	<p>CLPE – The Story Tree Setting description Thought bubbles Character description Writing in role (recount) Writing a narrative sequence retelling the story Simple narrative based on known text</p> <p>SPAG Suffixes -ed, -ing Plurals -s Naming letters of the alphabet</p> <p>Spelling CEWs - a, was, the, to, were, no, go, so one, she, some, his, you, I,</p> <p>Handwriting RWI Stage 1a revision</p> <ul style="list-style-type: none"> 'Around' letters: c a o d g q 'Down' letters: l t b p k h i j m n r u y 'Curly' letters: e f s 'Zig-zag' letters: v w z x. <p>CLPE – Poems to Perform Descriptive vocabulary and phrase collections Poetry Book Review</p> <p>SPAG Verbs</p> <p>Spelling /f/, /s/, /l/, /k/ and /z/ as ff, ss, ll, ck and zz /ch/ as /tch /v/ as ve CEWs – pull, full, love, today, says</p> <p>Handwriting RWI Stage 1b Relative size of letters Some small letters are called 'boat letters': a c e i m n o r s u v w x z. Formation of capital letters as required for start of sentences</p>	<p>CLPE – Winter Sleep – A Hibernation Story Poetry Notes to record thinking and ideas Expressive writing in role Letter writing Explanation text Instructions Story writing</p> <p>SPAG Imperative verbs Compound words Contractions Verbs, adverbs, adjectives (use of the prefix <i>un-</i>) Coordination (and) Suffixes -ed, -ing Plurals -s</p> <p>Spelling CEWs - where, there, I, said, here, the</p> <p>Handwriting RWI Stage 1b Relative size of letters</p> <ul style="list-style-type: none"> Some small letters are called 'boat letters': a c e i m n o r s u v w x z. Letters that are written below the line are called 'water letters': g j p q y. <p>Formation of capital letters as required for start of sentences</p>	<p>CLPE – Traction Man Writing in Role Caption Writing Letter Writing Narrative Writing</p> <p>SPAG Suffixes -ly, Verbs – ed, Plurals - -s Exclamation marks</p> <p>Spelling /k/ followed by e, i, y /c/ followed by a, o CEWs - here, is, has, some, come, he, be, my, are, you, your, I, by, my, our</p> <p>Handwriting RWI Stage 1b Relative size of letters</p> <ul style="list-style-type: none"> Some small letters are called 'boat letters': a c e i m n o r s u v w x z. Letters that are written below the line are called 'water letters': g j p q y. Tall letters are called 'sun letters': b d h k l t f. <p>Formation and relative size of capital letters</p>	<p>CLPE – Robot and the Blue Bird Captions and annotations Debate writing Speech and thought bubbles Writing in Role Text annotations Non-chronological report Instruction writing Letter Writing Free verse poetry Retelling from alternative perspectives</p> <p>SPAG Past tense Adjectives Adverbs Verbs Questions and statements Subordination (when, if, that, because) Co-ordination (and, or, so) Compound words Suffixes -ed, -ing, -ly, -est, er</p> <p>Spelling CEWs - there, was, one, they, he, so, said, ask, be, here</p> <p>Handwriting RWI Stage 2 Introduce the formation family: 6 sisters, 2 uncles and their 2 pets. a,d,g,o,c,q,u,y,b,p</p>	<p>CLPE – Out and About Writing about real experiences Organising ideas in writing Writing poetic words and phrases Free verse poetry</p> <p>SPAG Prefix <i>un-</i> Plurals using -s and -es</p> <p>Spelling CEWs – school, friend push, house</p> <p>Handwriting RWI Stage 2 6 sisters, 2 uncles and their 2 pets a,d,g,o,c,q,u,y,b,p</p>	<p>CLPE – Claude in the City Character descriptions Writing a postcard Writing a Guide Book Poster Writing a Newspaper Report Doctor's report Story writing in an alternative setting</p> <p>SPAG Writing questions Compound words Suffix – ly, -ed, -ing</p> <p>Spelling Spelling rules – tch/ch (much, such) Contractions - don't, CEWs - a, was, the, he, go, by, were, one, so, is, some, are, they, there, of</p> <p>Handwriting RWI Stage 2 6 sisters, 2 uncles and their 2 pets a,d,g,o,c,q,u,y,b,p</p>
<p>Year Two</p>	<p>CLPE – The Lonely Beast Story mapping/sequence Diary writing Poetry Script writing Newspaper report Persuasive letter</p> <p>SPAG 1st person and 3rd person Verbs Adjectives Nouns Statements Commands Capitals, full stops and finger spaces Exclamation marks Question marks</p> <p>Spelling Suffixes -y Sound or spelt a after l/l/, soft c CEWs: door, floor, poor, because, find, kind, mind, behind, child, children, wild</p> <p>Handwriting RWI Stage 2 6 sisters, 2 uncles and their 2 pets a,d,g,o,c,q,u,y,b,p</p>	<p>CLPE – Orion and the Dark Advice letter Word collections Poetry Writing in role Re-telling a narrative Written argument</p> <p>SPAG 1st person and 3rd person Past tense and present tense Building blocks to a sentence Defining a clause Co-ordinating conjunctions Subordinating conjunctions Capitals, full stops and finger spaces Exclamation marks Question marks</p> <p>Spelling Suffixes -ing, -ly Sound o spelt a after w/qu, sound j spelt ge/dge, sound igh spelt y, sound n spelt kn/gn, CEWs: climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, Christmas</p> <p>Handwriting RWI Stage 2 6 sisters, 2 uncles and their 2 pets a,d,g,o,c,q,u,y,b,p</p>	<p>CLPE – Rabbit and Bear Note-taking Non-fiction fact files Persuasive letter Explanation text Poetry Written narrative</p> <p>SPAG Building blocks to a sentence Defining a clause Co-ordinating conjunctions Subordinating conjunctions Apostrophes for possession Apostrophes for contractions</p> <p>Spelling Suffixes -ed, -er, -est CEWs: great, break, steak, pretty, beautiful, after, fast, last, past, father</p> <p>Handwriting RWI Stage 3 Arm to boat joins Washing line to boat joins Arm to sun joins</p>	<p>CLPE – Beegu by Alexis Deacon Character description Poetry Story mapping Instructional writing Letter writing Script writing Writing in role Explanation text</p> <p>SPAG Apostrophes for possession Apostrophes for contractions Commas as lists Speech marks Brackets</p> <p>Spelling Suffixes -ness Sound r spelt wr, ee spelt ey, I spelt le, I spelt el CEWs: class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye could, should, would, who</p> <p>Handwriting RWI Stage 3 Washing line to sun joins Arm to sister joins Washing line to sister joins</p>	<p>CLPE – Wild by Emily Hughes Free verse poetry Letter writing Story mapping Re-telling a narrative Non-fiction animal report</p> <p>SPAG Commas as lists Speech marks Brackets</p> <p>Spelling Suffixes -al, ful, -less, -ment, -tion, -es, CEWs: whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents</p> <p>Handwriting RWI Stage 3 Arm to boat joins Washing line to boat joins Arm to sun joins</p>	<p>CLPE – Secret of Black rock Biography Writing in role Poetry Information text Explanation/persuasive text</p> <p>SPAG Consolidating and embedding</p> <p>Spelling Consolidating and embedding</p> <p>Handwriting RWI Stage 3 Washing line to sun joins Arm to sister joins Washing line to sister joins</p>