



Writing Curriculum Plan Year EYFS Year B

Year B Overview:																														
Year B	Autumn 1					Autumn 2					Spring 1					Spring 2					Summer 1					Summer 2				
	EYFS Texts										EYFS Texts										EYFS Texts									
Progression of EYFS Core Texts																														
4-5 Skills Progression	- To show an interest in using mark making tools. - To control a one-handed tool to make marks. - To give meaning to the marks they make.										- To show an interest in using mark making tools. - To control a one-handed tool to make marks. - To give meaning to the marks they make. - To draw simple representations. - To use symbols or marks to imitate writing.										- 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; write ‘m’ for mummy. - Write some or all of their name. - Write some letters accurately.									
Writing Objective and Skills Progression	To hear and say the initial sound in words. To begin to write the initial sound in a word. To begin to segment the sounds in words. To orally					To segment the sounds in words to spell/write (with a pencil/paper or magnetic boards) Letterjoin: easy letters and words introduced in families: i l t u w e c o a d n m h					To begin to make phonetically plausible attempts at spelling words. Letter join : Harder letters and words					To make phonetically plausible attempts at spelling words including the use of some digraphs and trigraphs. To write short captions with words with known GPC’s and common exception words.					To write short sentences with words with known GPC’s and common exception words. Letterjoin: Module one					Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.				

	segment the sounds in words. Letter Join : Pre writing patterns on letterjoin module		j y g q b p k v s r f x z	Letterjoin: Module one		Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Literacy						
Writing ELG	• 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.					
Comprehension ELG	• 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.					
Word Reading ELG	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words					
Communication and Language						
Listening, attention and understanding ELG	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.					
Speaking ELG	• 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.
Physical Development	
Finer Motor Skills ELG	- 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, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.