

EYFS curriculum planning for Literacy-writing

Nursery 1-	Nursery 2	Reception
<p>repeated due to staggered intake throughout N1 & September N2</p> <p><u>Autumn term</u> We will teach and support the children to:</p> <ul style="list-style-type: none"> • Understand that print has meaning and that we can make marks to communicate meaning to others (30-36) • Distinguish between drawing and writing (30-36) • Recognise their name and show them how to it use to copy their name on any paintings or pictures- adult to model. • Make marks to represent their name (30-36) • Write their initial letter- the adult writes the rest using pre-cursive script, sounding the letters as they write (37-45) • Encourage the children to give meaning to the marks they make and pictures (30-36) • Write the initial letter of their name or marks to represent it in cards made in school for celebrations • Develop the prerequisite physical skills needed to be able to hold and control a pen through a range of fine and gross motor activities (see planning for Moving and Handling) (37-45) <p>Adult-led shared writing</p> <ul style="list-style-type: none"> • Model how to make a shopping list, message, write a letter, write a greetings card 	<p><u>Autumn term</u> <u>We will teach and support our new N2 children to</u></p> <ul style="list-style-type: none"> • Understand that print has meaning and that we can make marks to communicate meaning to others (30-36) • Distinguish between drawing and writing (30-36) • Recognise their name and show them how to it use to copy their name on any paintings or pictures- adult to model. • Make marks to represent their name (30-36) <p><u>We will continue to teach and support our current N2 children to</u></p> <ul style="list-style-type: none"> • Write their initial letter- the adult writes the rest using pre-cursive script, sounding the letters as they write (37-45) • Develop the prerequisite physical skills needed to be able to hold and control a pen through a range of fine and gross motor activities (see planning for Moving and Handling) (37-45) • Write the precursive letters in their name if appropriate (46-54) <p>Occasional Adult-led shared writing</p>	<p><u>Autumn term</u> Adult- led shared writing <u>We will teach and support the children to:</u></p> <ul style="list-style-type: none"> • Copy their own name in precursive script onto their pictures etc (46-54) • Use some clearly identifiable sounds to communicate meaning (46-54) • Represent some sounds correctly and in sequence (46-54) • Hear and say the initial sounds in words (55-62) • Read back any words they have written (55-62) • Using a frame begin to write letters using ‘rocket writing’ precursive script. (launch from the line, ‘whoosh!’ reversing rocket, sunshine letters, deep sea letters) • Begin to write CVC words RWI Word time. (55-62) • Hold pencil with tripod grip (55-62).

<p><u>Spring term</u> As Autumn term</p>	<p><u>Spring term</u> <u>All children will be taught</u></p> <ul style="list-style-type: none"> • Write their initial letter- the adult writes the rest using pre-cursive script, sounding the letters as they write (37-45) • Copy names of family members e.g. dad or friends in Nursery onto pictures to give to others • Develop the prerequisite physical skills needed to be able to hold and control a pen through a range of fine and gross motor activities (see planning for Moving and Handling) (37-45) • Write the precursive letters in their name if appropriate (46-54) <p>Adult-led shared writing</p>	<p><u>Spring term</u> The children will learn:</p> <ul style="list-style-type: none"> • Begin to rehearse sentences orally before writing (63-70) • Attempts to write short sentences in meaningful contexts (55-62) • Can segment the sounds in simple words and blend them together - independently write CVC words RWI word time (63-70) • Begin to break writing into, and recognise, sentences (63-70) • Write labels and captions (55-62) • Start to use full stops and capital letters in the correct places (63-70)
<p><u>Summer term</u> As Autumn term</p>	<p><u>Summer term</u> As above Adult-led shared writing</p>	<p><u>Summer term</u> <u>The children will be expected to</u> <u>In preparation for Year 1 children will be completing short tasks independently.</u></p> <ul style="list-style-type: none"> • write some irregular common words - Red Rhythm spellings RWI red words (ELG) • They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible (ELG) <p>Exceeding Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>