

# Writing Overview - EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vehicle Texts</b>					
<b>The Something</b>	<b>Star in a Jar</b>	<b>Juniper Jupiter</b>	<b>Little Red</b>	<b>The Extraordinary Gardener</b>	<b>The Storm Whale</b>
<b>Writing Outcome &amp; Writing Purpose</b>					
<b>Fiction (Narrative):</b> A Friendship & Animal Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Fiction (Narrative):</b> A Star Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Fiction (Narrative):</b> A Superhero Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Fiction (Narrative):</b> A Traditional Tale Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Fiction (Narrative):</b> A Plant Growing Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Fiction (Narrative):</b> A Seaside Theme <b>Purpose:</b> To tell and write sentences around the theme
<b>Non-fiction (Recount):</b> Animal Information <b>Purpose:</b> To inform	<b>Non-fiction (Information Text):</b> Poster to find a lost star <b>Purpose:</b> To inform (and describe)	<b>Non-fiction (Information Text):</b> A letter wanting to be a sidekick <b>Purpose:</b> To inform	<b>Non-fiction (Instructional Text):</b> How to trap an animal <b>Purpose:</b> To instruct	<b>Non-fiction (Instructional Text):</b> How to grow a garden plant / vegetable <b>Purpose:</b> To instruct	<b>Poetry:</b> Sea creature poems <b>Purpose:</b> To describe
Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.					
<b>Grammar: Word</b>					
Children will acquire an increased number of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences. <i>*Words shown below will be taught in line with Read Write Inc Phonics.</i>					
- Recognise spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs)  - Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling  *Teach high frequency words and Common Exception Words e.g. <b>is, I, the, to, into, no, go and so</b>	- Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling				
*Secure previous unit high frequency words and teach new Common Exception Words e.g. <b>he, me, we, be, she and was</b>		*Secure previous unit high frequency words and teach new Common Exception Words e.g. <b>my, by, her, you, they, all and are</b>		*Secure previous unit high frequency words and teach new Common Exception Words e.g. <b>said, have, like, some and come</b>	
<b>Grammar: Sentence</b>					
- <b>Orally</b> rehearse sentences and Word Count the number of words spoken prior to writing.  - Focus on a simple sentence - subject, verb object. e.g. Dan had a dog.  - Combining words to make labels, captions, lists, phrases and short sentences ( <b>depending on developmental stage</b> ).  - Teacher <b>model</b> use of the Sentence Accuracy Check.		<b>Build on previous units &amp; focus on:</b>  - <b>Orally</b> connect one idea or action using a range of conjunctions.  - Re-read what they have written to check for meaning.  - Combining words to make labels, captions, lists, phrases and short sentences.  - Joining words using 'and,' ( <b>if developmentally appropriate</b> ).  - Teacher <b>model and support</b> in the correct use of the Sentence Accuracy Check.		<b>Build on previous units &amp; focus on:</b>  - <b>Orally</b> rehearse and write short sentences with known sound / letter correspondences ( <b>using a capital letter and full stop that can be read by themselves and others, if developmentally appropriate</b> ).  - Joining words and clauses using conjunctions (e.g. but, because, and) <b>if developmentally appropriate</b> .  - Teacher <b>model, support and encourage independence</b> in the correct use of the Sentence Accuracy Check.	

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Grammar: Text		
<ul style="list-style-type: none"> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>- Learn new vocabulary from texts.</li> <li>- Support recognition of the four parts of a simple narrative - opening, build up, problem and ending.</li> <li>- Begin to retell familiar stories and texts through repetition and / or in their words e.g. Once upon a time, So, First, Next and Finally.</li> <li>- Begin to sequence sentences to form short narratives.</li> </ul>	<p style="text-align: center;"><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>- Recognise four parts of a simple narrative - opening, build up, problem and ending.</li> <li>- Retell the story - some as exact repetition and some in own words including Once upon a time, So, and Suddenly.</li> <li>- Sequence sentences to form short narratives.</li> </ul>	<p style="text-align: center;"><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>- Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</li> <li>- Retell the story - some as exact repetition and some in own words including Once upon a time, Then one night, The very next morning and Then.</li> <li>- Sequence sentences to form short written narratives <b>(if developmentally appropriate)</b>.</li> </ul>
Grammar: Punctuation		
<p style="text-align: center;"><b>Focus (and build) on:</b></p> <ul style="list-style-type: none"> <li>- Letter formation. By the end of the year, children at the expected level of development will write recognisable letters, most of which are correctly formed.</li> <li>- Separation of words and spaces. By the end of the year, children at the expected level of development will write simple phrases and sentences that can be read by others.</li> <li>- Spelling. By the end of the year, children at the expected level of development will spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>		
Terminology for Pupils		
letter(s), word(s), phrase(s) and sentence(s)		