

EYFS Yearly Overview

Writing

	Half term 1	Half term 2
Autumn	<ul style="list-style-type: none"> To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To develop physical skills through the Write Dance programme once a week. To develop fine motor skills so that they can use pencils and paintbrushes competently and confidently to draw and mark make. 	<ul style="list-style-type: none"> <i>As in autumn 1</i> To begin to write their name. Linking sounds to letters. Start RWI phonics programme.
Spring	<ul style="list-style-type: none"> <i>As in autumn 2</i> To begin to form some lower-case letter correctly using the RWI patter. Non-fiction/fact writing. To begin to write labels, lists and captions. 	<ul style="list-style-type: none"> To begin to form some capital letters correctly. To begin to re-read what they have written to check it makes sense. To begin write words and short phrases, with known sound-letter correspondences. T4W Fairy tales (Retell the story, once they have developed a deep familiarity with the text; some exact repetition and some in their own words)
Summer	<ul style="list-style-type: none"> To form many lower-case and some capital letters correctly. To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. To begin to articulate ideas and thoughts in well-formed sentences. To re-read what they have written to check it makes sense. Non Fiction/Poetry (Riddles) To write a sentence with letters sitting on a line. 	<ul style="list-style-type: none"> T4W - Linked to topic To articulate ideas and thoughts in well-formed sentences. To develop the foundations of a handwriting style which is fast, accurate and efficient. To write a sentence with letters sitting on a line.
	<p><u>Curriculum Enhancement</u></p> <ul style="list-style-type: none"> Children are given the opportunity to mark make and begin to write through exciting continuous provision opportunities such as forming letters in glitter/shaving foam/flour. Opportunities to write are planned for in the continuous provision, linked to all areas of learning, both inside and outside. Children are involved in whole school writing projects, e.g. book making. Over a three week period, adults teach each child to write in the provision. This allows the adults to personalise the interaction with each individual child, based on their interests. 	

End of the Term Expectations:

Autumn	Spring	Summer
<p>Expected:</p> <ul style="list-style-type: none"> To begin to write their name. To begin to form some lowercase letters correctly. To hold a pencil correctly and maintaining good posture when writing. <p>Exceeding:</p> <ul style="list-style-type: none"> To begin to write words using phonic knowledge. 	<p>Expected:</p> <ul style="list-style-type: none"> Understand the difference between a letter, a word and a sentence. To confidently write their name To form many lower case letters correctly. To begin to write words and short phrases using recognisable letters. To begin to check their written work. <p>Exceeding:</p> <ul style="list-style-type: none"> To use special friends when spelling some words. To write a sentence, sometimes punctuated with a capital letter and full stop. To form most lower case letters correctly. To form some capital letters correctly. To begin to write short sentences. 	<p>Expected:</p> <ul style="list-style-type: none"> To independently write a short, meaningful sentence using a capital letter and full stop. To write in a variety of genres. To have learnt most Ladybird words and apply many in their writing. To use some correctly spelt hfws and phonically decodable words when writing a sentence. To form most lower case and capital letters correctly. <p>Exceeding:</p> <ul style="list-style-type: none"> Regularly choose to write independently for enjoyment and in a variety of genres. Write several sentences punctuated with capital letters and full stops. To write sentences with most simple words spelt correctly. Spell all ladybirds words and some caterpillar words. To begin to add detail to their writing, e.g. the use of an adjective. To correctly form all single letters. To write stories that have a clear structure. To re-read their sentence looking for errors and to check it makes sense.
<p>ELGs:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 		

