

Writing Overview

Nursery/ Reception -

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| Spelling | Handwriting (Physical Development) | Communication and Language | Vocabulary, Grammar and Punctuation |
|  | * Shows a preference for a dominant hand (3-4 year olds).
* Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4 year olds).
* Use a comfortable grip with good control when holding pens and pencils (3-4 year olds).
* Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (Reception).
* Develop the foundations of a handwriting style which is fast, accurate and efficient (Reception).
 | * Can find it difficult to pay attention to more than one thing at a time (3-4 year olds).
* Sings a large repertoire of songs (3-4 year olds).
* Can start a conversation with an adult or a friend and continue it for many turns (3-4 year olds).
* Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” (3-4 year olds).
* Enjoy listening to longer stories and can remember much of what happens (3-4 year olds).
* Use a wider range of vocabulary (3-4 year olds).
* Use longer sentences of four to six words (3-4 year olds).
* Understand ‘why’ questions like: “Why do you think the caterpillar got so fat?” (3-4 year olds).
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story (3-4 year olds).
* Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (3-4 year olds).
* Use talk to organise themselves and their play: “Let’s go on a bus…you sit there. I’ll be the driver.” (3-4 year olds).
* Engage in story times (Reception year).
* Understand how to listen carefully and why listening is important (Reception year).
* Develop social phrases (Reception year).
* Learn new vocabulary and use new vocabulary through the day (Reception year).
* Learn rhymes, poems and songs (Reception year).
* Describe events in some detail (Reception year).
* Listen to and talk about stories to build familiarity and understanding (Reception year).
* Use new vocabulary in different contexts (Reception year).
* Listen carefully to rhymes and sounds, paying attention to how they sound (Reception year).
* Ask questions to find out more and to check they understand what has been said to them (Reception year).
* Connect one idea or action to another using a range of connectives (Reception year).
* Engage in non-fiction books (Reception year).
* Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Reception year).
* Articulate their ideas and thoughts in well-formed sentences (Reception year).
* Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (Reception year).
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (Reception year).
 | * Write some or all of their name (3-4 year olds).
* 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 (3-4 year olds).
* Write some letter accurately (3-4 year olds).
* Spell words by identifying the sounds and then writing the sound with letter/s (Reception year).
* Form lower-case letters correctly (Reception year).
* Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (Reception year).
* Form capital letters correctly (Reception year).
* Write short sentences with words with known letter-sound correspondence using a capital letter and full stop (Reception year).
* Re-read what they have written to check that it makes sense (Reception year).

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Genres of Writing

|  |  |  |
| --- | --- | --- |
| Narrative | Non-Fiction | Poetry |
| Traditional and fairy talesStories with predictable and patterned language | Labels, lists and captionsInformation textsSimple Recount (My news)InvitationsGreetings Cards | Rhyming Strings |

Autumn Term (Topic)

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| --- | --- | --- |
|  | Autumn 1  | Autumn 2  |
| Spelling/Handwriting |  |  |
| Narrative |  |  |
| Non-Fiction |  |  |
| Poetry |  |  |
| Cross Curricular Writing |  |  |

Spring Term (Topic)

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| --- | --- | --- |
|  | Spring 1 (Text) | Spring 2 (Text) |
| Spelling/Handwriting |  |  |
| Narrative |  |  |
| Non-Fiction |  |  |
| Poetry |  |  |
| Cross Curricular Writing |  |  |

Summer Term (Topic)

|  |  |  |
| --- | --- | --- |
|  | Summer 1 (Text) | Summer 2 (Text) |
| Spelling/Handwriting |  |  |
| Narrative |  |  |
| Non-Fiction |  |  |
| Poetry |  |  |
| Cross Curricular Writing |  |  |