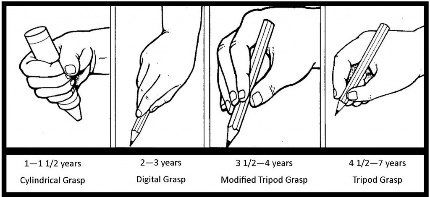
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|  | **Autumn Term** | | | |  | **Spring Term** | | | |  | **Summer Term** | | | |
| Class Books  (Pie Corbett Reading Spine and Page Turners) | Owl Babies  Goldilocks and The Three Bears  We’re Going on a Bear Hunt  Dinosaurs- Information Books | | | |  | Lost and Found  Penguin  Pets- Information Books  The Cat in the Tree  The Gingerbread Man  Supertato | | | |  | Jack and the Beanstalk  The Three Little Pigs  What the Ladybird Heard  Jasper’s Beanstalk  Information books on the Life Cycle of a Frog  Minibeast Books | | | |
| **READING** | | |  | |  |  | | | |  | | | | |
| **TOPIC** | **Autumn 1 – If you go down to the woods today!** | | **Autumn 2 – Dinosaurs Roar Catch me if you can!** | |  | **Spring 1 – Lost and Found**  **The Perfect Pet** | | **Spring 2 – Supertato** | |  | **Summer 1 – Fee, Fi, Fo, Fum!** | | **Summer 2 – Down in the Jungle** | |
| Talk for Writing Text | Owl Babies  Goldilocks and The Three Bears  We’re Going on a Bear Hunt | | NF- Dinosaurs | |  | Lost and Found  Penguin  Pets  The Cat in the Tree | | The Gingerbread Man  Suoertato | |  | Jack and the Beanstalk  The 3 Little Pigs | | What the Ladybird Heard!  Superworm | |
| Poetry, eg, riddles | Alliteration  Poetry basket – a poem a week | | Dinosaurs Roar  Poetry basket – a poem a week | |  | Poetry basket – a poem a week | | Rhyming pairs  Poetry basket – a poem a week | |  | Rhyming pairs  Poetry basket – a poem a week | | Poems about jungle animals  ‘Down in the Jungle’  Poetry basket – a poem a week | |
| Traditional Tales | Goldilocks and The Three Bears | |  | |  |  | | The Gingerbread Man | |  | Jack and the Beanstalk  3 Little Pigs | |  | |
| Other Stimulus e.g. visual literacy, videos, pictures, | Youtube versions of the stories – look at similarities and differences | | Launch day – finding eggs on playground. What could be inside the egg? | |  | Lost and Found  Frozen penguin – what can we do to look after him? What does he need?  Vimeo story - Penguin  The cat stuck in the tree  A toy cat is actually in a tree and we discuss ways of getting him down safely | | Video version of Gingerbread Man  Supertato – lots of stimulus – provocations of what the evil pea has done to the vegetables, including video animations | |  | Going to the Giant’s castle  Role Play to take the golden egg back to the Giant;s castle  Receive a letter from the Giant  Farm Trip to Manor farm | | Frogs- Life Cycle  Growing tadpoles in ‘pond’ outside | |
| **WRITING** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cold Task | Oral Storytelling | | Independent Phonics activities | |  | Labelling the boy and the penguin’s lunchbox | | List of Gingerbread Man characters - cvc words | |  | What will the magic beans grow into? | | News writing | |
| Hot Task Outcome & Suggested Level of Innovation | Imitation – retelling the story using a story map  Innovation- Changing the breakfast for Goldilocks  Independent writing - Invention- A letter to the Three Bears to say sorry | | Innovation- What’s inside the egg?  Independent writing – Role play non fiction writing in the Dinosaur Museum | |  | What does the penguin need?  Vimeo story penguin - What the penguin would say?  Innovation- How did you get the cat down?  How to look after the guinea pig | | Invention – invent a new setting – ‘he ran to / he will go to the  Newspaper report about the Evil Pea | |  | Writing At the top of the beanstalk …  Writing a letter to the Giant  Write about what the wolf did in the story?  The 3 little pigs have to leave home – where could they go to live? – to a town, seaside, tree house, another country?  NF- Instructions for how to plant a bean seed  Independent writing – labelling a plant | | Recount of Superworm story  Jungle Recount   * Independent writing | |

**EYFS KEY WRITING KNOWLEDGE AND SKILLS**

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| **Writing Objectives**  Clip Art Child Writing Clip Art - Creative Writing Children, HD Png  Download , Transparent Png Image - PNGitem | | | |
| **Birth-Three**  -Enjoy drawing freely.  -Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  -Make marks on their picture to stand for their name.  **Handwriting**  . Develop manipulation and control. PD.FMS.B-3  . Explore different materials and tools. PD.FMS.B-3 | **Three- Four Years**  . 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. Writing.3-4  • Write some or all of their name. Writing.3-4  . Write some letters accurately. Writing.3-4  **Handwriting**  .Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4  .Show a preference for a dominant hand. PD FMS.3-4 | **Reception**  . Form lower-case and capital letters correctly. Writing-Reception  . Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception  . Re-read what they have written to check that it makes sense. Writing-Reception  . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing-Reception  **Handwriting**  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. PD.FMS - Reception  Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception. | **Writing- ELG .**  **. Write recognisable letters, most of which are correctly formed. Writing-ELG**  **• Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG**  **• Write simple phrases and sentences that can be read by others. Writing-ELG**  **Handwriting**  **Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG** |

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| **On Entry**  **Expected**  **Secure 3-4 Years** | **Autumn 2**  **Expected**  **Ent Reception** | **Spring 1**  **Expected**  **Developing Reception** | **Spring 2**  **Expected**  **Secure Reception** | **Summer 1**  **Expected**  **Reception/ ELG** | **Summer 2**  **Expected**  **ELG** |
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**EYFS Writing Progression and expectations**



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| **Birth to 3 year olds** | **3-4 year olds** | **Reception** | **Rec / Early Learning Goal** |
| The 5 stages of spelling development - The Measured Mom  **I can make marks** | Spelling (Words Their Way) - TvE First Grade  **‘It says come to my party’**  **I can read back my marks and**  **can use some letter shapes** | Emergent Writing Examples | Stages of writing, Kids writing, Parents as  teachers  **I can use initial sounds to write labels** | The Stages of Early Writing  **I can spell words by identifying sounds in them and representing the sounds with a letter or letters** |
| TI-AIE: Mark-making and early writing: View as single page  **I show more control over the marks I make** | Early Childhood Cayman: Emergent Writing  **I can write some**  **or all of my name** | Phase 2 Sound Button Word Cards (SB1070) - SparkleBox  **I can orally segment the sounds in simple words and blend them together** | Hand Clipart Mickey Mouse - Cartoon Finger Pointing Up , Free Transparent  Clipart - ClipartKey  **I can leave finger spaces between words** |
| Stages of Emergent Writing | Thoughtful Learning K-12  **I can imitate writing**  **(Left to right progression)** | Related image**a … apple**  I can hear initial sounds | **d o g**  Stages of Emergent Writing | Thoughtful Learning K-12  **I can read and write**  **a cvc label** | Best Five stages of spelling development Flashcards | Quizlet  **I can write short sentences with words with known sound-letter correspondences that can be read by others.** |
| developmental stages of writing  **‘mummy’**  **I sometimes give meaning to the marks I make** | Emergent Writing Examples | Stages of writing, Kids writing, Parents as  teachers  **I can use some of my print and letter knowledge in my early writing. For example: writing ‘m’ for mummy.** | Boy thinking while writing something on ... | Premium Vector #Freepik  #vector #school #book #educ… in 2020 | Art drawings for kids, Drawing  lessons for kids, Person cartoon  **I can say a simple sentence and keep it in my head** | Coloured Phase 2 to 5 Tricky Words Flashcards — Primary  **I can write some tricky words correctly** |
|  | **I can write some letters accurately.** | Figure 2 from Using Concept Maps to Promote the Emergent Literacy Skills of  3- to 5-Year- Old Children | Semantic Scholar  **I can write a simple caption** | **T** Stop sign icon Royalty Free Vector Image - VectorStock  **I am beginning to use full stops and capital letters** |
|  | Stages of Emergent Writing | Thoughtful Learning K-12  **I can use some correct sounds when I write a sentence** | c:\downloads\download (1).jfif  **I can re-read what I have written to check that it makes sense.** |
|  | Pilton Infants&#39; School - Support your child with letter formation and  handwriting  **I can form lower-case and capital letters correctly.** |