

Note on development of Writing:

Early Writing relies on having the necessary physical skills (to control a pencil) & early literacy skills (enjoyment of stories and books and the later understanding that marks can carry meaning) & on having oral language (a similar idea to Talk for Writing) and knowledge of phonics. These skills come under the following EYFS Areas of Learning:

Physical Development

Literacy

Communication & Language

## Nursery - Autumn 1 - Writing Overview

Fiction	Grammar	Vocabulary	Oral language
Traditional Tales: The Three Little Pigs The Enormous Turnip Duckie's Rainbow We're going on a bear hunt	<ul style="list-style-type: none"> <li>Listening with interest to stories</li> <li>Using different types of everyday words (nouns, verbs, adjectives) to talk about the pictures</li> </ul>	Pigs, straw, sticks, bricks, build, wolf, blow, huff, puff, let me in, burned, turnip, pulled, tiny, small, big, enormous, colour names over, under, through	<p>Filling in the missing word or phrase in a known rhyme, story or game eg "he huffed and he ..."</p> <p>Re-enacting The Enormous Turnip, acting out repeated actions &amp; phrases</p>
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
To begin to give meaning to their marks eg "that's me & that's Mummy"		<ul style="list-style-type: none"> <li>Sometimes giving meaning to marks as they draw or paint</li> <li>Beginning to show a preference for a dominant hand</li> </ul>	
Non-Fiction	Grammar	Vocabulary	Oral language
Getting Ready for School	<ul style="list-style-type: none"> <li>Labelling what they can see in the picture</li> <li>Beginning to use verbs ie to talk about what the character is doing</li> </ul>	Dressed, undressed, taking off, putting on	Joining in with repeated refrains & phrases
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
To join in with mark-making at tummy time		<ul style="list-style-type: none"> <li>Core muscle development supports lying on tummy to draw &amp; mark-make</li> <li>Distinguishes between the different marks that they make</li> </ul>	

Poetry	Grammar	Vocabulary	Oral language
Nursery rhymes & songs Chop chop Falling apples	<ul style="list-style-type: none"> <li>Listening to and enjoying rhymes &amp; rhythmic patterns in rhymes &amp; stories and trying to join in</li> </ul>	Bottom, top Green, between, basket	Beginning to anticipate phrases in rhymes & stories
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
To begin to join in with class poems & actions		<ul style="list-style-type: none"> <li>Participates in class poems &amp; songs with actions</li> </ul>	

## Nursery - Autumn 2

<b>Fiction</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Oral language</b>
So Much - Trish Cooke Owl Babies - Martin Waddell The Elves & the Shoemaker I love animals - Flora McDonnell	<ul style="list-style-type: none"> <li>• Able to focus attention when a story is being read to them</li> <li>• Using simple sentences to talk about what they see in the picture</li> </ul>	Big, small, medium How many? Twig, branch, swoop Elf, poor	To listen & respond to the story <i>I love animals</i> by making the sounds made by each animal
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
Copying letters from their name for Christmas card		<ul style="list-style-type: none"> <li>• Can use a pencil with some control</li> </ul>	
<b>Religious Texts</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Oral language</b>
Nativity story from the Bible	<ul style="list-style-type: none"> <li>• Able to name key characters in the nativity story</li> <li>• Repeating words or phrases from a familiar story</li> </ul>	Stable, manger, inn, far away, shepherds, angels, nativity, birth, star, wise men, camel	To retell key events from the nativity in songs
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
To draw a character from the nativity story		<ul style="list-style-type: none"> <li>• Includes some features eg face and can talk about them</li> </ul>	
<b>Poetry</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Oral language</b>
Nursery rhymes & songs Breezy Weather Cup of Tea	<ul style="list-style-type: none"> <li>• Joins in with rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Breezy, freeze, huddle</li> <li>• Pour, cup, teapot</li> </ul>	Saying or singing (with actions) phrases from poems & nursery rhymes from memory
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
Class performance of poem		<ul style="list-style-type: none"> <li>• The group speaks clearly &amp; audibly, doing actions too</li> </ul>	

## Nursery - Spring 1

Fiction	Grammar	Vocabulary	Phonics
Little Robin Red Vest - Jan Fearnley The Smartest Giant in Town Chicken Licken - traditional tale Oliver's Vegetables - French & A Bartlett	<ul style="list-style-type: none"> <li>• Listens with interest to stories</li> <li>• Beginning to be aware of the way stories are structured</li> <li>• Beginning to anticipate key events and phrases in stories</li> </ul>	Robin, rabbit, otter, mouse, hedgehog, fox, vest, kind	<u>Letters &amp; Sounds</u> <b>Phase 1 Aspect 3 - Body Percussion, Aspect 4 - Rhythm &amp; rhyme</b> - To copy simple rhythms. - To begin to recognise rhyming words.
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
Copying some letters from their name on IWB		<ul style="list-style-type: none"> <li>• Able to reproduce the correct letter shape, though not yet necessarily forming the shape correctly</li> </ul>	
Religious & PSED texts	Grammar	Vocabulary	Oral language
Rainbow Fish - Marcus Pfister The Ten Coins - Nick Butterworth Bible story	<ul style="list-style-type: none"> <li>• Beginning to talk about how a character might be feeling</li> <li>• Can talk about what might happen next</li> </ul>	Kind, shimmering, glittering, scale  Missing, coin	Can retell a simple past event in the correct order eg lost a coin, looked in different places,, she found it under the cat
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
Large movements - drawing a character in chalk outside showing different feelings.		<ul style="list-style-type: none"> <li>• Draws closed circle (face) and some features, giving meaning to marks they make</li> </ul>	
Poetry	Grammar	Vocabulary	Oral language
Nursery rhymes & songs Popcorn Pancakes I can build a snowman	<ul style="list-style-type: none"> <li>• Beginning to extend vocabulary using words learned from rhymes and stories</li> </ul>	Popcorn, sizzling, shake  Mix, stir, pour, fry toss, catch, snowman, build, high	Saying or singing (with actions) short poems & nursery rhymes from memory
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
Small group performance of a familiar poem		<ul style="list-style-type: none"> <li>• Joins in with actions, speaking out some words audibly too</li> </ul>	

## Nursery - Spring 2

Fiction	Grammar	Vocabulary	Spelling
Mr Wolf's Pancakes - Jan Fearnley Little Red Hen - traditional tale	<ul style="list-style-type: none"> <li>Beginning to understand "how" and "why" questions</li> </ul>	Pancakes, fancied, recipe, kind, unhelpful, list Corn, mill	Can recognise their name, at least by the first letter
Independent Writing Assessment - Task		Independent Writing Assessment - Success Criteria	
Sequencing pictures of a familiar story and talking about them		Retells most of story in correct order	
Religious texts	Grammar	Vocabulary	Phonics
Palm Sunday & the Easter Story - Bible & other versions	<ul style="list-style-type: none"> <li>Can recount key events from the last week of Jesus' life</li> <li>Beginning to talk about how a character might be feeling and why</li> </ul>	Palm, spreading, donkey Supper, pray, cross Tomb, Easter	<b>Letters &amp; Sounds</b> <b>Phase 1 Aspect 5 - Alliteration</b> <b>Phase 1 Aspect 6 - Voice Sounds</b> <ul style="list-style-type: none"> <li>To begin to hear the first sound of a word</li> <li>To be able to separate out the first sound of a word</li> <li>To be able to reproduce the initial sounds clearly and recognisably</li> </ul>
Independent Writing Assessment - Task		Independent Writing Assessment - Success Criteria	
Copying some letters from their name		Beginning to form some letters of their name correctly, starting with anticlockwise or top to bottom movements where appropriate	
Poetry	Grammar	Vocabulary	Oral language
Nursery rhymes & songs Hungry Birdies Stepping Stones Mrs Bluebird	<ul style="list-style-type: none"> <li>Extending vocabulary using words learned from rhymes and stories</li> </ul>	Nest, beaks, stepping stones, wide Hive, home	Beginning to make up their own rhymes or songs.
Independent Writing Assessment - Task		Independent Writing Assessment - Success Criteria	
Small group performance of a familiar poem		<ul style="list-style-type: none"> <li>Speaks out most words audibly, doing actions too</li> </ul>	

# Nursery - Summer 1

<b>Fiction</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Phonics</b>
The Very Lazy Ladybird The Very Busy Spider The Gingerbread Man - trad tale The Doorbell Rang - Pat Hutchins	<ul style="list-style-type: none"> <li>Beginning to offer explanations for how and why things happen</li> <li>Can describe main story settings, events and name key characters</li> </ul>	Longer, shorter, bigger, smaller Lazy	<b><u>Letters &amp; Sounds</u></b> <b>Phase 1 Aspect 7 - Oral Blending &amp; Segmenting</b> <ul style="list-style-type: none"> <li>Segmenting: to begin to hear &amp; say the separate sounds in CVC words</li> </ul>
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
To draw a picture from a familiar story		<ul style="list-style-type: none"> <li>Retells most of story in correct order using language of time eg "first / then / next"</li> </ul>	
<b>Non-Fiction</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Spelling</b>
(books about insects)	<ul style="list-style-type: none"> <li>To describe some of the changes we observe as insects grow</li> </ul>	Baby, grow Egg, larva, cocoon Web, spin, thread	Can compare their name with another, spotting which letters are the same
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
To write their name		<ul style="list-style-type: none"> <li>Using comfortable pencil grip (aiming for Dynamic Tripod Grip)</li> <li>Forming some letters of their name correctly, starting with anticlockwise or top to bottom movements where appropriate</li> </ul>	
<b>Poetry</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Spelling</b>
Nursery rhymes & songs I have a little frog Dance Sliced Bread	<ul style="list-style-type: none"> <li>Extending vocabulary, exploring the meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>Bathtub, gobbled</li> <li>Slice, spread</li> <li>Jiggle, wriggle, clap, slap</li> </ul>	<ul style="list-style-type: none"> <li>Can continue a familiar rhyming string orally</li> </ul>
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
Performance		<ul style="list-style-type: none"> <li>Performing with increased confidence</li> </ul>	

## Nursery - Summer 2

Fiction	Grammar	Vocabulary	Phonics
The Very Hungry Caterpillar - Eric Carle The Very Greedy Bee	<ul style="list-style-type: none"> <li>Retells a story using a range of tenses</li> <li>Using more complex sentences eg using "and, because"</li> </ul>	Seed, ate, bigger, stomach ache, cocoon, butterfly Greedy	<u>Letters &amp; Sounds</u> <b>Phase 1 Aspect 7 - Oral Blending &amp; Segmenting</b> <ul style="list-style-type: none"> <li>Segmenting: to hear &amp; say the separate sounds in CVC words</li> <li>Blending: to begin to blend sounds together into CVC words</li> </ul>
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
<ul style="list-style-type: none"> <li>Retelling a familiar story from a picture book</li> </ul>		<ul style="list-style-type: none"> <li>Can retell the story orally using some familiar repeated phrases appropriately, holding book the correct way up and turning pages</li> </ul>	
Non-Fiction	Grammar	Vocabulary	Spelling
Growing seeds	<ul style="list-style-type: none"> <li>To describe some of the changes we observe as seeds grow</li> </ul>	Bulb, seed, shoot, stem, leaves, flower, taller	Can recognise some letters from their name when they occur in other words
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
To write their name inside their Father's Day card, possibly adding Love from		<ul style="list-style-type: none"> <li>Understand that writing carries meaning</li> <li>Produce recognisable letter shapes in their name</li> </ul>	
Poetry	Grammar	Vocabulary	Phonics
Nursery rhymes & songs	<ul style="list-style-type: none"> <li>Can use intonation, rhythm and phrasing to make their meaning clear to others</li> </ul>		Beginning to generate rhyming words
<b>Independent Writing Assessment - Task</b>		<b>Independent Writing Assessment - Success Criteria</b>	
Performance		<ul style="list-style-type: none"> <li>Take pride in performing a poem they have learned</li> </ul>	