English Writing Curriculum Map for EYFS

Opportunities for explicit teaching of Spoken Language are highlighted: these are integral within quality-first teaching of the writing curriculum

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Overall Spoken Language teaching:

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Pupils' acquisition and command of **vocabulary** are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.

They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.

Overall teaching of Writing:

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Fluency in the English language is an essential foundation for success in all subjects.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Focus Teaching Texts	-Each Peach, Pear, Plum -10 Little Fingers, 10 Little Toes -I don't want to go to bed -Oliver's Veg -Oliver's Fruit Salad -Titch -Once There were Giants -Can't you sleep Little Bear?	-Kipper's Toybox -Old Bear -Thread Bear -Dogger -Elmer Pinocchio -Bear -The Nutcracker	-Aliens Loved Underpants - The King who Banned the Dark -Man on the Moon -Aliens love Smelly Jelly Various non-fiction texts about Space	-The Gingerbread Man -The 3 Billy Goats Gruff -Goldilocks -Jack and the Beanstalk -The Ugly Duckling	-What the Ladybird Heard -Superworm -The Very Busy Spider -The Very Hungry Caterpillar -The Very Greedy Bee -The Very Lonely Firefly	-Sharing a Shell -The Snail and the Whale -The Lighthouse Keeper's Lunch
Literary Form (genres)	Poetry/ Rhymes; Fiction; Speech Bubbles	Fiction; Labels; Recount	Non-fiction; Comic Strips	Comic Strips; Fiction; Character Description; Recount/ retelling	Non-fiction features; factfiles	Instructions; Shop Labels
Link to Main NC Area of Learning (Theme)	Nursery Rhymes Myself	Toys Celebrations	Winter Space	Traditional Tales	Minibeasts	Water/The Seaside
Milestones/ End Points to be reached by the end of each term…pupils will be able to:						
Composition: Sentence building	-start to use capital letter for name	-Usually use capital letter for their name	- start to write simple captions and labels	- use some sentence punctuation when modelled/supported by adult	-start to write some expressions through simple phrases and sentences which can be read by others	-write expressions through simple phrases and sentences which can be read by others
Composition: Text building	---	-Write a label to name something	- Write a simple caption e.g. to go with a picture or photograph	-Write an instruction e.g. on a label in the class role play area - Write a sentence about an experience	- Write a sentence to go with an event - Write a sentence to describe a character	- Sometimes join a few ideas together e.g. two or three phrases/ sentences
Composition: Authorial effect	- write their name on their work - tell the reader orally something about themselves	- orally relate a real event	-provide information with a label or caption e.g. for a shop or role play area	- start to write simple expressions and orally explain what they say	- write simple expressions and explain what they say	- use some of the vocabulary they know to support the context of their writing
Composition: Grammar/ terminology	-know the names of members of the class; -Start to read and write lower case and upper	-use describing words for objects in the environment; shells, stones, plants, mini-beasts;	-know that names begin with a capital letter;	-talk about actions; -know some 'doing' words which describe actions e.g.I am *jumping*;	-develop oral use of describing words during outings and in the environment; -expand range of known verbs during P.E. and other play	-orally use adverbs such as carefully, quickly, gently; -start to identify wider groups of common nouns e.g. *types of tree, leaf, flower, shell,*

	case letters for proper nouns; -label objects in the learning environment -increase familiarity with *hearing* the unit of a sentence -learn appropriate vocabulary which label nouns in the learning environment -build appropriate vocabulary related to school activities; times of day; actions in P.E.; colours; days of week; months of the year; -start to hear rhyming words in rhymes and poems	-use describing words for characters in stories - with support, start to speak in meaningful sentences; - with support, expand responses with some detail -respond to past tense verb form in modelled stories; -talk together about pictures to practice present tense verb form from adult's model -continue to build appropriate vocabulary related to school activities; -continue to hear rhyming words in rhymes and poems	-know that the personal pronoun 'I' has a Cap Letter -use the word *and* to join ideas together; -orally use *but, or* and *because* as useful joining words, with modelled support -with support, start to use verbs in progressive form e.g. *Jack is running; Samir was singing.* - during shared sentence writing, respond to emphasised use of CL for names, personal pronoun 'I' and sentence beginnings - start to expand vocabulary to also describe mathematical activities; shapes; size words; number words; prepositions e.g. *under, next to, behind*	-begin to read and write simple sentences which include 'being' words e.g. He *is* in the car. -read and write sentences together in shared reading and shared writing; -count the words in a sentence - when asked, during shared writing sentence work, start to check verb tense e.g. *Should we say Kitty drinked her milk? ;* - when adult makes deliberate errors with tenses, child notices and starts to correct - interact with big books or shared texts which include an exclamation mark to show surprise - reflect an expanding vocabulary by experiencing a wide range of rich texts as CT: reads aloud to children; reads more rhymes and poems to enjoy new words; clarifies misconceptions of word meanings continues to refine word meanings	activities e.g. *hopping, skipping, curling, weaving* -make oral sentence chains (child after child) each making a contribution -read early conjunctions on word cards - experience adult's response to children's errors with correct verb form; - experience adult's correct responses to children's incorrect subject/verb agreement, e.g. 'We was' - 'Were you?' - to help adult write sentences together: *What do we need to put at the end? What have I left out?* - enjoy an expanding vocabulary by experiencing a wide range of rich texts as CT:r eads aloud to children; reads more rhymes and poems to enjoy new words; clarifies misconceptions of word meanings continues to refine word meanings	*mini-beast, stationery item, cooking utensil, clothing* - with the adult, orally compose meaningful sentences which explain or describe an experience or class activity; shared writing of simple sentences - experience adult's correct responses to children's oral and written errors, with a focus on oral correction e.g. We *come* out to play; You *came* out to play did you? -start to use a CL and FS when they write their own sentences - show signs of a developing vocabulary about the wider world and nature from experiences of outings and outdoor walks, talks by visitors etc
Grammar Terminology: Letter; word; sentence; full stop; capital letter;						
Transcription: Phonics into spelling	-start to orally segment orally presented words -start to identify graphemes of orally presented Ph2 phonemes from visual model -with support, start to use magnetic letters to	-to orally segment orally presented words -use oral segmentation to use magnetic letters to encode Phase 2 gpcs to spell VC and CVC words -to spell own name with magnetic letters and be	-with support, start to spell Ph 2 tricky words: the; to; I; no; go -start to write graphemes to represent orally presented phonemes (using model when required)	-start to know letter names - to spell Ph 2 tricky words: the; to; I; no; go -start to use own oral segmentation to represent Ph 2+3 phonemes with corresponding graphemes to write cvc words that are phonically plausible	-with support, start to spell Ph 3 tricky words: he; she; we; me; be; was; my; you; her; they; all; are - use own oral segmentation to represent Ph 2+3 phonemes with corresponding graphemes to write cvc words that are phonically plausible	- to spell Ph 3 tricky words: he; she; we; me; be; was; my; you; her; they; all; are - Usually use own oral segmentation to represent Ph 2+3 phonemes with corresponding graphemes to write cvc words that are phonically plausible

	encode Phase 2 gpcs to spell VC and CVC words -with support, to spell own name and attempt handwritten version	able to complete handwritten version too				
Transcription: Handwriting	-Sit correctly on a chair at a table - start to hold pencil correctly and practise pencil grip - with support, begin to identify and practise the forms of letters from Monster Phonics 1st 6 weeks (ie. s, a, t , p, i, n, m, d, g, o, c, k, e, u,r, h, b)	-Sit correctly on a chair at a table - start to hold pencil correctly and practise pencil grip -start to print letters using start and exit points for each letter (which should not include lead-in strokes from the line) - with support, begin to form letters from Monster Phonics 2nd 6 weeks (ie. f, l, j, v, w, x, y, z, q) NOTE: Some children may be identified as requiring additional support with HW formation and will be completing 'letter shape' progression intervention, based on Morrell's progression.	- hold pencil correctly and practise pencil grip -start to use capital 'I' for personal pronoun - Start to independently print most letters using start and exit points for each letter (which should not include lead-in strokes from the line)	-start to form capital letters and corresponding lower-case letters	-start to use spaces between words - independently print most letters using start and exit points for each letter (which should not include lead-in strokes from the line)	- Use spaces between words - form capital letters and corresponding lower-case letters
NC for English: Vocabulary, Grammar, Punctuation (and Spelling)	<u>Early Learning Goals (DfE) - Writing:</u> -Write recognisable letters, most of which are correctly formed -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be read by others <u>ELG (DfE) - Fine Motor Skills:</u> -Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases <u>Birth to 5 Matters:</u> -Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats -Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology -Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together -Start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name -Use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences					