# St. Joseph's Catholic Primary School
# EYFS Writing Curriculum overview

| INTENTION | LINKS TO PRIOR LEARNING | LINKS TO NEXT STEPS IN LEARNING |
|---|---|---|
| The EYFS writing curriculum has been adult designed to ensure a strong foundation to learning for our children. Our curriculum aims to deliver a memorable curriculum which is carefully designed and sequenced using content from Development Matters and the EYFS Statutory Framework. We have planned an ambitious curriculum that teaches the children writing skills and knowledge they will need to prepare them for Year 1 and to provide the foundational building blocks to become a lifelong learner. We want our children to know more and remember more. | All learning is based upon the prior learning within the birth to three development matters stage and baseline assessments conducted at the beginning of the Reception year, using observations from within class and information shared from the child's previous setting.<br>Adjustment can be made on an individual basis if this stating point needs to be differentiated | Our EYFS curriculum has been planned and developed in support of the children's next steps as they enter into Year 1. Careful consideration has been made in regard to ensuring children can apply the sounds they know when writing & have a strong understanding of what a sentence is. |

## Learning

**Spelling:**

- Can segment VC words orally
- Can segment CVC words orally
- Can segment and write VC words orally
- Can segment and write CVC words
- Can segment and write CVC words containing Set 1 special friends (th, qu, ch, sh, nk and ng)
- Can segment and write CVC words using some Set 2 special friends (ay, ee, igh, ow, oo, oo, ar, or, ir, air and oy)
- Can spell Set 1 red words (I, the, my, you, said, your, are, be, of and no)

**Writing:**

- Can write own name
- Can write from left to right and top to bottom
- Can segment and write vc and cvc words using Set 1 and some Set 2 sounds
- Can make phonetically plausible attempts when writing more complex sounds
- Can write a simple label
- Can write a simple phrase with finger spaces that can be read back by themselves
- Can Orally compose a sentence and hold it in memory before writing
- Can write a simple sentence with finger spaces that can be read back by themselves
- Can write in different text forms for different purposes e.g. lists, stories, instructions, recipes, postcards, menus Pencil Grip:

**Letter Formation:**

- Can form pre-writing shapes:
- Can form anti-clockwise letters: (a, c, d, e, g, o, q)
- Can form clockwise letters: (b, h, k, m, n, p, r)
- Can form straight letters: (i, j, l, t)
- Can form under aches: (u, y)
- Can form diagonal letters: (v, w, x, z)
- Can form curvy letters: (f, s)
- Can form capital letters

| HOW? | Spelling |
|---|---|
| This curriculum has been developed through engaging with staff and looking at the whole school writing curriculum. We have chosen units of writing which support EYFS and Y1 writing. We use resources from Literacy Shed + and Hamilton.<br>Our approach to teaching early writing will also be shared with parents at the earliest opportunity during the Autumn term. They will understand our approach and how they can support their child's writing development at home.<br>The pace and structure of this curriculum may change in line with ongoing assessments and the next steps of the children. | All spelling will be modelled correctly to the children, with correct spellings being addressed wherever possible, including the spelling of 'tricky' words. Our approach of teaching these words is through identifying the alternative spelling of the graphemes in the word and teaching the children this approach. |
| **Letter Formation** | **Punctuation** |
| Children will be taught the correct letter formation during their daily phonics sessions. During the first term there will be a big focus on ensuring that the children's fine motor strength is developed.<br>Later on in the year, short, daily handwriting sessions will be introduced to the timetable. | By the end of Reception there will be an expectation that children in Reception will know: capital letter and full stops. Where opportunities arise during story times we will draw attention and discuss additional punctuation, for example: question and explanation marks. |

| ASSESSMENT | CHILD LED | VOCABULARY |
|---|---|---|
| There will be a baseline assessment when the children begin their Reception year allowing for learning to be planned for and next steps identified.<br>Key knowledge and skills are assessed every half term at 'check ins' where 'at risk' children are identified and supported through daily, directed adult support, this can be through 1:1 or group instruction. Writing will be internally moderated bi-annually and cluster moderated once a year. | The EYFS curriculum has been adult designed to ensure a strong foundation to learning for our children. However, within each unit of learning<br>there is still the opportunity for children to develop their own fascinations, guide learning and enhance the curriculum that is planned. | Key vocabulary will be identified and taught throughout the units. In addition, the correct terminology of word types (adjectives, nouns etc.) will also be taught. |

## WRITING OPPORTUNITIES THROUGHOUT THE PROVISION

There will be in built writing opportunities in provision for the children to independently access and develop their early writing skills. These opportunities will be progressive and will change as the children's knowledge and understanding develops over the course of the year. In addition, there will be small, quick opportunities scheduled during the day to support children's writing.
Carpet time name writing/letter formation
Handwriting sessions during PM register time
Dough Gym

## Long Term Writing Plan

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|---|---|---|---|
| **FOCUS:**<br>Language of story<br>Phonics (applying Set 1 sounds)<br>Letter formation<br>Name writing<br>Pencil Grip<br>Initial sounds | **FOCUS:**<br>Language of story<br>Phonics (applying Set 1 sounds)<br>Letter formation<br>Name writing<br>Pencil Grip<br>Initial sounds<br>Can segment VC words orally<br>Can segment CVC words orally<br>Can segment and write VC words orally<br>Can segment and write CVC words<br>Can segment and write CVC words containing Set 1 special friends (th, qu, ch, sh, nk and ng)<br>Spelling some red words (I, the) | **FOCUS:**<br>CCVC CVCC words<br>Spelling red words (I, the, my, you and said)<br>Introducing sentences – orally composing & hearing mistakes in sentence<br>Beginning to write simple sentences.<br>Handwriting | **FOCUS:**<br>Embedding oral sentences<br>Composing & writing simple sentences<br>Beginning to segment and write CVCC/CCVC<br>words using some Set 2 special friends (ay, ee, igh, ow, oo, oo, ar, or, ir, air and oy)<br>Handwriting | **FOCUS:**<br>Embedding oral & writing sentence/s<br>Continue to segment and write CVCC/CCVC<br>words using some Set 2 special friends (ay, ee, igh, ow, oo, oo, ar, or, ir, air and oy)<br>Handwriting | **FOCUS:**<br>Embedding oral & writing sentence/s<br>Continue to segment and write CVCC/CCVC<br>words using some Set 2 special friends (ay, ee, igh, ow, oo, oo, ar, or, ir, air and oy)<br>Handwriting |