

Writing Curriculum Map 2026-27 / 2027-28

Year Group: Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	My family, friends and I.	I wonder what is out there?	Traditional Tales I wonder if they exist?		Up. Down, All Around I wonder how it works?	Wonderful Water I wonder what it can do?
Literacy Books	Cycle 1 My favourite books Selection of books about families So much Owl Babies Hello Autumn	Cycle 1 Non-Fiction texts about homes, where we live, neighbourhood. Dear Zoo Animal Feely Books Spot's First Christmas	Cycle 1 We're Going on a Bear Hunt The Gingerbread Man The Three Little Pigs	Cycle 1 The Enormous Turnip Titch Jack and the Beanstalk Spots Easter Surprise	Cycle 1 Duck in a Truck The Journey home from Grandpa's My big book of transport	Cycle 1 Little Cloud Shark in the Park Wet, Wet, Wet
	Cycle 2 My favourite books Selection of books about families Guess How much I love you? Whatever Next! The Sounds of Autumn	Cycle 2 Non-Fiction texts about homes, where we live, neighbourhood. Oh Dear (Lift the flap) Animal feely books Peppa's 12 days of Christmas	Cycle 2 Winter non-fiction books Little Red Riding Hood Goldilocks	Cycle 2 Each Peach Pear Plum The Tiny Seed Jack and the Beanstalk 5 Little Easter Bunnies (Lift the flap)	Cycle 2 We catch the bus The Train Ride We all go travelling by	Cycle 2 Pig in the Pond Turtle Splash Peppa Pig – We wash our hands
Songs of the Week	Favourite Nursery Rhymes Finger Family Miss Polly Friendship Song Harvest	Twinkl – Houses and Homes song Favourite Nursery Rhymes Walking through the jungle/farm... Christmas Rhymes	Snowflakes Traditional nursery rhymes	Traditional nursery rhymes Spring Chicken Tiny Seed Simple Easter Song	Wheels on the Bus Twinkle Twinkle chocolate bar Twinkl – Nursery rhymes about vehicles	I hear Thunder Incy Wincy Spider This is the way we wash our hands

Nursery Writing Foundations Progression (Ages 2-4)

The Writing Framework (DfE 2025)

To arrive in Reception ready to achieve the Writing ELG, children need a carefully sequenced journey that begins long before formal writing. The 2025 DfE Writing Framework highlights that strong writing develops from spoken language, physical development, phonological awareness, mark-making, and early transcription skills. Reception teachers should build upon these foundations rather than start them from scratch.

Progression	Skills		
Stage 1: Emerging Communicators (2-2½ Years) <u>What this might look like:</u> - Painting large circles. - Scribbling freely. - Singing nursery rhymes. - Looking at books independently - Using single words / short phrases - Exploring sensory materials	<u>Communication and Language</u> Children begin to: - Respond to their name. - Follow simple one-step instructions. - Use single words and short phrases. - Name familiar people and objects. - Join in with songs and rhymes - Enjoy sharing books with adults	<u>Physical Development</u> Children begin to: - Explore tactile materials - Develop shoulder and arm strength through climbing and pushing. - Use large arm movements. - Explore sensory materials. - Pick up and release objects. - Begin using chunky crayons and paintbrushes - Begin to control tools	<u>Early Literacy Behaviours</u> Children: - Enjoy looking at books. - Turn pages. - Notice pictures and symbols. - Begin making random marks. - Show curiosity about print in the environment
Stage 2: Early Mark Makers (2½-3 Years) <u>What this might look like:</u> - Drawing and naming a picture. - Pretending to write a shopping list. - Giving meaning to scribbles	<u>Communication and Language</u> Children can: - Use simple sentences. - Talk about what they are doing. - Listen to short stories. - Join in with repeated phrases. - Begin talking about experiences	<u>Physical Development</u> Children can: - Use one hand more consistently. - Make controlled horizontal and vertical marks. - Manipulate play dough. - Complete simple threading activities. - Build hand strength through play. - Use tools with some control - Explore cause and effect	<u>Early Literacy</u> Children: - Understand that marks carry meaning. - Begin to talk about their drawings. - Notice environmental print. - Enjoy sharing stories repeatedly. - Develop an interest in songs and rhymes.

Stage 3: Purposeful Mark Makers (3-3½ Years) <u>What this might look like:</u> • Signing their artwork with mark-making. • Creating pretend menus and lists. • Retelling favourite stories through play • Sharing ideas and stories • Talking about experiences	<u>Physical Development</u> Children can: • Use scissors with support. • Develop tripod grip foundations. • Draw circles and some recognisable shapes. • Control tools with increasing precision. • Strengthen finger muscles through practical activities • Manipulate playdough	<u>Literacy Foundations</u> Children: • Understand that print carries meaning. • Recognise their own name. • Distinguish between pictures and writing. • Begin making marks that resemble letters. • Retell familiar stories • Notice print in the environment	<u>Phonological Awareness</u> Children can: • Recognise rhyme. • Complete simple rhyming strings. • Clap syllables in words. • Listen carefully to beginning sounds.
Stage 4: Pre-Reception Writers (3½-4 Years) <u>What this might look like:</u> • Writing a birthday card. • Labelling a drawing with initial sounds. • Creating signs during role play • Talk confidently about their ideas and experiences	<u>Communication and Language</u> Children can: • Hold conversations. • Tell simple stories. • Use growing vocabulary. • Explain events sequentially. • Orally compose simple sentences. • Share ideas confidently • Ask questions to deepen understanding	<u>Physical Development</u> Children can: • Use an effective pencil grip most of the time. • Sit with increasing stability for table activities. • Draw recognisable pictures. • Copy simple shapes. • Control marks with greater accuracy • Use tools with precision	<u>Phonological Awareness</u> Children can: • Recognise initial sounds in words. • Hear alliteration. • Segment simple spoken words into parts. • Blend simple sounds orally. • Continue developing rhyme awareness
	<u>Early Literacy</u> Children can: • Recognise some letters, especially those in their name. • Know that print is read from left to right. • Join in with familiar stories. • Begin matching some sounds to letters	<u>Mark Making and Writing</u> Children can: • Draw with intention. • Create meaningful marks consistently. • Attempt letters from their name. • Write some letters that resemble conventional forms	

End of Nursery / School Readiness for Reception (4 Years) Reception Ready - Ready for systematic phonics, handwriting and early sentence writing: This progression aligns closely with the DfE Writing Framework's emphasis on developing spoken language, physical readiness, early mark making, handwriting readiness and phonological awareness before formal writing instruction begins in Reception	<u>Communication</u> ✓ Listen to stories attentively ✓ Follow two-step instructions ✓ Speak in sentences ✓ Retell familiar stories ✓ Express ideas and needs clearly ✓ Orally rehearse a simple sentence	<u>Physical Development</u> ✓ Use a comfortable pencil grip ✓ Draw recognisable pictures ✓ Control mark-making tools ✓ Demonstrate good hand strength ✓ Sit appropriately for short writing activities	<u>Literacy Foundations</u> ✓ Enjoy books and stories ✓ Understand that print carries meaning ✓ Recognise their own name ✓ Notice environmental print ✓ Understand the purpose of writing
	<u>Phonological Awareness</u> ✓ Enjoy rhyme ✓ Clap syllables ✓ Recognise some initial sounds ✓ Blend and segment orally at a simple level	<u>Early Writing</u> ✓ Give meaning to marks ✓ Draw and talk about pictures ✓ Make marks for a purpose ✓ Attempt some letter forms ✓ Begin writing letters from their name	