



Writing (CUSP) – Literacy, Expressive Arts and Design, Physical Development (CUSP Structured Story, Little Wandle)

Comprehension ELG

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

- Read words consistent with their phonic knowledge by sound-blending.

Writing ELG

- 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.

Fine Motor Skills ELG

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Pre-Reception	Reception Taught Content	EYFS vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum
<ul style="list-style-type: none"> - Engage in mark making in sensory play - Start using tools e.g. pencils, pens or chalk - Engage in fine motor activities - Start developing pencil grip - Start articulating ideas used in play 	<ul style="list-style-type: none"> - Children will learn the correct formation of letters. - Children will use their phonics knowledge to segment words into their sounds when they can write. - Children are provided with lots of opportunities for mark making and writing independently within the continuous provision following their own interests and writing purposes. - During guided writing tasks, children are engaged with our structured story, linking with experiences stories that are familiar to the children. 	<ul style="list-style-type: none"> - fiction - non-fiction - rhyme - capital letter - full stop - finger space - digraph - phoneme - grapheme - poem 	<ul style="list-style-type: none"> - know the correct formation of letters when writing. - know how to hold a pencil correctly - Children can articulate ideas before writing. 	<p>Autumn:</p> <ul style="list-style-type: none"> - Poetry: pattern and rhyme - Setting descriptions - Instructional writing - Stories with familiar settings - Poetry: playing with language <p>Spring:</p> <ul style="list-style-type: none"> - Recount from personal experience - Informal letters



	<ul style="list-style-type: none"> - Children are supported to verbally formulate and share their ideas as a lead up to writing and will be encouraged to re-read what they have written to self assess. 	<ul style="list-style-type: none"> - recall 	<ul style="list-style-type: none"> - know that rhyming words sound the same. - know how to write simple sentences. 	<ul style="list-style-type: none"> - Poetry on a theme (nature) - Stories with a familiar setting - Recount from personal experience <p>Summer:</p> <ul style="list-style-type: none"> - Poetry: pattern and rhyme B (Enrichment) - Informal letters - Setting descriptions - Poetry on a theme (nature) B (Enrichment) - Instructional writing B - Poetry: playing with language B (Enrichment)
<p>EYFS to Year 1 transition:</p> <p>In reception, children will write words/sentences based off what they have heard from structured stories. Writing will be heavily modelled by an adult until they can write independently. They will also practise letter formation in phonics sessions. Pencil grip will also be taught and practised throughout the year to ensure they have the fine motor skills to hold a pencil properly. They will have an opportunity for writing in continuous provision through whiteboards with displayed grapheme cards to remind them how to form letters. Self-directed writing is also planned for throughout the year e.g. writing Christmas cards in the home corner when set up for Winter/ mark making in provision and funky finger sessions as morning tasks. This will set up children for writing in year 1 by having strong fine motor skills to write letters allowing them to be confident writers when exploring different areas of learning within the CUSP writing curriculum.</p>				