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| Fairholme Primary School**EYFS – Writing** | | |
| **Children learn to match letters and sounds and use this knowledge to write simple phrases and sentences and to form letters correctly** | | |
| Progression in Learning  Nursery to ELG | Provision | Books and Vocabulary |
| **Nursery** | | |
| * Gives meaning to marks * Use different kinds of marks for writing and for drawing/painting * Uses letter strings * Writes some letters correctly – from name | Encourage large body movements – see Gross motor  Introduce different mark making materials – chalks, rollers, textured sponges, model cars and bikes outside in paint, finger/hand painting, sand mark making, printing, range of paint brush sizes, painting with water outside  Adults comment on marks including spots, squiggles, lines, curves, colours, thickness/thinness of lines  Opportunities to write for a purpose - card table, annotating pictures with name, making lists – shopping, completing simple records – snail fed, plants watered, within role play – shopping lists, recipes, writing name suggestions for snails/carved pumpkins/making predictions about what will hatch from our living eggs  Provide pre-writing shape cards and stones in various sizes and then name cards for reference to write on cards, pictures  Specifically teach letter shapes individually or in pairs – when writing name, in large scale in paint, incorporated into dance movements, encouraging children to write in a straight line, try to keep their letter shapes a similar size, think carefully about what they want to write by verbalising their sentence a few times and then reading back at the end, stopping to check as we go  Adults comment using vocabulary – writing, picture, painting; comment on and notice letters and letter like shapes | A wide selection of stories, nursery rhymes and poems, selected by practitioners. Please see our yearly text overview  **Key vocab –** straight, round, curved, thick, thin, lines, dot, squiggle, zig zag  writing, picture, painting, letter, word  list, card, note  shape, up, down, round, over |
| **Reception** | | |
| * Forms correctly lower case and capital letters of learned sounds * Spells short words by segmenting the sounds * Writes words, simple phrases * Writes short sentences with words with known sound-letter correspondences using a capital letter and full stop | Provide opportunities to write - recipes, lists, letters, stories, info books, reminder notes, labelling, notices – save my model, recording length, times, temperature, instructions – care of plants, animals  Model writing for different purposes, give specific praise – plausible attempts at spelling, promote confidence in writing  Show examples of different kinds of writing in commercial and practitioner made books  Provide commentary alongside writing recognising and expecting children to use and apply their phonic knowledge  Weekly adult focused writing sessions linked to key weekly text practising phonics and tricky words learnt to date  **Enhanced Provision**  **Little Wandle Revised (all year)**  Information regarding the phonemes taught each term, pronunciation, teaching methods and reading support can be found in the link to the parent section of Little Wandle below;  <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>  Reading practise in small groups three times a week, phonetically appropriate to children’s phonic level following Little Wandle scheme of phonics books. Phonetically appropriate books sent home for reading.  Phonic assessment is continuous and children at risk of falling behind are targeted with phonics ‘keep up’ sessions  **Talk 4 Writing**  Developing the oracy of story telling and developing language as the children plan and write narratives. | **Key vocab** - word, syllable, tricky word, sentence  Phoneme, digraph, blend, segment  A wide selection of stories and poems, selected by practitioners, selected or shared by children from their homes. Please see text overview for the year.  **Class (children) made books –** growing instructions, sea creatures,  **Key vocab –**  word, sentence, capital letter, finger space, exclamation mark, full stop, question mark  Phoneme, grapheme, segment, diagraph, tricky word |
| **Early Learning Goal (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** | | |