St Peters

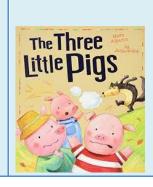
Writing Long-Term Plan 2025 -2026 EYFS Cycle B

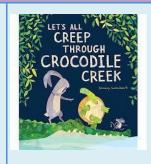
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Peace at Last - Jill	The Three Little Pigs -	Let's all creep through	The Pirates are	Gigantosaurus -	The Seasaw - Tom
	Murphy	Mara Alperin	crocodile creek - Jonny	coming! – John Condon	Jonny Duddle	Percival
	Goldilocks & the three bears	The three ninja pigs	Lambert Find me a tiger	The pirates next door	Dinosaur Roar	That rabbit belongs to Emily Brown
	Whatever Next	The three little pigs from revolting rhymes	All aboard for Bobo	Ten little pirates How I became a pirate	Katie and the Dinosaurs	The Teddy robber
	Home	The three little wolves & the big bad pig	Road The Gruffalo	Commotion in the	The big book of	Where's my teddy?
	Lullabyhullabaloo Non-Fiction books about	There's a pig up my nose	Alfie's Feet	Ocean Non-Fiction books on	dinosaurs by Usborne	Under the same sky
	Ourselves, families, body parts, senses etc.	Little red riding hood	The Selfish Crocodile	Castles	How big is a million?	Non-fiction books about
	body parts, senses etc.	Bible - Nativity	Non-fiction books on toys, Chinese New Year	Bible- Easter	Volcanoes	summer, growing & minibeasts
		Non-fiction books on Diwali	, ,			
Cultural						

Cultural Capital Links

Images of texts













Writing	Gives meaning to marks they make (Range 6) Enjoys creating texts to communicate meaning in an increasingly wide range or purposes – begin to write labels, list writing (Range 6) Begins to break the flow of speech into words, to hear and say the initial sounds in words and blend them together (Range 6)		Starts to develop phonic knowledge by linking letters to sounds, naming and sounding some of the letters of the alphabet, identifying letters & writing recognisable letters in sequence, such as their own name. (Range 6) Uses their developing phonic knowledge to write things such as labels and captions. (Range 6) Uses their developing phonic knowledge to write simple sentences (Range 6) Write recognisable letters, most of which are correctly formed (ELG) Write simple phrases and sentences that can be read by others (ELG) Develop the foundations of a handwriting style which is fast, accurate and efficient. Re-read what they have written to an adult.			
Written text	Oral re-telling of a	To label a plan & write a	Creating story maps	Writing a description	To retell/rewrite a	To rewrite a story.
types	story. Draw images & write labels	simple caption	Writing descriptive labels/ captions/ sentences	from a character's point of view	story	
Oracy	 Understand how to listen carefully and why listening is important. Engage in story times. Uses language to imagine and recreate roles and experiences in play situations. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day 		 Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day 		Describe events in some detail Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Develop their own narratives and explanations by connecting ideas or events. Children express themselves effectively, showing awareness of listeners' needs.	

Word/Spelling	Starts to develop phonic knowledge by linking letters to sounds, naming and sounding some of the letters of the alphabet, identifying letters & writing recognisable letters in sequence, such as their own name. (Range 6) Segmenting and writing CVC words. Segmenting CCVC words.	Segment words containing diagraphs/ some trigraphs (phase 3 in Little Wandle) • Write CVC / CCVC words Write some irregular common words.	They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Learn new vocabulary Use new vocabulary in different context and throughout the day. Spell words by identifying sounds in them and representing the sound with a letter or letters (ELG) Segment words containing diagraphs / some trigraphs Read and write words using endings (s, es, ing, er, ed) • Write words containing diagraphs and trigraphs Write some irregular common words.
Punctuation		• Finger spaces Using appropriate-sized spacing between written words	Capital Letters At the start of sentences and for their own name. Full stops
		Words	Know the use of exclamation marks in reading.
Sentence/	Constructing a simple sentence verbally	Constructing a complex sentence verbally	Write simple sentences to be read by
Text		Using 'and or 'but' to extend a simple sentence	themselves and others.
Terminology	letter, capital letter, word, singular, plural, sentence, exclamation mark, conjunction, vowel, consonant	punctuation, full stop, question mark,	

Oulton First School

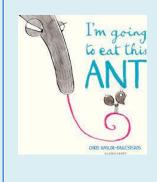
Writing Long-Term Plan 2024-2025 EYFS Cycle A

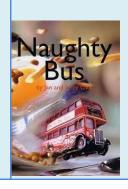
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	Gingerbread Man - Mara Alperin Rosie's Walk Biscuit Bear A great big Cuddle *Non-Fiction books about Ourselves, families, body parts, senses etc.	I'm going to eat this ant - Chris Naylor Ballesteros Flashlight Guess who's in the trees - A great big Cuddle Bible - Nativity Non-fiction books on Diwali	Naughty Bus - Jan Oke On the road with Mavis & Marge You can't take an elephant on the bus The train ride Non-fiction books on winter/floating & sinking/water Non-fiction books on China/Chinese New Year	The Journey Home - Emma Levey Hattie Peck Home The way back home Non-Fiction books on People who help us Bible- Easter	Silly Doggy - Adam Stower A great big cuddle Naughty Kitty Hairy Maclary Non-fiction books about transport	Supertato - Sue Hendra Even superhereps have bad days Super duck Supertato series Non-fiction books about recycling/ocean plastic etc

Cultural Capital Links

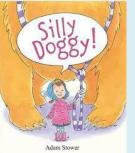
Images of texts













Writing	Gives meaning to marks they make (Range 6) Enjoys creating texts to communicate meaning in an increasingly wide range or purposes – begin to write labels, list writing (Range 6) Begins to break the flow of speech into words, to hear and say the initial sounds in words and blend them together (Range 6)		Starts to develop phonic knowledge by linking letters to sounds, naming and sounding some of the letters of the alphabet, identifying letters & writing recognisable letters in sequence, such as their own name. (Range 6) Uses their developing phonic knowledge to write things such as labels and captions. (Range 6) Uses their developing phonic knowledge to write simple sentences (Range 6) Write recognisable letters, most of which are correctly formed (ELG) Write simple phrases and sentences that can be read by others (ELG) Develop the foundations of a handwriting style which is fast, accurate and efficient. Re-read what they have written to an adult.			
Written text	Drawing images and	Writing a list.	Writing a recount.	Retelling/rewriting a	Retelling/rewriting a	Creating a wanted
types	writing labels to represent the story.			story.	story.	poster using a character description.
Oracy	 Understand how to listen carefully and why listening is important. Engage in story times. Uses language to imagine and recreate roles and experiences in play situations. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day 		 Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day 		to help work of organise think Explain how the might happen Retell a story developed a context; some as some in their Develop their explanations be events. Children expression effectively, she listeners' need to the past forms accurate	once they have deep familiarity with the exact repetition and own words. own narratives and by connecting ideas or ess themselves owing awareness of ds. , present and future ely when talking about ave happened or are to

			 Learn new vocabulary Use new vocabulary in different context and throughout the day. 		
Word/Spelling	Starts to develop phonic knowledge by linking letters to sounds, naming and sounding some of the letters of the alphabet, identifying letters & writing recognisable letters in sequence, such as their own name. (Range 6) Segmenting and writing CVC words. Segmenting CCVC words.	Segment words containing diagraphs/ some trigraphs (phase 3 in Little Wandle) • Write CVC / CCVC words Write some irregular common words.	Spell words by identifying sounds in them and representing the sound with a letter or letters (ELG) Segment words containing diagraphs / some trigraphs Read and write words using endings (s, es, ing, er, ed) Write words containing diagraphs and trigraphs Write some irregular common words.		
Punctuation		Finger spaces Using appropriate-sized spacing between written words	Capital Letters At the start of sentences and for their own name. Full stops Know the use of exclamation marks in reading.		
Sentence/ Text	Constructing a simple sentence verbally	Constructing a complex sentence verbally Using 'and or 'but' to extend a simple sentence	Write simple sentences to be read by themselves and others.		
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, vowel, consonant				