

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

| | | | | | | |
|---------------------------|---|---|--|---|---|----------------------------|
| Writing | <p>Gives meaning to marks they make (Range 6)</p> <p>Enjoys creating texts to communicate meaning in an increasingly wide range of purposes – begin to write labels, list writing (Range 6)</p> <p>Begins to break the flow of speech into words, to hear and say the initial sounds in words and blend them together (Range 6)</p> | | <p>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)</p> <p>Uses their developing phonic knowledge to write things such as labels and captions. (Range 6)</p> <p>Uses their developing phonic knowledge to write simple sentences (Range 6)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient. Re-read what they have written to an adult.</i></p> | | | |
| Written text types | Oral re-telling of a story. Draw images & write labels | To label a plan & write a simple caption | Creating story maps Writing descriptive labels/ captions/ sentences | Writing a description from a character's point of view | To retell/rewrite a story | To rewrite a story. |
| Oracy | <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • 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 | | <p>Describe events in some detail Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen</p> <p>Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> | |

| | | | |
|-----------------------|---|---|---|
| | | | <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Learn new vocabulary</p> <p>Use new vocabulary in different context and throughout the day.</p> |
| Word/Spelling | <p>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)</p> <p>Segmenting and writing CVC words.</p> <p>Segmenting CCVC words.</p> | <p>Segment words containing diagraphs/ some trigraphs (phase 3 in Little Wandle) • Write CVC / CCVC words</p> <p>Write some irregular common words.</p> | <p>Spell words by identifying sounds in them and representing the sound with a letter or letters (ELG)</p> <p>Segment words containing diagraphs / some trigraphs</p> <p>Read and write words using endings (s, es, ing, er, ed)</p> <ul style="list-style-type: none"> Write words containing diagraphs and trigraphs Write some irregular common words. |
| Punctuation | | <p>• Finger spaces</p> <p>Using appropriate-sized spacing between written words</p> | <p>• Capital Letters</p> <p><i>At the start of sentences and for their own name.</i> Full stops</p> <p>Know the use of exclamation marks in reading.</p> |
| Sentence/ Text | <p>• Constructing a simple sentence verbally</p> | <p>• Constructing a complex sentence verbally</p> <p>Using 'and or 'but' to extend a simple sentence</p> | <p>Write simple sentences to be read by themselves and others.</p> |
| Terminology | <p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, vowel, consonant</p> | | |

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

| | | | | | | |
|---------------------------|---|------------------------|--|-------------------------------------|---|--|
| Writing | <p>Gives meaning to marks they make (Range 6)</p> <p>Enjoys creating texts to communicate meaning in an increasingly wide range of purposes – begin to write labels, list writing (Range 6)</p> <p>Begins to break the flow of speech into words, to hear and say the initial sounds in words and blend them together (Range 6)</p> | | <p>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)</p> <p>Uses their developing phonic knowledge to write things such as labels and captions. (Range 6)</p> <p>Uses their developing phonic knowledge to write simple sentences (Range 6)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient. Re-read what they have written to an adult.</i></p> | | | |
| Written text types | Drawing images and writing labels to represent the story. | Writing a list. | Writing a recount. | Retelling/rewriting a story. | Retelling/rewriting a story. | Creating a wanted poster using a character description. |
| Oracy | <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • 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. • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | |

| | | | |
|----------------------|---|---|---|
| | | | <ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary in different context and throughout the day. |
| Word/Spelling | <p>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)</p> <p>Segmenting and writing CVC words.</p> <p>Segmenting CCVC words.</p> | <p>Segment words containing digraphs/ some trigraphs (phase 3 in Little Wandle) • Write CVC / CCVC words</p> <p>Write some irregular common words.</p> | <p>Spell words by identifying sounds in them and representing the sound with a letter or letters (ELG)</p> <p>Segment words containing digraphs / some trigraphs</p> <p>Read and write words using endings (s, es, ing, er, ed)</p> <p>Write words containing digraphs and trigraphs</p> <p>Write some irregular common words.</p> |
| Punctuation | | <ul style="list-style-type: none"> • Finger spaces <p>Using appropriate-sized spacing between written words</p> | <ul style="list-style-type: none"> • Capital Letters <p><i>At the start of sentences and for their own name.</i></p> <p>Full stops</p> <p>Know the use of exclamation marks in reading.</p> |
| Sentence/Text | <ul style="list-style-type: none"> • Constructing a simple sentence verbally | <ul style="list-style-type: none"> • Constructing a complex sentence verbally <p>Using 'and' or 'but' to extend a simple sentence</p> | <p>Write simple sentences to be read by themselves and others.</p> |
| Terminology | <p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, vowel, consonant</p> | | |