

Medium Term Plan for Writing Curriculum: Knowledge and Skills Map

Reception			
Every half term there will be one focus text which all of the work produced will be based on and all learning objectives taught through. Each week, the focus text will be returned to and a new text will be introduced that supports the focus text. The focus text does not have to rhyme. However, children should be exposed to rhyming texts on a regular basis (especially nursery rhymes and traditional tales) in order to support language development.			
Key: 30-50 ELG 40-60 Exceeding			
	Autumn 1	Spring 1	Summer 1
Composition Vocabulary, Grammar and Punctuation	<u>EYFS Assessment Criteria</u> Communication & Language: Listening & Attention - Listen to stories with increasing attention and recall. - Maintain attention, concentrate and sit quietly during appropriate activity. Communication & Language: Understanding - Begin to understand 'why' and 'how' questions. - Listen and respond to ideas expressed by others in conversation or discussion. Communication & Language: Speaking	<u>EYFS Assessment Criteria</u> Communication & Language: Listening & Attention - Adopt two-channelled attention – can listen and do for short span. - Listen to stories, accurately anticipating key events and respond to what you hear with relevant comments, questions or actions. Communication & Language: Understanding - Respond to instructions involving a two-part sequence. - Understand humour, e.g. nonsense rhymes, jokes. - Follow a story without pictures or props.	<u>EYFS Assessment Criteria</u> Communication & Language: Listening & Attention - Listen attentively in a range of situations. - Listen to stories, accurately anticipating key events and respond to what you hear with relevant comments, questions or actions. - Give attention to what others say and respond appropriately, while engaged in another activity. - Listen in a larger group, for example, at assembly. - Listen attentively with sustained concentration to follow a story without

	• Begin to use more complex sentences to link thoughts (e.g. using and, because). • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Question why things happen and gives explanations. Ask e.g. who, what, when, how. • Use a range of tenses (e.g. play, playing, will play, played). • Use intonation, rhythm and phrasing to make the meaning clear to others. • Build-up vocabulary that reflects the breadth of their experiences • Use language to imagine and recreate roles and experiences in play situations. • Introduce a storyline or narrative into play. • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Literacy: Writing • Sometimes give meaning to marks as you draw and paint. Secure • Label picture parts, write name, etc • Ascribe meanings to marks that you see in different places. • Give meaning to marks you make as	• Answer 'how' and 'why' questions about experiences and in response to stories or events. Communication & Language: Speaking • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Link statements and sticks to a main theme or intention. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Express yourself effectively, showing awareness of listeners' needs. Literacy: Writing • Continue a rhyming string. • Begin to break the flow of speech into words. • Attempt to write short sentences in meaningful contexts (doesn't address mechanics). • Attempt punctuation, but may be wrong Additional Curriculum Content Communication & Language / Literacy: Writing • Listen to texts which rhyme (including nursery rhymes and traditional tales) and use recall and the rhyming pattern to say the last word on the line before the teacher does.	pictures or props. Communication & Language: Understanding • Follow instructions involving several ideas or actions. • Answer 'how' and 'why' questions about experiences and in response to stories or events. • After listening to stories, express views about events or characters in the story and answer questions about why things happened. Communication & Language: Speaking • Express yourself effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Develop your own narratives and explanations by connecting ideas or events. • Recount experiences and imagine possibilities, often connecting ideas. Literacy: Writing • Attempt punctuation and it is sometimes used accurately. • Read back own writing to check it makes sense. • Attempt familiar forms of writing. • Write simple sentences which can be read
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	you draw, write or paint. • Write own name and other things such as labels, captions. <u>Additional Curriculum Content</u> Communication & Language / Literacy: Writing • Listen to texts which rhyme (including nursery rhymes and traditional tales). • Act out the story for the text which rhymes with the guidance of the teacher. • Listen to how a sentence is built with a subject and verb.	• Independently act out the story for the text which rhymes and include some of the rhyming words that you have learnt in the correct places in an oral retell. • Retell part of the story for the text which rhymes through writing, including key vocabulary. • Repeat and remember a sentence about a picture suggested by and rehearsed with the teacher. (e.g. Teacher talks about the child's picture and suggests the sentence "I am playing in the park", repeating this several times. With support, the child can repeat it back.) • Orally rehearse a sentence before writing when guided by an adult. (e.g. Teacher asks "What do you want to write underneath your picture?" Child responds "I went shopping with Mum.") • Understand that a sentence must contain a subject and verb and build sentences containing subjects and verbs from a given word mat. • Write simple sentences which can be read by yourself and others. • Begin to correct some simple errors with the support of an adult (e.g. incorrect word choice, spellings).	by yourself and others. <u>Additional Curriculum Content</u> Communication & Language / Literacy: Writing • Listen to texts which rhyme (including nursery rhymes and traditional tales) and use recall and the rhyming pattern to say the last word on the line before the teacher does. • Independently act out the story for the text which rhymes and include some of the vocabulary that you have learnt in the correct places in an oral retell. • Create a map of the story for the text which rhymes and include the key vocabulary learnt in the context of sentences. • Retell the full story of the text which rhymes through writing, including key vocabulary. • Understand that a sentence must contain a subject and verb and build sentences containing subjects and verbs. • Write sequences of simple sentences which can be read by yourself and others. • Say aloud what you have written. (e.g. The child uses their knowledge of letter-sound correspondences to help them read back their writing the same way each time.) • Make simple changes to improve accuracy with the support of an adult, including spelling, full stops, letter formation,
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			incorrect word choice and content. (e.g. Teacher asks "What do we put at the end of a sentence?" Child adds a full stop at the end of their writing.)
Transcription	<u>EYFS Assessment Criteria</u> Physical Development : Moving & Handling • Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Hold a pencil near the point between first two fingers and thumb and uses it with good control. • Copy some letters, e.g. letters from their name. . • Show increasing control over an object. • Use simple tools to affect changes to materials. • Begin to form recognisable letters. • Show a preference for a dominant hand. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Begin to use anticlockwise movement and retrace vertical lines. Literacy: Writing Developing • When drawing it is recognisable to anyone who may see it and contains	<u>EYFS Assessment Criteria</u> Physical Development : Moving & Handling • Show increasing control over an object. • Use simple tools to effect changes to materials. • Begin to form recognisable letters. • Show a preference for a dominant hand. • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Begin to use anticlockwise movement and retrace vertical lines. • Show good control and co-ordination in large and small movements. Literacy: Writing • Writing is the main communication and not picture dependent. • Hear and say the initial sounds in words. • Link sounds to letters. • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	<u>EYFS Assessment Criteria</u> Physical Development : Moving & Handling • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. • Show good control and co-ordination in large and small movements. • Handle equipment and tools effectively, including pencils for writing. • Hold paper in position and use preferred hand for writing, using a correct pencil grip. Literacy: Writing • Writing is the main communication and not picture dependent. • Write left to right and top to bottom. • Begin to position text between the lines. • Correctly write and orientate lower case letters. • Use phonic knowledge to write words in ways which match their spoken sounds. • Write some irregular common words. • Spell some words correctly and others are phonetically plausible. Physical Development

	detail. • Coordinate hand-eye movements. • Attempt to write letters that may seem random to an adult but you are able to read a story about the pictures. Secure • Attempt words or sentences with letter sound connections. • Spell semi-phonetic (initial sound for words) or phonetic (CVC) or some simple words. • Correct directionality. • Hear and say the initial sounds in words. • Link sounds to letters. • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Know the difference between drawing and writing. Physical Development • Begin to form recognisable letters. • Show a preference for a dominant hand. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Begin to use anticlockwise movement and retrace vertical lines. <u>Additional Curriculum Content</u>	• Segment the sounds in simple words and blend them together and knows which letters represent some of them. • Create readable text even if it takes work to read. • Write left to right and top to bottom. Physical Development • Begin to form recognisable letters. • Show a preference for a dominant hand. • Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Begin to use anticlockwise movement and retrace vertical lines. <u>Additional Curriculum Content</u> Literacy: Writing/Physical Development • Sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears). • Understand where to begin writing. • Understand what a space is and use apparatus to create a space. • Begin to leave spaces between letters. • Begin to understand what equal spacing is.	• Handle equipment and tools effectively, including pencils for writing. <u>Additional Curriculum Content</u> Literacy: Writing/Physical Development • Sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears). • Understand where to begin writing. • Understand what a space is and use apparatus to create a space. • Understand what equal spacing is and use apparatus to create equal spaces. • Leave appropriate spaces between letters. • Begin to leave appropriate spaces between words. • Correctly write and orientate capital letters. • Know and write all letters of the alphabet and the sounds which they most commonly represent. • Segment spoken words into sounds before choosing graphemes to represent the sounds. • Begin to spell words with adjacent consonants.
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	Literacy: Writing/Physical Development - Sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears). - Begin to understand what a space is and experiment with apparatus to create a space. - Begin to write and orientate lowercase letters. - Identify the difference between capital and lowercase letters within a text. - Know and write all letters of the alphabet. - Begin to segment spoken words into sounds before choosing graphemes to represent the sounds.	- Begin to correctly write and orientate most lowercase letters. - Begin to write and orientate capital letters. - Know and write all letters of the alphabet and the sounds which they most commonly represent. - Begin to segment spoken words into sounds before choosing graphemes to represent the sounds. - Copy entire words from a model, correctly forming some letters. (e.g. The child can write a CVC word, using a phonics/handwriting mat to copy letters.)	Copy entire words from a model, correctly forming some letters. (e.g. The child can write a CVC word, using a phonics/handwriting mat to copy letters.)
	Autumn 2	Spring 2	Summer 2
Composition Vocabulary, Grammar and Punctuation	<u>EYFS Assessment Criteria</u> Communication & Language: Listening & Attention Maintain attention, concentrate and sit quietly during appropriate activity.	<u>EYFS Assessment Criteria</u> Communication & Language: Listening & Attention Listen attentively in a range of situations.	<u>EYFS Assessment Criteria</u> Communication & Language: Listening & Attention Listen attentively in a range of situations.

	• Adopt two-channelled attention – can listen and do for short span. Communication & Language: Understanding • Listen and respond to ideas expressed by others in conversation or discussion. • Respond to instructions involving a two-part sequence. • Understand humour, e.g. nonsense rhymes, jokes. Communication & Language: Speaking • Use language to imagine and recreate roles and experiences in play situations. • Introduce a storyline or narrative into play. • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Link statements and sticks to a main theme or intention. Literacy: Writing • Give meaning to marks made as you draw, write or paint. • Write own name and other things such as labels, captions. • Begin to break the flow of speech into words. <u>Additional Curriculum Content</u>	• Listen to stories, accurately anticipating key events and respond to what you hear with relevant comments, questions or actions. • Give attention to what others say and respond appropriately, while engaged in another activity Communication & Language: Understanding • Understand humour, e.g. nonsense rhymes, jokes • Follow a story without pictures or props. • Follow instructions involving several ideas or actions. • Answer 'how' and 'why' questions about experiences and in response to stories or events. Communication & Language: Speaking • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Express yourself effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Literacy: Writing • Continue a rhyming string. • Attempt to write short sentences in	• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • Give attention to what others say and respond appropriately, while engaged in another activity. • Listen to instructions and follow them accurately, asking for clarification if necessary. • Listen attentively with sustained concentration to follow a story without pictures or props. • Listen in a larger group, for example, at assembly. Communication & Language: Understanding • Follow instructions involving several ideas or actions. • Answer 'how' and 'why' questions about experiences and in response to stories or events. • After listening to stories, express views about events or characters in the story and answer questions about why things happened. • Carry out instructions which contain several parts in a sequence. Communication & Language: Speaking • Express yourself effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events
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	Communication & Language / Literacy: Writing • Listen to texts which rhyme (including nursery rhymes and traditional tales) and use recall and the rhyming pattern to say the last word on the line before the teacher does. • Independently act out the story for the text which rhymes. • Name subjects and verbs for the focus text so that the teacher can create a bank.	meaningful contexts (doesn't address mechanics). • Attempt punctuation, but may be wrong • Begin to read back own writing. • Write simple sentences which can be read by yourself and others. <u>Additional Curriculum Content</u> Communication & Language / Literacy: Writing • Listen to texts which rhyme (including nursery rhymes and traditional tales) and can use recall and the rhyming pattern to say the last word on the line before the teacher does. • Independently act out the story for the text which rhymes and include some of the vocabulary that they have learnt in the correct places. • Create a map of the story for the text which rhymes and include the key vocabulary learnt in the context of sentences in an oral retell. • Retell part of the story for the text which rhymes through writing, including key vocabulary. • Repeat and remember a sentence about a picture suggested by and rehearsed with the teacher. (e.g. Teacher talks about the child's picture and suggests the sentence "I am playing in the park", repeating this several times. With support, the child can repeat it back.) • Orally rehearse a sentence before writing	that have happened or are to happen in the future. • Develop your own narratives and explanations by connecting ideas or events. • Show some awareness of the listener by making changes to language and non-verbal features. • Recount experiences and imagine possibilities, often connecting ideas. • Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. Literacy: Writing • Attempt familiar forms of writing. • Read back own writing to check it makes sense and edit where necessary. • Write simple sentences which can be read by yourself and others. • Use simple organisation, usually list or chronology. • Dependent on oral thought patterns, write ideas as they occur. • May include too much detail or repetition. • Use simple sentence structure, usually subject-verb. • Use key features of narrative in your own writing. <u>Additional Curriculum Content</u>
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		when guided by an adult. (e.g. Teacher asks "What do you want to write underneath your picture?" Child responds "I went shopping with Mum.") • Understand that a sentence must contain a subject and verb and build sentences containing subjects and verbs. • Write simple sentences which can be read by yourself and others. • Begin to correct some simple errors with the support of an adult (e.g. incorrect word choice, spellings).	Communication & Language / Literacy: Writing • Listen to texts which rhyme (including nursery rhymes and traditional tales) and use recall and the rhyming pattern to say the last word on the line before the teacher does. • Independently act out the story for the text which rhymes and include some of the vocabulary that they have learnt in the correct places in an oral retell. • Create a map of the story for the text which rhymes and include the key vocabulary learnt. • Retell the story of the text which rhymes through writing, including key vocabulary. • Understand that a sentence must contain a subject and verb and build sentences containing subjects and verbs. • Write sequences of simple sentences which can be read by yourself and others. • Say aloud what you have written. (e.g. The child uses their knowledge of letter-sound correspondences to help them read back their writing the same way each time.) • Make simple changes to improve accuracy with the support of an adult, including spelling, full stops, letter formation, incorrect word choice and content. (e.g. Teacher asks "What do we put at the end of a sentence?" Child adds a full stop at the end of their writing.)
Transcription	EYFS Assessment Criteria	EYFS Assessment Criteria	EYFS Assessment Criteria

	Physical Development : Moving & Handling • Show increasing control over an object. • Use simple tools to effect changes to materials. • Begin to form recognisable letters. • Show a preference for a dominant hand. • Use a pencil and hold it effectively (tripod grip is becoming familiar) to form recognisable letters, most of which are correctly formed. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Begin to use anticlockwise movement and retrace vertical lines. Literacy: Writing • Hear and say the initial sounds in words. • Link sounds to letters. • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Know the difference between drawing and writing. • Segment the sounds in simple words and blend them together and knows which letters represent some of them. Physical Development	Physical Development : Moving & Handling • Use simple tools to affect changes to materials. • Use a pencil and holds it effectively (correct grip) to form recognisable letters, most of which are correctly formed. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Show good control and co-ordination in large and small movements. Literacy: Writing • Writing is the main communication and not picture dependent. • Create readable text even if it takes work to read. • Write left to right and top to bottom. • Use phonic knowledge to write words in ways which match their spoken sounds. • Write some irregular common words. • Spell some words correctly and others are phonetically plausible. Physical Development • Use a pencil and hold it effectively (correct grip) to form recognisable letters, most of which are correctly formed. <u>Additional Curriculum Content</u>	Physical Development : Moving & Handling • Show good control and co-ordination in large and small movements. • Handle equipment and tools effectively, including pencils for writing. • Hold paper in position and use preferred hand for writing, using a correct pencil grip. • Begin to write on lines and control letter size. Literacy: Writing • Write left to right and top to bottom. • Begin to position text between the lines. • Correctly write and orientate lower case letters. • Use phonic knowledge to write words in ways which match their spoken sounds. • Write some irregular common words. • Spell some words correctly and others are phonetically plausible. • Begin to use capital letters and full stops. • Spell phonically regular words of more than one syllable, as well as many irregular high frequency words. • Write so others can read. Physical Development • Handle equipment and tools effectively, including pencils for writing. • Hold paper in position and use preferred
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	• Begin to form recognisable letters. • Show a preference for a dominant hand. • Use a pencil and holds it effectively (tripod grip is becoming familiar) to form recognisable letters, most of which are correctly formed. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Begin to use anticlockwise movement and retrace vertical lines. <u>Additional Curriculum Content</u> Literacy: Writing/Physical Development • Sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears). • Begin to understand where to begin writing. • Begin to understand what a space is and use apparatus to create a space. • Begin to write and orientate lowercase letters. • Begin to write and orientate some capital letters.	Literacy: Writing/Physical Development • Sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears). • Understand where to begin writing. • Understand what a space is and use apparatus to create a space. • Understand what equal spacing is and use apparatus to create equal spaces. • Begin to leave appropriate spaces between letters. • Begin to leave spaces between words. • Correctly write and orientate most lowercase letters (errors may still be made with one or two letters). • Begin to correctly write and orientate capital letters. • Know and write all letters of the alphabet and the sounds which they most commonly represent. • Segment spoken words into sounds before choosing graphemes to represent the sounds. • Begin to spell words with adjacent consonants. • Copy entire words from a model, correctly forming some letters. (e.g. The child can write a CVC word, using a	hand for writing, using a correct pencil grip. • Begin to write on lines and control letter size. <u>Additional Curriculum Content</u> Literacy: Writing/Physical Development • Sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears). • Understand where to begin writing. • Understand what a space is and use apparatus to create a space. • Understand what equal spacing is and use apparatus to create equal spacing. • Leave appropriate spaces between letters. • Begin to leave appropriate spaces between words. • Correctly write and orientate capital letters. • Know and write all letters of the alphabet and the sounds which they most commonly represent. • Segment spoken words into sounds before choosing graphemes to represent the sounds. • Spell words with adjacent consonants.
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	• Know and write all letters of the alphabet and the sounds which they most commonly represent. • Begin to segment spoken words into sounds before choosing graphemes to represent the sounds. • Begin to copy entire words from a model, correctly forming some letters. (e.g. The child can write a CVC word, using a phonics/handwriting mat to copy letters.)	phonics/handwriting mat to copy letters.)	• Copy entire words from a model, correctly forming some letters. (e.g. The child can write a CVC word, using a phonics/handwriting mat to copy letters.)
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Teaching Strategies

Knowledge/Objective	Teaching/Resource Ideas
Use a range of vocabulary in imaginative ways.	• Use of texts which rhyme – nursery rhymes and poems. • Discuss the reasons for authors' word choices and links to phonics. • Spend lots of time familiarising the children with the key text so that they absorb the language. • Create vocabulary word mats which the children can select from.
Understand what a space is.	Use apparatus (such as those listed below) to create spaces. Begin with blank examples and then add letters and words – order and space. Teacher models. Child copies. Repeat. When ready, child physically models on apparatus and then has the model in front of them when they write. • Space beads on an abacus • Space Lego bricks evenly • Base • Magnetic letters/cards
Understand what equal spacing is.	Use apparatus (such as those listed below) to create spaces. Begin with blank examples and then add

	letters and words – order and space. Teacher models. Child copies. Repeat. When ready, child physically models on apparatus and then has the model in front of them when they write. • Space beads on an abacus • Space Lego bricks evenly • Base • Magnetic letters/cards
Understand where to begin writing.	• Margin line • Explicit teacher modelling in children's books and on lined paper on the whiteboard. • Identify errors in where children begin as they write – children show you where they are going to start writing from and then have to begin again if they start from the wrong place.
Beginning to write on the lines and control letter size.	To prepare for writing, complete activities such as colouring between the lines to teach about pressure and control of an instrument. Once ready to write: 1. Use squared paper for the initial attempts – lines provided for letter size and leave one square for equal spacing between words. 2. Reduce the squared paper to highlighted lines – one guideline for the size of letters. 3. Use small-lined exercise book

Spelling Curriculum

- Knows all letters of the alphabet and the sounds which they most commonly represent.
- Segments spoken words into sounds before choosing graphemes to represent the sounds.
- Spells words with adjacent consonants.
- Content of RWI