

EYFS Writing LTP 2020 - 2021

AIP Link:

We will be successful when opportunities for writing are always available in many forms and for many reasons







There is no gaps between B and G

Environment is to be purposeful and engaging

Writing LTP:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phonics Phase (See Phonics LTP)	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 3 and Phase 4 used and applied, including the key and tricky words (L & S)
Development matters:	30 – 50 Secure	30 – 50 Secure	40 – 60 Beginning	40 – 60 Consolidating	40 – 60 Secure	Early Learning Goal
Expected Progress and Outcomes (end of the term)	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>3-4 year-olds will: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Reception children will learn: Continuing to form taught lower-case and capital letters correctly.</p>	<p>Reception children will learn: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>This includes writing with Phase 3 and Phase 4 used and applied, including the key and tricky words (L & S)</p>	<p>Early Adopters:</p> <p>Writing ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. Some words are spelt correctly and others are phonetically plausible. <p>+</p> <p>Children use their phonic knowledge to write words in ways which match their spoken</p>	

	<p>Is beginning to write some Phase 2 sounds, especially the beginning sounds of known words.</p>		<p>Reception children will learn:</p> <p>Beginning to form taught lower-case and capital letters correctly.</p> <p>Beginning to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Is beginning to write words by segmenting with familiar sounds learned so far (Phase 2)</p>	<p>Beginning to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write words by segmenting with familiar sounds learned so far (Phase 2 and Phase 3 sounds taught so far)</p>	<p>Re-read what they have written to check that it makes sense.</p>	<p>sounds. This includes writing with Phase 3 and Phase 4 used and applied, including the key and tricky words (L & S)</p> <p>They also write some irregular common words. Phase 3 and Phase 4 key and tricky words (L & S)</p>
Assessment	Yes	Yes	Yes	Yes	Yes	Yes
Phonics Sounds covered so far						
Reception data submitted (CLF Data Drop)	Baseline	Yes	Yes	Yes	Yes	Yes

<p>1</p> <p>Prioritise the development of communication and language</p>  <p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>High quality adult-child interactions are important and sometimes described as talking <i>with</i> children rather than just talking to children.</p> <p>Adults have a vital role to play in modelling effective language and communication.</p> <p>Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.</p>	<p>2</p> <p>Develop children's early reading using a balanced approach</p>  <p>Early reading requires the development of a broad range of capabilities.</p> <p>Using a number of different approaches will be more effective than focusing on any single aspect of early reading.</p> <p>Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.</p> <p>Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.</p>	<p>3</p> <p>Develop children's capability and motivation to write</p>  <p>Writing is physically and intellectually demanding.</p> <p>Expressive language underpins writing and should be prioritised.</p> <p>Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.</p> <p>Support children to develop the foundations of a fast, accurate, and efficient handwriting style.</p> <p>Monitor the product and process of children's handwriting and provide additional support as necessary.</p>	<p>4</p> <p>Embed opportunities to develop self-regulation</p>  <p>"Self-regulation" refers to children's ability to manage their own behaviour and aspects of their learning.</p> <p>A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.</p> <p>Embed opportunities to develop self-regulation within day-to-day activities.</p> <p>Monitor the development of children's self-regulation and ensure activities remain suitably challenging.</p>	<p>5</p> <p>Support parents to understand how to help their children learn</p>  <p>Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.</p> <p>Promising strategies include:</p> <ul style="list-style-type: none"> encouraging parents to read to children before they can read, then to begin reading <i>with</i> children as soon as they can; and running workshops showing parents <i>how</i> to read and talk about books with their children effectively. <p>Less promising strategies include occasional home visits or homework tasks.</p>	<p>6</p> <p>Use high quality assessment to ensure all children make good progress</p>  <p>Ensure clarity of purpose about the different assessments used in your setting.</p> <p>Collect a small amount of high quality information to ensure that</p> <ul style="list-style-type: none"> children who are struggling receive the right type of support; and time is used efficiently by avoiding rehearsing skills or content that children already know well. <p>Use assessments to inform, not replace, professional judgement.</p> <p>Monitor children's sensory needs to ensure they do not impede learning.</p> <p>Avoid using assessments to label children and split them into fixed groups.</p>	<p>7</p> <p>Use high quality targeted support to help struggling children</p>  <p>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</p> <p>Small-group support is more likely to be effective when:</p> <ul style="list-style-type: none"> children with the greatest needs are supported by the most capable adults; and adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere. <p>In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.</p>
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Termly Overviews

	Independent Learning We will be able to see in the learning environment	Adult Lead Learning We will be able to see during Adult Lead time	High Quality Texts	Phonics	Development matters	AFL	Vocabulary
Term 1	<p>All linked to the class text: Giving meaning to marks</p> <p>Children are beginning to use phase 2 sounds in their writing during Independent Learning time</p> <p>Rehearsal of letter formation – indoor and outdoor environment</p> <p>Tapestry Observations of independent writing</p>	<p>Phonics sessions taught 9 – 9.30 (Letters and Sounds Phase 2)</p> <p>Casey the Caterpillar Letter Formation sessions during Phonics</p> <p>Writing focus-</p> <ul style="list-style-type: none"> •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places. <p>Is beginning to write some Phase 2 sounds, especially the beginning sounds of known words.</p>	Let's make faces – Hanoch Piven	Initial sounds – Phase 2	<p>Can play in a group, extending and elaborating play ideas.</p> <p>Uses vocabulary focused on objects and people that are important to them.</p>	<p>Mark making</p> <p>Speaking and listening</p> <p>Understanding</p>	<p>Face</p> <p>Eyes</p> <p>Mouth</p> <p>Ears</p> <p>Nose</p> <p>Smile</p> <p>teeth</p>
			Marvellous me	Initial sounds – Phase 2	<p>Engages in imaginative role play. Uses available resources to create props to support role play (Being imaginative 30 – 50)</p>	<p>Mark making</p> <p>Speaking and listening</p> <p>Understanding</p>	<p>Imagination</p> <p>Role play</p> <p>Feelings</p> <p>Superheroes</p>

			Brown bear, Brown bear what do you see?	Continue a rhyming string. Hears and says the initial sounds in words.	Enjoys rhyming and rhythmic activities. Listens to and joins in with stories. Listens to stories with increasing attention and recall.	Mark making Speaking and listening Understanding	Colours Animals
			Cave baby		Giving meanings to marks they make as they draw, write and paint	Mark making Speaking and listening Understanding	
			Room on the broom	Onset and rhyme – starting to recognise and record the beginning sound Phase 1		Mark making Speaking and listening Understanding	
Term 2	All linked to the class text: Continue to give meanings to marks	Phonics sessions taught 9 – 9.30 (Letters and Sounds Phase 2 with cvc words and CEW in simple sentences)	Pattans Pumpkin		Shows care and concern about living things and the environment.		Size River Animals India

<p>Children are beginning to use phase 2 sounds in their writing during Independent Learning time, including writing phrases, labels and some sentences</p> <p>Rehearsal of letter formation – indoor and outdoor environment</p> <p>Tapestry Observations - including writing phrases, labels and some sentences (1 observation per week of independent writing)</p>	<p>Recorded in books once a week</p> <p>Verbal Rehearsal Focus: Continue with one quality text per week – Retelling</p> <p><u>In Books:</u></p> <p><u>1 adult lead session per week:</u></p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <ul style="list-style-type: none"> •Ascribes meanings to marks that they see in different places. <p>Is beginning to write some Phase 2 sounds, especially the beginning sounds of known words</p>			Enjoys playing with small world animals.				
		Gruffalo	Begins to identify the initial sounds in words and forms letters correctly.	Able to continue a rhyming string: become familiar with simple fiction books they are able to join in with.	Speaking and listening.	Recalling a story	Mouse Stroll Deep Dark Word House Tree Owl Fox Snake Gruffalo	
		Moon			Able to continue a rhyming string.			Fox
		On Sudden Hill			Mark making boxes			box
		Stanley's Stick						

			Goldilocks and the three bears		Traditional stories.		
Term 3	<p>All linked to the class text:</p> <p>Children are beginning to use phase 2 and 3 sounds in their writing during Independent Learning time, including writing phrases, labels and some sentences</p> <p>Rehearsal of letter formation – indoor and outdoor environment</p> <p>Tapestry Observations - including writing phrases, labels and some sentences (1 observation per week of independent writing)</p>	<p>Phonics sessions taught 9:00 – 9:30 (Letters and Sounds Phase 3 with cvc words and CEW in simple sentences)</p> <p><u>In Books:</u></p> <p><u>1 adult lead session per week:</u></p> <p>Is beginning to write words by segmenting with familiar sounds learned so far (Phase 2)</p> <p>Sentence Focus - use Phase 2 sounds and key words</p>	Where's spot?				
			Each peach pear plum		Can continue a rhyming string.		Peach Pear Plum Mother Cellar Stairs Fast Hill wood
			The Three Little Pigs		Traditional stories		House Brick Straw Sticks Pigs Wolf Materials
			Oi Frog	Reminder of phase 2 sounds and applying it to a context.	Attempts to write short sentences in meaningful contexts.		Cat Frog Parrot Cows Lions Irons Mules
			Once upon a jungle	Beginning to apply phase 3 sounds and some CEW	Attempts to write short sentences in meaningful contexts.		Animals Jungle Marched Ants

							Preyed Mantis Lizard Monkey pounced
			Little Red Hen		Traditional stories. Attempts to write short sentences in meaningful contexts (40 – 60+)		
Term 4	<p>Independent learning session based on the class text: 9.30 – 10.40</p> <ul style="list-style-type: none"> -Role play -Phonics -Book making -Story mountain -Character exploration <p>Children are beginning to use phase 3 sounds in their writing during Independent Learning time, including writing phrases, labels and some sentences</p>	<p>Phonics sessions taught 9 – 9.30 (Letters and Sounds Phase 3 with cvc words and CEW in simple sentences)</p>	The very hungry caterpillar	Phase 3 digraphs Common exception words			
			Trees	Phase 3 digraphs Common exception words			
			We're going on a bear hunt	Phase 3 digraphs Common exception words			

	<p>Rehearsal of letter formation – indoor and outdoor environment</p> <p>Tapestry Observations - including writing phrases, labels and some sentences</p>		<p>We're going on a picnic</p>	<p>Phase 3 digraphs</p> <p>Common exception words</p>			
			<p>Dinosaurs</p>	<p>Phase 3 digraphs</p> <p>Common exception words</p>			
Term 5	<p><u>Independent learning session based on the class text: 9.30 – 10.40</u></p> <ul style="list-style-type: none"> -Role play -Phonics -Book making -Story mountain -Character exploration <p>Children are continuing to use phase 3 sounds in their writing during independent learning time, labels and some</p>		<p>Because of an acorn</p>				
			<p>Mad about minibeasts</p>				

	<p>sentences, labels and writing phrases.</p> <p>Children are beginning to implement key and tricky words within their group and independent writing. Rehearsal of letter formation – indoor and outdoor environment</p> <p>Tapestry Observations - including writing phrases, labels and some sentences</p>		Bee				
			Supertato				
Term 6	<p><u>Independent learning session based on the class text: 9.30 – 10.40</u></p> <ul style="list-style-type: none"> -Role play -Phonics -Book making -Story mountain - Short stories - Mini books 		<p>Commotion in the ocean</p> <p>Sharing a shell</p> <p>Don't worry little crab</p>				

- Letters
- Character exploration

Children are using phase 2, 3 and 4 sounds/key words independently. They are beginning to include some phase 5 sounds within their independent writing. Children are able to read their work back to themselves and to others.

Dear Zoo

Whatever next

Olivers vegetables