

One Excellence
Writing Long Term Plan EYFS

On the whole, writing will be based around a weekly story / theme.

Autumn 1	Spring 1	Summer 1
Follow Talk Through Stories programme from books below. End of half term expectation: <i>From expectations document</i> • Write some letters from their name from memory. • Copy write their Christian name correctly and begin to write it from memory. • Awareness of the language up, down, round, back, under, flick. • Begin to form lower-case letters correctly - I, t, a, s, m, n, p, o, b, h, c, g, d, e, f, v, k, l, u, r, j, w, z, x, y • Begin to write CVC in phonics lessons High focus of speaking and listening (Voice 21/ELKLAN) throughout all lessons	Follow Talk Through Stories programme from books below. End of half term expectation: <i>From expectations document</i> <i>Including Autumn expectations</i> • Write Christian name accurately and from memory. • Form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation). • Form capital letters accurately when copying a model - R, B, P, N, H, M, K, L, I, T, U, J, Y, Z, V, W, X, C, A, D, O, S, G, Q, E, F. • Form number 0-9 correctly when copying a model. • Begin to write CVC, VCC, CVCC, CCVC, words by segmenting the sounds and then writing the sound with letter/s - copying digraphs from a model within phonics programme or applying their phonic knowledge in provision or dictation. • Compose a simple sentence orally and hold it (with support), remembering what they are going to write. • Write a simple sentence in dictation. • Begin to use a capital letter at the start of a sentence and full stop. • To copy write common high frequency words matched to the school's phonic programme as they are taught. • The children can put the high frequency words into an oral sentence.	Follow Talk Through Stories programme from books below. End of half term expectation: <i>From expectations document</i> <i>Including Autumn and Spring expectations</i> • Write full name accurately including capital letters. • Form recognisable lower and uppercase letters, most of which are correctly formed (sequence of movement and orientation). • write CVC and VCC from memory, whilst writing CVCC, CCVC, CCVCC, CVCCC, CCCVC words when using a model within phonics programme or applying their phonic knowledge in provision or dictation. • With scaffolds and support, write three dictated sentences from the beginning, middle and end of a story, using a capital letter and full stop. • Re-read writing to check that it makes sense. • Write a range of high frequency words in dictated sentences or independently in provision High focus of speaking and listening (Voice 21/ELKLAN) throughout all lessons

	High focus of speaking and listening (Voice 21/ELKLAN) throughout all lessons	
Autumn 2	Spring 2	Summer 2
Follow Talk Through Stories programme from books below. End of half term expectation: From expectations document Including Autumn 1 expectations • Write CVC words by segmenting the sounds and then writing the sound with letter/s. • Understand that a sentence is a complete thought and it must make sense. • Compose a sentence orally. • Begin to represent some sounds correctly in their writing e.g. initial sounds. • To copy write common high frequency words matched to phonics programme. • To put the high frequency words into an oral sentence. • The children know where to find these words in the classroom (display or word mat) High focus of speaking and listening (Voice 21/ELKLAN) throughout all lessons	Follow Talk Through Stories programme from books below. End of half term expectation: From expectations document Including Autumn and Spring 1 expectations • Copy and write full name and begin to write it from memory (forming letters correctly including capitals). • Begin to re-read their sentence to check for sense. High focus of speaking and listening (Voice 21/ELKLAN) throughout all lessons	Follow Talk Through Stories programme from books below. End of half term expectation: -From expectations document • Write three dictated sentences from the beginning, middle and end of a story, using a capital letter and full stops with increasing independence. • The above sentences could be used to describe a character, setting or book review. High focus of speaking and listening (Voice 21/ELKLAN) throughout all lessons