|  |
| --- |
| **Widecombe-in-the-Moor Primary School**  **Writing curriculum plan EYFS** |
| Intent  We would like children to view themselves as authors and writers from an early age. We will provide children with a clear progression of skills and strategies to build secure foundations in writing, enabling them to grow in independence and confidence. Children will develop the stamina and skills to write at length, with accurate spelling and punctuation. Grammar will be taught mostly contextually, through high quality texts. Children will develop as writers with choice and ownership over audience and purpose, communicating confidently, clearly and accurately consolidating what they have heard or read.     ***A writer at Widecombe school will:***     * Write in a variety of contexts including in discreet English lessons, through topics and cross-curricular writing and through the Foundation Stage curriculum. * Study language and vocabulary through shared texts. * Learn compositional skills – drafting, editing, grammar, punctuation and spelling. * Benefit from writing that is planned so that children can follow the process through incorporating modelling, scaffolding, independence, editing and proofreading and producing a final draft. * Have opportunities to express their views and write for a real purpose. * Through elicitation tasks and prior learning outcomes, children will have writing targets and are expected to work on these in their writing. These targets will be linked to teaching sequences as well as individual need. Targets are monitored by the teacher and pupil on a regular basis and new targets will be set when necessary according to individual needs. * Threaded through all writing across the school, we use conferencing and coded marking to enable children to edit, improve and demonstrate their mastery of writing. * Their presentation, misconceptions and error correction are continually assessed and addressed through the marking and feedback process and recorded in the marking and feedback book.     **Code Meaning**  **VF Verbal feedback. This indicates that the teacher has discussed the learning or responses to marking with the child.**  **Conf    indicates conferencing has taken place. Target areas / discussion will be briefly noted.**  **P indicates  new paragraph needed.**  **IND Independent writing, this is used when a child often works individually, or in a small group with a teacher or TA**  **WWT or WWTA  Working with teacher/ teacher assistant.**  **HighlightedGreen represents good examples of learning, including where objectives or targets have been achieved.**  **HighlightedYellow/orange represents next steps in learning and / or areas to look at and check again. Step graphic is often used to  indicate this  next step to the child.**  **TPS this is written to show any team points given for good work. E.g. 5tps.** |
| Vocabulary  Children’s command of vocabulary is key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary actively, building systematically on children’s current knowledge. They will increase pupils’ store of words in general. Simultaneously, they should also be taught to  make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, children will expand the vocabulary choices that are available to them when they write. It is particularly important to introduce children into the language, which defines each subject, such as accurate mathematical and scientific language and to highlight topical vocabulary choices and explain words fully in context. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| EYFS | | | | | | |
|  | Autumn term | | Spring term | | Summer term | |
| **Year A**  **Core texts** | Pig in the Pond  Rosie’s Walk  Duck in the Truck  Little Red Hen  Grendal- a cautionary tale about chocolate | Fletcher and the Falling Leaves  Leaf Man  Ouch!  The Christmas Story  How to trap Santa Claus | Whatever Next!  The Man on the Moon.  Hey Diddle Diddle  How to Catch a Star(Twinkle, Twinkle)  Azia the Pelican | Harry & the bucketful of dinosaurs  Dinosaurs and all that Rubbish  The land of the dinosaurs Saturday night at the dinosaur stomp  Meg’s eggs,  Bumpus jumpus dinosaurumpus | The Very Hungry caterpillar  The Bad Tempered Ladybird  The very busy spider Clara caterpillar  Billy’s beetle | Rumble in the jungle Monkey puzzle  Giraffes can’t dance Jungle Bungle  The Rainforest |
| **Cross curricular links** | Chocolate | Chocolate/Christmas | Mighty Mountains | Mighty Mountains | Moor to Sea | Moor to Sea |
| **Phonics**  **Phases 2-5 & tricky words will be taught discretely** | Phonics is taught whole as a year group (with intervention groups as necessary for those falling behind or who exceed) using Letters and Sounds, Phonics play & Jolly Phonics songs and rhymes. | | | | | |
| **Letter formation/writing** | * **Physical development: Moving and Handling (40-60+)** * Shows a preference for a dominant hand * Begins to use anti clockwise movement and retrace vertical lines * Begins to form recognisable letters * Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Incorporated into this - sit correctly at a table, holding a pencil comfortably and correctly   **ELG** –Children show good control and so-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.  \*\* Based on individual entry points some children will be following the 30-50 Development Matters statements  Handwriting/letter formation is taught from the beginning of EYFS. At the point of entry children learn to control fine motor (along with gross motor) skills) before moving onto being taught the different letter groups and individual letters. This is done under the supervision of an adult who models and supports. Teachers model correct formation in any written work. (both in guided and child -initiated learning)   * **Literacy-writing (40-60+)** * Gives meaning to marks they make as they draw, paint and write. * Begin to break the flow of speech into words * Continues a rhyming string * Hears and says the initial sound in a word * Can segment the sounds in a simple word 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 order * Writes own name and other things such as captions, labels and lists * Attempts to write short sentences in meaningful contexts   ELG-Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  \*\* Based on individual entry points some children will be following the 30-50 Development Matters statements | | | | | |
| **Continuous Provision/pre-writing** | * Throughout the EYFS setting, children will have access to a range of independent writing/mark making opportunities to foster a love, and purpose, for developing their writing skills. These may include opportunities in the role play area, the writing table, chalks etc in the outdoor area. Our setting is a writing/mark making rich environment. Children’s writing achievements are recognised and celebrated in a variety of ways for example being the “Writer of the Week.” * Throughout the EYFS setting, children will have access to a wide range of fine motor skill activities to support and develop their handwriting skills. | | | | | |