





0-3	3-4	WTS ELG	ELG	Links to Characteristics of Effective Teaching and Learning:
<ul style="list-style-type: none"> <li>• I can develop pretend play (C&amp;L)</li> <li>• I enjoy drawing freely (Lit)</li> <li>• I can add some marks to my drawings, which I can give meaning to (Lit)</li> <li>• I can make marks on my picture to stand for my name (lit)</li> <li>• I start to make marks intentionally (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a wider range of vocabulary (C&amp;L)</li> <li>• I can use some of my print and letter knowledge in early writing (Lit)</li> <li>• I can write some or all of my name (Lit)</li> <li>• I can write some letters accurately (Lit)</li> <li>• I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (maths)</li> <li>• I use a comfortable grip with good control when holding pens and pencils (PD)</li> <li>• I show a preference for a dominant hand (PD)</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</li> <li>• I can form lower-case and capital letters correctly (Lit)</li> <li>• I can spell words by identifying the sounds and then writing the sound with letter/s (Lit)</li> <li>• I can write short sentences with words with known sound letter correspondences using a capital letter and full stop (Lit)</li> <li>• I can re-read what I have written to check that it makes sense (Lit)</li> <li>• I can articulate my ideas and thoughts in well-formed sentences (C&amp;L)</li> <li>• I can connect one idea or action to another using a range of connectives (C&amp;L)</li> <li>• I can describe some events in detail (C&amp;L)</li> <li>• I can use talk to work out problems and organise my thinking and to explain how things work and why they might happen (C&amp;L)</li> <li>• I can use new vocabulary in different contexts (C&amp;L)</li> <li>• I develop small motor skills so that I can use a range of tools competently, safely and confidently (PD)</li> <li>• I can use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (PD)</li> </ul>	<ul style="list-style-type: none"> <li>• I can write recognisable letters, most of which are correctly formed (Lit-writing)</li> <li>• I can spell words by identifying sounds in them and representing the sounds with a letter or letters (Lit-writing)</li> <li>• I can write simple phrases and sentences that can be read by others (Lit-writing)</li> <li>• I can make comments about what they have heard and ask questions to clarify their understanding (C&amp;L-listening, attention and understanding)</li> <li>• I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems (C&amp;L-speaking)</li> <li>• I can hold a pencil effectively for fluent writing - using the tripod grip in almost all cases (PD)</li> <li>• I can invent, adapt and recount narratives and stories with peers and their teacher (EAD- being imaginative and expressive)</li> <li>• I can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (C&amp;L - speaking)</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences cause and effect</li> <li>• Using senses to explore the world around them</li> <li>• Taking risks and learning by trial and error</li> <li>• Showing a curiosity about objects, events and people</li> <li>• Maintaining focus on their activity for a period of time</li> </ul> <p>Key vocabulary: Sound, segment, blend, formation, capital letter, full stop, phoneme, digraph, sound out, sentence, word</p> <p>C&amp;L = Communication and Language PSED= Personal, Social and Emotional Development PD= Physical Development Lit= Literacy Maths = Maths</p>



# Copnor Primary School

## Adult-led writing explicit teaching in EYFS

Theme	Autumn 1 Our New Adventure 	Autumn 2 Woodland Wonder 	Spring 1 Where could we go? 	Spring 2 We Are All Heroes 	Summer 1 What can we grow? 	Summer 2 Water, water everywhere! 
<b>Text Drivers</b>	<p><b>Starting school (part-time days):</b></p> <ul style="list-style-type: none"> <li>• A big day for Migs (SLS)</li> <li>• Stanley's School (SLS)</li> <li>• Chu's first day at school (SLS)</li> <li>• Topsy and Tim start school (SLS)</li> <li>• Little Owl's first day (SLS)</li> </ul> <p><b>Families:</b></p> <ul style="list-style-type: none"> <li>• Along came a different (SLS)</li> <li>• The family book (SLS)</li> <li>• I love my granny (SLS)</li> <li>• I love my mummy (SLS)</li> <li>• I love my daddy (SLS)</li> <li>• The great big book of families (SLS)</li> <li>• My dad</li> </ul>	<ul style="list-style-type: none"> <li>• The Gruffalo</li> <li>• Percy the Park Keeper</li> <li>• We're going on a Bear Hunt</li> <li>• Goldilocks and the three bears</li> <li>• Little Red Riding Hood</li> <li>• Stickman (leads into Christmas)</li> <li>• 10 little elves</li> </ul>	<p>(Hook: letter from alien)</p> <p><b>Aliens and rockets (space):</b></p> <ul style="list-style-type: none"> <li>• 10 little aliens</li> <li>• Aliens love underpants</li> <li>• You choose in space</li> <li>• Zim zam zoom</li> <li>• Earth</li> <li>• The story of space</li> </ul> <p><b>Land travel:</b></p> <p><b>Air travel:</b></p> <p><b>Around the world (different countries)</b></p> <ul style="list-style-type: none"> <li>• Beegu</li> <li>• Way back home</li> </ul> <p><b>Alliance:</b></p> <ul style="list-style-type: none"> <li>• Submaries and submersibles (Alliance trip)</li> </ul>	<ul style="list-style-type: none"> <li>• Supertato (hook)</li> </ul> <p><b>Healthy eating</b></p> <p><b>Superheroes (fictional)</b></p> <p><b>People who help us (reali-life superheroes)</b></p> <ul style="list-style-type: none"> <li>• Juniper Juniper</li> </ul>	<p>(Hook: letter from giant)</p> <ul style="list-style-type: none"> <li>• Jack and the Bean Stalk</li> </ul> <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>• Jasper's beanstalk</li> </ul> <p><b>Eggs:</b></p> <ul style="list-style-type: none"> <li>• The odd egg</li> </ul> <p><b>Caterpillars:</b></p> <ul style="list-style-type: none"> <li>• The very hungry caterpillar</li> </ul> <p><b>Farm animals:</b></p> <p>The Odd Egg                  Farmer Duck                  The Ugly Duckling                  The Enormous Turnip                  Jasper's beanstalk</p>	<p><b>Pirates:</b></p> <ul style="list-style-type: none"> <li>• Pirate ships</li> <li>• The treasure of Pirate Frank</li> </ul> <p><b>Under the sea (creatures)</b></p> <ul style="list-style-type: none"> <li>• Flotsam</li> <li>• Under the sea</li> <li>• Atlas of ocean adventures</li> <li>• Tiddler</li> </ul> <p><b>Floating and sinking:</b></p> <ul style="list-style-type: none"> <li>• Toys that float</li> <li>• Floating boats</li> </ul>



	<ul style="list-style-type: none"> <li>• My mum</li> </ul> <p><b>Sharing:</b></p> <ul style="list-style-type: none"> <li>• Sharing a Shell</li> <li>• The Rainbow Fish</li> <li>• Mine, mine, mine said the porcupine</li> <li>• Little red hen</li> </ul> <p><b>Friendships:</b></p> <ul style="list-style-type: none"> <li>• Something Else</li> <li>• Toad Pig</li> </ul> <p><b>Emotions:</b></p> <ul style="list-style-type: none"> <li>• The colour monster goes to school</li> <li>• Ravi's roar</li> <li>• Happy: a children's book of mindfulness</li> </ul>					
<p><b>Link Texts (Shared during story time)</b></p>	<p><b>Starting school:</b></p> <ul style="list-style-type: none"> <li>• Peace at last</li> <li>• Shark in the park</li> <li>• Oi Frog</li> <li>• You choose</li> </ul> <p><b>Families:</b> Meesha makes friends</p> <ul style="list-style-type: none"> <li>• When I grow up</li> <li>• Sam's super family (SLS)</li> </ul> <p><b>Continuous Provision (children have access to all time):</b></p> <ul style="list-style-type: none"> <li>• Friends and families</li> <li>• Brother or sister</li> <li>• Grandparents</li> <li>• My first day at a new school (SLS)</li> <li>• Families (SLS)</li> <li>• Mum and dad</li> <li>• Families: role models (SLS)</li> <li>• Stepparents (SLS)</li> <li>• Mothers are part of</li> </ul>	<ul style="list-style-type: none"> <li>• The secret forest</li> <li>• A first book of nature, Nicola Davies</li> <li>• It starts with a seed</li> <li>• If You Go Down to the Woods Today: More than 100 things to find</li> <li>• Traditional layout non-fiction: woodlands, animals, seasons</li> <li>• Acorn to oak tree</li> <li>• Welcome to woodland</li> <li>• Fact cat: woodland</li> <li>• Lifecycles: forest</li> </ul> <p><b>Continuous provision (children have access to all time):</b></p> <ul style="list-style-type: none"> <li>• Hedgehogs</li> </ul>	<p><b>Aliens and rockets (space):</b></p> <ul style="list-style-type: none"> <li>• Jack's mega machine: the rocket racing car</li> <li>• Rocketmole</li> <li>• My alien and me</li> </ul> <p><b>Land travel:</b></p> <ul style="list-style-type: none"> <li>• Look inside things that go</li> <li>• How Trains Work: 1 (How Things Work)</li> <li>• How it Works: Rocket</li> <li>• My little book of emergency vehicles</li> </ul> <p><b>Air travel:</b></p> <p><b>Around the world (different countries)</b></p> <ul style="list-style-type: none"> <li>• Lost and found</li> </ul> <p><b>Continuous provision (children have access to all time):</b></p>	<p>Superhero Dad Superhero Mum Superworm Ten Little Superheroes</p> <p><b>Healthy eating</b></p> <p><b>Superheroes (fictional):</b></p> <ul style="list-style-type: none"> <li>• Charlies' superhero underpants</li> <li>• Superhero hotel</li> <li>• Knock, knock superhero</li> </ul> <p><b>People who help us (real-life superheroes)</b></p> <ul style="list-style-type: none"> <li>• Superhero gran</li> </ul> <p><b>Continuous provision (children have access to all time):</b></p> <ul style="list-style-type: none"> <li>• Healthy eating</li> </ul>	<p><b>Plants</b></p> <p><b>Eggs:</b></p> <ul style="list-style-type: none"> <li>• Lifecycles: egg to chicken</li> <li>• Egg drop</li> <li>• The emperor's egg</li> <li>• Egg to chicken</li> </ul> <p><b>Caterpillars:</b></p> <ul style="list-style-type: none"> <li>• Caterpillar butterfly</li> <li>• Butterfly</li> <li>• Growing frogs</li> <li>• See me grow</li> </ul> <p><b>Farm animals:</b></p> <ul style="list-style-type: none"> <li>• Farm animals: things to make an do (then leave in creative area)</li> </ul> <p><b>Continuous provision (children have access to all time):</b></p> <ul style="list-style-type: none"> <li>• Butterflies</li> <li>• The science behind growth</li> <li>• Growing and changing: all about life cycles</li> <li>• Life cycles: frog</li> </ul>	<p><b>Pirates:</b></p> <ul style="list-style-type: none"> <li>• My granny is a pirate</li> <li>• Pirates arts and crafts (the put in creative area)</li> <li>• The pirate-cruncher</li> <li>• Captain sparklebeard</li> <li>• The pirates next door</li> <li>• Plunge into the pirate pool</li> <li>• Pirate kit</li> <li>• Pirates in the supermarket</li> <li>• Port side pirates (singing)</li> <li>• 10 little pirates</li> <li>• Never mess with a pirate princess</li> <li>• Pirates love underpants</li> </ul>

	<p>the family</p> <ul style="list-style-type: none"> <li>• Who's in my family? All about our families (SLS)</li> <li>• My brother and sister</li> <li>• Grandmothers are part of the family (SLS)</li> <li>• My dad</li> <li>• Say what you see: family (SLS)</li> <li>• My grandparents (SLS)</li> <li>• Fathers are part of the family (SLS)</li> <li>• Sisters are part of the family (SLS)</li> <li>• My brother (SLS)</li> <li>• Mothers are part of the family (SLS)</li> <li>• We are all different</li> <li>• My family tree</li> <li>• I am too absolutely small for school (SLS)</li> <li>• The big day! First day at school</li> <li>• Billy and the big new school (SLS)</li> <li>• My friends (SLS)</li> <li>• I can take turns</li> <li>• I can be a friend</li> <li>• Making friends</li> <li>• Hands are not for hitting</li> <li>• Where's my peg? My first day at school</li> <li>• Time for school</li> </ul>		<ul style="list-style-type: none"> <li>• The train under your feet</li> <li>• Formula 1</li> <li>• Cars</li> <li>• Toys that roll</li> <li>• Little book of space rockets</li> <li>• Wheels</li> <li>• Things that go</li> <li>• Emergency vehicles (SLS)</li> </ul>		<ul style="list-style-type: none"> <li>• The power of plants</li> </ul>	<p><b>Under the sea (creatures)</b></p> <ul style="list-style-type: none"> <li>• Big blue whale</li> </ul> <p><b>Continuous provision (children have access to all time):</b></p> <ul style="list-style-type: none"> <li>• A new home for a pirate</li> <li>• Rockabye pirate</li> <li>• Famous pirates</li> <li>• It's amazing: pirates</li> <li>• Discover and share: seaside</li> <li>• Let's be pirates</li> <li>• Kingfisher readers: pirates (SLS)</li> <li>• Usbourne readers: pirates (SLS)</li> <li>• Leapfrog learners: pirates (SLS)</li> <li>• Science corner: water</li> </ul>
<p><b>Writing opportunities</b></p>	<p>Use initial sounds (or words) to label:</p>	<p>Use initial sounds (or words) to label:</p>	<p>Use words to label or write sentences about:</p>	<p>Use words to label or write sentences about:</p>	<p>Write sentences about:</p> <ul style="list-style-type: none"> <li>• Plants</li> </ul>	<p>Write sentences about:</p>

	<ul style="list-style-type: none"> <li>•Themselves and their family</li> <li>•School environment</li> <li>•Orally retelling stories</li> </ul>	<ul style="list-style-type: none"> <li>•Woodland animals</li> <li>•Woodland scenes</li> <li>•Characters from stories (the Gruffalo etc)</li> <li>•Firework words (rhyming)</li> <li>•Orally retelling stories</li> </ul>	<ul style="list-style-type: none"> <li>•Modes of transport</li> <li>•Aliens, rockets</li> <li>•Orally retelling stories</li> </ul>	<ul style="list-style-type: none"> <li>•Own superhero</li> <li>•Occupations</li> <li>•Healthy meal</li> </ul>	<ul style="list-style-type: none"> <li>•Jasper’s diary (after reading book) What happened on each day</li> <li>•Animals</li> <li>•Lifecycle book</li> <li>•Labelled drawing of their seed/plant</li> </ul>	<ul style="list-style-type: none"> <li>•labelled treasure map (The treasure of pirate frank)</li> <li>•clues to find treasure</li> <li>•describing pirates</li> </ul>
<b>Written Outcome completed by each individual</b>	Writing own name Write some letters accurately	Label a woodland scene that has been created by them	Post card to an alien	Write superhero book	Instructions on how to plant/look after a seed	Write a message in a bottle
<b>Audience</b>	Ourselves and adults at home	Our adults at home	Alien	For KS1 library	A friend	Pirate visitor
<b>Handwriting</b>	Patterns Fine and gross motor Mark making Crossing the mid-line	Small group focused handwriting groups	Small group focused handwriting groups	Small group focused handwriting groups	Small group focused handwriting groups	Small group focused handwriting groups
<b>Link nursery rhymes, songs and poems</b>	Twinkle, twinkle little star Humpty Dumpty Baa, baa black sheep Wind the bobbin up Down in the jungle	Mulberry bush Dingle dangle scarecrow When Santa got stuck up the chimney Jingle bells We wish you a merry Christmas Rudolph the red nose	Wheels on the bus Zim Zam zoom 5 little men in a flying saucer Down at the station	Chicken rice and peas I am a firefighter If you’re super and you know it	Tiny caterpillar on a leaf 5 little ducks 5 green and speckled frogs Old MacDonald had a farm Down on the farm	Row, row, row your boat Down in the ocean Mark the shark A sailor went to sea
	Narrative	Recounts	Explanation Texts	Instruction / procedural	Poetry	

