

EYFS Writing				
Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>		<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>		<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>
EYFS Literacy Educational Programme (Statutory)				
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>				
ELG (Statutory)				
<p>-Write recognisable letters, most of which are correctly formed            -Spell words by identifying sounds in the them &amp; representing the sounds with a letter or letters            -Write simple phrases &amp; sentences that can be read by others</p>				
Little Saints (Birth to three)	<ul style="list-style-type: none"> <li>Develop manipulation and control</li> <li>Explore different materials and tools</li> <li>Copy finger movements and other gestures</li> <li>Enjoy drawing freely</li> </ul>		<ul style="list-style-type: none"> <li>Notice some print, such as the first letter of their name, a bus, door number or familiar logo.</li> <li>Add some marks to their drawings, which they give meaning to.</li> <li>Make marks on their picture to stand for their name.</li> </ul>	
Focus	Composition	Vocabulary, grammar & punctuation	Spelling	Handwriting
Nursery	<ul style="list-style-type: none"> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>Uses talk to explain what is happening and anticipate what might happen next</li> <li>Use some of their print &amp; letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>Able to use language in recalling past experiences</li> <li>Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>Talks more extensively about things that are of particular importance to them</li> <li>Builds up vocabulary that reflects the breadth of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>Write some or all of their name</li> <li>Write 'm' for mummy</li> </ul>	<ul style="list-style-type: none"> <li>Use large muscle movements to wave flags &amp; streamers, paint &amp; make marks</li> <li>Use one handed tools &amp; equipment, e.g. snips in paper with scissors</li> <li>Use a comfortable grip with good control when holding pens &amp; pencils</li> <li>Show a preference for a dominant hand</li> <li>Creates lines and circles pivoting from the shoulder and elbow</li> <li>Write some letters accurately</li> </ul>

		<ul style="list-style-type: none"> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul>		
Reception	<ul style="list-style-type: none"> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>• Re-read what they have written to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter &amp; full stop</li> </ul>	<ul style="list-style-type: none"> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>• Spell words by identifying the sounds &amp; then writing the sound with letter/s</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> </ul>	<ul style="list-style-type: none"> <li>• Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Uses a pencil and holds it effectively</li> <li>• Form lower-case &amp; capital letters correctly.</li> </ul> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
Year 1	<ul style="list-style-type: none"> <li>• Write sentences, sequencing them to form short narratives</li> <li>• Write sentences by re-reading what he/she has written to check that it makes sense</li> <li>• Write sentences by composing them orally before writing them</li> <li>• Discuss what he/she has written with the teacher or other pupils</li> <li>• Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>• Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</li> <li>• Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes e.g., including the effects of these suffixes on the meaning of the noun</li> <li>• Use capital letters and full stops to demarcate sentences in some of his/her writing.</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun I</li> <li>• Understand how the prefix un- changes the meaning of verbs and adjectives negation, for example, unkind, or undoing: untie the boat</li> <li>• Understand how words can combine to make sentences</li> <li>• Join words and clauses using and.</li> <li>• Separate words with spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught</li> <li>• Spell some common exception words</li> <li>• Spell the days of the week</li> <li>• Name the letters of the alphabet in order</li> <li>• Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</li> <li>• Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Add prefixes and suffixes using the prefix un</li> <li>• Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words eg helping, helped, helper, eating, quicker, quickest</li> <li>• Apply simple spelling rules and guidance, as listed in English Appendix</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</li> </ul>

		<ul style="list-style-type: none"><li>• Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</li></ul>		
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