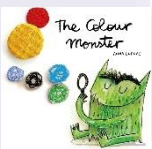
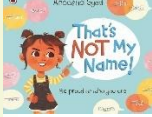
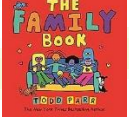
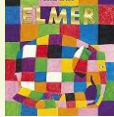
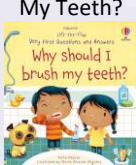


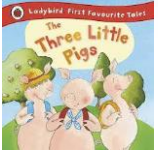
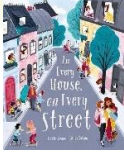
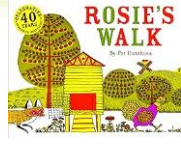
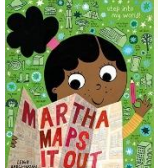
EYFS WRITING

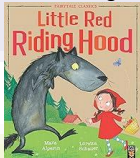
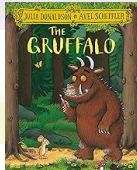
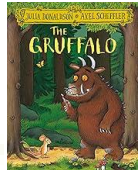
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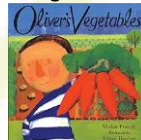
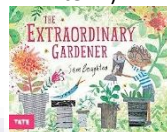
PACT
Prince Albert
COMMUNITY TRUST

Autumn 1

Topic							
	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Text and Genre	The Colour Monster 	The Colour Monster 	That's Not My Name 	The Family Book 	Elmer 	Why Should I Brush My Teeth? 	All Are Welcome 
Reception Genre Progression	Name Writing	Name Writing and Writing Assessments	Name Writing	Retell Use past tense Include main story event Simple sentences Orally retell a story	Retell Use past tense Include main story event Simple sentences Orally retell a story	Explanation Topic related vocabulary Orally rehearse sentences	Retell Use past tense Include main story event Simple sentences Orally retell a story
Purpose for Writing							
Handwriting – Sit at a table properly. Begin to form letters correctly.							
Reception Skills Progression	Sit at a table properly and hold my pencil correctly. Begin to form lower case letters correctly.	Sit at a table properly and hold my pencil correctly. Begin to form lower case letters correctly.	Sit at a table properly and hold my pencil correctly. Begin to form lower case letters correctly. Write the letters in their name. Begin my name with a capital letter.	Repeat a simple sentence. Write the initial sound of an object or picture. Begin to form lower case letters correctly. Orally retell a story.	Repeat a simple sentence. Write the initial sound of an object or picture. Begin to form lower case letters correctly. Orally retell a story.	Repeat a simple sentence. Write the initial sound of an object or picture. Begin to form lower case letters correctly.	Repeat a simple sentence. Write the initial sound of an object or picture. Begin to form lower case letters correctly. Orally retell the story

LO	LO: To write letters in my name	LO: To write letters in my name	LO: To write letters in my name	LO: To write the initial sound of an object or picture	LO: To write the initial sound of an object or picture	LO: To write the initial sound of an object or picture	LO: To write the initial sound of an object or picture
Autumn 2							
Topic							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Text and Genre	The Three Little Pigs 	The Three Little Pigs 	In Every House on Every Street 	Rosie's Walk 	Martha Maps It Out 	Stickman 	Elf Visual Literacy 
Reception Genre Progression	Retell Use past tense Include main story event Simple sentences Orally retell a story	Character Description Name of character. What they look like. Simple adjectives (colour and size). Present tense.	Retell Use past tense Include main story event Simple sentences Orally retell a story	Retell Use past tense Include main story event Simple sentences Orally retell a story	Retell Use past tense Include main story event Simple sentences Orally retell a story	Character Description Name of character. What they look like. Simple adjectives (colour and size). Appearance and personality (appropriate words). Present tense.	Character Description Name of character. What they look like. Simple adjectives (colour and size). Appearance and personality (appropriate words). Present tense.
Purpose for Writing							
Handwriting – Begin to form lowercase letters correctly.							
Reception Skills Progression	Repeat a simple sentence. Use knowledge of grapheme/ phoneme correspondence to write CVC words. Orally retell the story	Repeat a simple sentence. Use knowledge of grapheme/ phoneme correspondence to write CVC words. Orally retell the story	Repeat a simple sentence. Use knowledge of grapheme/ phoneme correspondence to write CVC words.	Repeat a simple sentence. Use knowledge of grapheme/ phoneme correspondence to write CVC words. Orally retell the story	Repeat a simple sentence. Use knowledge of grapheme/ phoneme correspondence to write CVC words.	Repeat a simple sentence. Use knowledge of grapheme/ phoneme correspondence to write CVC words. Write a caption with known grapheme/ phoneme correspondences using A/The. Orally retell the story	Repeat a simple sentence. Use knowledge of grapheme/ phoneme correspondence to write CVC words. Write a caption with known grapheme/ phoneme correspondences using A/The.

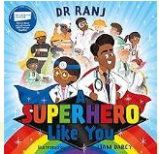
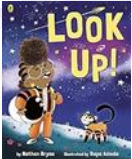
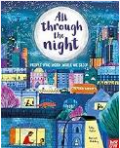
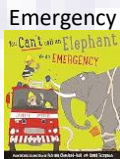
LO	LO: To use knowledge of grapheme/phoneme correspondence to write CVC words	LO: To use knowledge of grapheme/phoneme correspondence to write CVC words	LO: To use knowledge of grapheme/phoneme correspondence to write CVC words	LO: To use knowledge of grapheme/phoneme correspondence to write CVC words	LO: To use knowledge of grapheme/phoneme correspondence to write CVC words	LO: To use knowledge of grapheme/phoneme correspondence to write CVC words	LO: To use knowledge of grapheme/phoneme correspondence to write CVC words
Spring 1							
Topic							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Text and Genre	The Gingerbread Man 	Little Red Riding Hood 	We're Going on a Bear Hunt <i>We're Going on a Bear Hunt</i> Michael Rosen & Helen Oxenbury 	Once Upon a Fairytale 	The Gruffalo 	The Gruffalo 	
Reception Genre Progression	Retell Use past tense Include main story event Simple sentences Orally retell a story	Retell Use past tense Include main story event Simple sentences Orally retell a story	Retell Use past tense Include main story event Simple sentences Orally retell a story	Retell Use past tense Include main story event Simple sentences Orally retell a story	Retell Use past tense Include main story event Simple sentences Orally retell a story	Character Description Name of character. What they look like. Simple adjectives (colour and size). Appearance and personality (appropriate words). Present tense.	
Purpose for Writing							
Handwriting- Form some lowercase letters accurately. Hold a pencil correctly for writing. Begin to form capital letters correctly.							
Reception Skills Progression	Think, say and remember a caption (2 or more words) Spell words by identifying the sounds and then writing the sounds with taught GPCs. Write a caption using A/The. Leave spaces between words.	Think, say and remember a caption (2 or more words) Spell words by identifying the sounds and then writing the sounds with taught GPCs. Write a caption using A/The. Leave spaces between words.	Think, say and remember a caption (2 or more words) Spell words by identifying the sounds and then writing the sounds with taught GPCs. Write a caption using A/The. Leave spaces between words.	Think, say and remember a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/phoneme correspondences. Leave spaces between words.	Think, say and remember a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/phoneme correspondences. Leave spaces between words.	Think, say and remember a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/phoneme correspondences. Leave spaces between words.	

LO	LO: To use knowledge of grapheme/phoneme correspondence to write captions.	LO: To use knowledge of grapheme/phoneme correspondence to write captions.	LO: To use knowledge of grapheme/phoneme correspondence to write captions.	LO: To use knowledge of grapheme/phoneme correspondence to write a simple sentence.	LO: To use knowledge of grapheme/phoneme correspondence to write a simple sentence.	LO: To use knowledge of grapheme/phoneme correspondence to write a simple sentence.	
Spring 2							
Topic							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Text and Genre	The Odd Egg 	From Egg to Chicken 	Oliver's Vegetables 	The Extraordinary Gardener (additional text for longer half term) 	Let's Look at Spring (additional text for longer half term) 	From Seed to Sunflower 	We're Going on an Egg Hunt 
Reception Genre Progression	Character Description Name of character. What they look like. Simple adjectives (colour and size). Appearance and personality (appropriate words). Present tense.	Explanation Use present tense Topic related vocabulary	Retell Use past tense Include main story event Build longer sentences Orally retell a story	Retell Use past tense Include main story event Build longer sentences Orally retell a story	Explanation Use present tense Topic related vocabulary	Instructions Numbered steps Each step on a new line Linked to personal experience Present tense Linked to oral instructions	Retell Use past tense Include main story event Build longer sentences Orally retell a story
Purpose for Writing							
Handwriting- Form most lowercase letters correctly. Hold my pencil correctly for writing. Form some capital letters correctly.							

Reception Skills Progression	Think, say and remember a simple sentence using openers He, She, I & The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known GPCs Leave spaces between words. Start a sentence with a capital letter.	Think, say and remember a simple sentence using openers First, Then and Last. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known GPCs Leave spaces between words. Start a sentence with a capital letter.	Think, say and remember a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter.	Think, say and remember a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter.	Think, say and remember a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter.	Think, say and remember a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter.
LO	LO: To use knowledge of grapheme/phoneme correspondence to write a simple sentence, starting with a capital letter.	LO: To use knowledge of grapheme/phoneme correspondence to write a simple sentence, starting with a capital letter.	LO: To use knowledge of grapheme/phoneme correspondence to write a simple sentence, starting with a capital letter.	LO: To use knowledge of grapheme/phoneme correspondence to write a simple sentence, starting with a capital letter.	LO: To use knowledge of grapheme/phoneme correspondence to write a simple sentence, starting with a capital letter.	LO: To use knowledge of grapheme/phoneme correspondence to write a simple sentence, starting with a capital letter.

Summer 1

Topic

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text and Genre	A Superhero Like You 	Look Up! 	All Through the Night 	You Can't Call an Elephant in an Emergency 	Dig Dig Digging 	What Jobs Could You Do? 
Reception Genre Progression	Character Description (Occupation) Name of occupation. Simple adjectives. Appearance and personality (appropriate words). Present tense.	Retell Use past tense Include main story event Simple sentences Orally retell a story	Retell Use past tense Include main story event Simple sentences Orally retell a story	Retell Use past tense Include main story event Simple sentences Orally retell a story	Vehicle Description Name of vehicle. What it looks like. Simple adjectives (colour and size). What different vehicles are used for. Present tense.	Job description What job would they like to do and why.

Purpose for Writing						
Handwriting- Correctly form most lowercase and capital letters. Hold a pencil correctly.						
Reception Skills Progression	Write a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter. End a sentence with a full stop.	Write a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter. End a sentence with a full stop.	Write a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter. End a sentence with a full stop.	Write a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter. End a sentence with a full stop.	Write a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter. End a sentence with a full stop.	Write a simple sentence using openers He, She, I and The. Spell words by identifying the sounds and then writing the sounds with letters. Write a short sentence with known grapheme/ phoneme correspondences. Leave spaces between words. Start a sentence with a capital letter. End a sentence with a full stop.
LO	LO: To use knowledge of grapheme/phoneme correspondence to write simple sentences which start with a capital letter and end in a full stop.	LO: To use knowledge of grapheme/phoneme correspondence to write simple sentences which start with a capital letter and end in a full stop.	LO: To use knowledge of grapheme/phoneme correspondence to write simple sentences which start with a capital letter and end in a full stop.	LO: To use knowledge of grapheme/phoneme correspondence to write simple sentences which start with a capital letter and end in a full stop.	LO: To use knowledge of grapheme/phoneme correspondence to write simple sentences which start with a capital letter and end in a full stop.	LO: To use knowledge of grapheme/phoneme correspondence to write simple sentences which start with a capital letter and end in a full stop.
Summer 2						
Topic						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

