

## Medium Term Plan for Writing Curriculum: Knowledge and Skills Map

Nursery			
<p>Every half term there will be one focus text which all of the work produced will be based on and all learning objectives taught through. Each week, the focus text will be returned to and a new text will be introduced that supports the focus text. The focus text does not have to rhyme. However, children should be exposed to rhyming texts on a regular basis (especially nursery rhymes and traditional tales) in order to support language development.</p>			
<p><b>Key:</b></p> <p>22-36 Months 30-50 Months 40-60 Months</p>			
	Autumn 1	Spring 1	Summer 1
<p><b>Composition</b></p> <p><b>Vocabulary, Grammar and Punctuation</b></p>	<p><u>EYFS Assessment Criteria</u></p> <p>Communication &amp; Language: Listening &amp; Attention</p> <ul style="list-style-type: none"> <li>Listen with interest to the noises adults make when they read stories.</li> <li>Recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>Show interest in play with sounds, songs and rhymes.</li> <li>Adopt single-channelled attention (can shift to a different task if attention fully obtained – using child’s name helps focus).</li> </ul>	<p><u>EYFS Assessment Criteria</u></p> <p>Communication &amp; Language: Listening &amp; Attention</p> <ul style="list-style-type: none"> <li>Listen to others one-to-one or in small groups, when conversation interests you.</li> <li>Listen to stories with increasing attention and recall.</li> <li>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p>Communication &amp; Language: Understanding</p> <ul style="list-style-type: none"> <li>Understand use of objects (e.g. “What do we use to cut things?”)</li> <li>Show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an</li> </ul>	<p><u>EYFS Assessment Criteria</u></p> <p>Communication &amp; Language: Listening &amp; Attention</p> <ul style="list-style-type: none"> <li>Listen to stories with increasing attention and recall.</li> <li>Maintain attention, concentrate and sit quietly during appropriate activity.</li> </ul> <p>Communication &amp; Language: Understanding</p> <ul style="list-style-type: none"> <li>Show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>Begin to understand ‘why’ and ‘how’ questions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Listen to others one-to-one or in small groups, when conversation interests you.</li> <li>• Listen to stories with increasing attention and recall.</li> <li>• Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> <li>• Follow directions (if not intently focused on own choice of activity).</li> </ul> <p>Communication &amp; Language: Understanding</p> <ul style="list-style-type: none"> <li>• Identify action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>• Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>• Understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</li> <li>• Develop understanding of simple concepts (e.g. big/little).</li> </ul> <ul style="list-style-type: none"> <li>• Understand use of objects (e.g. "What do we use to cut things?")</li> <li>• Respond to simple instructions, e.g. to get or put away an object.</li> </ul> <p>Communication &amp; Language: Speaking</p> <ul style="list-style-type: none"> <li>• Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Hold a conversation, jumping from</li> </ul>	<ul style="list-style-type: none"> <li>• action or selecting correct picture.</li> <li>• Begin to understand 'why' and 'how' questions.</li> </ul> <p>Communication &amp; Language: Speaking</p> <ul style="list-style-type: none"> <li>• Begin to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Question why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Use a range of tenses (e.g. play, playing, will play, played).</li> <li>• Use intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Build up vocabulary that reflects the breadth of their experiences.</li> </ul> <p><b>Additional Curriculum Content</b></p> <p>Communication &amp; Language / Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Listen to texts which rhyme (including nursery rhymes and traditional tales).</li> <li>• Work as part of a large group to act out the story for the text which rhymes with the guidance of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to ideas expressed by others in conversation or discussion</li> </ul> <p>Communication &amp; Language: Speaking</p> <ul style="list-style-type: none"> <li>• Begin to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Question why things happen and gives explanations. Ask e.g. who, what, when, how.</li> <li>• Use a range of tenses (e.g. play, playing, will play, played).</li> <li>• Use intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Build up vocabulary that reflects the breadth of their experiences.</li> </ul> <ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Introduce a storyline or narrative into their play.</li> </ul> <p><b>Additional Curriculum Content</b></p> <p>Communication &amp; Language / Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Listen to texts which rhyme (including nursery rhymes and traditional tales).</li> <li>• Act out the story for the text which rhymes with the guidance of the teacher.</li> <li>• Listen to how a sentence is built with a subject and verb.</li> </ul>
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	<p>topic to topic.</p> <ul style="list-style-type: none"> <li>• Learn new words very rapidly and use them in communicating.</li> <li>• Use gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</li> <li>• Use a variety of questions (e.g. what, where, who).</li> <li>• Use simple sentences (e.g. 'Mummy gonna work.')</li> <li>• Begin to use word endings (e.g. going, cats).</li> </ul> <ul style="list-style-type: none"> <li>• Retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Use talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</li> <li>• Use vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Build up vocabulary that reflects the breadth of your experiences.</li> </ul> <p><b><u>Additional Curriculum Content</u></b></p> <p>Communication &amp; Language / Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Listen to texts which rhyme (including nursery rhymes and traditional tales).</li> </ul>		
<b>Transcription</b>	<b><u>EYFS Assessment Criteria</u></b>  Physical Development : Moving & Handling	<b><u>EYFS Assessment Criteria</u></b>  Physical Development : Moving & Handling	<b><u>EYFS Assessment Criteria</u></b>  Physical Development : Moving & Handling

	<ul style="list-style-type: none"> <li>• Turn pages in a book, sometimes several at once.</li> <li>• Show control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Begin to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitate drawing simple shapes such as circles and lines.</li> </ul> <ul style="list-style-type: none"> <li>• Draw lines and circles using gross motor movements.</li> <li>• Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Hold pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Hold pencil near point between first two fingers and thumb and uses it with good control.</li> </ul> <p>Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Distinguish between the different marks we make.</li> <li>• Create scribbles which are recognisable objects (recognisable by an adult) but the significance/story behind the marks needs to be told.</li> <li>• Use a range of mark making tools.</li> <li>• Select appropriate tools from previous experience.</li> <li>• Use mark making tools confidently and</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines and circles using gross motor movements.</li> <li>• Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Hold a pencil near the point between first two fingers and thumb and uses it with good control.</li> <li>• Copy some letters, e.g. letters from their name.</li> </ul> <p>Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> </ul> <p>Developing</p> <ul style="list-style-type: none"> <li>• When drawing it is recognisable to anyone who may see it and contains detail.</li> <li>• Co-ordinate hand-eye movements.</li> <li>• Attempt to write letters that may seem random to an adult but you are able to read a story about the pictures.</li> </ul> <p>Secure</p> <ul style="list-style-type: none"> <li>• Attempt words or sentences with letter sound connections.</li> <li>• Spell semi-phonetically (initial sound for words) or phonetically (CVC) or some simple words.</li> <li>• Label picture parts, write name, etc</li> <li>• Use correct directionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines and circles using gross motor movements.</li> <li>• Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Hold a pencil near the point between first two fingers and thumb and uses it with good control.</li> <li>• Copy some letters, e.g. letters from their name.</li> </ul> <ul style="list-style-type: none"> <li>• Show increasing control over an object.</li> <li>• Use simple tools to affect changes to materials.</li> <li>• Begin to form recognisable letters.</li> <li>• Show a preference for a dominant hand.</li> </ul> <p>Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> </ul> <p>Developing</p> <ul style="list-style-type: none"> <li>• When drawing it is recognisable to anyone who may see it and contains detail.</li> <li>• Co-ordinate hand-eye movements.</li> <li>• Attempt to write letters that may seem random to an adult but you are able to read a story about the pictures.</li> </ul> <p>Secure</p> <ul style="list-style-type: none"> <li>• Attempt words or sentences with letter sound connections.</li> <li>• Spell semi-phonetically (initial sound for words) or phonetically (CVC) or some simple words.</li> </ul>
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	<p>with appropriate pressure.</p> <ul style="list-style-type: none"> <li>• Scribble using a range of movements.</li> <li>• Begin to make precise marks.</li> <li>• Begin to create pictures - usually circles, radials, lines.</li> <li>• Create pictures which are beginning to express information and be linked to a commentary.</li> </ul> <p>Sometimes give meaning to marks as we draw and paint.</p> <p><b>Developing</b></p> <ul style="list-style-type: none"> <li>• Create drawings that are recognisable to anyone who may see it and contain detail.</li> <li>• Coordinate hand-eye movements.</li> <li>• Attempt to write letters that may seem random to an adult but we are able to read a story about the pictures.</li> <li>• Read a story about the marks we make</li> </ul> <p><b>Secure</b></p> <ul style="list-style-type: none"> <li>• Attempt words or sentences with letter sound connections.</li> <li>• Spell reflecting semi-phonetic (initial sound for words) or phonetic (CVC) or some simple words.</li> <li>• Label picture parts, write name, etc</li> <li>• Use correct directionality.</li> <li>• Ascribe meanings to marks that we see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Ascribe meanings to marks that you see in different places.</li> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Give meaning to marks made as you draw, write or paint.</li> <li>• Hear and say the initial sounds in words.</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p><b>Additional Curriculum Content</b></p> <p>Literacy: Writing/Physical Development</p> <ul style="list-style-type: none"> <li>• Strengthen hand grasp by using a hole-punch, making paper balls, squeezing sponges and spraying with trigger type spray bottles.</li> <li>• Rehearse timed grasp and release with tools other than scissors. (e.g. tweezers or tongs to sort cotton balls, blocks, play dough or balls.)</li> <li>• Develop web-space (the circle that forms with the index finger and thumb): 'pop' the plastic 'bubbles' on packing sheets, open and close zip-locked bags, snapping snaps, winding up wind-up toys that have a knob, use an eye-dropper to make pictures by mixing food colouring with water and dripping it on to paper towels.</li> <li>• Develop gross motor skills.</li> <li>• Develop fine motor skills.</li> <li>• Show control and accurate orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Label picture parts, write name, etc</li> <li>• Use correct directionality.</li> <li>• Ascribe meanings to marks that they see in different places.</li> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Give meaning to marks made as you draw, write or paint.</li> <li>• Hear and say the initial sounds in words.</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p><b>Additional Curriculum Content</b></p> <p>Literacy: Writing/Physical Development</p> <ul style="list-style-type: none"> <li>• Strengthen hand grasp by using a hole-punch, making paper balls, squeezing sponges and spraying with trigger type spray bottles.</li> <li>• Rehearse timed grasp and release with tools other than scissors. (e.g. tweezers or tongs to sort cotton balls, blocks, play dough or balls.)</li> <li>• Develop web-space (the circle that forms with the index finger and thumb): 'pop' the plastic 'bubbles' on packing sheets, open and close zip-locked bags, snapping snaps, winding up wind-up toys that have a knob, use an eye-dropper to make pictures by mixing food colouring with water and dripping it on to paper towels.</li> <li>• Develop gross motor skills.</li> </ul>
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	<p><b><u>Additional Curriculum Content</u></b></p> <p>Literacy: Writing/Physical Development</p> <ul style="list-style-type: none"> <li>• Strengthen hand grasp by using a hole-punch, making paper balls, squeezing sponges and spraying with trigger type spray bottles.</li> <li>• Rehearse timed grasp and release with tools other than scissors. (e.g. tweezers or tongs to sort cotton balls, blocks, play dough or balls.)</li> <li>• Develop web-space (the circle that forms with the index finger and thumb): 'pop' the plastic 'bubbles' on packing sheets, open and close zip-locked bags, snapping snaps, winding up wind-up toys that have a knob, use an eye-dropper to make pictures by mixing food colouring with water and dripping it on to paper towels.</li> <li>• Develop gross motor skills.</li> <li>• Develop fine motor skills.</li> <li>• Rehearse pencil control by joining dots.</li> <li>• Trace a shape with my finger.</li> <li>• Use the whole body to form curved lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Use the whole body to form horizontal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> </ul>	<p>when using the whole body to form curved lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</p> <ul style="list-style-type: none"> <li>• Show control and accurate orientation when using the whole body to form horizontal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Show control and accurate orientation when using the whole body to form vertical lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Show control and accurate orientation when using the whole body to form diagonal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• When prompted, sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears).</li> <li>• Rehearse controlling a writing implement through colouring between the lines (pressure on the page, holding a pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine motor skills.</li> <li>• Show control and accurate orientation when using the whole body to form curved lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Show control and accurate orientation when using the whole body to form horizontal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Show control and accurate orientation when using the whole body to form vertical lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Show control and accurate orientation when using the whole body to form diagonal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Rehearse controlling a writing implement through colouring between the lines (pressure on the page, holding a pencil crayon, controlling direction).</li> <li>• Sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use the whole body to form vertical lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Use the whole body to form diagonal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• See and begin to sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, bottom is at the back of the chair knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears).</li> <li>• Rehearse controlling a writing implement through colouring between the lines (pressure on the page, holding a pencil crayon, controlling direction).</li> <li>• Begin to understand what a space is and experiment with apparatus to create a space.</li> </ul>	<p>crayon, controlling direction).</p> <ul style="list-style-type: none"> <li>• See and begin to position paper for writing.</li> <li>• Begin to understand what a space is and experiment with apparatus to create a space.</li> <li>• Begin to write some lowercase letters following the most efficient process (as explicitly modelled by the teacher – starting and ending in the correct place).</li> </ul>	<p>shoulders are relaxed and not scrunched up toward the ears).</p> <ul style="list-style-type: none"> <li>• Position paper for writing.</li> <li>• Begin to understand what a space is and experiment with apparatus to create a space.</li> <li>• Begin to write and orientate lowercase letters following the most efficient process (as explicitly modelled by the teacher – starting and ending in the correct place).</li> </ul>
	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
<b>Composition</b>	<b><u>EYFS Assessment Criteria</u></b>	<b><u>EYFS Assessment Criteria</u></b>	<b><u>EYFS Assessment Criteria</u></b>
<b>Vocabulary, Grammar and Punctuation</b>	<p>Communication &amp; Language: Listening &amp; Attention</p> <ul style="list-style-type: none"> <li>• Listen with interest to the noises adults</li> </ul>	<p>Communication &amp; Language: Listening &amp; Attention</p> <ul style="list-style-type: none"> <li>• Listen to stories with increasing attention</li> </ul>	<p>Communication &amp; Language: Listening &amp; Attention</p> <ul style="list-style-type: none"> <li>• Listen to stories with increasing attention and</li> </ul>

	<p>make when they read stories.</p> <ul style="list-style-type: none"> <li>• Show interest in play with sounds, songs and rhymes.</li> <li>• Adopt single-channelled attention (can shift to a different task if attention fully obtained – using child’s name helps focus).</li> </ul> <ul style="list-style-type: none"> <li>• Listen to others one-to-one or in small groups, when conversation interests them.</li> <li>• Listen to stories with increasing attention and recall.</li> <li>• Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focus attention – still listen or do, but can shift own attention.</li> <li>• Follow directions (if not intently focused on own choice of activity).</li> </ul> <p>Communication &amp; Language: Understanding</p> <ul style="list-style-type: none"> <li>• Identify action words by pointing to the right picture, e.g., “Who’s jumping?”</li> <li>• Understand more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’</li> <li>• Understand ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is?).</li> <li>• Develop understanding of simple concepts (e.g. big/little).</li> </ul>	<p>and recall.</p> <ul style="list-style-type: none"> <li>• Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Maintain attention, concentrate and sit quietly during appropriate activity.</li> </ul> <p>Communication &amp; Language: Understanding</p> <ul style="list-style-type: none"> <li>• Show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>• Begin to understand ‘why’ and ‘how’ questions.</li> <li>• Listen and respond to ideas expressed by others in conversation or discussion.</li> </ul> <p>Communication &amp; Language: Speaking</p> <ul style="list-style-type: none"> <li>• Begin to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Question why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Use a range of tenses (e.g. play, playing, will play, played).</li> <li>• Use intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Build up vocabulary that reflects the breadth of their experiences</li> <li>• Use language to imagine and recreate</li> </ul>	<p>recall.</p> <ul style="list-style-type: none"> <li>• Maintain attention, concentrate and sit quietly during appropriate activity.</li> </ul> <p>Communication &amp; Language: Understanding</p> <ul style="list-style-type: none"> <li>• Begin to understand ‘why’ and ‘how’ questions.</li> <li>• Show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>• Listen and respond to ideas expressed by others in conversation or discussion.</li> </ul> <p>Communication &amp; Language: Speaking</p> <ul style="list-style-type: none"> <li>• Begin to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Question why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Use a range of tenses (e.g. play, playing, will play, played).</li> <li>• Use intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Build up vocabulary that reflects the breadth of their experiences</li> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Introduce a storyline or narrative into their play.</li> <li>• Extend vocabulary, especially by grouping</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understand use of objects (e.g. “What do we use to cut things?”)</li> <li>• Show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</li> <li>• Respond to simple instructions, e.g. to get or put away an object.</li> <li>• Begin to understand ‘why’ and ‘how’ questions.</li> </ul> <p>Communication &amp; Language: Speaking</p> <ul style="list-style-type: none"> <li>• Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Hold a conversation, jumping from topic to topic.</li> <li>• Learn new words very rapidly and is able to use them in communicating.</li> <li>• Use gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’.</li> <li>• Use a variety of questions (e.g. what, where, who).</li> <li>• Use simple sentences (e.g. ‘Mummy gonna work.’)</li> <li>• Begin to use word endings (e.g. going, cats).</li> </ul> <ul style="list-style-type: none"> <li>• Begin to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Use talk to connect ideas, explain what is</li> </ul>	<p>roles and experiences in play situations.</p> <ul style="list-style-type: none"> <li>• Introduce a storyline or narrative into their play.</li> </ul> <p><b><u>Additional Curriculum Content</u></b></p> <p>Communication &amp; Language / Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Listen to texts which rhyme (including nursery rhymes and traditional tales).</li> <li>• Work as part of a large group to act out the story for the text which rhymes with the guidance of the teacher.</li> </ul>	<p>and naming, exploring the meaning and sounds of new words.</p> <p><b><u>Additional Curriculum Content</u></b></p> <p>Communication &amp; Language / Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Listen to texts which rhyme (including nursery rhymes and traditional tales).</li> <li>• Act out the story for the text which rhymes with the guidance of the teacher.</li> <li>• Listen to how a sentence is built with a subject and verb.</li> </ul>
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	<p>happening and anticipate what might happen next, recall and relive past experiences.</p> <ul style="list-style-type: none"> <li>• Question why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Use a range of tenses (e.g. play, playing, will play, played).</li> <li>• Use talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</li> <li>• Use vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Build up vocabulary that reflects the breadth of their experiences.</li> </ul> <p><b><u>Additional Curriculum Content</u></b></p> <p>Communication &amp; Language / Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Listen to texts which rhyme (including nursery rhymes and traditional tales).</li> </ul>		
<p><b>Transcription</b></p>	<p><b><u>EYFS Assessment Criteria</u></b></p> <p>Physical Development : Moving &amp; Handling</p> <ul style="list-style-type: none"> <li>• Turn pages in a book, sometimes several at once.</li> <li>• Show control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Begin to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitate drawing simple shapes such as</li> </ul>	<p><b><u>EYFS Assessment Criteria</u></b></p> <p>Physical Development : Moving &amp; Handling</p> <ul style="list-style-type: none"> <li>• Draw lines and circles using gross motor movements.</li> <li>• Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Hold a pencil near the point between first</li> </ul>	<p><b><u>EYFS Assessment Criteria</u></b></p> <p>Physical Development : Moving &amp; Handling</p> <ul style="list-style-type: none"> <li>• Draw lines and circles using gross motor movements.</li> <li>• Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Hold pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Hold pencil near point between first two fingers and thumb and uses it with good</li> </ul>

	<p><b>circles and lines.</b></p> <ul style="list-style-type: none"> <li>• Draw lines and circles using gross motor movements.</li> <li>• Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Hold a pencil near the point between first two fingers and thumb and uses it with good control.</li> <li>• Copy some letters, e.g. letters from their name.</li> </ul> <p>Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Distinguish between the different marks we make.</li> <li>• Create scribbles which are recognisable objects (recognisable by an adult) but the significance/story behind the marks needs to be told.</li> <li>• Use a range of mark making tools.</li> <li>• Select appropriate tools from previous experience.</li> <li>• Use mark making tools confidently and with appropriate pressure.</li> <li>• Scribble using a range of movements.</li> <li>• Begin to make precise marks.</li> <li>• Begin to create pictures - usually circles, radials, lines.</li> <li>• Create pictures which are beginning to express information and be linked to a</li> </ul>	<p>two fingers and thumb and uses it with good control.</p> <ul style="list-style-type: none"> <li>• Copy some letters, e.g. letters from their name.</li> <li>• Begin to form recognisable letters.</li> <li>• Show a preference for a dominant hand.</li> </ul> <p>Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> </ul> <p>Developing</p> <ul style="list-style-type: none"> <li>• When drawing it is recognisable to anyone who may see it and contains detail.</li> <li>• Co-ordinate hand-eye movements.</li> <li>• Attempt to write letters that may seem random to an adult but you are able to read a story about the pictures.</li> </ul> <p>Secure</p> <ul style="list-style-type: none"> <li>• Attempt words or sentences with letter sound connections.</li> <li>• Spell semi-phonetically (initial sound for words) or phonetically (CVC) or some simple words.</li> <li>• Label picture parts, write name, etc</li> <li>• Use correct directionality.</li> <li>• Ascribe meanings to marks that you see in different places.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<p>control.</p> <ul style="list-style-type: none"> <li>• Copy some letters, e.g. letters from their name.</li> <li>• Show increasing control over an object.</li> <li>• Use simple tools to effect changes to materials.</li> <li>• Begin to form recognisable letters.</li> <li>• Show a preference for a dominant hand.</li> </ul> <p>Literacy: Writing</p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> </ul> <p>Developing</p> <ul style="list-style-type: none"> <li>• When drawing it is recognisable to anyone who may see it and contains detail.</li> <li>• Co-ordinate hand-eye movements.</li> <li>• Attempt to write letters that may seem random to an adult but you are able to read a story about the pictures.</li> </ul> <p>Secure</p> <ul style="list-style-type: none"> <li>• Attempt words or sentences with letter sound connections.</li> <li>• Spell semi-phonetically (initial sound for words) or phonetically (CVC) or some simple words.</li> <li>• Label picture parts, write name, etc</li> <li>• Use correct directionality.</li> <li>• Ascribe meanings to marks that they see in different places.</li> </ul>
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	<p><b>commentary</b></p> <ul style="list-style-type: none"> <li>• Sometimes give meaning to marks as we draw and paint.</li> </ul> <p><b>Developing</b></p> <ul style="list-style-type: none"> <li>• Create drawings that are recognisable to anyone who may see it and contain detail.</li> <li>• Coordinate hand-eye movements.</li> <li>• Attempt to write letters that may seem random to an adult but we are able to read a story about the pictures.</li> <li>• Read a story about the marks we make.</li> </ul> <p><b>Secure</b></p> <ul style="list-style-type: none"> <li>• Attempt words or sentences with letter sound connections.</li> <li>• Spell reflecting semi-phonetic (initial sound for words) or phonetic (CVC) or some simple words.</li> <li>• May label picture parts, write name, etc</li> <li>• Correct directionality.</li> <li>• Ascribe meanings to marks that we see in different places.</li> </ul> <p><b><u>Additional Curriculum Content</u></b></p> <p>Literacy: Writing/Physical Development</p> <ul style="list-style-type: none"> <li>• Strengthen hand grasp by using a hole-punch, making paper balls, squeezing sponges and spraying with</li> </ul>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write or paint.</li> <li>• Hears and says the initial sounds in words.</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet</li> </ul> <p><b><u>Additional Curriculum Content</u></b></p> <p>Literacy: Writing/Physical Development</p> <ul style="list-style-type: none"> <li>• Strengthen hand grasp by using a hole-punch, making paper balls, squeezing sponges and spraying with trigger type spray bottles.</li> <li>• Rehearse timed grasp and release with tools other than scissors. (e.g. tweezers or tongs to sort cotton balls, blocks, play dough or balls.)</li> <li>• Develop web-space (the circle that forms with the index finger and thumb): 'pop' the plastic 'bubbles' on packing sheets, open and close zip-locked bags, snapping snaps, winding up wind-up toys that have a knob, use an eye-dropper to make pictures by mixing food colouring with water and dripping it on to paper towels.</li> <li>• Develop gross motor skills.</li> <li>• Develop fine motor skills.</li> <li>• Show control and accurate orientation when using the whole body to form curved lines on a large scale in different contexts e.g. chinks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Give meaning to marks made as you draw, write or paint.</li> <li>• Hear and say the initial sounds in words.</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p><b><u>Additional Curriculum Content</u></b></p> <p>Literacy: Writing/Physical Development</p> <ul style="list-style-type: none"> <li>• Strengthen hand grasp by using a hole-punch, making paper balls, squeezing sponges and spraying with trigger type spray bottles.</li> <li>• Rehearse timed grasp and release with tools other than scissors. (e.g. tweezers or tongs to sort cotton balls, blocks, play dough or balls.)</li> <li>• Develop web-space (the circle that forms with the index finger and thumb): 'pop' the plastic 'bubbles' on packing sheets, open and close zip-locked bags, snapping snaps, winding up wind-up toys that have a knob, use an eye-dropper to make pictures by mixing food colouring with water and dripping it on to paper towels.</li> <li>• Develop gross motor skills.</li> <li>• Develop fine motor skills.</li> <li>• Show control and accurate orientation when using the whole body to form curved lines on a large scale in different contexts e.g. chinks on the floor, ribbons in the air,</li> </ul>
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	<p>trigger type spray bottles.</p> <ul style="list-style-type: none"> <li>• Rehearse timed grasp and release with tools other than scissors. (e.g. tweezers or tongs to sort cotton balls, blocks, play dough or balls.)</li> <li>• Develop web-space (the circle that forms with the index finger and thumb): 'pop' the plastic 'bubbles' on packing sheets, open and close zip-locked bags, snapping snaps, winding up wind-up toys that have a knob, use an eye-dropper to make pictures by mixing food colouring with water and dripping it on to paper towels.</li> <li>• Develop gross motor skills.</li> <li>• Develop fine motor skills.</li> <li>• Rehearse pencil control by joining dots.</li> <li>• Trace a shape with my pencil.</li> <li>• Use the whole body to form curved lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Use the whole body to form horizontal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Use the whole body to form vertical lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Use the whole body to form diagonal lines on a large scale in different</li> </ul>	<ul style="list-style-type: none"> <li>• Show control and accurate orientation when using the whole body to form horizontal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Show control and accurate orientation when using the whole body to form vertical lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Show control and accurate orientation when using the whole body to form diagonal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Rehearse controlling a writing implement through colouring between the lines (pressure on the page, holding a pencil crayon, controlling direction).</li> <li>• When prompted, sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears).</li> <li>• Begin to understand what a space is and experiment with apparatus to create a space.</li> <li>• Position paper for writing.</li> </ul>	<p>flipcharts and pens, painting with water on the wall.</p> <ul style="list-style-type: none"> <li>• Show control and accurate orientation when using the whole body to form horizontal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Show control and accurate orientation when using the whole body to form vertical lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Show control and accurate orientation when using the whole body to form diagonal lines on a large scale in different contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</li> <li>• Rehearse controlling a writing implement through colouring between the lines (pressure on the page, holding a pencil crayon, controlling direction).</li> <li>• Sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears).</li> <li>• Position paper for writing.</li> <li>• Begin to understand what a space is and experiment with apparatus to create a</li> </ul>
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	<p>contexts e.g. chalks on the floor, ribbons in the air, flipcharts and pens, painting with water on the wall.</p> <ul style="list-style-type: none"> <li>• Rehearse controlling a writing implement through colouring between the lines (pressure on the page, holding a pencil crayon, controlling direction).</li> <li>• Begin to sit in the correct position at the table for drawing and writing (feet are flat on the floor/step stool/stack of books, bottom is at the back of the chair, knees are at the same level as the hips, arms are bent at the elbow and rest on the table top. shoulders are relaxed and not scrunched up toward the ears).</li> <li>• Begin to understand what a space is and experiment with apparatus to create a space.</li> <li>• See and begin to position paper for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write some lowercase letters following the most efficient process (as explicitly modelled by the teacher – starting and ending in the correct place).</li> </ul>	<p>space.</p> <ul style="list-style-type: none"> <li>• Begin to write and orientate lowercase letters following the most efficient process (as explicitly modelled by the teacher – starting and ending in the correct place).</li> <li>• Identify the difference between capital and lowercase letters within a text.</li> </ul>
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## Teaching Strategies

Knowledge/Objective	Teaching/Resource Ideas
Build up vocabulary.	<ul style="list-style-type: none"> <li>• Use of texts which rhyme – nursery rhymes and poems.</li> <li>• Discuss the reasons for authors' word choices and links to phonics.</li> <li>• Spend lots of time familiarising the children with the key text so that they absorb the language.</li> </ul>
Develop Gross Motor Skills	<p>Shoulder Girdle Stability Activities</p> <ul style="list-style-type: none"> <li>• Pulling own weight eg. along a bench, with progression to an inclined bench</li> <li>• Games and activities that involve taking weight through arms eg. hanging on rope, climbing up a rope</li> </ul>

and hand walking along an overhead ladder

- Push ups against a wall or on the desk
- Drawing vertical lines on a chalk board (one or both hands). Keeping arms out straight draw by bending and straightening at the knees. The child has to keep the chalk against the board as he/she moves. If this is too difficult, ask the child to draw parallel vertical lines with straight arms working from top to bottom and then reverse. Progression is to draw diagonal lines on the chalkboard
- Draw shapes on chalk board with arms out straight. Circles and figures of eight are most effective (remember, arms outstretched)
- Paint on the wall with a roller or pasting brush (water can be used on outside walls in warm weather). The weight of the paint and brush/roller adds to the effectiveness of this activity
- Encourage games that require some shoulder strength eg. badminton, tennis and racquet ball (ball attached to a cord). Volleyball and basketball would be progressions in the area of strength

#### Making Shapes

- Help the children make large shapes on the gym/hall floor using skipping ropes.
- Use the bean bags to identify the beginning and end of the shape or points for changing direction eg. the corners of a shape. Have the child walk around the shape, forwards or backwards
- Draw the shapes on large white board
- Draw the shapes in the air with a ribbon
- Have the child lay out shapes on the gym/hall floor from memory, using a collection of beanbags, hockey sticks and skipping ropes
- Have the children make shapes with their own body eg. a T shape or circle
- Have the child walk a shape, or move to form a shape from recall

#### Recognition and Visualisation

- Practising writing big letters and shapes on white board/black board
- • Lots of repetition of motor patterns for letters, with eyes closed
- • Use of tactile alphabet
- • Writing in damp sand with a finger
- • Writing spelling words in paint
- • Writing with crayon on paper over a textured surface
- • 'Air writing'
- • The use of letter strips fastened across the top of the desk/table may assist with
- writing when letter and numerals can be recognised but cannot be recalled quickly

- Using joined writing to recall spellings (as appropriate)

Visual Discrimination (This is the ability to recognise the main features of different objects)

- Look at shapes and spotting things that are the same and different eg. shape, colour, size
- Look for visual similarities and differences in real world objects
- Sorting exercises. Use different ways of sorting things eg. by colour, shape or maybe even size

Visual Figure Ground (This is the ability to see an object as distinct from its background or surrounding objects.)

- Pick out items from a box (eg. all the red objects)
- Find a shape in a box of other shapes eg. a cube in a box of beads (make it obvious to start with and gradually build in difficulty)
- Picture books where the child has to look for something that is 'hidden' eg. 'Where's Wally' or Richard Scarry's Cars and Trucks and Things that Go' where he/she has to search for 'Goldbug'
- Looking for objects in the environment eg. asking questions 'Can you point to the blackbird?'

Visual Form Constancy (This is the ability to recognise an object or shape when it is seen from different angles.)

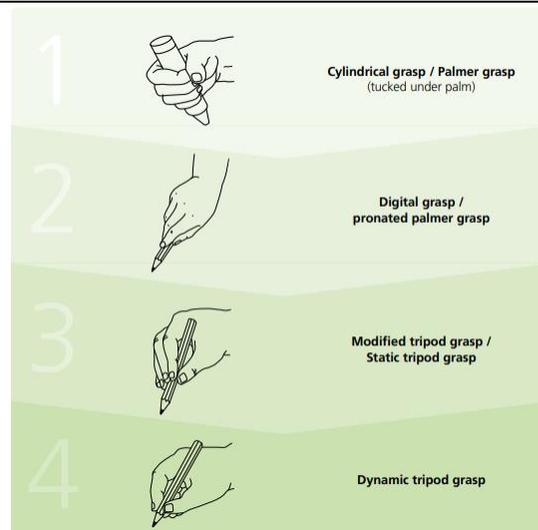
- Reinforce the idea that shapes are the same, even when other variables change eg. colour, size or orientation
- Look for shapes in the environment eg. 'how many circles/squares/triangles can you find in the classroom?'

Visual Recall (Visual recall is the ability to remember things which have been seen)

- Arrange a pattern of coloured beads on a string. Show the child the arrangement briefly then ask them to string the beads in sequence from memory
- Ask child to draw a picture of an activity they enjoyed during the day. Ask the child to describe activity using the drawing as a reference
- Arrange pictures in order, allow child to look, then rearrange and ask child to put in original sequence
- Take child on walk, pointing out several objects. Ask child to describe or draw a picture of what he/she saw and see if items specifically mentioned are included
- Word searches
- Treasure Hunt – let child see where objects are hidden, then try to find them

	(Lincolnshire Community Health Services NHS Trust, 1st Move A gross and fine motor skills resource)
Develop Fine Motor Skills	<ul style="list-style-type: none"> <li>• Playing tug of war – working in pairs using hoops children try to pull each other across a line.</li> <li>• Practise unscrewing and screwing the lids of different types of jars and containers. Put objects inside to make the game more interesting.</li> <li>• Paper Tearing – different textures and thickness can be used for variety, and to increase hand strength. The torn paper can either be used to make papiermaché masks, lanterns or to be scrunched up to make a collage.</li> <li>• Finger games and exercises.</li> <li>• Finger painting.</li> <li>• Use of plasticine or Therapeutic Putty and/or modelling clay to knead and roll.</li> <li>• Use of bricks and construction toys.</li> <li>• Opening and fastening buttons - use buttons on a teddy or toy to begin with.</li> <li>• Lacing - use lacing cards to create patterns and develop pincer grip.</li> <li>• Threading beads – use beads of different colours, shapes and sizes to create patterns for child to copy. (Can help to develop number and pattern concepts)</li> <li>• Cutting - start without the need for precision. Try cutting pieces of straws, grass, strips of paper or rolls of play dough. When scissors action has developed move on to cutting out basic shapes.</li> <li>• Moving small objects from one container to another- use a bag of beads or marrowfat peas and use index finger and thumb to pick objects out of the bag one at a time. A timer can be used for motivation. Graduate to smaller objects such as grains of rice.</li> <li>• Putting coins (or counters) into a money box.</li> <li>• Using finger paints or shaving foam to make shapes on a desk</li> <li>• Drawing between parallel lines- this can be introduced at an appropriate level for the child in question and gradually made more difficult e.g.             <ul style="list-style-type: none"> <li>- Moving a toy car (or a finger) between lines on the floor.</li> <li>- Moving chalk (or a finger) between lines on a blackboard.</li> <li>- Moving a finger between lines on a sheet of paper.</li> <li>- Moving a crayon between lines on a sheet of paper.</li> <li>- Moving a pencil between lines on a sheet of paper. The distances between the lines can gradually be reduced. Check that the child is holding the pencil correctly and that the paper is kept still, and that s/he always goes from left to right. Start by using straight lines, then make it more difficult by introducing angles and later curves.</li> </ul> </li> <li>• Wrapping the pencil in play-dough or 'silly putty'. This may help to relax the grip.</li> </ul>

	<ul style="list-style-type: none"> <li>• Clothes Pegs – clipping pegs onto and removing from an empty shoe box or a piece of cardboard (using thumb and index finger).</li> </ul> <p>(NEPS, Report Writing Group, 2015 – Fine Motor-Strategies-Early Years)</p>
Position paper for writing	<ul style="list-style-type: none"> <li>• “Left-handed children should be encouraged to position their paper slightly turned to their right, with the left corner high. Right-handed children should be encouraged to position their paper slightly turned to their left, with the right corner high.”</li> <li>• “Stabilise the paper using blue tac or masking tape if the child is not yet able to use the other hand effectively.”</li> </ul> <p>(Lincolnshire Community Health Services NHS Trust, 1st Move A gross and fine motor skills resource)</p>
Understand what a space is.	<p>Use apparatus (such as those listed below) to create spaces. Begin with blank examples and then add letters and words – order and space. Teacher models. Child copies. Repeat.</p> <ul style="list-style-type: none"> <li>• Space beads on an abacus</li> <li>• Space Lego bricks evenly</li> <li>• Base</li> <li>• Magnetic letters/cards</li> </ul>
Rehearse controlling a writing implement through colouring between the lines.	<p>Remember to start by colouring big areas before moving to smaller objects to colour. (If we move too small too soon, we may inhibit precision)</p> <p>(Lincolnshire Community Health Services NHS Trust, 1st Move A gross and fine motor skills resource)</p>
Pencil grip	<p>Development of pencil grip:</p>



As children develop pencil control, the movement changes from large shoulder movements to controlled finger movement with the forearm resting on the writing surface. This is only achieved effectively when shoulder stability is established. Remember, the control moves down from the shoulder to the wrist; to the hand; to the fingers. Static tripod grip (not moved by fingers) is often mistaken for a dynamic tripod where the movement comes from the end of the fingers and thumb.

(Lincolnshire Community Health Services NHS Trust, 1st Move A gross and fine motor skills resource)

Begin to write some lowercase letters.

- Explicitly model correct letter formation on the whiteboard.
- Imitate and then copy:



(Lincolnshire Community Health Services NHS Trust, 1st Move A gross and fine motor skills resource)

- Penpals.
- Draw letter formation for the child in yellow pen. Child traces over the letter drawn.

