

Kingway Primary School – Writing/English pacing document for EYFS

Nursery (Ducklings)

DMs statements –

Communication and language

- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Make themselves understood and can become frustrated when they can't.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'
- Use full range of speech sounds and pronounce multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening with the help of the pictures.
- Identify familiar objects and properties for practitioners when are described: for example: 'Katie's coat,' blue car', 'shiny apply'
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'
- Understand simple questions about 'who', 'what' and 'where' (but generally not why)

Physical (fine motor statements)

- Develop manipulation and control.
- Explore different materials and tools.

Literacy:

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for examples singing whilst playing.
- Enjoy sharing books with an adult
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Make comes and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo
- Enjoy drawing freely
- Add marks to their drawings, which they give meaning to. For example: 'That says mummy.'
- Make marks on their picture to stand for their name.

		Autumn	Spring	Summer
	Main texts (including nursery rhymes)			
	Key experiences			
Transcription	Fine motor Handwriting/ mark making	<p>Adults modelling writing and mark making within play Free drawing using a wide range of equipment (mainly more chunky equipment e.g. thick paintbrushes, chalk) Tearing and printing Messy play e.g. clay, finger paint, gloop</p> <p>Handling small world items and loose parts</p>		
	Purpose for writing (continuous provision)	A small amount of meaningful print in the environment: Logos, labels, names, signs on doors		
Composition (oral at this point)	Sentence structures (spoken)	<p>Gradually building up length of sentences Expanding range of vocabulary used. Beginning to respond to 'who', 'what' and 'where' questions Daily greetings Express their own needs to adults using words and sentences of increasing length</p>		
	Text structures	<p>Joining in with parts of nursery rhymes Joining in with parts of repeated refrains from stories.</p>		

Nursery (pre-school year: Cygnets)

DM statements:

Communication and language:

- Enjoy listening to stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult
- Use a wider range of vocabulary
- Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'
- Understand 'why' questions like: "Why do you think that the caterpillar got so far?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver.'

Physical:

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start eating independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.

Literacy:

Understand the five key concepts about print:

- Print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of the different parts of a book
- Page sequencing
- Develop their phonological awareness, so that they can:
 - Spot and suggest rhymes
 - Count or clap syllables in a word
 - Recognise words with the same initial sound, such as money and mother

<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing m for mummy. Write some or all of their name. Write some letters accurately. 				
		Autumn	Spring	Summer
	Main texts	Owl babies The Very Hungry Caterpillar Dear Zoo We're Going on a Bear Hunt We're Going on an Elf Chase	Shark in the Park The gingerbread man Goldilocks and the Three Bears The Three Little Pigs Little Lumpty	The Tiger Who came to Tea Each Peach Pear Plum The Gruffalo Where' Spot Handa's Surprise Elmer
	Key nursery rhymes			
Transcription	Fine motor	Exposure to use of one-handed tools (but may not master use at this stage) Wide range of fine motor which includes different sized items to handle.	Using one-handed tools (e.g. scissors and hammers) Use of a dominant hand Beginning to encourage use of 'tripod' grip through range of fine motor activities e.g. small world, loose parts, pegs, shape matching	Activities which encourage use of 'tripod' grip (e.g. pegs, small world, painting, dabbing,
	Handwriting/ mark making	Beginning to understand that print carries meaning (exposure to environmental print) Range of mark making in provision (mainly 'chunkier' equipment) e.g. crayons, chunky pens, paintbrushes,	Understanding that print has meaning Print can have different purposes Following print from left to right when 'reading' (adults to model) Mark making equipment to include 'chunkier' equipment and some slimmer equipment Use of knife and fork	Pre-writing patterns left to right: anticlockwise circles, lines starting at the top, zigzags, curves (can be using any media) Correct formation of letters in name Working towards using less 'chunky' equipment Starting patters of c, r, l and z Forming s a t p i n when ready
	Phonics/spelling	Aspects 1-3	Recognising own name Aspects 4 and 5	Beginning to write own name (and if ready, names of other family members) Aspects 6&7 s a t p i n
Composition (oral at this	Purpose for writing (continuous provision)	Free mark marking – small scale and large scale on both horizontal and vertical surfaces. Structured mark making opportunities	Opportunities to write 'lists' and 'messages' in role play	Opportunities to write 'lists' and 'messages' Writing own name on pieces of work

	Sentence structures (spoken)	Extending sentences to at least 4-6 words Asking questions	Saying sentences containing conjunctions (e.g. 'and' 'because')	Use of tenses when speaking
	Text structures	Singing nursery rhymes Repeated refrains from stories	Singing nursery rhymes Beginning to retell parts of stories. Repeated refrains from stories Beginning to retell known stories.	Repeated refrains from stories Singing nursery rhymes Retelling stories (T4W) with support from practitioners

Year	Reception
<p>Communication and Language:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases • Engage in storytimes. • Listen to and talk about stories to build familiarity and understanding. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Physical:</p> <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Literacy:</p>	

- Read individual letters by saying the sound for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and the writing the sounds with letter/s
- Write short sentences with words with known sound-letter correspondences using capital letter and full stop.
- Re-read what they have written to check that it makes sense.

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Main driving texts	Three Little Pigs Goldilocks We’re going on a Bear Hunt	Zog The Princess and the Pea. Stick Man The Nativity	Whatever Next? The Smeds and the Smoos Superworm	Here we are Somebody Swallowed Stanley The Snail and the Whale	Supertato Oliver’s vegetables Jack and the Beanstalk	Zog and the Flying Doctors The Giant Jam Sandwich Non-fiction texts about People who help us.
	Nursery rhymes and songs						
Transcription	Handwriting	Pencil grip (pincer) Left to write orientation Pre-writing patterns with pencil or pen Anti-clockwise circles, lines starting at the top, zigzags, Starting shapes for letters: curly caterpillar, one-armed robot, long ladder, zig-zags Letter formation in line with phonics (using range of media)	Pencil grip Correct posture at the table. Left to right orientation with spaces between ‘words/letters’ Starting shapes for letters Letter formation in line with phonics (whiteboard and pen, pencil and paper + other media)	Writing on the line Starting a new line when you run out of space Continued work on letter formation to develop fluency (on whiteboards and in books) Joining digraphs when learnt	Writing capital letters Continuation from spring 2.	Majority of writing to be written on paper on lines. Ascenders and descenders should become more clear. Continued daily practice to build fluency.	As summer 1

	Spelling	CVC words (practical only) a, l, the Own names	CVC words (his, has, is, of) to no go	Words containing digraphs He she we me be	Words containing digraphs was my you her	CVCC. CCVC. CCVCC they are sure	Multisyllabic + compound words out, do, so, all
	Sentence structures (transcribed)	A (CVC) The (CVC) I am (CVC) <i>This can be through magnetic letters/cutting and sticking activities</i>	I can _____ Go to the _____ I go to _____ He/She is _____ He/she has a _____ His _____ is _____ (Can be cut and stick until letter formation mastered)	I/He/she/ we can see a _____ I/he/she/we can be a _____. He/she has a _____ (Guided transcription on whiteboards – phonics and in writing books)	His/her _____ is _____ I/he/she was _____ I/he/she/you can see my _____ My _____ is _____	They/we/you are _____ I/we have a _____ I/she/he/they/you went to the _____ Dictated sentences in phonics Children to compose and write more of their own sentences.	I can do _____ They are all _____ I/he/she/they/you went out to _____ Dictated sentences in phonics. Own composed sentences
	Punctuation	Capital letter for name	Spaces between words (in cutting and sticking activities)	Spaces between words. Full stop modelled.	Using full stop at the end of the sentence.	Capital letter at the beginning of a sentence. Writing series of sentences that follow on from each other.	Capital letters and full stops used in sentences
	Continuous Provision	Fine motor activities to develop pincer grip: e.g. small world, tweezers, pegs etc. Playdough Free drawing Directed drawing activities Painting with brushes Paintbrushes outdoors Chalks Puzzles for practising blending and recognition of letters		Some fine motor still available: 'heavier' types of playdough, pegs, tweezers, small world Writing captions to go with creations when in indoor provision (expectation) Free and directed drawing opportunities Puzzles for practising blending. Painting with different sized brushes.		Fine motor more integrated within other play e.g. scissors in creative area Continued use of caption writing Speech bubbles related to stories Booklets Opportunities to make own books (e.g. sequencing stories or information books)	
Composition	Writing purpose	Free writing/ drawing/ mark making opportunities within provision.	Messages to friends Letters (to santa) Cards	Character and setting description Captions Messages Labels	Simple non-fiction explanations Captions Messages Labels	Captions Messages Simple stories	Captions Simple information book Messages
	Sentence structures (spoken)	Repeated refrains from stories Greetings and social phrases	Repeated refrains from stories. Structuring answers to 'who', 'where'	Answering 'when' questions. Use of sequencing words (before, after that, then, next)	Structuring explanations/ answers to 'why' and 'how' questions e.g. 'so	Use of phrases from stories in retelling e.g. 'once upon a time, suddenly, as quick as a flash'	Gaining clarity in sequencing and explanation

		Structuring answers to 'who' and 'where' questions	and 'when' questions		that' 'because' 'I think it's'		
	Text structures	Sequencing T4W retelling	Sequencing T4W retelling	Sequencing including sequencing words T4W retelling	Simple non-fiction booklets	Beginning to write a simple story of 3-4 parts. T4W retelling	Beginning to write a simple story or non-fiction text with 3-4 parts.
	Continuous Provision	Opportunities for writing throughout provision Small world play/role-play related to stories Stories and books related to provision in all areas.	(Christmas) cards Letters Lists	Paper in all areas for writing captions Writing messages to friends Small world play/role-play related to stories Picture sequencing of stories Stories and books related to provision in all areas.	Booklets for making non-fiction books Small world play for making 'worlds' – labels	Props for story retelling (small world and role-play) Story sacks Booklets for writing own stories Labels Captions Stories and books related to provision in all areas.	Props for making role-plays of 'people who help us' Booklets for making information books. Labels Captions