
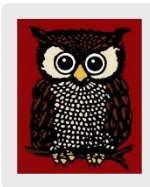


BARHAM PRIMARY SCHOOL CURRICULUM MAP – ENGLISH – EYFS WRITING

2024-25

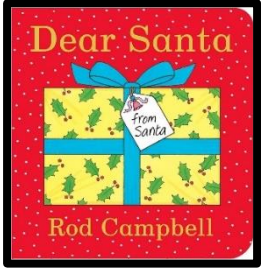
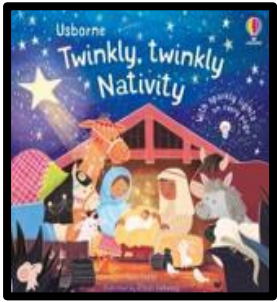
<div>Curriculum offer</div> <div>Our vision- Intent</div> <div></div>	<div>At Barham, we have an English curriculum which is designed to empower and challenge our pupils, coming from various parts of the world, so that they become Global citizens of the 21st century. Our English curriculum helps our children develop their linguistic skills, but also acquire the cultural capital they need to thrive in Britain and the World. Our school uses the United Nations Sustainable Development Goals (SDGs) as curriculum drivers.</div> <div>Our English curriculum shows that we are committed to:<ul style="list-style-type: none">● Inclusive and equitable quality education (SDG 4)● Reduced Inequalities (SDG 10)● Climate Action (SDG 13)● Gender Equality (SDG5)● Clean water and Sanitation (SDG 6)● Peace, Justice and Strong Intuitions (SDG 16)● Good health and Well-being (SDG3)● Life Below Water (SDG 14)</div> <div>Across the school, our reading and writing lessons are taught through high-quality texts which provide a link to explore one or more of the UN’s SDGs</div>				
<div>National Curriculum</div> <div>Purpose of study</div>	<div>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</div>				
<div>National Curriculum</div> <div>Aims</div>	<div>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</div> <div><ul style="list-style-type: none">● read easily, fluently and with good understanding● develop the habit of reading widely and often, for both pleasure and information● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language● appreciate our rich and varied literary heritage● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas● are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.●</div>				
<div>EYFS</div> <div>Early Learning Goals</div>	<div>Communication and Language</div>		<div>Literacy</div>		
<div><div><u>Listening, Attention and Understanding</u></div><div><ul style="list-style-type: none">● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.● Make comments about what they have heard and ask questions to clarify their understanding.</div></div>		<div><div><u>Speaking</u></div><div><ul style="list-style-type: none">● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.● Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</div></div>	<div><div><u>Comprehension</u></div><div><ul style="list-style-type: none">● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</div></div>	<div><div><u>Word Reading</u></div><div><ul style="list-style-type: none">● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.● Read words consistent with their phonic knowledge by sound-blending.● Say a sound for each letter in the alphabet and at least 10 digraphs.</div></div>	<div><div><u>Writing</u></div><div><ul style="list-style-type: none">● Spell words by identifying sounds in them and representing the sounds with a letter or letters.● Write recognisable letters, most of which are correctly formed.● Write simple phrases and sentences that can be read by others.</div></div>



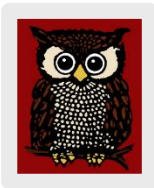
Nursery Long Term Overview for Writing 2024 – 2025

Writing: Transcription Spelling Phonics and Spelling Rules	Literacy: <ul style="list-style-type: none">Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.
Writing: Transcription Handwriting Letter Formation, Placement and Positioning	Physical development: <ul style="list-style-type: none">Use large-muscle movements to wave flags and streamers, paint and make marks.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.Shows a preference for a dominant hand. Literacy: <ul style="list-style-type: none">Write some letters accurately.
Writing: Composition Planning, Writing and Editing	Communication and Language: <ul style="list-style-type: none">Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Literacy: <ul style="list-style-type: none">Engage in extended conversations about stories, learning new vocabulary.Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.Write some or all of their name.Write some letters accurately Expressive Arts and Design: <ul style="list-style-type: none">Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.Invent, adapt and recount narratives and stories with peers and teachers.
Awareness of Audience, Purpose and Structure	Communication and Language: <ul style="list-style-type: none">Use a wider range of vocabulary.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.Can 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.”
Writing: Vocabulary, Grammar and Punctuation Sentence Construction and Tense	Communication and Language: <ul style="list-style-type: none">Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.Use longer sentences of four to six words.
Use of Phrases and Clauses	Communication and Language: <ul style="list-style-type: none">Use longer sentences of four to six words.
Poetry and Performance	Communication and Language: <ul style="list-style-type: none">Sing a large repertoire of songs.Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Expressive Arts and Design: <ul style="list-style-type: none">Take part in simple pretend play, using an object to represent something else even though they are not similar.Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.Remember and sing entire songs.Sing the pitch of a tone sung by another person (‘pitch match’).Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.Create their own songs, or improvise a song around one they know.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY CORE BOOKS	<u>Weeks 1, 2 & 3</u>	<u>Weeks 1 & 2</u> (Fiction)	<u>Weeks 1 & 2</u> (Fiction)	<u>Weeks 1 & 2</u> (Fiction)	<u>Weeks 1, 2 & 3</u> (Fiction)	<u>Weeks 1 & 2</u> (Fiction)
	<u>Stay & Play</u>	 <p>Lighting a Lamp A Diwali Story</p> <p>Global Goal: Quality Education</p>	 <p>Goldilocks and the Three Bears</p> <p>Global Goal: Quality Education</p>	 <p>Hungry Caterpillar</p> <p>Global Goal: Good Health and Well-being</p>	 <p>We're going on a Bear Hunt</p> <p>Global Goal: Quality Education</p>	 <p>The Everywhere Bear</p> <p>Global Goal: Quality Education</p>
	<u>Weeks 4 & 5</u> (Fiction)	<u>Weeks 3 & 4</u> (Fiction)	<u>Weeks 3 & 4</u> (Fiction)	<u>Weeks 3 & 4</u> (Fiction)	<u>Weeks 4 & 5</u> (Fiction)	<u>Weeks 3 & 4</u> (Fiction)
	 <p>Spot Loves Nursery</p> <p>Global Goal: Quality Education</p>	 <p>The Same But Different Too</p> <p>Global Goal: Reduced Inequalities</p>	 <p>Billy Goats Gruff</p> <p>Global Goal: Quality Education</p>	 <p>Monkey Puzzle</p> <p>Global Goal: Life on Land</p>	 <p>The Gruffalo</p> <p>Global Goal: Life on Land</p>	 <p>A Superhero Like You</p> <p>Global Goal: Quality Education</p>
	<u>Weeks 6 & 7</u> (Fiction)	<u>Weeks 5 & 6</u> (Fiction)	<u>Weeks 5 & 6</u> (Fiction)	<u>Weeks 5 & 6</u> (Fiction)		<u>Weeks 5 & 6</u> (Fiction)
	 <p>Owl Babies</p> <p>Global Goal: Good Health & Wellbeing</p>	 <p>Stickman</p> <p>Global Goal: Life on Land</p>	 <p>Mr Wolf's Pancakes</p> <p>Global Goal: Quality Education</p>	 <p>The Ugly Duckling</p> <p>Global Goal: Life below Water</p>		 <p>A Day in the Classroom</p> <p>Global Goal: Quality Education</p>

		<p>Weeks 7 & 8 (Fiction)</p>  <p>Dear Santa</p> <p>Global Goal: Quality Education</p> <p>Supplementary text:</p>  <p>Nativity</p> <p>Global Goal: Quality Education</p>				
Vocabulary:	Nursery, family, school, teachers, help, rules, yes, no, stop, explore, play	<p>respect, celebrate</p> <p>characters, stories, fiction, beginning, middle, end, Christmas, Mary, Joseph, baby,</p>	Stories, information, characters, problem, sequence, beginning, middle, end, why, question	<p>Animals, mammals, birds, fish, land, air, water, food, habitat, clean water, life, live healthy</p> <p>Healthy eating, fruits, vegetables, lifecycle, butterfly, cocoon, changing</p>	Woods, trees, forest, nature, park, environment, wildlife, animals, home, habitat, respect, care, destroy, change, difference	<p>Stories, front cover, author, illustrator, dream, small, tall, large, little, imagination</p> <p>Doctor, teacher, nurse, firefighter, lollypop lady, dentist</p>
EYFS Skills:	<p>Literacy/Expressive Arts & Design:</p> <p>Children are provided with a wide range of different materials and mark making media in their play.</p> <p>Physical Development:</p> <p>With increasing independence, children explore a range of resources that encourage the use of a dominant hand and develop their strength and dexterity.</p> <p>Children can make random marks with their fingers and some tools, using a range of media including dough, sand, paint and mud.</p>	<p>Communication & Language:</p> <p>Using appropriate vocabulary, they are able to give meaning to their marks.</p>	<p>Literacy:</p> <p>Children can find their name card and recognise some print in the environment.</p> <p>Physical Development:</p> <p>Choosing a dominant hand</p> <p>As their mark making develops, they make more small controlled movements and draw lines and circles. They can distinguish between these lines (e.g. line, circle, and zigzag).</p> <p>Children can use drawing to represent movement and sound.</p>	<p>Physical Development/Numerical Pattern:</p> <p>They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with the language of directionality such as 'up', 'down', 'round and round</p>	<p>Literacy:</p> <p>Uses early writing in their pretend play</p> <p>Sometimes gives meaning to marks they make as they draw, write and paint.</p> <p>Gives meaning to marks they see in different places. As children use their name card frequently, they begin to recognise specific letters in their name.</p> <p>-Makes marks which resemble letters in their name</p> <p>Physical Development:</p> <p>-Uses one handed tools and equipment</p>	<p>Expressive Arts & Design:</p> <p>From their observations and imagination, children can create closed shapes with continuous lines and begin to use these shapes to represent objects. For example, they are able to represent a face with a circle and include details.</p> <p>Literacy:</p> <p>Mark makes in a variety of forms for different purposes e.g. shopping list, label.</p> <p>Physical Development:</p> <p>With adult support, they are shown how to use the tripod grip in a comfortable way to hold a pen or pencil and begin to form some recognisable letters.</p> <p>Write some letters accurately.</p>

Writing in Nursery:	Writing through play indoors & outdoors Writing through pupil's interests Large and small movements leading to mark making Linking writing to: Challenges, trips, visitors, RE, Forest School, cooking, gardening, technology					

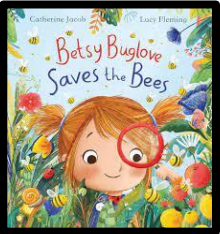


Reception Long Term Overview for Writing 2024 – 2025

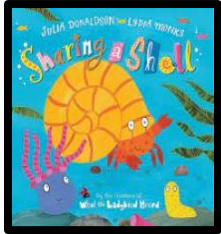
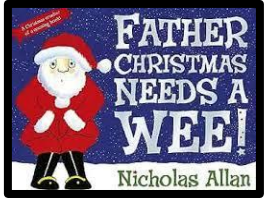
Writing: Transcription Spelling Phonics and Spelling Rules	Literacy: <ul style="list-style-type: none">• Spell words by identifying the sounds and then writing the sound with the letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
Writing: Transcription Handwriting Letter Formation, Placement and Positioning	Physical development: <ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:• pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Develop the foundations of a handwriting style which is fast, accurate and efficient. Literacy: <ul style="list-style-type: none">• Form lower case and capital letters correctly. <u>Early Learning Goals:</u> Physical development: <ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Literacy: <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed
Writing: Composition Planning, Writing and Editing	Communication and Language: <ul style="list-style-type: none">• Learn new vocabulary.• Articulate their ideas and thoughts in well-formed sentences.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.• 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Literacy: <ul style="list-style-type: none">• Form lower case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with the letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.• Re-read what they have written to check it makes sense. Expressive Arts and Design: <ul style="list-style-type: none">• Develop storylines in their pretend play. <u>Early Learning Goals:</u> Literacy: <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others. Expressive Arts and Design: <ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and teachers.
Awareness of Audience, Purpose and Structure	Communication and Language: <ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.

	<ul style="list-style-type: none"> • Develop social phrases. • Use new vocabulary in different contexts. <p><u>Early Learning Goals:</u></p> <p>Communication and Language:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Writing: Vocabulary, Grammar and Punctuation Sentence Construction and Tense	<p>Communication and Language:</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. <p><u>Early Learning Goals:</u></p> <p>Communication and Language:</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Use of Phrases and Clauses	<p>Communication and Language:</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. <p><u>Early Learning Goals:</u></p> <p>Communication and Language:</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Poetry and Performance	<p>Communication and Language:</p> <ul style="list-style-type: none"> • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. <p><u>Early Learning Goals:</u></p> <p>Literacy:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction	<p>Communication and Language:</p> <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p><u>Early Learning Goals:</u></p>

	<p>Communication and Language:</p> <ul style="list-style-type: none"> ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Literacy:</p> <ul style="list-style-type: none"> ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception core texts	<p><u>Weeks 1 & 2</u> (Fiction)</p>  <p>Spot goes to school</p> <p>Global Goal: Quality Education</p>	<p><u>Week 1</u> (Fiction)</p>  <p>Little Acorn</p> <p>Global Goal: Climate Action</p>	<p><u>Week 1</u> (Fiction)</p>  <p>Whatever Next</p> <p>Global Goal: Quality Education</p>	<p><u>Week 1</u> (Fiction)</p>  <p>Bee & Me</p> <p>Global Goal: Climate Action</p>	<p><u>Weeks 1 & 2:</u> (Fiction)</p>  <p>The Three Little Pigs</p> <p>Global Goal: Quality Education</p>	<p><u>Weeks 1 & 2:</u> (Fiction)</p>  <p>Handa's Surprise</p> <p>Global Goal: Gender Equality</p>
		<p><u>Week 2:</u> (Fiction)</p>  <p>We're going on a leaf hunt</p> <p>Global Goal: Climate Action</p>	<p><u>Weeks 2 & 3:</u> (Non-Fiction)</p>  <p>Space</p> <p>Global Goal: Quality Education</p>	<p><u>Weeks 2 & 3:</u> (Fiction)</p>  <p>Betsy Buglove saves the bees</p> <p>Global Goal: Climate Action</p>		
	<p><u>Week 3:</u> (Fiction)</p>  <p>Find your happy</p> <p>Global Goal: Good Health and Well-being</p>	<p><u>Week 3:</u> (Fiction)</p>  <p>Supertato</p> <p>Global Goal: Peace, Justice and Strong Institutions</p>			<p><u>Weeks 3 & 4:</u> (Fiction)</p>  <p>Little Red Riding Hood</p> <p>Global Goal: Quality Education</p>	<p><u>Weeks 3 & 4:</u> (Fiction)</p>  <p>There's a roti in my lunchbox</p> <p>Global Goal: Quality Education</p>

	<p>Week 4: (Fiction)</p>  <p>The Family Book</p> <p>Global Goal: Good Health & Well being</p>	<p>Week 4: (Non-Fiction)</p>  <p>Firefighters (non fiction)</p> <p>Global Goal: Peace, Justice and Strong Institutions</p>	<p>Week 4: (Fiction)</p>  <p>Tree</p> <p>Global Goal: Climate Action</p>	<p>Week 4 (Fiction)</p>  <p>Wild Wild Wood</p> <p>Global Goal: Climate Action</p>		
	<p>Week 5: (Fiction)</p>  <p>It's Ok To Be Different</p> <p>Global Goal: Gender Equality</p>	<p>Week 5: (Fiction)</p>  <p>Real Superheroes</p> <p>Global Goal: Good Health and Well-being</p>	<p>Week 5: (Fiction)</p>  <p>King of the Swamp</p> <p>Global Goal: Clean Water and Sanitation</p>	<p>Weeks 5 & 6: (Fiction)</p>  <p>Chicken Licken</p> <p>Global Goal: Quality Education</p> <p>(Non-Fiction)</p>	<p>Week 5: (Fiction)</p>  <p>Let's play football</p> <p>Global Goal: Gender Equality</p>	
	<p>Week 6 (Fiction)</p>  <p>Sulwe</p> <p>Global Goal: Reduced Inequalities</p>	<p>Week 6 (Fiction)</p>  <p>The Jolly Postman</p> <p>Global Goal: Quality Education</p>		<p>Weeks 5 & 6 (Fiction)</p>  <p>Jack and the Beanstalk</p> <p>Global Goal: Quality Education</p>	<p>Weeks 5 & 6 (Non-Fiction)</p>  <p>Chickens</p> <p>Global Goal: Quality Education</p>	<p>Weeks 6 & 7 (Non-Fiction)</p>
	<p>Week 7</p>	<p>Week 7</p>				

	(Fiction)  Sharing Shell Global Goal: Clean Water and Sanitation	(Fiction)  Father Christmas needs a wee Global Goal: Quality Education				
Vocabulary	house, home, flat, mum, dad, brother, sister, auntie, uncle, grandmother, grandfather, family, community road, street, door, number, garden, kitchen, front room, bedroom, living room red, yellow, blue, orange, green, black, white, brown feelings, emotions, happy, sad, angry, upset, worried, shy, excited, help compare, same, similarities, different, differences, acceptance	people who help us, help, danger, support, protect, care, safe, trust, police, doctors, dentist, firefighters, nurse, vet, postman fruit, vegetables, healthy, unhealthy, cavities, dentist, brushing, toothbrush, toothpaste, fluoride festivals, religion, Christmas, celebrate, Nativity, Jesus, Christians, Christianity, Santa, presents	books, non-fiction, fiction, genre, characters, settings, fairy tales, heroes, villain, beginning, middle, end Autumn, seasons, Winter, Spring, Summer, trees, leaves, decay, evergreen, deciduous, change, differences, similarities, rain, wind, fog, sunshine, mist, hibernation	Environment, planet, care, worries, animals, life, deforestation, life cycles, home, habitat	Traditional tales, old stories, author, message, beginning, middle, end, characters gender, roles, equal, sharing, help	World, community, countries, map, atlas, people, community, environments, culture, beliefs, past, present
EYFS Skills:	Physical Development: Develop small motor skills Develop posture when sitting Communication & Language: Children make comments on what has been read Give meaning to marks they make as they draw, write and paint.	Expressive Arts & Design: Perform stories with others Listening, Attention & Understanding: Develop a familiarity with non fiction features and language Literacy: Translates knowledge into writing by writing their own name and constructing simple labels for familiar objects within their classroom environment (e.g. pen, peg). Physical Development: Select appropriate tools for a writing task and maintain engagement and concentration for a set period of time.	Literacy: Children write recognisable letters Label drawings/pictures using some Phase 2 sounds Writing captions to match pictures Engage with non-fiction books and use new vocab associated with that Fact writing Communication & Language: Use newly introduced vocabulary within play.	Literacy: Writes recognisable letters most of which are correctly formed Label drawings/pictures using Phase 2 sounds in sequence Write captions/short sentences using Phase 3 sounds and tricky words Introduce punctuation and begin to use finger spaces in independent writing Communication & Language: Offer explanations as to why things might happen using recently introduced vocab	Physical Development: Use of the tripod grip is becoming more secure Communication & Language: Articulate and carry out ideas for writing through independent and guided activities Literacy: Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write short sentences that can be read by others, with words with known sound-letter correspondences using a capital letter and full stop	Physical Development: Tripod grip used most of the time Communication & Language: Articulate ideas using well formed sentences and correct tenses Literacy: Writing short sentences independently within a timeframe Rereads writing to check for errors Writes short sentences in meaningful contexts. Children can use a range of punctuation inc. capital letters, finger spaces and full stops.
Writing in Reception:	Writing through play, indoors & outdoors Writing through pupil's interests Shared write sessions during teacher led learning Opportunities to write in green Writing books with teacher Linking writing to: challenges, trips, visitors, RE, Forest School, cooking, gardening, technology					

Please see our *‘Poetry Progression’* overview for guidance on which poems to teach in the English folder 2024-25

<u>Reception</u>				
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
any	after	good	much	same
new	back	me	great	mean
work	little	give	think	differ

part	only	our	say	move
take	round	under	help	right
get	man	name	low	boy
place	year	very	line	old
made	came	through	before	too
live	show	just	turn	does
where	every	form	cause	tell
FEBRUARY	MARCH	APRIL	MAY	JUNE
sentence	put	here	change	again
set	home	must	went	animal
three	read	big	light	point
want	hand	high	kind	mother
air	date	such	off	world
well	large	follow	need	near
also	spell	act	house	build
play	add	why	picture	self
small	even	ask	try	earth
end	land	men	us	father

Tier 2 Vocabulary