

AUTUMN TERM**Expectations**Transcriptional Skills:

- Knows the majority of the RWI Set 1 Phonic Sounds
- Recognises red words – a, I, my, the
- Writes name
- Links letters and sounds
- Writes some initial sounds
- Continues a rhyming string (orally)
- Begins to segment and blend (orally)

Compositional Skills:

- Can distinguish between characters, settings, actions and objects
- Describes a character / setting / object (orally)
- Labels a picture (initial sounds)
- Writes a list (initial sounds)
- Sequences and recounts a simple event (orally)
- Is aware that writing represents the spoken word
- Is aware that writing serves a purpose

Handwriting:

- Writes name using upper case and lower case letters appropriately
- Holds a pencil using a tripod grip
- Begins to form recognisable letters (with lead in lines)

Teaching Strategies

- Phonics / literacy start to every day
- Introduce alphabet song / bingo
- Daily RWI session to introduce Set 1 sounds and red words
- Model name writing – practise in soft start
- Nursery rhymes and songs
- Explicit teaching of onset and rhyme – rhyming games
- Introduce Colourful Semantics
- Model sentence writing / shared writing
- Innovate on simple sentences
- Weekly news recount
- Story scribing
- Daily story time
- Structured speaking and listening opportunities
- Talk for Writing? Story mapping?
- Text types
 - labels
 - lists
 - letters
 - cards
 - recounts
 - stories (fairytales) / description

Handwriting:

- All teacher writing models lead-in lines
- RWI adapted: systematic teaching of letter formation with lead-in lines
- All children to start with name writing in soft start
- Continue for those who need it
- Daily gross / fine motor activities
- Intervention (dough gym or similar) for identified children

Enabling Environment

- Access to varied mark-making resources across the environment e.g. in role play
- Opportunities for purposeful writing linked to children's interests
- Calendar
- Literacy working wall to include key vocabulary (Goldilocks words) WAGOLL and examples of children's work
- Colourful Semantics in the environment
- Weekly phonic sounds displayed
- Phonic charts
- Red word display
- Topic word mats
- Letter formation chart (lead in lines)
- Multi-sensory fine and gross motor activities across the setting

Development Matters Objectives – LIT: Writing

- Gives meaning to marks as they draw, write and paint
- Begins to break the flow of speech into words
- Continues a rhyming string
- Hears and says the initial sounds in words
- Links sounds to letters, naming and sounding the letters of the alphabet
- Writes own name and other things such as labels and captions

Development Matters Objectives – PD: Moving and Handling

- Uses simple tools to effect changes to materials
- Handles tools ... with increasing control
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters

SPRING TERM

Expectations

Transcriptional Skills:

- Knows RWI Set 1 sounds and some Set 2 digraphs
- Recognises red words – a, I, my, the, he/she, you, was
- Writes simple phrases / captions independently (i.e. more than one word)
- Segments and blends CVC words for writing
- Experiments with digraphs
- Knows that a sentence: makes sense, has a capital letter, finger spaces, full stop (question mark or exclamation mark)
- Writes a rhyming string (CVC words)
- Attempts to write simple sentences (with support)

Compositional Skills:

- Knows the difference between fiction and non-fiction
- Can write a fact
- Can write a describing sentence (with support)
- Knows the difference between speech and narrative
- Writes for different purposes (with support)

Handwriting:

- Forms most letters correctly (with lead-in lines)
- Knows that letters sit on the line – has an awareness of ascenders and descenders
- Beginning to write on lines (with prompting)

Teaching Strategies

- Phonics / literacy start to every day
- Introduce Hunks and Chunks phonic dance
- Ability grouping for daily RWI phonics (Consolidate Set 1 sounds or introduce Set 2 digraphs and red words)
- Nursery rhymes and songs
- Revisit teaching of rhyme – rhyming games, lists, sentences
- Colourful Semantics in the environment and resources for sentence construction
- Model sentence writing / shared writing
- Talk for Writing
- Weekly news recount
- Story scribing
- Daily storytime
- Introduce planning concept
- Text types - labelled plans
 - information texts – e.g. fact files
 - recounts
 - speech bubbles
 - cards
 - posters / instructions (imperative verbs)
 - poetry (rhyming couplets)
 - description

Handwriting:

- All teacher writing models lead-in lines
- Daily handwriting practise in soft start
- Introduce 'sky, grass, earth' paper
- Regular focussed writing activities on lines
- Handwriting support/ fine motor intervention for identified children

Enabling Environment

(As Above) plus

- Access to varied mark-making resources in all areas of the setting – e.g. in the role play (including more lined paper)
- Provide opportunities for relevant, real-life, purposeful reasons to write, linked to children's interests.
- Earth, sky, grass paper available
- Continue to provide multi-sensory activities to build gross and fine motor skills.
- Writer's notebooks

Development Matters Objectives – LIT: Writing

- Can segment the sounds in simple words and blend them together
- Uses some clearly identifiable letters to communicate meaning, some sounds correctly and in sequence
- Writes own name and other things such as labels and captions
- Attempts to write short sentences in meaningful contexts

Development Matters Objectives – PD: Moving and Handling

- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

SUMMER TERM

Expectations	Teaching Strategies	Enabling Environment
<u>Transcriptional Skills:</u> • Uses phonic knowledge to write words in ways that match their spoken sounds • Writes some irregular common words (red words) • Writes simple sentences which can be read by themselves and others • Spell some words correctly and others phonetically plausible <u>Compositional Skills:</u> • Is able to tell a simple story (orally) and understands that stories are structured with a beginning, middle and end • Has an awareness of story language (Once upon a time etc.) • Is aware that writing has a purpose and an audience (reader) • Is able to write for different purposes <u>Handwriting:</u> • Shows good control and co-ordination in large and small movements. • Handles equipment and tools effectively, including pencils for writing • Forms most letters correctly (with lead in lines) • Writes on Sky, grass, Earth paper independently • Beginning to write on lines independently	Teaching Strategies • Phonics / literacy start to every day • Ability grouping for daily RWI phonics – revised • Colourful Semantics in the environment and resources for sentence construction • Model sentence writing / shared writing • Weekly transition session in Year 1 classroom: carpet input followed by writing activity at tables • Weekly Plan / Do / Review (Supported by adults trained in Sustained Shared Thinking) • Weekly news recount • Story scribing • Daily storytime • Text types - stories - recounts - information texts / fact writing - diaries - instructions - letters / invitations / cards <u>Handwriting:</u> • All teacher writing models lead-in lines • Daily handwriting practise in soft start – explicit teaching writing on lines • Weekly focussed writing sample on lined paper • Handwriting support/fine motor intervention for identified children	Enabling Environment (As above) plus • Lined whiteboards for handwriting practice. • Teacher to have lined whiteboard or flipchart paper to model writing • Plan/Do/Review (Books?) • Lined paper in evidence across the setting) e.g. role play, writing area, in displayed work

Development Matters Objectives – LIT: Writing

- ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- ELG (Exceeding): Children can spell phonically regular words of more than one syllable as well as many irregular high frequency words. They use key features of narrative in their own writing

Development Matters Objectives – PD: Moving and Handling

- ELG: Children show good control in large and small movements. They handle equipment and tools effectively, including pencils for writing.
- ELG (Exceeding): Children hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

