



Writing: Long Term Planning EYFS & KS1

1. **Fine Motor Skills ELG**

Children at the expected level of development will:

- - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- 2. - Begin to show accuracy and care when drawing.
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1. **Writing ELG**

Children at the expected level of development will:

- 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.

Term	Writing Skills	EYFS	Year 1 (Teaching Order)	Year 2 (Teaching Order)
Autumn 1	Handwriting	<p><u>Moving and handling -Fine Motor Skills</u></p> <ol style="list-style-type: none"> 1. Creates lines and circles pivoting from the shoulder and elbow 2. Manipulates a range of small tools in one hand. <p>Writing</p> <ol style="list-style-type: none"> 3. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • 	<p>1st Sit correctly at table, holding pencil comfortably and correctly</p> <p>2nd Begin to use lower case letters in the correct direction, starting and finishing in the right place.</p> <p>3rd Form capital letters</p> <p>4th Practise forming families of letters (i.e. letters that are formed in similar ways)</p> <p>Letter families will be identified</p>	<p>1st form lower case letters of the correct size relative to one another.</p> <p>2nd start to use some of the diagonal strokes needed to join letters</p> <p>3rd use spacing between words that reflects the size of the letters.</p> <p>4th write capital letters the correct size.</p>

	Punctuation & Grammar	<p>Reading - Claps or taps the syllables in words during sound play.</p> <p>Model simple sentences</p>	<p>1st Separate words with spaces 2nd Know how words can combine to make sentences. 3rd Introduce capital letters and full stop 4th begin to sequence sentences to form short narratives. 5th explore questions marks and exclamation marks. 6th Use capital letter for the pronoun I. 7th Begin to explore</p>	<p>1st Use capital letters and full stops. 2nd Use adjectives 3rd begin to use /say noun phrases 4th begin to use the past and present tense. 6th use commas to separate lists</p>
	Composition	<p>Communication and language: Speaking Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <ul style="list-style-type: none"> • Able to use language in recalling past experiences <p>2. Includes mark making and early writing in their play • Imitates adults' writing by making continuous I</p> <p>guage Understanding Early Learning Goals</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Planning 1st Say a sentence before writing it. 2nd Say out loud what they are going to write about. 3rd begin to discuss what you have written with the teacher or other pupils.</p>	<p>Planning- Develop positive attitudes and stamina for writing by... 1st Writing about real events 2nd Say what they are going to write about. 3rd plan what they are going to write about using key words/vocabulary (Story Maps)</p>
	Spelling	Reading	As well as following our Essential Letters and Sound scheme	1 st Recap on Phase 5 of Essential letters and Sounds (where needed)

		<p>Begins to develop phonological and phonemic awareness</p> <p>Following Essential Letters and Sound scheme Phase 1 and 2</p> <p>1st begin to use phonic knowledge to write words which ways match spoken sounds</p>	<p>1st begin to spell common exception words for Year 1</p> <p>2nd Identify known phonemes in unfamiliar words</p> <p>3rd spell the days of the week.</p>	<p>2nd Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly</p> <p>3rd Begin to learn new ways of spelling phonemes for which one or more spellings are already known.</p>
Autumn 2	Handwriting	<p>As well as reinforcing Autumn Term 1 hand writing skills.</p> <p>Writing</p> <p>1. Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p> <p>2nd begin to sit correctly at table, holding pencil comfortably and correctly in almost all cases</p> <p>2nd Begin to show accuracy and care when drawing.</p>	<p>As well as reinforcing Autumn Term 1 writing skills.</p> <p>1st continue to form capital letters correctly</p> <p>2nd Form digits 0-9</p> <p>3rd Begin to understand and practise the letter families</p> <p>Letter families will be identified</p>	<p>As well as reinforcing Autumn Term 1 writing skills...</p> <p>1st write digits of the correct size and orientation.</p> <p>2nd Start to use some of the horizontal strokes needed to join letters.</p> <p>3rd Write capital letters of the correct size orientation and relationship to one another and to lower case letters</p> <p>4th Understand which letters when adjacent to one another, are best left un joined.</p>
	Punctuation & Grammar	Model simple sentences	<p>As well as reinforcing Autumn Term 1 Punctuation & Grammar...</p> <p>Sentence Structure</p> <p>1st use question marks to demarcate sentences.</p> <p>2nd introduce the children to commas to demarcate sentences.</p> <p>3rd start to join words and sentences with the word and.</p>	<p>As well as reinforcing Autumn term 1 skills..</p> <p>1st use the past and present tense consistently</p> <p>2nd use Subordination 'because'.</p> <p>3rd Use co-ordination 'and'.</p> <p>4th begin to use or</p> <p>5th Look at the grammatical patterns in a sentence to form commands and questions.</p>
	Composition	Begin to write simple sentences which can be read by themselves and others. (ELG)	<p>As well as the Autumn Term 1 composition... Drafting and writing</p> <p>1st complete a sentence orally before writing it.</p> <p>2nd Continue to discuss what they have written with the teacher or other pupils.</p> <p>3rd Begin to sequence sentences to form short narratives.</p> <p>4th Re-read work to check it makes sense.</p> <p>5th begin to read their writing to other pupils.</p>	<p>As well as continuing to work on the Autumn 1 skills...</p> <p>1st continue to encapsulate what they want to say sentence by sentence.</p> <p>2nd write ideas down including new vocabulary</p> <p>3rd evaluate writing with the teacher or other pupils.</p> <p>4th Re-read writing to check it makes sense.</p>
	Spelling	<p>Reading</p> <p>Hears and says the initial sound in words</p>	<p>As well as following Essential Letters and Sound scheme</p> <p>Name the letters of the alphabet in order.</p> <p>Use the letter names to distinguish between alternative spellings of some sounds.</p>	<p>1st Begin phase 6 of Letters and Sounds</p> <p>2nd Begin to learn a few common homophones. (see/sea night/Knight peace/piece there/their</p> <p>3rd Spell some common exception words</p>

		Following Essential Letters and Sound scheme Phase 1 and 2 1 st begin to use phonic knowledge to write words which ways match spoken sounds		
Spring 1	Handwriting	Begin to write simple phrases	As well as reinforcing Autumn Term writing skills. 1 st Focus on knowing understand and practise the letter families Letter families will be identified	As well as reinforcing Autumn Term writing skills.
	Punctuation & Grammar	Model simple sentences	As well as reinforcing Autumn Term 1 and 2 punctuation & Grammar... 1 st Use commas to demarcate sentences. 2 nd Use singular and plural	As well as reinforcing Autumn Term writing skills. 2 nd Use subordination-begin to use when and if. 3 rd Use co-ordination begin to use or and but 4 th begin to use expanded noun phrases for descriptions and specification 5 th Edit work- check the correct choice of tense.
	Composition	Begin to write simple sentences which can be read by themselves and others. (part of ELG) Early Learning Goals-Children follow instructions involving several ideas or actions.	As well as the Autumn Term 1 and 2 composition. 1 st re-read what they have written to check it makes sense 2 nd continue to re aloud work to another pupil of child.	As well as continuing to work on the Autumn skills... 1 st include verbs in the continuous form. 2 nd proof read to check for errors in spelling, grammar and punctuation. 3 rd Read aloud writing with appropriate intonation to make the meaning clear.
	Spelling	Following our Essential Letters and Sound scheme Phase 2 and 3 1 st begin to use phonic knowledge to write words which ways match spoken sounds	As well as following our Essential Letters and Sound scheme and reinforcing Autumn Term work. 1 st use syllables to divide words when spelling • 2 nd begin to use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. 4 th begin to use letter names to show alternative spellings of the same phoneme	1st Continue with Phase 6 Letters and Sounds (As well as following our Essential Letters and Sound scheme and reinforcing Autumn Term work for the children who need this) 2 nd distinguish between homophones and near homophones 3 rd add suffixes to spell longer words (ful , less and ness)
Spring 2	Handwriting	Begin to write simple phrases	As well as reinforcing Autumn and Spring 1 1 st start to understand which letters belong to which handwriting families. Letter families will be identified	Reinforcing Autumn and Spring 1

	Punctuation & Grammar	Model simple sentences	Reinforce Autumn and Spring 1	As well as reinforcing Autumn and Spring 1 skills 1 st 2 nd Use Subordination using 'because', when ,if and that. 3 rd Use co-ordination 'and', or and but
	Composition	Write simple sentences which can be read by themselves and others. (part of ELG)	Continue to Reinforce Autumn and Spring 1 ...	As well as reinforcing Autumn and Spring 1 Term writing skills. 1 st Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others, poetry and writing for different purposes.
	Spelling	Following our Essential Letters and Sound scheme Phase 2 and 3 1 st begin to use phonic knowledge to write words which ways match spoken sounds. 2 nd spell some words correctly and some phonetically plausible 3 rd write some common irregular words	As well as following our Essential Letters and Sound scheme and reinforcing Autumn Term /Spring 1work. 1 st Begin to use the spelling rule for adding s or es for verbs in 3rd person singular. 2 nd Write from memory simple sentence dictated by the teacher that include words using GPCs and common exception words.	As well as reinforcing Autumn and Spring 1 Term skills. 1 st add suffixes to spell longer words (ment,ness) 2 nd write from memory simple sentences that the teacher has dictated(includes words from GPS, common exception words)
Summer 1	Handwriting	Write simple phrases and sentences that can be read by others.	Reinforce skills from Autumn Term and Spring Term	Reinforce Autumn and Spring Term handwriting skills.
	Punctuation & Grammar	Model simple sentences	Reinforce Autumn and Spring 1	Reinforce Autumn and Spring 1
	Composition	Write simple sentences which can be read by themselves and others. (part of ELG)	Continue to Reinforce Autumn and Spring term work.	Reinforce Autumn and Spring Term skills.
	Spelling	Following our Essential Letters and Sound scheme Phase 3 (begin phase 4 if most of the children are ready)	As well as reinforcing Autumn and Spring spelling skills and following Essential Letters and Sound scheme Phase 5	As well as reinforcing Autumn and Spring spelling skills continue to...

		1 st begin to use phonic knowledge to write words which ways match spoken sounds. 2 nd spell some words correctly and some phonetically plausible 3 rd write some common irregular words	1 st use syllables to divide words when spelling. 2 nd use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. 4 th use letter names to show alternative spellings of the same phoneme.	1 st write from memory simple sentences that the teacher has dictated(includes words from GPS, common exception words and Punctuation taught so far) 2 nd Spell by learning the possessive apostrophe. (Singular)
Summer 2	Handwriting	Reinforce skills from Autumn Term and Spring Term. 1. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;	Reinforce skills from Autumn Term and Spring Term.	Reinforce Autumn and Spring Term handwriting skills. (Focus on needs)
	Punctuation & Grammar	Model simple sentences	Reinforce Autumn and Spring Term skills.	Reinforce Autumn and Spring Term skills
	Composition	Model simple sentences Model simple sentences	Continue to reinforce Autumn and Spring Term.	Reinforce Autumn and Spring skills.
	Spelling	Following our Essential Letters and Sound scheme Phase 3 and 4 1 st begin to use phonic knowledge to write words which ways match spoken sounds. 2 nd spell some words correctly and some phonetically plausible 3 rd write some common irregular words	Reinforce Autumn, Spring and Summer 1 spellings and continue to follow Essential Letters and Sound scheme. Phases 5	Reinforce Autumn, Spring and Summer 1 spellings and focus on any identified needs.