
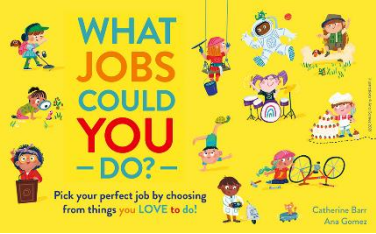


## Nursery Writing Overview

# Autumn 1

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.
- There will always be writing opportunities within provision areas e.g. writing books and pencils, themed paper, list writing, variety of leaflets, booklets and items that follow the children's current interests.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre-taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.
- Writing opportunities can be found in the; malleable area, home corner, construction area, literacy area, small world area, phonics area, topic roleplay, mark making.

<b>Text and EYFS Writing Opportunities (Linked to text)</b>	Baseline -3wks	Reach for the Stars – 2wks 	What jobs could you do? – 3wks 
<b>Language Development</b>		World, travel, believe, believe in yourself	Occupations, job, ambition, enjoy
<b>Continuous Provision Writing Opportunities</b>		Sentence starter - I am good at...	Speech bubbles – what I would like to be
<b>Phonics – Letters and Sounds</b>			
<b>Handwriting –</b> <i>Beginning to show a preference for a dominant hand.</i>			
<b>I am a Clever Writer</b>	Use some of their print and letter knowledge in their early writing. EG: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <i>EG – expand playful experiences lists, instructions, signs and labels.</i> <b>Gives meanings to marks they make in context with the task.</b>		

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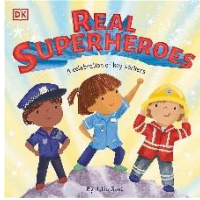
### Autumn 2

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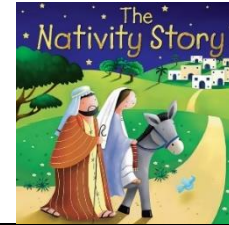
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Text and EYFS Writing opportunities Specific to the text.

Real Superheros 3 wks



Nativity 4wks



Language Development

Rescued, essential, brave, unnoticed

Shepherds, jesus, god, bethlehem, christ, manger, crib, wise.

Continuous Provision Writing Opportunities

Opportunities to label equipment used by different occupations.  
Mark making patterns

Writing letters to Santa  
Name writing in cards

**Phonics** – Letters and Sounds

**Handwriting** – Begin to show preference for a dominant hand.

I am a Clever Writer

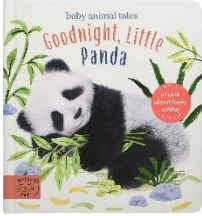
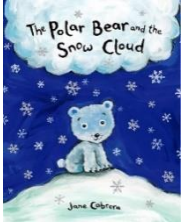
Use some of their print and letter knowledge in their early writing. EG: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

*EG – expand playful experiences lists, instructions, signs and labels.  
Gives meanings to marks they make in context with the tasks*

## Nursery Writing Overview

### Spring 1

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<b>Text and EYFS Writing Opportunities</b>	<p>Good Night Little Panda - 3 wks</p> 	<p>The Polar Bear and the Snow Cloud – 3wks</p> 
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<b>Language Development</b>	<p>Munch, bamboo, lichen, delicious, settled down to sleep</p>	<p>Melted, wondered, drifted slowly, enormous, gasped.</p>
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<b>ontinuous Provision Writing Opportunities</b>	<p>Initial sound sheets to record what the panda likes to eat.</p>	<p>Writing a card/letter to the polar bear Ice pattern sheets</p>
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**Phonics** – Read Write Inc – m, a, s, d, t, i, n, p, g, o, c, k



**Handwriting** – m, a, s, d, t, i  
Show a preference for a dominant hand.

<b>I am a Clever Writer</b>	<p>Use some of their print and letter knowledge in their early writing. EG: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <i>EG – expand playful experiences lists, instructions, signs and labels.</i> <b>Gives meanings to marks they make in context with the task.</b></p>	<p>Write some letters accurately. Begin to make letter types shapes to represent the initial sounds of their name and other familiar words. <i>EG - Attempts to write their own name and words using lines, circles, curves or letter-type shapes</i> <i>*Adult records pupil voice to support moderation.</i></p>
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## Nursery Writing Overview

### Spring 2

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<b>Text and EYFS Writing Opportunities</b>	<p>Sun Bears – NF – 3wks</p> 	<p>Grizzly Bears – NF – 2wks</p> 
<b>Language Development</b>	<p>Tropical rainforest, Asia, slurping, hibernate.</p>	<p>Countries, mountains, forests, meadows</p>
<b>Continuous Provision Writing Opportunities</b>	<p>Initial sounds label the bear Make a list of what the bear likes to eat</p>	<p>Initial sounds – finding bear footprints with phonic sounds</p>

Phonics – Read Write Inc - u, b, f, e, l, h, r, j, v, y

Handwriting- m, a, s, d, t, i, n, p  
Show preference for a dominant hand.

<b>I am a Clever Writer</b>	<p>Use some of their print and letter knowledge in their early writing. EG: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <i>EG – expand playful experiences lists, instructions, signs and labels.</i> <b>Gives meanings to marks they make in context with the task.</b></p>	<p>Write some letters accurately. Begin to make letter types shapes to represent the initial sounds of their name and other familiar words. <i>EG - Attempts to write their own name and words using <b>lines, circles, curves or letter-type shapes</b></i> <i>*Adult records pupil voice to support moderation.</i></p>
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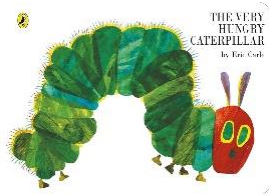
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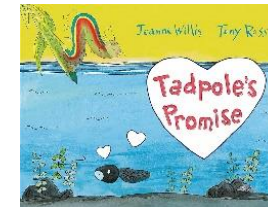
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Text and EYFS Writing Opportunities

The Hungry Caterpillar – 2wks



Tadpoles Promise – 3wks



Language Development

Light of the moon, ate through, cocoon

Promise, gazed, broken your promise, begged, willow, thinking fondly.

Continuous Provision Writing

Shopping lists – naming fruits/foods and recording the initial sound  
Caterpillar and flower writing patterns

Label a tadpole  
Hopping frogs onto phonics sounds

**Phonics** – Read Write Inc – w, z, x (recapping single letter sounds from beginning)

**Handwriting**- m, a, s, d, t, l, n, p, g, o, c

Use a comfortable grip with good control when holding pens and pencils.

I am a Clever Writer

Use some of their print and letter knowledge in their early writing. EG: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.  
*EG – expand playful experiences lists, instructions, signs and labels.*  
**Gives meanings to marks they make in context with the task.**

Write some letters accurately.  
Begin to make letter types shapes to represent the initial sounds of their name and other familiar words.  
*EG - Attempts to write their own name and words using **lines, circles, curves or letter-type shapes***  
*\*Adult records pupil voice to support moderation.*


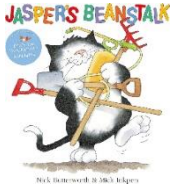
Write some or all of their name.  
*EG -*  
*Use some **initial sounds** (formation card accessed independently).*  
**Name – plausible attempt without name card.**  
*\*Adult records pupil voice to support moderation.*

## Nursery Writing Overview

# Summer 2

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<b>Text and EYFS Writing Opportunities</b>	How to grow a sunflower – NF – 3wks 	Jaspers Beanstalk – 3wks 	Transition Week
<b>Language Development</b>	N/A	Planted, sprayed, hoed, raked, mowed	
<b>Continuous Provision Writing</b>	Label a sunflower Instructions of how to make the sunflower seed grow.	Bean Dairy - how to grow a bean	
<b>Phonics – Read Write Inc – recapping all single letter sounds</b>			
<b>Handwriting- m, a, s, d, t, l, n, p, g, o, c, k, u, b</b>			
<b>I am a Clever Writer</b>	Use some of their print and letter knowledge in their early writing. EG: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. EG – expand playful experiences lists, instructions, signs and labels. <b>Gives meanings to marks they make in context with the task.</b>	Write some letters accurately. Begin to make letter types shapes to represent the initial sounds of their name and other familiar words. EG - Attempts to write their own name and words using <b>lines, circles, curves or letter-type shapes</b> *Adult records pupil voice to support moderation.	Write some or all of their name. EG - Use some <b>initial sounds</b> (formation card accessed independently). <b>Name – plausible attempt without name card.</b> *Adult records pupil voice to support moderation.