

EYFS Writing Overview Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IECY Topic	This is me	Once Upon a Time	Weather Wonders- Including light and dark	The World Around us	Going Places- Transport	Ocean Treasures
Wow Moments- Enrichment Trips/Visitors	All about me parade Dentist Visit Local Walk	Pantomime Nursery Rhyme Dress up Day Royal Ball Dress up Day	Chinese New Year food tasting and dressing up day	Bird Man	Transport visitor Airport visit	Blue planet/Sea life centre
Writing Outcomes Nursery	<ul style="list-style-type: none"> •Imitates drawing simple shapes such as circles and lines. •Shows control in holding and using jugs to pour, hammers, books and mark-making tools. •Beginning to use three fingers (tripod grip) to hold writing tools 	<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Starting to use one-handed tools and equipment, e.g. makes snips in paper with child scissors. •May be beginning to show preference for dominant hand. •Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> •Imitates drawing simple shapes such as circles and lines. •Shows control in holding and using jugs to pour, hammers, books and mark-making tools. •Beginning to use three fingers (tripod grip) to hold writing tools 	<ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Sometimes gives meaning to marks as they draw and paint. •Can trace letters of their name • Sometimes gives meaning to marks as they draw and paint. • Sometimes ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Can confidently trace letters of their name • Starting to copy some letters, e.g. letters from their name. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
Writing Outcomes Reception	Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.	Hold a pencil with a hold hand grasp. Hold pencil with tripod grip. Ascribe meaning to marks they make. Write Phase 2 Phonemes Begins to write CVC	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Write Phase 2 HFW Begins to write captions Confidently write CVC	Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Begins to write a caption. Write Phase 3 HFW.	Holds a pencil effectively in preparation for fluent writing - using a tripod grip in almost all cases. Confidently write a caption. Begins to write simple sentences.	Write a simple sentence. Write CCVC words. Write CVCC words. Spell words by identifying sounds in them and representing the sounds with a letter or letters.

	Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Write initial sounds. Write name.	words. Begins to write labels.	words. Confidently write labels.	Write Phase 3 Phonemes	Write Phase 4 HFW.	Write simple phrases and sentences that can be read by others.
Communication and Language Nursery	<ul style="list-style-type: none"> * I can understand and follow simple instructions. * I can recognise and point to objects on request. * I can focus on an activity of my choice. * I can identify familiar objects and properties when they're described. * I can be directed to an activity by an adult. * I can understand and follow a 2 key word instruction. * I can use intonation, pitch and different volumes when 'talking'. * I can make eye contact for longer periods. * I can link four or five words together. * I can use the speech sounds p, b, m, w. * I can use 'words' to make myself understood. * I can use 'what' questions. 	<ul style="list-style-type: none"> * I can listen to simple stories and understand what is happening, using the pictures. * I can listen to others when they speak. * I can identify action words by pointing to the right picture. * I can understand simple concepts (e.g. big/little, open/shut). * I am beginning to answer 'who', 'what' and 'where' questions. * I can use the pronouns (me, him, she). * I can use the prepositions (in, on, under) * I can sing these songs independently: Incy Wincy Spider, Baa Baa Black Sheep, Twinkle Twinkle Little Star, Hickory Dickory Dock, I Hear Thunder, It's Raining It's Pouring. * I can start a conversation. 	<ul style="list-style-type: none"> * I can remember 'what happens' in longer stories. * I can understand and follow a three key word sentence. * I can switch attention between listening to a speaker and my focus on a task. * I can understand the use of objects. * I can use sentences of four to six words. * I can articulate multi-syllabic words. * I can use 'and', 'because' to link my sentences. * I can use language to retell a simple past event in the correct order. * I can start a conversation with an adult or a friend and continue it for many turns. * I can use talk to organise myself and my play. 	<ul style="list-style-type: none"> * I can understand 'why' questions. * I can understand and follow a question or instruction that has two parts. * I enjoy listening to longer stories. * I understand prepositions such as 'under', 'on top', 'behind'. * I can use future tense. * I can pronounce: l,w,y, s,dz. * I can use 'where' and 'who' questions. * I can use a wider range of vocabulary in my play and interactions, which is linked to knowledge, skills and technical language in all areas of learning and development. * I can sing independently: Humpty Dumpty, Tommy Thumb, Goosey Goosey Gander, Hey Diddle Diddle, Hot Cross Buns, Miss Polly Had A Dolly. 	<ul style="list-style-type: none"> * I can listen carefully and talk about why listening is important. * I can join in at group time by putting up my hand and waiting for my turn to talk. * I can understand and answer 'how' questions. * I can use past tense. * I can question why things happen. * I can pronounce: r, j, th, ch, and sh. * I can articulate multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<ul style="list-style-type: none"> * I can focus on a chosen activity for at least ten minutes. * I can sit quietly and listen for fifteen minutes. * I can move away from distractions when concentrating. * I can understand when asked questions like "Why do you want to wear your boots today?". * I can express a point of view and debate when I disagree with an adult or a friend. * I can use a wider range of vocabulary in my work, which is linked to knowledge, skills and technical language in all areas of learning and development. * I can sing independently: Wind The Bobbin Up, Two Little Dickie Birds, Diddle Diddle Dumpling, Three Blind Mice, Mary Had A Little Lamb, See Saw Margery Daw.
Reception	<ul style="list-style-type: none"> * I can connect one idea or action to another using a range of connectives. * I can engage in story times, developing my vocabulary. 	<ul style="list-style-type: none"> * I can ask questions when I don't understand instructions. * I can use new vocabulary linked to new learning, for example, changes in 	<ul style="list-style-type: none"> * I can conduct a simple back and forth conversation, paying attention to peer/adult and responding appropriately. * I can show attentive listening skills at input 	<ul style="list-style-type: none"> * I can ask questions to find out more and to check that I understand what has been said in a variety of contexts. * I can listen to and talk about stories to 	<ul style="list-style-type: none"> * I can use speech to organise simple activities and problems/conflicts. * I can use talk to help work out problems and organise my thinking and activities, and to 	<ul style="list-style-type: none"> * I can listen to and talk about selected non-fiction, developing a deep familiarity with new knowledge and vocabulary. * I can describe events in some detail.

	<ul style="list-style-type: none"> * I can use new vocabulary in different contexts. * I can listen carefully to rhymes and songs, paying attention to how they sound. * I can join in with whole class activities and concentrate for the duration. e.g. Nursery rhymes, Story Time. * I can follow a routined instruction, e.g. books away, sit on the carpet. * I can respond to a peers request (e.g. Can I have the ball?) and reply. * I can learn rhymes, poems and songs. * I can listen carefully and understand why listening is important. * I can use simple connectives in speech, e.g. and, but. * I can develop my social phrases. 	<p>materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.</p> <ul style="list-style-type: none"> * I can offer my ideas in small group contexts. * I can use new vocabulary through the day. * I can have fun saying new words in an exaggerated manner. * I can use full sentences, sometimes with encouragement, to express complete ideas. * I can speak in whole class situations. * I can answer "How" questions. 	<p>times, e.g. during Phonics, and I am quick to act on instructions.</p> <ul style="list-style-type: none"> * I can ask questions when I don't know what a word means. * I can discuss which category a word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". * I can use non-fiction books, to extend my knowledge of the world and illustrate a current topic. 	<p>build familiarity and understanding.</p> <ul style="list-style-type: none"> * I can use complete sentences in my everyday talk. * I can offer small explanations that demonstrate my understanding on a topic/story. * I can answer "Why" questions. 	<p>explain how things work and why they might happen.</p> <ul style="list-style-type: none"> * I can articulate my ideas and thoughts in well-formed sentences. * I can use recently-modelled language independently, across everyday contexts and all areas of learning. 	<p>Understanding that it is important to get things in the right order, using sequencing words.</p> <ul style="list-style-type: none"> * I can retell a story, once I have developed a deep familiarity with the text, using some exact repetition and some in my own words.
<p>Nursery Gross Motor</p>	<p>Children enjoy being physically active and are aware of where there is in space and can avoid obstacles and other people when moving around. Children can catch a large ball.</p>	<p>Children gaining confidence to tackle climbing apparatus and can balance on equipment with limited adult support. Children develop upper arms and shoulders are</p>	<p>Children have good core stability and coordinate their body well. Children are developing upper body strength and Mobility.</p>	<p>Nursery Gross Motor</p>	<p>Children enjoy being physically active and are aware of where there is in space and can avoid obstacles and other people when moving around. Children can catch a large ball.</p>	<p>Children gaining confidence to tackle climbing apparatus and can balance on equipment with limited adult support. Children develop upper arms and shoulders are</p>

	<p>Children have weak upper body strength, weak core stability and cannot yet cross the midline.</p> <p>Children have some core stability and can balance on low balance equipment. Children's lower body is strong but may lack strength and mobility in their upper body so struggles to make large anti-clockwise movements. Children twist their body when crossing the midline and their fine motor control is weak. Children are beginning to collaborate with others to manage large items e.g. moving large planks safely. Children start taking part in some group activities which they make up themselves or in teams.</p>	<p>becoming stronger although they cannot yet cross the midline.</p> <p>Children are beginning to become more independent dressing for example putting on their own coat.</p> <p>Children continue to develop their movement, balancing, riding and ball skills.</p> <p>Children go upstairs, or climb apparatus using alternate feet.</p>	<p>Children can move in a range of ways and hold a pose on one leg.</p> <p>Children show a preference for a dominant hand.</p> <p>Children are becoming increasingly more independent in dressing and undressing.</p>		<p>Children have weak upper body strength, weak core stability and cannot yet cross the midline.</p> <p>Children have some core stability and can balance on low balance equipment. Children's lower body is strong but may lack strength and mobility in their upper body so struggles to make large anti-clockwise movements. Children twist their body when crossing the midline and their fine motor control is weak. Children are beginning to collaborate with others to manage large items e.g. moving large planks safely. Children start taking part in some group activities which they make up themselves or in teams.</p>	<p>becoming stronger although they cannot yet cross the midline.</p> <p>Children are beginning to become more independent dressing for example putting on their own coat.</p> <p>Children continue to develop their movement, balancing, riding and ball skills.</p> <p>Children go upstairs, or climb apparatus using alternate feet.</p>
Fine Motor	<p>Children can use 2 hands symmetrically to do the same action e.g. clap hands.</p> <p>Children can draw lines and shapes and hold tools in a palmer grip.</p> <p>Children represent name with circular shapes.</p>	<p>Children can use one handed tools such as a paintbrush and play dough cutters and are beginning to form anticlockwise movements and retrace vertical lines.</p> <p>Children use scissors to make snips in paper.</p>	<p>Children have started to use two hands together when cutting and threading.</p> <p>Children have developed finger strength and isolation in readiness for a tripod grip and can</p>	Fine Motor	<p>Children can use 2 hands symmetrically to do the same action e.g. clap hands.</p> <p>Children can draw lines and shapes and hold tools in a palmer grip.</p> <p>Children represent name with circular shapes.</p>	<p>Children can use one handed tools such as a paintbrush and play dough cutters and are beginning to form anticlockwise movements and retrace vertical lines.</p> <p>Children use scissors to make snips in paper.</p>

	<p>Children have a pincer grip but struggle with finger strength when manipulating a range of tools.</p> <p>Children choose the right resources to carry out their own plan e.g. choosing a trowel to dig a small hole.</p>	<p>Children are beginning to show a preference for a dominate hand.</p>	<p>control writing tools to create some recognisable shapes.</p>		<p>Children have a pincer grip but struggle with finger strength when manipulating a range of tools.</p> <p>Children choose the right resources to carry out their own plan e.g. choosing a trowel to dig a small hole.</p>	<p>Children are beginning to show a preference for a dominate hand.</p>
<p>Reception Gross Motor</p>	<p>Children are developing their core stability and upper body strength and are able to cross the midline on most occasions. They achieve good posture when sitting at a table or sitting on the floor.</p> <p>Children show development in fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).</p> <p>Children develop skills they need to manage the school day successfully-lining up for lunchtime.</p>	<p>Children have developed good core stability and coordinates their body well. They develop balance and agility needed to engage successfully in physical education sessions.</p> <p>Children are able to cross the midline using both upper and lower body.</p> <p>Children have well developed upper body strength and mobility and has some bl-lateral coordination.</p> <p>Children develop and refine ball skills including throwing, catching, kicking, passing, batting and aiming.</p>	<p>Children have good coordination and balance when negotiating equipment and other people.</p> <p>Children have some core strength to balance and are developing upper body strength.</p> <p>Children are becoming increasingly independent as they get dressed and undressed.</p> <p>Children are beginning to remember a sequence of movements which are related to music and rhythms.</p> <p>Children skip, hop, stand on one leg and hold a pose.</p>	<p>Reception Gross Motor</p>	<p>Children are developing their core stability and upper body strength and are able to cross the midline on most occasions. They achieve good posture when sitting at a table or sitting on the floor.</p> <p>Children show development in fundamental movement skills (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).</p> <p>Children develop skills they need to manage the school day successfully-lining up for lunchtime.</p>	<p>Children have developed good core stability and coordinates their body well. They develop balance and agility needed to engage successfully in physical education sessions.</p> <p>Children are able to cross the midline using both upper and lower body.</p> <p>Children have well developed upper body strength and mobility and has some bl-lateral coordination.</p> <p>Children develop and refine ball skills including throwing, catching, kicking, passing, batting and aiming.</p>

<p>Fine Motor</p>	<p>Children are beginning to use a tripod grip more consistently and can control writing tools to create recognisable letter shapes. Children often choose to draw and are showing some anticlockwise shapes in their mark making. Children can manipulate other small one handed tools such as scissors but find it difficult to control these coordinating both hands together.</p>	<p>Children are using a tripod grip more consistently and can control writing tools to create recognisable letters.</p>	<p>Children are beginning to coordinate both hands together to use a range of tools e.g. scissors and can isolate fingers When using mark making tools children attempt to use a tripod grip but this is not always consistent. Children show a preference for a dominate hand. Children a good understanding that marks carry meaning and can copy recognisable letter shapes from their name.</p>	<p>Fine Motor</p>	<p>Children are beginning to use a tripod grip more consistently and can control writing tools to create recognisable letter shapes. Children often choose to draw and are showing some anticlockwise shapes in their mark making. Children can manipulate other small one handed tools such as scissors but find it difficult to control these coordinating both hands together.</p>	<p>Children are using a tripod grip more consistently and can control writing tools to create recognisable letters.</p>
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