

LONG-TERM SEQUENCE FOR WRITING
Early Years Foundation Stage – Key Stage 1

Area of Learning Physical Development Literacy	ELG's	Key Vocabulary to be developed in EYFS	How this is achieved in EYFS	Writing in KS1
	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively, tripod grip in most cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy when drawing. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters • Spell words by identifying sounds in them and representing sounds with letters. • Write simple sentences and phrases that can be read by others. 	<ul style="list-style-type: none"> • Poem/ Poet • Rhyme • Syllable/ pattern • Expression • Setting • Sentence • Full stop • Capital letter • Finger spaces • Sense • Explain • First, second etc. • Sequence • First • Then • After that • Finally • Dear/ From <p>Linked to C&L pupils will:</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Use new vocabulary in different contexts. • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • FMS activities – tweezers, threading, sewing, peg boards, elastic band boards and daily Dough Disco. • Scissor control activities –using self-selected scissors linked to ability. • Copying and creating large and small scale patterns using a variety of materials. • Emergent writing opportunities – FMS, letter formation, whiteboards, GMS, mark making etc. • Practise letter formation in line with Little Wandle Phonics scheme. • Teach writing name, cvc words, labels, captions and sentences. • Model how to memorise a sentence before we write. • Model reading aloud to check writing makes sense. • Opportunities for Circle time – Jigsaw; Discovery RE; sharing news etc. Focus on retelling events in sequence. • Book of the week and story time. Use a variety of fiction and non-fiction books, focus on listening and recall. • Learn a selection of poems, rhyming stories, rhyming song and nursery rhymes. • Retell stories using small world and role play props. • Weekly Library trolley – share a variety of texts at home and in school, talk about characters and settings and make predictions. 	<ul style="list-style-type: none"> • Poetry Pattern and rhyme; shape poems and calligrams; and poetry on a theme. • Settings Descriptions and stories with familiar settings. • Instructional writing • Recount from personal experience • Informal letters