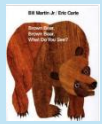
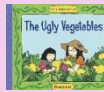


Writing Progression EYFS

YEAR GROUP Reception	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core texts												
	<i>The Little Red Hen</i> by Lesley Simms and Rafaella Ligi (Usborne Publishing Ltd, 2023) 	<i>Dear Zoo</i> by Rod Campbell (Macmillan Children's Books, 2022) 	<i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr and Eric Carle (Puffin, 1997) 	<i>The Gingerbread Man</i> by Mairi Mackinnon and Elena Temporin (Usborne, 2006) 	<i>Owl Babies</i> by Martin Waddell and Patrick Benson (Walker Books, 1994) 	<i>Little Kids First Book of Dinosaurs</i> by Catherine D Hughes and Franco Tempesta (National Geographic Kids, 2011)	<i>From Tadpole to Frog</i> by Camilla de Bédoyère (Quarto Publishing, 2019)	<i>Lost and Found</i> by Oliver Jeffers (HarperCollins Children's Books, 2015) 	<i>Sam Plants a Sunflower</i> by Kate Perry and Axel Scheffler (Nosy Crow, 2022)	<i>Bears Don't Eat Egg Sandwiches</i> by Julie Fulton and Rachel Suzanne (Usborne, 2023) 	<i>The Ugly Vegetables</i> by Grace Lin (Charlesbridge, 2008) 	<i>The Lighthouse Keeper's Lunch</i> by Ronda and David Armitage (Scholastic, 2022) 

YEAR GROUP Reception	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Guided writing outcomes NB: Children who have not yet developed the foundational knowledge needed for writing will need extra scaffolding and support.	At this early stage, engage in activities which encourage children to orally compose sentences based on the texts Provide simple pictures of animals that children can label if able to, e.g. a red hen, the pig, using words that match the stage of the children's phonic knowledge.	Orally compose sentences starting 'I have...' 'I want...'. Focus on CVC segmenting and blending at the stage of individual children's learning, e.g. I want a cat, a fox, a dog. Guided writing opportunities around children's own pets, e.g. My pet is a cat. He is big.	Children to work in small groups to write simple CVC words and captions with known GPCs from the text, Provide dictated sentences and pictures for children to use, e.g. 'What do you see?' Hold up a black cat. Dictate, 'I see a _____ looking at me.' Children mark the sounds and write black cat.	Follow another simple recipe from the linked non-fiction book. Ask the children to label some pictures of the ingredients, e.g. milk, eggs Discuss an alternative ending to the story and orally compose create some simple sentences with the children to record this.	Use sentence stems to write about owls such as Owls have.... Owls are.... Owls can.... Model writing sentences to go with some of the pictures, e.g. The owls sat on a branch.	Provide templates to make some fact cards with the children, Support with spelling and vocabulary. Create some double spread pages about different dinosaurs that children can collaborate on. Include simple sentences as rehearsed in shared writing.	The children can write their own non-fiction sentences, using sentence starters from the shared write: Frogs have..... This is..... A frog has..	Children can write captions or sentences in the speech bubbles, e.g. Help me. I am sad. Use sentence stems to support children who need it. Support with counting the sounds for spelling and using a GPC chart Choose some pictures from the book and ask the children to answer questions that help them to orally form simple sentences. For example: What is in the tree? A bird is in the tree. What is in the bath? A duck is in the bath. Who is in the boat? The boy and the penguin are in the boat. Ask children to repeat sentences, then dictate them for children to write.	Order simple picture cards showing the growth of a sunflower with the children and support them to write what is happening in each picture.	Use some of the sentence work from the text as a model for writing. Children can learn and recite simple sentences, e.g. I need a big plate. Use this as a mental model to create sentences of their own.	Select some parts of the story. Support children in writing simple sentences to go with some of the pictures. Plant some seeds to grow in the classroom. Take photos of the different steps and order them. Write simple instructions to go with each picture. Provide useful words such as 'first', 'then' and 'finally'.	Write a shopping list for the food he will need for his lunch. Support the children in segmenting words for spelling, selecting correct phonemes and graphemes for spelling from their grapheme charts or sound mats. Design and describe your own 'lighthouse sandwich'. Write a few sentences to describe it. This can be scaffolded with sentence starters or dictated as needed.