



Progression in Skills Document - Writing

Book Coverage in EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSED Book of the Term	<u>Term 1 - Me and My Relationships</u> Noodle Head by Giles Andreae	<u>Term 2 - Valuing Difference</u> I'm a girl by Yasmeen Ismail	<u>Term 3 - Keeping Safe</u> Dinosaurs crossing the road by Kurt Lietzau	<u>Term 4 - Rights and Respect</u> The Proudest Blue by Ibtihaj Muhammad	<u>Term 5 - Being my Best</u> The Dot by Peter H Reynolds	<u>Term 6 - Growing & Changing</u> The Growing Story by Helen Oxenbury
Week 1	INSET DAYS	I can learn how to stay safe around Fireworks and create an information video about it.	I can finish the sentence "I spy" using a picture Mat.	I can identify the beginning, middle and end of a story and then create my own alternative ending.	I can describe the underpants in the story. I can find the rhyme in the story Pirates Love Underpants.	I can apply the digraphs we have read so far.
Books		Sparks in the Sky I Can Be a Brave Adventurer (Diversity Display)	The Crayon the Talked (PSED)	The Run Away Pancake Oliver's Vegetables (UTW)	Pirates love Underpants	Planes Have Wings (Non-Fiction) (UTW)
Week 2	Home visits	I can sequence the story of Goldilocks and The Three Bears	I can show Handa's journey on a map. I can ask questions about Handa's fruit.	I can describe the caterpillar and butterfly in The Very Hungry Caterpillar and compare their appearance.	I can identify the key features of a Map and make my own map for the pirates to follow.	I can master the digraphs that we have learnt so far.
Books		Goldilocks and The Three Bears	Handa's Surprise (different cultures) Mum and Dad Make me Laugh (Maths)	The Very Hungry Caterpillar	Pirate Pete The Pirate Cruncher	Fire Fighters (Non-fiction) (UTW)
Week 3	Staggered Start	I can design my own book cover for The Three Billy Goats Gruff (name writing)	I can identify rhyme. I can contribute to our class poem.	I can predict what is inside the egg and write a class letter to Hattie Peck.	I can create a fact file about pirates.	I can write a question for the paramedic.



		I can sequence the story of the Three Billy Goats Gruff.				
Books		The Three Billy Goats Gruff 10 curly Caterpillars (Maths)	Rumble in the Jungle (poems) Elmer	Hattie Peck Daffodils by William Wordsworth (Poem) (woods)	Pirates - Inside Access	Topsy and Tim Meet the Police Young Heroes (Diversity Display)
Week 4	Focus: Name Writing I can make a birthday card for a friend.	I can describe the houses in the Three Little Pigs. I can write my first sentence about the pigs. "The pig sat."	I can learn about Longleat and draw a map around the Safari.	I can write a sentence to describe our caterpillar. I can identify key exciting describing words (adjectives) in a text.	I can use the word 'and' in a sentence.	I can draw and label the den that I made in the forest.
Books	All About Me (PSED) All Are Welcome (Diversity Display)	The Three Little Pigs Stickman (woods)	Longleat website	The Perfect Ribbit	The Pirates Next Door. 'The Troll' Julia Donaldson (woods)	The Perfect Shelter - We need to buy this.
Week 5	I can re-tell the story of the Little Red Hen	I can sound out objects that would catch The Gingerbread Man Net, dog, cat etc.	I can draw a rhyming spider The Bad Tempered Ladybird	I can label the pictures. I can explain how things were different in the past.	I can write a simple sentence about a picture. I can think of an exciting sentence and tell my friend.	I can examine the features of a leaflet and then make my own leaflet about looking after a pet.
Books	The Little Red Hen Noah's Ark (Bible)	The Gingerbread Man	Incy Wincy Spider and Twinkle, Twinkle Little Star (Songs) Birdwatch book (Woods)	It All Starts With a Seed (Non-Fiction)	Sinbad the Sailor (Another culture)	Leaflets on pets. Vicky The Vet Mog and the Vee Ee Tee RSPCA Comic Books



Week 6	I can prepare for our performance of The Little Red Hen	I can learn the sequence of making a Gingerbread Man I can make my own gift tag (name writing)	I can find rhyming patterns in a longer piece of text.	I can write a message to someone special (Easter cards)	I can write instructions for of how to make a sandwich.	I can complete my leaflet. I can re-tell the story of The Magic Train Ride.		
Books	The Little Red Hen Tractors (Non-Fiction)	The Gingerbread Man	The Monster surprise (PowerPoint) Maps of school grounds (Woods)	The Easter Story (Bible) We're Going on an Egg Hunt (Woods)	Recipe Cards - Making a sandwich.	Magic Train Ride		
Week 7	I can describe the animals in Dear Zoo. I can hear the initial sound in Snake and Monkey.	I can write a message on my Christmas card				I can sequence the story of Wherever Next Baby Bear		
Books	Dear Zoo					Wherever Next Baby Bear		
Week 8	I can talk about the Wish Granter and think about what my wish would be.							
Books	The Leaf Man (woods)							
Talk Through Stories			One Snowy Night Owl Babies Elmer	Farmer Duck The Scarecrow's Wedding The Bear and the Piano	Billy and the Dragon How to be a Viking The Rainbow Fish	My Monster and Me The Wonky Donkey On the Way Home		
Literacy Comprehension	- I enjoy listening to stories and rhymes - I can retell a simple story (with support)	- I can join in with rhymes and stories - I can talk about events and	- I can understand what I have read, eg, simple sentences 'The cat is red.' - I can use vocabulary and events from stories in my play - I can join in with a group retelling of a familiar story		I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary			



	I can name/comment on the events/characters from a familiar story	characters in books and make suggestions about what might happen next I can tell a story using pictures		- I can anticipate key events in stories - I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Literacy Word Reading (Sounds Write)	- I understand that print has different meanings eg: name/shops/ labels - I can recognise my name - I can recognise rhyme - I can clap the syllables in a word - I can hear and say the initial sound for a word	- Initial Code units 1 - 5 - I can blend to read VC/CVC words - I read and share book ideas at home regularly.	- Initial Code 6 - 11. - I know most of the sounds that I have been taught. - I can blend to read - I can read simple captions and sentences	- I can say a sound for each letter in the alphabet and at least 10 digraphs - I can read words consistently with my phonic knowledge by sound-blending. - I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
Literacy - Writing	- I can try to write my name using some letters - I can talk about the marks I make 'this is a car'	I can have my own ideas to compose a sentence	- I can write simple CVC and VC words on request. - I can spell up to 5 CEW words on request. - I can say how the letters should be correctly formed.	- I can write recognisable letters, most of which are correctly formed. - I can spell words by identifying sounds in them and



		- I can write my first name - I can segment CVC words on request. - I am beginning to have correct formation of some lower case letters	I can write a simple sentence on request eg I can hop.	representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others.		
Units in Sounds-Write	Unit 1 - S, A, T, I, M	Unit 2 - N, O, P is, a Unit 3 - B, C, G, H the, I Unit 4 - D, E, F, V for, of	Unit 5 - K, L, R, U are Unit 6 - J, W, Z was	Unit 7 - X, Y, FF, LL, SS, ZZ all Unit 8 - VCC, CVCC come, some Unit 9 - CCVC to	Unit 10 - CCVCC, CVCCC, CCCVC, Unit 11 - SH, CH, TH, CK, WH, NG, QU there, their, these, what, where, who	Bridging Unit /c/- c, k, ck /l/ - l, ll, le /ch/ - ch, tch /w/ - w, wh