

FS2 Long Term Overview

Writing

Autumn 1	Autumn 2
<p><b>Literacy</b></p> <p><b>3 and 4-year-olds</b> will be learning to:</p> <ul style="list-style-type: none"><li>• use some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy</li><li>• write some or all of their name</li><li>• write some letters</li></ul> <p><b>Physical Development</b></p> <p><b>3 and 4-year-olds</b> will be learning to:</p> <ul style="list-style-type: none"><li>• use large-muscle movements to paint and make marks</li><li>• show a preference for a dominant hand</li><li>• use one-handed tools and equipment</li></ul> <p><b>Children in reception</b> will be learning to:</p> <ul style="list-style-type: none"><li>• develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include:<ul style="list-style-type: none"><li>• pencils for drawing and writing</li><li>• paintbrushes</li></ul></li><li>• use their core muscle strength to achieve a good posture when sitting on the floor</li></ul>	<p><b>Literacy</b></p> <p><b>3 and 4-year-olds</b> will be learning to:</p> <ul style="list-style-type: none"><li>• use some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy</li><li>• write some or all of their name</li><li>• write some letters accurately</li></ul> <p><b>Children in reception</b> will be learning to:</p> <ul style="list-style-type: none"><li>• spell words by identifying the sounds and then writing the sound with letters (Initial sounds, VC words and CVC words).</li></ul> <p><b>Physical Development</b></p> <p><b>3 and 4-year-olds</b> will be learning to:</p> <ul style="list-style-type: none"><li>• use large-muscle movements to paint and make marks</li><li>• use one-handed tools and equipment</li><li>• use a comfortable grip with good control when holding pens and pencils</li></ul> <p><b>Children in reception</b> will be learning to:</p> <ul style="list-style-type: none"><li>• develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include:<ul style="list-style-type: none"><li>• pencils for drawing and writing</li><li>• paintbrushes</li></ul></li><li>• use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li></ul>

Spring 1	Spring 2
<p><b>Literacy</b></p> <p><b>Children in reception</b> will be learning to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters correctly</li> <li>• spell words by identifying the sounds and then writing the sound with letters (CVC words including single letter graphemes and taught digraphs)</li> <li>• write short sentences with words with known sound-letter correspondences (CVC words including single letter graphemes and taught digraphs-Phase 3)</li> <li>• re-read what they have written to check that it makes sense</li> </ul> <p><b>Physical Development</b></p> <p><b>Children in reception</b> will be learning to:</p> <ul style="list-style-type: none"> <li>• develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include: <ul style="list-style-type: none"> <li>• pencils for drawing and writing</li> </ul> </li> <li>• use their core muscle strength to achieve a good posture when sitting at a table.</li> </ul>	<p><b>Literacy</b></p> <p><b>Children in reception</b> will be learning to:</p> <ul style="list-style-type: none"> <li>• form lower-case and capital letters correctly</li> <li>• spell words by identifying the sounds and then writing the sound with letters (CVC words including single letter graphemes)</li> <li>• write short sentences with words with known sound-letter correspondences (CVC words including single letter graphemes and taught digraphs-Phase 3) using a capital letter and full stop</li> <li>• re-read what they have written to check that it makes sense</li> </ul> <p><b>ELG: Writing</b></p> <p>Children at the <b>expected level of development</b> will:</p> <ul style="list-style-type: none"> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul> <p><b>Physical Development</b></p> <p><b>Children in reception</b> will be learning to:</p> <ul style="list-style-type: none"> <li>• develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>

Summer 1	Summer 2
<p><b>ELG: Writing</b></p> <p>Children at the <b>expected level of development</b> will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters (including all Phase 3 sounds and CCVC and CvCC words-Phase 4) using a capital letter and full stop.</li> <li>• Write simple phrases and sentences that can be read by others (including single letter graphemes and taught digraphs-Phase 3 and CCVC and CvCC words-Phase 4)</li> </ul> <p><b>Physical Development</b></p> <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>• develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul> <p><b>ELG: Physical Development</b></p> <p>Children at the <b>expected level of development</b> will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> </ul>	<p><b>ELG: Writing</b></p> <p>Children at the <b>expected level of development</b> will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters (including CCVCC words and compound words) using a capital letter and full stop.</li> <li>• Write simple phrases and sentences that can be read by others (including CCVCC words and compound words).</li> </ul> <p><b>ELG: Physical Development</b></p> <p>Children at the <b>expected level of development</b> will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> </ul>

