

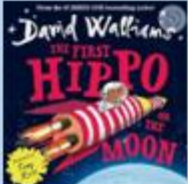










## Writing Long Term Planning 2024-25

### EYFS

	Advent 1 (7 Wks + 2 Days)	Advent 2 (8wk)	Lent 1 (6wk)	Lent 2 (7wk)	Pentecost 1 (4wk)	Pentecost 2 (6wk)
Key Books	<p>Home visits + Transition Days (1 and 1/2Wks)</p> <p>Baseline (2Wk)</p> <p>The Time Capsule (2 Wk)</p>  <p><del>Was</del> The Street Beneath My Feet</p> <p>The Leaf Man (2Wks)</p> 	<p>Owl Babies (2Wks)</p>  <p>The Rainbow Fish (2Wks)</p>  <p><del>Was</del> the night before Christmas (2Wks)</p>  <p>Assessment Week. Letter to Santa (1Wks)</p> <p>Hungry Hen (1Wks)</p> 	<p>Hungry Hen (1Wks)</p>  <p>Whatever Next! (2 Wks)</p>  <p>Emperors Egg (2Wks)</p>  <p>Oi Dog (1Wk)</p> 	<p>Lifecycle of Ducks (2Wks)</p>  <p>Duckling Duckling</p>  <p>When I was young (2Wks)</p>  <p>Jack and the Bean Stalk (2Wks)</p>  <p>Assessment Week. Phase 3 Sentences</p>	<p>Leaf (2Wks)</p>  <p>All aboard the Bobo bus(2Wks)</p> 	<p>Fire Fighters (2Wk)</p>  <p>Assessment Week for Profile. (2 Wks)</p>  <p>The time Capsule Revisit (1Wk)</p>  <p><del>Was</del> The Street Beneath My Feet</p> 



# Writing Long Term Planning 2024-25

## EYFS

Time Capsule –	Owl Babies –	Hungry Hen	Chicks/Ducklings – Non Fiction + “How does an egg hatch?”	Jack and the Beanstalk Link to: Paco and the Chilli Bean Plant.	My Mummy is a Firefighter.
<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To write recognisable letters</li> <li>To be able to write some Letters of my name</li> <li>To know name starts with a capital letter and the rest are lower case</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p> <p>Self Portrait and Children’s Name to go into the Time Capsule. (use name</p>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>I can hear intial sounds in a word</li> <li>To write the grapheme (s,p,b)</li> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>I can write a cvc word (mum)</li> <li>To write a simple sentence with a tricky word in from phase 2 set 1 (I miss mum)</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To write a simple sentence with a tricky word in from set 2 (The hen got big and the fox got thin. Wk1)</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a simple</li> </ul>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To recognise a simple information book</li> <li>To draw and label the life cycle of a duckling (egg, hatch, duckling, duck)</li> <li>To be able to be use phase 3 sounds to write.</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p> <p><b>Week 1 -</b> <i>Draw and label a lifecycle of a duckling. “egg, hatch, duckling duck”</i></p> <p><b>Week 2 -</b></p>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs</li> <li>To spell longer words containing adjacent consonants</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p>	<p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs: I Need my torch. I need my hose. I need my hat. I need my helmet. I need my fire truck.</li> <li>To spell longer words containing adjacent consonants</li> </ul>



# Writing Long Term Planning 2024-25

## EYFS

<p>cards to support if needed)</p> <p><b>Leaf Man</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To write recognisable letters</li> <li>To write a simple label using the sounds I know (man/ Leaf man)</li> <li>To be able to form lower case letters correctly</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p>	<p>signify a new word.</p> <p><b>Thursday Writing Activity Focus</b></p> <p><b>Week 1 -</b> To label the characters in the Owl Babies story – <i>Mum, Percy, Sarah and Bill. (Minimum initial sounds).</i></p> <p><b>Week 2 -</b> <i>"I miss mum!"</i></p> <p><b>The Rainbow Fish</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To write words with sounds I know</li> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital</li> </ul>	<p>sentence with a tricky word in from phase 3 (The fox has a long red tail Wk2)</p> <p><b>Thursday Writing Activity Focus:</b></p> <p><b>Week 1 -</b> <i>"The hen got fat and the fox got thin"</i></p> <p><b>Week 2 -</b> <i>"The fox has a long red tail and brown feet".</i></p> <p><b>The First Hippo on the Moon.</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> </ul>	<p><i>Chn to draw a duckling and write "The duckling has to swim in the pond"</i></p> <p><b>When I Was Young</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a simple sentence with a tricky word in</li> </ul>	<p><b>Week 1 -</b> "The beanstalk was so big! Jack went up the beanstalk, high into the sky!"</p> <p><b>Week 2 -</b> "Jack took the eggs and ran down the beanstalk. Chop chop chop and the beanstalk fell."</p> <p><b>Leaf.</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> </ul>	<p><b>Thursday Writing Activity Focus:</b></p> <p><b>Week 1 -</b> "A firefighter wears____and ____and ____." Firefighters____." LA Chn: 2 – 3 sentences MA+HA chn : 3+</p> <p><b>Week 2 -</b> Labelling a fire engine – Key words: Siren, ladder, window, wheels, lights" + Writing the sentences "Firefighters need lots of tools to do their job"</p> <p><b>Time Capsules</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> </ul>
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## Writing Long Term Planning 2024-25

### EYFS

<p><b>Week 1</b> - Encourage chn to write their name when making their leaf man with natural loose parts.</p> <p><b>Week 2</b> - To write "Leaf Man" to label their loose part leaf man picture - (give chn spelling of "Leaf")</p>	<p>letter and ends with a full stop</p> <ul style="list-style-type: none"> <li>To write a simple sentence with a tricky word in from set 1 (The fish is.... )</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p> <p><b>Week 1 -</b> To label colours from the rainbow fish (<i>Red, pink, yellow, green – Minimum initial sounds</i>)</p> <p><b>Week 2 -</b> Encourage chn to choose 2 colours. "The fish is ____ and ____."</p> <p><b>Twas the Night Before Christmas</b></p> <p><b>Key Knowledge:</b></p>	<ul style="list-style-type: none"> <li>To know I need finger spaces to signify a new word</li> <li>To write a simple sentence with a tricky word in from phase 3</li> <li>Can I go to the moon?</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p> <p><b>Week 1 -</b> "Can I be the first hippo to go to the big moon?" (Tell chn about 'ir' sound in "first" and 'o' making 'oa' in "hippo".)</p> <p><b>Week 2 -</b> "Sheila the hippo was a big star. She is the first hippo on the moon!" (Tell chn about 'ir' sound in "first" and 'o' </p>	<p>from phase 3 (In the past they had... )wk1</p> <ul style="list-style-type: none"> <li>To recognise a simple information text</li> <li>To write a simple sentence with a tricky word in from phase 3 (Now we have...)wk2</li> </ul> <p><b>Week 1 -</b> "In the past they had ____ and ____"</p> <p><b>Week 2 -</b> "Now they have ____ and ____"</p> <p><i>LA Chn: 2 – 3 sentences</i></p> <p><i>MA+HA chn : 3 +</i></p> <p><b>Lent 1 Writing Assessment</b></p>	<ul style="list-style-type: none"> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs</li> <li>To spell longer words containing adjacent consonants</li> <li>To be able to describe a character</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p> <p><b>Week 1 -</b> " Leaf stomps in the forest. He gets lots of leaves. He gets red leaves and green leaves" "Tell chn about 'ea' and give them "leaves")</p> <p><b>Week 2 -</b> "I think he is sad. I think he is lost. I think he is bad. I think he needs help." Chn to write sentences about what the other animals are saying about Leaf.</p>	<ul style="list-style-type: none"> <li>To know I need finger spaces to signify a new word</li> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs (Now I can... Now I am big. Now I am not little Now I can spell words like CVCC CCvC CCVC CCVCC CCCVC CCCVCC)</li> <li>To spell longer words containing adjacent consonants</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p> <p><b>Week 1 -</b> "I am now good at my..... and ....."</p> <p><i>LA Chn: 2 – 3 sentences</i> <i>MA+HA chn : 3+</i></p>
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# Writing Long Term Planning 2024-25

## EYFS

	<ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know how to write a cvcc word using the sounds I know (Nick, sack)</li> <li>To write a simple sentence with a tricky word in from set 1 (St Nick has a big sack.)</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p> <p><b>Advent 2 Writing Assessment Letters to Santa</b></p> <p><b>Assessment check point:</b></p>	<p>making 'oa' in "hippo" give chn "Sheila".)</p> <p><b>The Emperor's Egg</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To be able to name a non-fiction book</li> <li>To create a simple report</li> <li>To use a ruler correctly</li> <li>To hold a pencil correctly and form the letter using the mnemonic.</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p> <p><b>Week 1 -</b>          "The dad looks after the egg"          "The mum hunts for fish and food."</p>	<p><b>Thursday Writing Activity Focus:</b></p> <p><b>Assessment check point: (Stimulus needed)</b></p> <ul style="list-style-type: none"> <li>Spell phase 2 tricky words</li> <li>Write simple sentences containing phase 3 diagraphs</li> </ul> <p>- <i>A big cat.</i>          - <i>Fish and Chips.</i>          - <i>The green goat in a boat.</i></p>	<p><b>All Aboard the Bobo Road</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To spell longer words containing adjacent consonants</li> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs</li> </ul> <p><b>Thursday Writing Activity Focus:</b></p> <p><b>Week 1 -</b></p>	<p><b>Week 2 -</b>          "In year one I want to be better at.....and....."</p> <p><i>LA Chn: 2 – 3 sentences</i>  <i>MA+HA chn : 4+</i></p> <p><b>Transition (2 weeks)</b>  <b>Time out for EYFS speak with Y1 staff members (statutory) – sharing how you have covered the Writing and previous experiences, what books and have EYFS used for the teaching of writing so they can review what they have done</b></p>
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## Writing Long Term Planning 2024-25

### EYFS

	<ul style="list-style-type: none"><li>• I can write some of the phase 2 tricky words (I, to)</li><li>• I can write a cvc word (Can)</li><li>• I can use finger spaces between words)</li><li>• To write words with sounds I know</li></ul> <p>“Please can I have....</p> <p>A _____</p> <p>A _____</p> <p>A _____”</p>	<p><b>Week 2 -</b> “The egg went crack and the chick pops up! Look at the chick, it is so sweet.”</p> <p><b>Oi Dog!</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"><li>• To hold a pencil correctly and form the letter using the mnemonic</li><li>• To know I need finger spaces to signify a new word</li><li>• To write a simple sentence with a tricky word in from phase 3.</li><li>• To identify and recognise a rhyming string</li></ul>		<p>“On the Bobo bus they found hippos, goats and yams. The bus went fast and far.”</p> <p><b>Week 2 -</b> “On the bus we can see a big green park and a big church. We can see lots of food and drinks”</p>	
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## Writing Long Term Planning 2024-25

### EYFS

- To write a simple poem containing rhyming pairs.

#### Thursday Writing Activity Focus:

##### Week 1 -

*Chn to write a poem using rhyming couplets with animals.*

*LA Chn – 2 – 3 sentences  
MA+HA 3 +*

*Eg*

*Frogs sit on logs*

*Cats sit on mats*

*Kittens sit on mittens*

*Hens sit on pens*

*Owls sit on trowls*

*Foxes sit on boxes*

*Pigs sit on twigs*

*Ants sits on pants*

*Ducks sit on trucks*

*Snails sit on tails*

*Slugs sit on plugs*

*Sharks sit on parks*