
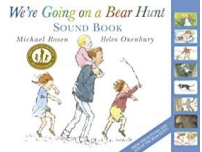

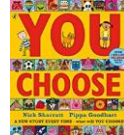

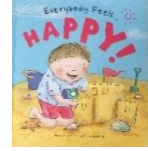

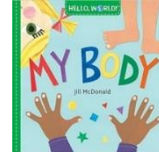
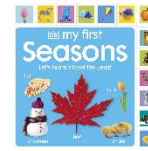

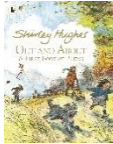

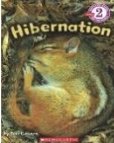





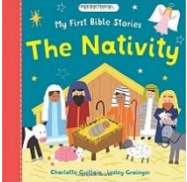

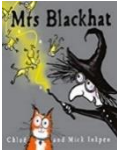
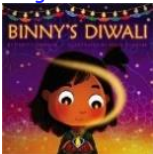

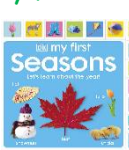

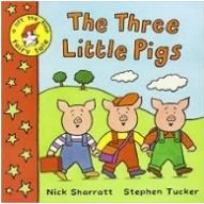
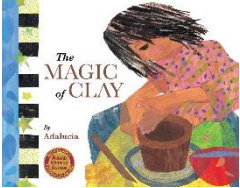
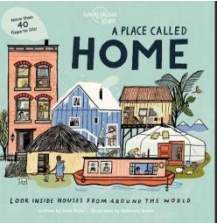

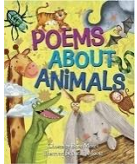


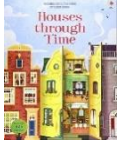
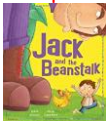

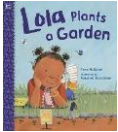
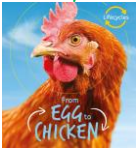
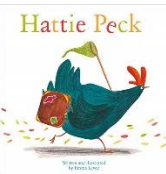


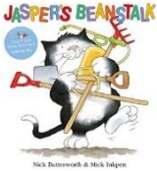
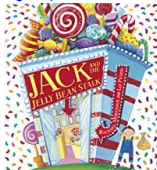


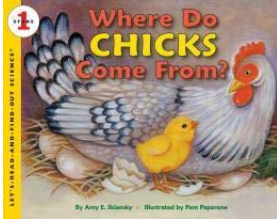


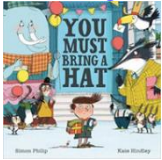


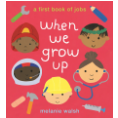
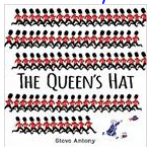
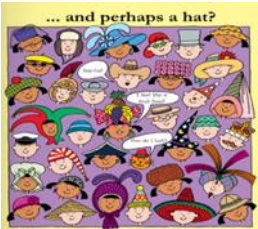



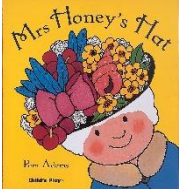
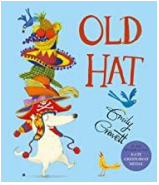

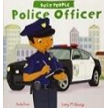

EYFS Weekly Writing Focused Outcomes

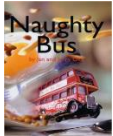






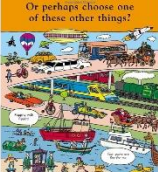
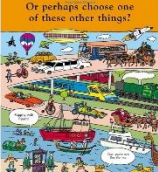





	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
Autumn 1	<p><b>Magnificent Me</b></p> <p><i>We are family - Hegarty</i></p>  <p><i>We're going on a bear hunt - Rosen</i></p>  <p><i>The squirrels that squabbled - Bright</i></p> 	<p><b>Baseline Assessment</b> - self-portrait and draw a picture of my family (assess dominant hand, levels of control and language/vocabulary)</p>	<p><b>Phonics introduction to Little Wandle</b> focus on recognition, initial sounds, oral blending VC.</p> <p>Lots of creative activities on formation, exploring line and control.</p> <p>Ensure that pupils understand that marks make meanings.</p> <p>Introduction into <b>Write Dance</b> to focus on gross and fine motor skills over the course of term. Undertake base line Write Dance.</p> <p>Mark-make with wax crayons, move onto felt tips, chalk, observational pencil drawings, faces non colour and face with colour)</p> <p><b>We are family:</b> Share pages to encourage discussion and extend vocabulary. Pupils will be able to give meaning to the marks they make about their family. Key vocabulary - family, similar, different, special, skin colour, naming family members</p> <p>Discuss what makes us the same and what makes us different</p> <p><b>A daily focus</b> on pupils writing their own name across the half term.</p> <p><b>Action songs</b> - Pat a cake, Head, shoulders knees and toes, This old man (extending vocabulary_)</p>	<p><b>We are going on a bear hunt:</b> Link to an <b>Autumn Walk</b> to the woods - what happens in Autumn? Explore first hand.</p> <p>Re-enact the story and use story telling suitcases and story maps to capture the sequence.</p> <p>Add post-it notes of initial sounds to the map.</p> <p>The label features from the story.</p> <p>Guided Group write - Letter formation &amp; oral blending of simple words. Focus initial sounds <b>S A T P I N M D G O C K C K</b></p> <p>High frequency words through reading and writing is, I <b>IS and I</b></p> <p>Orally innovate the story using props. pupils capture their ideas through art, mark making /initial sounds and discussion with teachers eg. We're going on a fairy hunt.</p>	<p><b>The Squirrels that squabbled (linked to understanding of the world)</b></p> <p>Role play: Teachers have a squabble that introduces the story of the fighting squirrels Speech bubble from Cyril about his predicament.</p> <p>Map of the nutty nut race which is labelled using phonic skills.</p> <p>Watch clips of hibernating animals and draw 5 of them and use phonics to label them.</p> <p>Film pupils re-enacting and telling the story /create an assembly for parents to showcase the story</p> <p>Make autumn poem based on The Squirrels and what happens in autumn? <i>Leaves flutter, flutter flutter.</i> <i>Conkers crack, crack, crack.</i> <i>Acorns drop, drop, drop etc.</i></p> <p>Guided group work - linked directly to phonics High frequency words through reading and writing the, is, I</p> <p><b>Writing assessment:</b> name Assess Write Dance impact with all children to ascertain groups after half term</p>	Development across the term - Mark make with wax crayons, move onto felt tips, chalk, observational pencil drawings, faces non colour and face with colour)				
	<p><b>You Choose - Goodhart &amp; Sharratt</b></p> 	<p><b>The Colour Monster - Llenas</b></p>  <p><b>Everybody feels Happy - Butterfield</b></p>  <p><b>A great big cuddle - Rosen</b></p>  <p><b>Hello World - My Body - McDonald</b></p> 	<p><b>My first seasons book - DK (dipped into across the year)</b></p>  <p><b>Autumn harvest</b></p>  <p><b>Out and about -- Hughes</b></p>  <p><b>Leaf Man - Ehlert</b></p> 	<p><b>Hibernation - Kosara</b></p>  <p><b>The wide awake hedgehog</b></p>  <p><b>It was a Cold, Dark Night - Hopgood</b></p> 						

	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 2	<p><b>Seasons &amp; What do we celebrate?</b></p> <p><b>Pumpkin Soup - Cooper</b></p>  <p><b>Diwali - Acorn pub.</b></p>  <p><b>The Grumpy Badger - Bright &amp; Chapman</b></p>  <p><b>The Nativity - Guillian &amp; Grainger</b></p> 	<p><b>Pumpkin Soup:</b> Introduce the story of pumpkin soup as a hook for the D.T. focus</p> <p>Describe the pumpkins (from a big display)</p> <p>Write a shopping list for making the soup.</p> <p>Sequence the instructions for making soup.</p> <p>Create a soup package design that they label.</p> <p>Use Mrs Blackhat to help pupils decide what to put in their magic rhyming soup and write a list with CVC words eg. rat, bat,</p> <p>Build up sentences eg <i>Put the rat in the pan.</i></p> <p>Daily whole name writing</p>	<p><b>Diwali</b> Diwali information text and clips about the festival and celebrations</p> <p>Make, label Diwali card</p> <p>Invite a Hindu person in to describe Diwali, learn form then and write a letter of thanks for their visit.</p>	<p><b>Remembrance Day</b> Visit to War Memorial (statue) to begin to think about why we had Remembrance Day</p> <p>Visit from a war hero to learn about it from a first hand experience</p> <p>Use images from <b>Where the poppies now grow</b> - pupils create simple sentences capturing the event in one of the pages.</p> <p>Pupils in role as soldiers</p> <p>A simple diary about the soldier's feelings.</p> <p>Watch CBBC's clip about what the poppies represent and all pupils make a poppy.</p>	<p><b>The Nativity:</b> Recognise key characters from the story. Listen to the story and watch the rehearsal for the Year 1 Nativity.</p> <p>Draw the scene in the stable and add a simple sentence capturing it.</p> <p><b>Twinkle Twinkle Little Star</b></p>	<p><b>The Grumpy Badger:</b> Letters to the grumpy badger about his behaviour (he writes back to them) List four woodland animals - badger, mole, squirrel and hedgehog</p> <p>Label and describe what to wear in winter using high frequency words, their phonics skills and understanding of the demarcated sentence <i>as and has his her to into he of we me be</i> <i>He has a .....</i> <i>Her hat is .....</i></p> <p><i>Assessment: to write their full name</i></p>			
	Supplementary texts	<p><b>Meg and Mog – Nicholl &amp; Pienkowski</b></p>  <p><b>Mrs Blackhat – Inkpen</b></p> 	<p><b>Binny's Diwali – Umrigar &amp; Chanani</b></p> 	<p><b>Where the Poppies now grow - Robinson &amp; Impey</b></p> 	<p><b>My first seasons book - DK</b></p>  <p><b>First book of nature – Davies</b></p> 				

	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5
Spring 1	<p><b>Who lives in a house like this?</b>  <b>The three little pigs - Sharratt</b></p>  <p><b>The Magic of clay - Quan</b></p>  <p><b>A place called Home - Baker &amp; Green</b></p> 	<p><b>The Three Little Pigs:</b>  Story-map the narrative, use props to retell the story orally and use simple sentences to capture it in writing. Teacher models.</p> <p>Create speech bubbles for the different characters (supported by physical props like pig ears/mask) and encourage pupils to read and perform their simple sentences to show they can read their writing back.</p> <p>Discuss the character traits and recognise archetypal characters eg villains/heroes</p> <p>Read a simple letter from the wolf saying sorry and Mother Pig inviting the pigs home after their houses blew done. Innovate the story using a story line.</p> <p><i>Continue to model the demarcated sentence to allow pupils to transfer the skills of using capital letters, finger spaces and full stops within an independent simple sentence.</i></p>		<p><b>The Magic of Clay</b>  Capture the properties of clay in written form eg. wet, smooth, sticky, hard (dries)  Discuss the work of Beth Cavener and Julie Wilson and likes/dislikes.</p> <p>Produce a demarcated sentence describing what their sculpture is going to be and create a design of their art.</p>	<p><b>A place called home:</b>  Share different letters with the pupils and write a class letter to someone living in a different country to find out about their home and life. Children will recognise that a letter is a written, typed or printed communication, often sent in an envelope.</p> <p>Look at the page from the text to learn about Inuit life. Pupils create and label a home from this country.</p> <p>Learn about Kaffemik Celebration and produce a sentence describing it using phonics skills and high frequency words. Encourage pupils to make menus in provision about what they would include.</p> <p>Create and act out their own version of The Terrible Ten - Carter (from Poems about Animals) focusing on animals of the North Pole. Watch clips of these animals to help generate their movements for the poem:  Eg Arctic Fox, Arctic Hare, reindeer, polar bear, seal, whales  Hop like an Arcticfox</p> <p>Walk around the local area capturing types of houses that are lived in here eg. terrace, bungalow, semi-detached. Pupils draw their own homes and annotate. They write the first line of their address (link back to letters and understanding of the world)</p>	
	Supplementary texts		<p><b>The three little wolves and the big bad pig – Trivias</b></p> 		<p><b>Poems about animals ed Moses -</b></p>   <p><b>You choose - Sharratt pg. of houses for reference</b></p>  <p><b>Houses through time – Reid</b></p> 	

	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring 2	<p><b><u>New life and changes</u></b></p> <p><b>Jack and the beanstalk</b> - ALperin</p>  <p><b>Plant the Tiny Seed</b> Matheson</p>  <p><b>Lola Plants a Garden</b> - McQuinn</p>  <p><b>From egg to chicken</b> - Bedoyere</p>  <p><b>Hattie Peck - Levy</b></p> 	<p><b>Jack and the beanstalk</b> Hook - a beanstalk has grown in the classroom as the initial hook. Prediction sentences about what could be at the top of your beanstalk. <b>Growing spell</b> - Perform Tall tall tall Grow, grow, grow Stretch, stretch, stretch  How does the beanstalk feel? (look at different pictures) I'm a beanstalk, bursting... I'm a beanstalk stretching..... Collect words - act out growing, bursting, stretch, twisting, climbing ... become beanstalks and talk photos.</p>	<p>Start telling the narrative using props and images from the story to lead into the writing and begin to retell. Missing poster for Jack from his mothers. Character study of giant - describe giant Compare to other pictures of giants / watch BFG clip Giant's speech bubble shouting at Jack (<i>more able will begin to use and</i>) Letter of apology from Jack to the giant for stealing the harp/chicken.</p>	<p><b>Lola Plants a Garden</b> - (Used as a stimulus for how to plant  Label their observational drawing of a flower eg. stem, root, petal, leaf.  <b>Plant the Tiny Seed</b> Simple instructions to tell Lola how to plant a seed/cress.  Pupils will plant cress. Record their observations and write captions.</p> <p><b>I'm a little seed</b></p> 	<p><b>Egg Watch - hatching chicks in the classroom</b> <b>From egg to chick:</b> Simple explanation of observational sentences about the eggs hatching with a focus on adjectives (information booklet) <i>Eg. On Monday I can see.....</i> <i>On Tuesday I can see.....</i> This will be supported by images of chicks and hatching egg to teach pupils about verbs and using the suffix ing eg. hatching <i>Eg The chick is hatching. The egg is breaking. The chick is hopping.</i></p> <p>Hattie Peck - Levy Retell the story and predict where Hattie might find the eggs. Use You Choose to support this. Children write simple sentences about where the eggs are found. Children will share poly-syllabic words within the story eg. s and es for pluralisation and begin to use these in their writing eg. chicks, eggs, hatches</p> <p>Refer again using the final page of Hattie Peck with the different animals</p> 		
	Supplementary texts		<p><b>Jasper's beanstalk</b> – Butterworth &amp; Inkpen</p>  <p><b>Jack and the jellybean stalk</b> - Mortimer</p> 	<p><b>One Little Seed</b> - Davies</p>  <p><b>Little green helpers – Grow</b> – Engel</p> 	<p><b>Where do chicks come from?</b></p> 		

	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Summer 1	<p><b>You must bring a hat -</b></p>  <p><b>I want my hat back - Klassen</b></p>  <p><b>Coco Chanel - Little People Big Dreams - Vegara</b></p>  <p><b>When we grow up - Walsh</b></p>  <p><b>The Queen's Hat - Antony</b></p> 	<p><b>You must bring a hat:</b></p> <p>Show the invitation to the Hat Party (you must bring a hat)</p> <p>Discuss which hat they would wear using the hat props within the classroom and an extract from <b>You Choose</b></p>  <p>Describe the hat using simple adjectives and the conjunction 'and' if appropriate. Orally extend pupils by introducing conjunction because or but.</p>  <p>Reply to the invitation in simple sentences also describing the hat they will be wearing.</p> <p><b>I want my hat back</b></p> <p>Act out the story. Write speech bubbles from the bear and the rabbit. Predict how the story will finish. Write a new ending for it before they look at Klassen's ending. This will be in the form of a little book.</p>	<p><b>Different roles in society</b></p> <p><b>Coco-Chanel, little people big dreams:</b></p> <p>Read about the life of Coco-Chanel (link back to sewing in the autumn term). Sequence images from the Little People Big Dream's book to learn about what she did with her life.</p> <p>Receive letter from Coco asking them about their hat designs for the party.</p> <p>Articulate family member jobs. Invite people in from the community linked to the class to find out about the roles within the wider community</p> <p><b>When we grow up:</b></p> <p>Share pupil's hopes and dreams about their future. Give a stem sentence <i>When I grow up I will be a</i></p>	<p><b>The Queen's Hat:</b></p> <p>Introduce the book - look at first page of the queen.</p>  <p>Who was the queen? What was her job? Look at the photographs of all the different hats she owned. Look at a pictures of the queen and all the hats she wore (crown, fancy hat etc.). Bring in some hats and try on and dev. vocab. <i>The queen has a .... hat. The queen has a crown... The queen has....</i></p>  <p>Look at Big Ben page- act out ch being soldiers and climbing up-act out and photograph. Stick them onto a picture of Big Ben and add vocab for learning lines (climbed, crawled, clambered etc for verbs and prepositions).</p> <p>Retell the story using simple coherent sentences. Focus on the use of preposition to give detail eg. <i>It went in, on, over, along, around, across, above etc.</i></p> <p>Bring the original story to life using props and then introduce the King's Crown in school. Innovate the story so that the King's Crown was stolen. Make a class book of the new version and send it to King Charles. Act it out and video for parents to share.</p>			
	Supplementary texts	<p><b>Miss Honey's Hat - Adams</b></p>  <p><b>Old Hat - Gravett</b></p> 	<p><b>Community Link – make these relevant to the pupils and their families eg.</b></p> <p><b>Police – Popcorn</b> <b>Busy People: Police Officer – George</b></p>   <p><b>Ultimate Fire fighters</b></p> 				

	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer 2	<p><b>Journeys</b>  <b>The Naughty Bus - Oke</b></p>  <p><b>Violet the pilot - Breen</b></p>  <p><b>Children's Picture Atlas</b></p> 	<p><b>The Naughty Bus:</b>  Present arrives-unwrap - it's a bus and the book.  Read story and sequence pictures. Focus on beans/egg page.</p>  <p>Write text for the picture.</p> <p>Look at the bus going through the long grass. Act out how the bus is feeling. Write some thought bubbles for the picture.</p>  <p>I don't think much of the roads around here.  What's that over there?</p> <p>Retell the story - watch you tube story to recep</p> <p>Innovate the story eg. <i>The Naughty train</i> or create a sequel eg. <i>The Naughty bus strikes again!</i> <i>The night bus - new adventures</i> of the naughty bus around school  <b>Make own vehicles/labels</b></p>  <p>Did I tell you?  Sometimes I'm a night bus.</p> <p>You choose transport page to stimulate ideas</p> 				<p>Make a non-fiction booklet about different forms of transport - labelling/ what are they used for?</p> <p>Own experiences of travel - use green screen to take pictures of children on different forms of transport and write about where they went</p> <p>Or  Use You Choose - if you could travel on any form of transport, what would it be an why? What would you see? Where would you go?</p>  <p>Or perhaps choose one of these other things?</p> 	<p><b>Violet the pilot</b>  Children will write 3 non-fiction sentences about where they are going on their holidays (can be made up), children will use the computer to find out facts about their holiday destination before writing their 3 facts. These will be written on a boarding pass to support later learning.</p> <p>Children will be welcomed into the 'classroom airport', head through security and place away their baggage. Children will show their boarding passes (Their previously wrote 3 facts) and passports before finding their place on the plane. Children will enjoy a virtual flight.</p> <p>Children will add cohesion to their work by using adjectives to imagine and describe the virtual flight.</p> <p>Teachers to plan, create and edit/ model a whole class narrative prior to children developing their own stories.</p> <p>Children will use Violet the Pilot as a stimuli to plan, create and edit their own narrative including a form of transport. The narratives will include capital letters, full stops, finger spaces, adjectives, conjunction 'and'.</p>  	
	Supplementary texts	<p>Lots of open-ended materials for making different vehicles and labeling</p> 	<p><b>Don't let the pigeon drive the bus - Willems</b> <b>All aboard the London Bus</b></p>   <p><b>One day on our blue planet – Rainforest / Savannah Bailey</b></p> 