



EYFS English Subject Map: WRITING



| AGE RELATED EXPECTATIONS | | | | | | | |
|------------------------------|--|---|---|--|--|---------------------------------|--|
| | Writing transcription : Spelling | | Writing: Transcription Handwriting | | Writing: Composition | | Writing: Vocabulary, Grammar and Punctuation |
| Phonics and Spelling Rules | <p>1. Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>2. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> | Letter Formation, Placement and Positioning | <p>4. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>5. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>7. Form lower case and capital letters correctly.</p> <p>8. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>9. Write recognisable letters, most of which are correctly formed.</p> | Planning, Writing and Editing | <p>10. Learn new vocabulary.</p> <p>11. Articulate their ideas and thoughts in well-formed sentences.</p> <p>12. Describe events in some detail.</p> <p>13. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>14. Listen to and talk about stories to build familiarity and understanding</p> <p>15. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>16. Use new vocabulary in different contexts.</p> <p>17. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>18. Re-read what they have written to check it makes sense.</p> <p>19. Develop storylines in their pretend play.</p> <p>20. Write simple phrases and sentences that can be read by others.</p> <p>21. Invent, adapt and recount narratives and stories with peers and teachers.</p> | Sentence Construction and Tense | <p>32. Use new vocabulary throughout the day.</p> <p>33. Articulate their ideas and thoughts in well-formed sentences.</p> <p>34. Connect one idea or action to another using a range of connectives.</p> <p>35. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>36. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> |
| Common Exception Words | <p>3. To write some irregular common words.</p> | Joining letters | | Awareness of Audience, Purpose and Structure | <p>22. Learn new vocabulary.</p> <p>23. Use new vocabulary throughout the day.</p> <p>24. Describe events in some detail.</p> <p>25. Use talk to help work out problems and organise thinking and activities.</p> <p>26. Explain how things work and why they might happen.</p> <p>27. Develop social phrases.</p> <p>28. Use new vocabulary in different contexts.</p> <p>29. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>30. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>31. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | Use of Phrases and Clauses | <p>37. Articulate their ideas and thoughts in well-formed sentences.</p> <p>38. Connect one idea or action to another using a range of connectives.</p> <p>39. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> |
| Prefixes and Suffixes | | | | | | Punctuation | |
| Further Spelling Conventions | | | | | | Use of Terminology | |