

EYFS Curriculum Year A and Year B 2022-2025

ENGLISH LINKS WRITING

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for writing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for writing. The most relevant statements for writing are taken from the following areas of learning: • Communication and Language • Physical Development • Literacy • Expressive Arts and Design



Writing: Transcription Spelling

Phonics and Spelling rules

Two and Three Year olds	Literacy	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Three and Four Year olds	Literacy	<ul style="list-style-type: none"> • 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
Reception	Literacy	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
ELG	Literacy	n/a

Writing: Transcription Handwriting

Letter Formation, Placement and Positioning

Two and Three Year olds	Physical development	<ul style="list-style-type: none"> • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
	Literacy	<ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name
Three and	Physical development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.



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Four Year olds		<ul style="list-style-type: none">• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Shows a preference for a dominant hand
	Literacy	Write some letters accurately.
Reception	Physical development	<ul style="list-style-type: none">• 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.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Develop the foundations of a handwriting style which is fast, accurate and efficient
	Literacy	<ul style="list-style-type: none">• Form lower case and capital letters correctly
ELG	Physical development	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed
Writing: Composition		
Planning, Writing and Editing		
Two and Three Year olds	Communication and Language	<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of the pictures
	Literacy	<ul style="list-style-type: none">• Enjoy sharing books with an adult.• Pay attention and respond to the pictures or the words.• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.• Repeat words and phrases from familiar stories.• Ask questions about the book. Makes comments and shares their own ideas.• Develop play around favourite stories using props
	Expressive Arts and Design	<ul style="list-style-type: none">• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
Three and Four Year olds	Communication and Language	<ul style="list-style-type: none">• Know many rhymes, be able to talk about familiar books, and be able to tell a long story
	Literacy	<ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.• 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.• Write some or all of their name.• Write some letters accurately
	Expressive Arts and Design	<ul style="list-style-type: none">• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.



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Reception	Communication and Language		<ul style="list-style-type: none">• Learn new vocabulary.• Articulate their ideas and thoughts in well-formed sentences.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Use new vocabulary in different contexts.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	Literacy		<ul style="list-style-type: none">• Form lower case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with the letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.• Re-read what they have written to check it makes sense
	Expressive Arts and Design		<ul style="list-style-type: none">• Develop storylines in their pretend play.
ELG	Literacy	Writing	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and teachers
Awareness of Audience, Purpose and Structure			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of the pictures.• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none">• Use a wider range of vocabulary.• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.• Start a conversation with an adult or a friend and continue it for many turns.• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

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Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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
Writing: Vocabulary, Grammar and Punctuation			
Sentence construction and Tense			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none"> • Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words.
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> • 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



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			support from the teacher.
Use of phrases and Clauses			
Two and Three Year olds	Communication and Language		<ul style="list-style-type: none">• Start to develop conversation, often jumping from topic to topic.• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none">• Use longer sentences of four to six words
Reception	Communication and Language		<ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• 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.
Poetry and Performance			
Two and Three Year olds	Communication and Language		n/a
	Expressive Arts and Design		<ul style="list-style-type: none">• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none">• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.

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			<ul style="list-style-type: none">• Create their own songs, or improvise a song around one they know
Reception	Communication and Language		<ul style="list-style-type: none">• Engage in story times.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none">• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">• Make use of props and materials when role playing characters in narratives and stories
		Comprehension	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with their peers and their teacher.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music
Non Fiction			
Two and Three Year olds	Communication and Language		n/a
Three and Four Year olds	Communication and Language		n/a
Reception	Communication and Language		<ul style="list-style-type: none">• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
	Literacy	Comprehension	<ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

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Writing Bridging EYFS to Year 1

Organisation of Knowledge	Learning to write	Writing to learn	Writing for enjoyment
Relevant ELG	<p>ELG: Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others <p>ELG: Speaking</p> <p>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 their teacher</p>		<p>ELG: Writing</p> <ul style="list-style-type: none"> - Write simple phrases and sentences that can be read by others <p>ELG: Speaking</p> <ul style="list-style-type: none"> - 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 their teacher <p>ELG: Past and present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. <p>ELG: Being imaginative and expressive</p> <p>Invent, adapt and recount narratives with peers and their teachers</p>
KS1 readiness objectives	<ul style="list-style-type: none"> • Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. • To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. 	<ul style="list-style-type: none"> • Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done. 	<ul style="list-style-type: none"> • Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.

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ENGLISH WRITING IDEAS

(Example ideas, activities may be adapted to follow interests of class and relevant topical events)

	Autumn		Spring		Summer	
Year A Theme	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year A Overview	<p>-All about Starting school/ new beginnings/growing up.</p> <p>-Who I am and what does my family look like. Rules and routines -Nursery Rhymes we know and new ones to learn</p> <p>-How to be healthy and happy at school and home</p> <p>-Human body and senses - who we are and what makes us.</p> <p>Seasonal changes – Autumn/Winter</p>	<p>-Princesses and Knights, stories linked to above. Castles and other old houses.</p> <p>-Celebrations, parties Bonfire Night (Fireman Sam), Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas</p>	<p>-Dinosaurs – what are they, when did they live? How do we know?</p> <p>-Naming dinosaurs and looking at what they eat (herbivores, carnivores, omnivores) Living Dinosaurs now – lizards and birds</p> <p>Recycling, looking after the world. Seasonal changes Winter/Spring</p>	<p>Pirates and Boats – what does it mean to be a</p> <p>-Pirate – what did Pirates do, were they good or bad or a bit of both. Look at</p> <p>-Pirates in children stories eg Captain Hook, Captain Pike</p>	<p>-Our home – Shropshire England vs other places around the world. -Compare and contrast somewhere hot with somewhere very cold.</p> <p>-Seasonal changes – Spring/Summer</p>	<p>-Mini Beasts what are they and where do they live and what does their world (habitat look like)</p> <p>-Look at a variety of insects and small animals and their habitat – why is it like the way it is?</p>



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Phonics levels (Twinkl SSP Phonics)	Nursery Level 1 Weeks 1-6 Reception Level 2 Weeks 1-6	Nursery Level 1 Weeks 7-12 Reception Level 3 Weeks 1-5	Nursery Level 1 Weeks 13-19 Reception Level 3 Weeks 6-12	Nursery Level 1 Weeks 20-24 Reception Level 4 Weeks 1-5	Nursery Level 1 Weeks 25-30 Reception Level 4 Consolidation and Writing Focus	Nursery Level 1 Weeks 31-36 Reception Level 4 Consolidation and Writing Focus
Pupils will have the opportunity to:						
Year A Details	Writing opportunities Name copying and writing. Writing symbols, initial sounds	Writing opportunities Name copying and writing. Writing symbols, initial sounds, CVC words	Writing opportunities Writing phonetically decodable words, phrases and captions Introduce I am a clever writer – words, sentences, etc	Writing opportunities Writing phonetically decodable words, phrases and captions I am a clever writer	Writing opportunities Writing phonetically decodable words, simple sentences I am a clever writer	Writing opportunities Writing phonetically decodable words, simple sentences I am a clever writer
Year B Theme	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...
Year B Overview	-Real life and imaginary super heroes -Superhero me! -Seasonal changes – Autumn/Winter -How to be healthy and super foods!!!	-Toys old and new. -How to play nicely and share and look after toys. -Favourite toys and why? What new toys we would like -Saying thank you -Bonfire Night (Fireman Sam), Remembrance Day, Harvest, Diwali, Hannukah, Advent, Christmas	-Where we live. Houses, villages, towns and cities. -What they look like- are they the same everywhere. -How to be safe at home -Recycling, looking after the place we live and the wider world. -Seasonal changes Winter/Spring	-Farming – machinery, jobs, animals. -Baby vs big animals changes ie ducklings to ducks look different -What do farmers do and when? What do farmers grow and what does it become? -Baby Gerbils to Adult gerbils	-Growing and changing Plants and flowers - what they need and how to grow plants to eat. -Seasonal changes – Spring/Summer -The amazing world of Jungles, what lives and grows there and how it is different to the UK.	-What can we visit in the UK or beyond, how do we get there and what do we see when we arrive? -Water life e.g. sea, river and canal. -Where in the world do you find the animals in our stories e.g. the snail and the whale -Why to animals live in some places and not other (e.g. climate)
Phonics levels	Nursery Level 1 Weeks 1-7	Nursery Level 1 Weeks 8-14	Nursery Level 1 Weeks 14-19	Nursery Level 1 Weeks 20-24	Nursery Level 1 Weeks 25-30	Nursery Level 1 Weeks 31-36



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(Twinkl SSP Phonics)	Reception Level 2 Weeks 1-6	Reception Level 3 Weeks 1-5	Reception Level 3 Weeks 6-12	Reception Level 3 Consolidate - Writing Focus	Reception Level 4 Weeks 1-5	Reception Level 4 Consolidation and Writing Focus
Pupils will have the opportunity to:						
Year B Details	Writing opportunities Name copying and writing. Writing symbols, initial sounds	Writing opportunities Name copying and writing. Writing symbols, initial sounds, CVC words	Writing opportunities Writing phonetically decodable words, phrases and captions Introduce I am a clever writer - words, sentences, etc	Writing opportunities Writing phonetically decodable words, phrases and captions I am a clever writer	Writing opportunities Writing phonetically decodable words, simple sentences I am a clever writer	Writing opportunities Writing phonetically decodable words, simple sentences I am a clever writer