

Writing
[and fine motor skills]

Nursery

Reception

Learning Objectives

3 & 4 Year Olds

Literacy

- Use some print and letter knowledge in early writing
- Write all of their name
- Write some letters accurately

Fine motor skills

- 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.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.

Autumn:

- To make marks – large and small scale
- To trace patterns
- To trace their name.
- To begin to draw recognisable pictures

Spring:

- To begin to draw recognisable pictures, adding details
- To copy patterns
- To copy everyday words
- To write the first letter of their name.
- To copy write their name.

Summer:

- To write the first letter of their name.
- To copy write their name.
- To write their name independently.
- To begin to write the everyday words independently.
- To begin to write short sight word sentence

Learning Objectives

ELG

- 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.

Autumn:

- Name writing
- Phase 2 grapheme formation
- Writing CVC words using phase 2 phonemes

Spring:

- Writing words containing phase 2 and phase 3 phonemes
- Writing simple captions / phrases remembering finger spaces, capital letters and full stops.

Summer:

- Writing sentences independently that can be read by others.
- Writing words using phase four CCVC / CVCC words

Phonics & Reading

Learning Objectives

3- & 4-Year Olds

Literacy

- Engage in extended conversations about stories, learning new vocabulary
- Understand 5 key concepts about print
 - a. Print has meaning
 - b. Print has different purposes
 - c. We read English left to right
 - d. Names of the different parts of the book
 - e. Page sequencing
- Develop phonological awareness -
 - a. Spot and suggest rhymes
 - b. Count or clap syllables
 - c. Recognise words with same initial sound

Autumn:

- Listen attentively
- Enlarge their vocabulary
- **Aspect 1 - Environment sounds** - Identify different sounds around
- **Aspect 2 - Instrumental sounds** - Use instruments to make different sounds and patterns
- **Aspect 3 - Body percussion** - Use body to make different sounds and patterns
- **Aspect 6 - Voice sounds** - Speak confidently
- **Aspect 4 - Rhythm** - Recognise rhythm in spoken word

Spring:

- **Aspect 3 - Body percussion** - Use body to make different sounds and patterns
- **Aspect 4 - Rhythm** - Recognise rhythm in spoken word
- **Aspect 4 - Rhyme** - Show awareness of rhyme
- **Aspect 5 - Alliteration** - Show awareness of alliteration
- **Aspect 7 - Oral Blending** - Discriminate phonemes – blend the sounds in simple words (audibly in order)

Learning Objectives

ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words

Autumn:

- Phase 1 - **Aspect 7 - Oral Blending & Segmenting** - Discriminate phonemes – segment the sounds in words (use sound talk)
- Phase 2

Spring:

- Phase 3

Summer:

- Phase 4

Summer:

- **Aspect 4 - Rhythm** - Recognise rhythm in spoken word
- **Aspect 4 - Rhyme** - Show awareness of rhyme
- **Aspect 5 - Alliteration** - Show awareness of alliteration. Hear and say initial sounds in words (40/60 months)
- **Aspect 7 – Oral Blending** - Discriminate phonemes – blend the sounds in simple words (audibly in order)
- **Aspect 7 - Oral Segmenting** - Discriminate phonemes – segment the sounds in words (use sound talk)