

EYFS

early years foundation stage



Writing Group Grids

Key Learning for EYFS

Lancashire Literacy Team



Key Learning CLL – Towards Writing Skills

This booklet has suggested guidelines for guided writing sessions to help teachers plan and monitor children's progress towards ELGs. It is intended to give guidelines only and can be used to inform future short term planning. It is a useful tool for target setting and plotting the progress of groups of children. It would be recommended that reading and writing is linked and that the skills are not considered in isolation.

Speaking	Early Years Foundation Stage – Expected				
	Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.				
Year:		Group:		Prime Area:	Speaking

	Names:						
Speaking	<ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. 						
	<ul style="list-style-type: none"> • Use talk to organise and sequence ideas, feelings and events. 						
	<ul style="list-style-type: none"> • Use talk to clarify thinking. 						
	<ul style="list-style-type: none"> • Use talk to express themselves effectively in a range of situations. 						
	<ul style="list-style-type: none"> • Show awareness of listeners’ needs when communicating 						
	<ul style="list-style-type: none"> • Use past, present and future forms when discussing events and experiences. 						
	<ul style="list-style-type: none"> • Develop own narratives by connecting ideas or events. 						
	<p>Exceeding:</p> <ul style="list-style-type: none"> • Show awareness of the listener (audience) by making changes to language and non-verbal features. 						
	<p>Exceeding:</p> <ul style="list-style-type: none"> • Recount experiences and stories. 						
	<p>Exceeding</p> <ul style="list-style-type: none"> • Use a range of vocabulary to add information, express ideas and explain actions or events. 						
<p>Exceeding:</p> <ul style="list-style-type: none"> • Justify ideas and experiences. 							

Writing Level	Early Years Foundation Stage				
Year:		Groups:		Phonics: Phase 2, 3 and 4	Application of Phonics

Phonics	Names					
Phonics application into writing simple texts Phase 2 and Phase 3 Phonics Beginning Phase 4 For children who have not yet mastered fine motor control of holding a pencil and letter formation, magnetic letters or letter cards for segmenting and creating words can be used.	Phase 1 <ul style="list-style-type: none"> Segment VC words orally e.g. at, it, in, up, 					
	<ul style="list-style-type: none"> Segment CVC words orally e.g. top, run, bed, rat 					
	Phase 2 <ul style="list-style-type: none"> Segment and write VC words using graphemes s, a, t, p, i, n - e.g. at, in, is, it 					
	<ul style="list-style-type: none"> Segment CVC words using graphemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip 					
	<ul style="list-style-type: none"> Segment CVC words using all above and m, d, g, o e.g. dog, mad, gap 					
	<ul style="list-style-type: none"> Segment CVC words using all above and c, k, ck, e, u, r e.g. sock, neck, rack 					
	<ul style="list-style-type: none"> Segment CVC words using all above and h, b, f, ff, l, ll, ss e.g. huff, hiss, bill 					
	Phase 3 <ul style="list-style-type: none"> Segment CVC words using all above and j, v, w, x, y, z, qu e.g. jack, buzz, vet, quick 					
	<ul style="list-style-type: none"> Segment CVC words using all above and ch, sh, th, ng e.g. chip, shop, this, thin, song 					
	<ul style="list-style-type: none"> Segment CVC words using all above and ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good 					
	<ul style="list-style-type: none"> Segment CVC words using all above and ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil 					
	<ul style="list-style-type: none"> Segment CV, CVV and CVC words using all above and ear, air, ure, er e.g. hear, fear, chairs, sure, cure, shower, tower 					
	Exceeding - Phase 4 <ul style="list-style-type: none"> Segment CVCC words using all graphemes covered in Phase 2 and 3 e.g. paint, tights, boils, shelf, toast 					
	Exceeding - Phase 4 <ul style="list-style-type: none"> Segment CCVC words using all graphemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet 					
Exceeding - Phase 4 <ul style="list-style-type: none"> Segment CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phase 2 and 3 e.g. frost, street, scrunch 						
Exceeding - Phase 4 <ul style="list-style-type: none"> Segment words with more than one syllable e.g. turnip, sister, cooking, 						

Writing Level	Early Years Foundation Stage – Expected				
	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.				
Year:		Group:		Writing:	Towards Expected Towards Exceeding

	Names:						
Writing	<ul style="list-style-type: none"> Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes e.g. <i>it, mop, bell</i> 						
	<ul style="list-style-type: none"> Make phonetically plausible attempts when writing more complex words 						
	<ul style="list-style-type: none"> Spell tricky words from Phase 2 and Phase 3 independently 						
	<ul style="list-style-type: none"> Write own name 						
	<ul style="list-style-type: none"> Write left to right and top to bottom 						
	<ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before attempting to write it 						
	<ul style="list-style-type: none"> Write a simple phrase with finger spaces, that can be read back by themselves 						
	<ul style="list-style-type: none"> Write simple sentences using finger spaces, that can be read by themselves and others 						
	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events 						
	<ul style="list-style-type: none"> Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus 						
	<p>Exceeding</p> <ul style="list-style-type: none"> Spell irregular tricky words he she we me be was my you her they all are 						
	<p>Exceeding</p> <ul style="list-style-type: none"> Use key features of narrative in ownwriting 						

Tricky words linked to Letters and Sounds

List 1 (Phase 2)	List 2 (Phase 3)	List 3 (Phase 4)	List 4 (Phase 5)
<p>is it in at and to the no go I</p>	<p>he she we me be was my you they her all are</p>	<p>said so have like some come were there little one do when out what</p>	<p>oh their people Mr Mrs looked called asked water where who again thought through work mouse many laughed because different any eyes friends once please</p>

List 5 Appendix 1 (100 HFWs) (NB - some words already taught and assessed previously)		List 6 Next 200 common words in order Letters and Sounds (NB – some words already taught and assessed previously)		
a	water	been	room	across
of	away	stop	last	gone
on	good	must	jumped	hard
for	want	red	because	floppy
his	over	door	even	really
but	how	right	am	wind
that	did	sea	before	wish
with	man	these	gran	eggs
can	going	began	clothes	once
up	where	boy	tell	please
had	would	animals	key	thing
this	or	never	fun	stopped
went	took	next	place	ever
not	school	first	mother	miss
then	think	work	sat	most
as	home	lots	boat	cold
mum	who	need	window	park
them	didn't	that's	sleep	lived
down	ran	baby	feet	birds
dad	know	fish	morning	duck
big	bear	gave	queen	horse
it's	can't	mouse	each	rabbit
see	again	something	book	white
very	cat	bed	its	coming
look	long	may	green	he's
don't	things	still	different	river
will	new	found	let	liked
into	after	live	girl	giant
back	wanted	say	which	looks
from	eat	soon	inside	use
children	everyone	night	run	along
him	our	narrator	any	plants
get	two	small	under	dragon
just	has	car	hat	pulled
now	yes	couldn't	snow	we're
came	play	three	air	fly
about	take	head	trees	grow
got	thought	king	bad	
your	dog	town	tea	

put could house old too by day made time I'm If help here off saw make an	well find more I'll round tree magic shouted us other food fox through way	I've around every garden fast only many laughed let's much suddenly told another great why cried keep	top eyes fell friends box dark grandad there's looking end than best better hot sun	
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