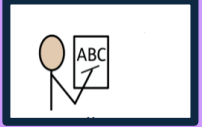




## EYFS – Reception Writing LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spell</b> 	orally segment CVC words.  Say initial sounds.	Writes own name.  Identify taught letters to match ph2 initial sounds.  Can write and spell VC and CVC words with slight support.	Orally segment and write VC and CVC words independently.  May be beginning using some ph3 digraphs when writing words.	Spell words independently using Ph2 and some taught Phase 3 digraphs.  Spell some HFWs.	Spell words by drawing on knowledge of phase 2-3 and attempting ph4 blends.  Make phonetically plausible attempts at more complex unknown words.	Spell words independently using Ph2-Ph4.  Spell some SPHFWs.
<b>Handwriting</b> 	Draw lines and circles.  Form some recognisable letters from name.  Taught: Satp, inmd, gock, ck eur, hbfl.	Forms letters in name correctly.  Modelling comfortable pen grip.  Beginning to form recognisable letters from taught ph2.	Writes from left to right and top to bottom.  Modelling tripod grasp.  Retracing vertical lines and is improving anticlockwise.  Beginning to control letter size.	Holds pencil to form recognisable letters (all lowercase).  Starting to use CAPS.  Clear ascenders/ descenders.  Comfortable anticlockwise.	Form most lower-case letters correctly.  Can include spaces between words.  Writing more capital letters correctly when needed.	Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.  Using some finger spaces between their words independently.
<b>Compose</b> 	Talk to link ideas.  Writes name by copying or memory.  May begin initial sounds.	Segment CVC words and attempt to write using taught sounds.  Attempt 2 word phrases (the cat)  Sound/Symbol relationship.	Orally compose a 4-5 word phrase and hold it in memory.	Composing and writing short captions /phrases (4-5 words) independently.  Beginning to compose and write a simple sentence with support.	Developing ability to write captions and short sentences independently.  Can read writing back to themselves.	Write short sentences using a capital letter and full stop.  Writes different taught text forms.  They can read their own sentences and so can teachers.