



## Writing Expectations across Foundation Stage 2

		<b>End of Autumn term</b> <u>Model texts/stimulus and key outcomes</u> <u>Fiction texts:</u> We're Going on a Bear Hunt Stick Man One Snowy Night <u>Non-fiction texts:</u> Fiction poems and books linked to Diwali and Christmas  CVC word lists Phoneme sentence Using sentence stems	<b>End of Spring term</b> <b>(end of Autumn term expected plus below)</b> <u>Model texts/stimulus and key outcomes</u> <u>Fiction texts:</u> The Gingerbread Man <u>Non-fiction texts</u> 'People who Help Us'  Oral recount, leading to sequencing and short retelling of a story Speech bubble of sentence Instructions for pancake making	<b>End of Summer term</b> <b>(end of Autumn and Spring term expected plus below)</b> <u>Model texts/stimulus and key outcomes</u> <u>Fiction texts:</u> The Very Hungry Caterpillar The Rainbow Fish Commotion in the Ocean <u>Non-fiction texts:</u> My History Animal Legs  Recount and more detail when sequencing and retelling stories Some innovating of stories Class performance of poems Instructions for planting seeds
Contexts for writing		CVC word lists Phoneme sentence using a phoneme frame Simple, short sentences using sentence stems	Recount and sequencing and retelling of familiar stories Speech bubble of sentence Writing short sentences to give instructions. Simple Recount on real life event (Writing short sentences in chronological order in a recount.)	Share key events for stories that they have read. Alternative endings or make predictions about familiar stories. Writing stimulus based on child interests and real life experiences. A range of exposure to a range of high quality texts of different genres with the opportunity to create their own response or writing prompt.
Transcripti on	Spelling – phonics/ common exception words	RWI at least <b>Set C</b> and above Orally segment single sound CVC words e.g. c-a-t Say the initial sounds in most words I can identify known letters to match initial sounds	RWI group <b>red</b> and above I can write CVC words and labels from Set A, B and C I can begin to spell / find on classroom display learnt independently tricky words	RWI <b>green/purple</b> Know sounds for each letter in the alphabet and Set 1 special friends (10 digraphs) Spell simple phrases and sentences made up with known letter sound correspondences.

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		<p>I can orally blend words (e.g. adult says m-a-n and child says man)</p> <p>I can begin to spell / find on classroom display learnt independently tricky words</p> <p>I can write CVC words and labels e.g. c-a-t</p>	<p>Start spelling zappers of common exception words</p>	<p>Spell a few common exception words matched to their phonic programme.</p> <p>Continue a rhyming string.</p> <p>Spell words by identifying the sounds and then writing the sound with recognisable letters.</p> <p>Most FS common exception words</p>
	Handwriting	<p>I can recognise and trace over my name.</p> <p>I can write some lower case letters correctly</p> <p>I can write some upper case letters that I know (e.g. in my name)</p> <p>Begin to develop core muscle strength and maintain posture when sitting at a table.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>I can write around half of my lower case letters correctly using the RWI letter formation prompts.</p> <p>Ascribe meaning to the marks they make.</p> <p>I can write some upper case letters correctly</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Develop core muscle strength and maintain posture when sitting at a table.</p> <p>Write simple phrases and sentences which can be read by themselves and others.</p> <p>Write recognisable letters, most of which are correctly formed using the RWI letter formation prompts.</p>
	Punctuation	<p>To be aware of the terms through discussion/modelling:</p> <p>Capital letter (start of sentences)</p> <p>Full stops</p> <p>Finger spaces</p>	<p>To be aware of the terms through discussion/modelling:</p> <p>Capital letter (start of sentences)</p> <p>Full stops</p> <p>Finger spaces</p>	<p>Write words, then simple sentences that can be read by themselves and others.</p> <p>Capital letters (start of sentences)</p> <p>Finger spaces</p> <p>Sometimes use full stops correctly to demarcate sentences.</p>
Composition	Oral composition	<p>Is beginning to understand what good listening looks like and know why listening is important.</p> <p>Learn and use new vocabulary throughout the day</p> <p>Ask simple questions to find out more</p> <p>Can convey their needs</p> <p>Beginning to connect one idea or action to another</p> <p>Can describe familiar events</p>	<p>Oral rehearsal of simple generated sentences before writing</p>	<p>Confident oral rehearsal of sentences and self-checking for sense after oral rehearsal</p> <p>Share stories with families at “share a story” mornings</p> <p>Group poetry performance</p>

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	<p>Can use talk to work out problems and organise thinking and activities                  Can listen to and is beginning to learn poems, rhymes and songs                  Oral rehearsal of sounds in a word before writing                  Oral counting of words in a sentence                  Oral and drama used to learn definitions of key vocabulary</p>		
Grammar	<p>To understand the link between graphemes and phonemes                  To understand how letters and graphemes combine to create words</p>	<p>To begin to understand how words combine together to create captions, phrases and sentences</p>	<p>To understand how words combine together to create sentences.</p>
Planning and composing writing	<p>I can write some initial sounds                  I can attempt write my own name                  I can begin to say simple labels and short sentences to write with adult support.</p>	<p>I can write captions                  I can write short sentences – with prompts from adults if needed                  I can start to use finger spaces between my words                  I can start to use full stops – with prompts from adults if needed.                  I can begin to read my sentences back</p>	<p>Retell key events in their own lives and main events of familiar stories.                  Create a simple plan using a story map or oral rehearsal.                  Use ideas from familiar stories and group discussion in their own writing                  Use sentence stems as a basis to plan their writing.                  Orally say and hold their sentence before ascribing meaning to the marks that they make.                  Read my sentence back                  Able to reflect on their writing and edit where appropriate (with an adult) using the whole school green pen reflection policy.</p>
Vocabulary	<p>Vocab from model texts taught and modelled in shared writing (see key vocabulary list)                  I can talk about stories I have heard, naming characters and making comments</p>	<p>I can talk about stories, rhymes, non-fiction and songs.                  I can begin to use new vocabulary throughout my play.                  I can retell key events from stories I have heard and read</p>	<p>Using topic/story language and story language (e.g - Once Upon a Time) in verbal and written work                  Star Words in lessons, modelled and discussed the meaning of                  I can describe the key events of a story with increasing detail.</p>

		<p>When show a picture I can talk about what might be happening.</p> <p>I can retell the key events in well known, taught stories, joining in with repeated frames.</p> <p>I can answer simple retrieval questions, eg what colour is the bear?</p> <p>I can join in with familiar rhymes and songs</p>	<p>I can describe the key events of a story with increasing detail.</p> <p>I can answer with more confidence of retrieval questions</p>	<p>I can recall some facts from a non-fiction book I have been exposed to.</p> <p>Applying known vocabulary and beginning to choose an effective adjective/verb for their writing.</p>
	Grammatical terminology	<p>To be aware of the terms through discussion/modelling:</p> <p>letter</p> <p>capital letter</p> <p>word</p> <p>phoneme</p> <p>grapheme</p> <p>digraph</p>	<p>To be aware of the terms through discussion/modelling:</p> <p>finger space</p> <p>capital letter</p> <p>full stop</p> <p>word</p>	<p>To be aware of the terms through discussion/modelling:</p> <p>finger space</p> <p>capital letter</p> <p>full stop</p> <p>word</p> <p>sentence</p>

**English Mastery writing and reading sessions** - Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. - National curriculum