

Foundation Stage 2: Writing Curriculum Map

Autumn 1	Autumn 2
Guided by RWI scheme - Daily letter formation teaching linked to the letter sound being taught through RWI phonics. - Squiggle me to a writer programme continuation from FS1. - Use of schools handwriting scheme – letter join, focus on pre writing shapes and patterns. - Securing GPC of all single sounds. - Strong oral blending focus to enable independent spelling in Autumn 2	Guided by Literacy tree scheme. - Oral re-telling - Labels - Captions - Simple explanations - Initial sound writing - CVC word writing
Development matters statements and ELG: - 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; write 'm' for mummy. - Write some or all of their name. - Write some letters accurately. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. - 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.	Development matters statements and ELG: - 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; write 'm' for mummy. - Write some or all of their name. - Write some letters accurately. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. - 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.
Key Texts: 	Key texts: 

Foundation Stage 2: Writing Curriculum Map

Spring 1	Spring 2
Guided by Literacy tree scheme. • Oral retelling • Signs and labels • Thought bubbles • flyers • letters • CVC word spelling • CVCC word spelling	Guided by Literacy tree scheme. • Story retelling • Labels • Song Lyrics • Instructions • Letters • CVCC word spelling • Multisyllabic word spelling • Common exception word spelling
Development matters statements and ELG: • 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; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • 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.	Development matters statements and ELG: • 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; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • 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.
Key Texts: 	Key texts: 

Foundation Stage 2: Writing Curriculum Map

Summer 1	Summer 2
Guided by Literacy tree scheme. • Innovating spoken rhyme • Questions • lists • instructions • Leaflets • Re write familiar sentences. • CVCC word spelling • Multisyllabic word spelling • Common exception word spelling	Guided by Literacy tree scheme. • Rhyming • Flip books • Questions • Writing a narrative • CVCC word spelling • Multisyllabic word spelling • Common exception word spelling
Development matters statements and ELG: • 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; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • 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.	Development matters statements and ELG: • 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; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • 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.
Key Texts: 	Key texts: 