



Writing Curriculum Cycle – Pearl Class (EYFS)

Pearl Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
						
<p>Core Texts</p> <p>Fiction</p> <p>Non-fiction</p> <p>Poetry & Rhyme</p> <p>Traditional tales</p>	<p><u>Settling in and getting to know each other</u></p> <p>The Colour Monster by Anna Llenas</p> <p><u>People who help us</u></p> <p>The Jolly Postman or Other People's Letters by Janet & Allan Ahlberg</p> <p>Fire Fighter (People Who Help Us) by Amanda Askew & Andrew Crowson</p> <p>Busy Machines: Rescue by Amy Johnson</p> <p>A Super Hero Like You by Dr Ranj Singh</p> <p><u>Autumn</u></p> <p>Leaf Man by Lois Ehlert</p>	<p><u>Autumn/Halloween</u></p> <p>Animals in Winter by Henrietta Bancroft</p> <p>Over and Under the Snow – Kate Messner & Christopher Silas Nel</p> <p>Winnie's Amazing Pumpkin by Valerie Thomas & Korky Paul</p> <p>Say Hi to Hedgehogs by Jane McGuiness</p> <p><u>Remembrance</u></p> <p>Where the Poppies Now Grow by Hilary Robinson & Martin Impey</p> <p><u>Owls</u></p> <p>The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> <p>Owl Babies by Martin Waddell & Patrick Benson</p> <p>Bat Loves the Night by Nicola Davies & Sarah Fox-Davies</p> <p>White Owl, Barn Owl by Nicola Davies & Michael Foreman</p> <p><u>Diwali</u></p> <p>Binny's Diwali by Thrity Umrigar & Nidhi Chanani</p> <p>The Best Diwali Ever by Sonali Shah & Chaaya Prabhat</p> <p>Little Glow by Katie Sahota</p>	<p><u>Space</u></p> <p>The Marvellous Moon Map by Teresa Heapy & David Litchfield</p> <p>Field Trip to the Moon by Jeanne Willis & John Hare</p> <p>How to Catch a Star by Oliver Jeffers</p> <p>Whatever Next! by Jill Murphy</p> <p>Rocket Says Look Up! by Nathan Bryon</p> <p>Little People Big Dreams: Neil Armstrong by Maria Isabel Sanchez Vegara</p> <p><u>Lunar New Year</u></p> <p>I Love Chinese New Year by Eva Wong Nava & Li Xin</p> <p>The Story of the Zodiac by Joanna Troughton</p> <p>Cleversticks by Bernard Ashley</p> <p><u>Transport</u></p> <p>Naughty Bus by Jan Oke</p> <p>The Train Ride by June Crebbin & Stephen Lambert</p> <p><u>Maps</u></p> <p>Martha Maps It Out by Leigh Hodgkinson</p>	<p><u>Polar bears</u></p> <p>Tracks of a Panda by Nick Dowson</p> <p>Ice Bear by Nicola Davies & Gary Blythe</p> <p>Lost and Found by Oliver Jeffers</p> <p>The Emperor's Egg by Martin Jenkins & Jane Chapman</p> <p>We're Going on Bear Hunt</p> <p>We're Going on a Bear Hunt by Michael Rosen & Helen Oxenbury</p> <p>The Gruffalo by Julia Donaldson & Axel Scheffler</p> <p>Bears in the Forest by Karen Wallace</p> <p>A Book of Bears: At Home with Bears Around the World by Katie Viggers</p> <p><u>Old bears</u></p> <p>Teddy Bears by Judith Miller</p> <p>Old Bear by Jane Hissey</p> <p><u>Easter</u></p> <p>The First Easter (Bible Story Time) by Sophie Piper</p> <p>My first Story of Easter by Tim Dowley</p>	<p><u>Plants</u></p> <p>The Seedling That Didn't Want to Grow by Britta Teckenstrup</p> <p>A Seed in Need by Sam Godwin</p> <p>The Tiny Seed by Eric Carle</p> <p><u>Baby Animals</u></p> <p>Just Ducks! by Nicola Davies & Salvatore Rubbino</p> <p>First the Egg by Laura Vaccaro Seeger</p> <p>Growing Frogs by Vivian French</p> <p>The Trouble with Tadpoles by Sam Godwin & Simone Abel</p> <p><u>Caterpillars/mini beasts</u></p> <p>Caterpillar to Butterfly by Vivian French</p> <p>The Hungry Caterpillar by Eric Carle</p> <p>Snail Trail by Jo Saxton</p> <p><u>Food</u></p> <p>The Runaway Pea – Kjartan Poskitt & Alex Willmore</p> <p>Handa's Surprise by Eileen Browne</p> <p>Oliver's Vegetables by Vivian French & Alison Bartlett</p>	<p><u>The beach</u></p> <p>The Sea Saw by Tom Percival</p> <p>Seaside Holidays Then and Now by Claire Hibbert</p> <p>Sharing a Shell by Julia Donaldson & Lydia Monks</p> <p><u>Underwater</u></p> <p>The Rainbow Fish by Marcus Pfister</p> <p>Seahorse: The Shyest Fish in the Sea by Chris Butterworth & John Lawrence</p> <p>Gentle Giant Octopus by Wallace Karen & Bostock Mike</p> <p><u>Looking after the planet</u></p> <p>Clean Up! by Nathan Bryon</p> <p>My Green Day by Melanie Walsh</p> <p>One Tiny Turtle by Nicola Davies & Jane Chapman</p> <p><u>Weather</u></p> <p>Cyril the Lonely Cloud by Tim Hopgood</p> <p><u>Pirates</u></p>



		<p><u>Birthdays</u> Kipper's Birthday by Mick Inkpen Winnie and Wilbur Happy Birthday by Valerie Thomas</p> <p><u>Christmas</u> The Jolly Christmas Postman by Janet & Allan Ahlberg</p>		<p>We're Going on an Egg Hunt by Michael Rosen & Helen Oxenbury</p> <p><u>Pancake Day</u> Mr Wolf's Pancakes by Jan Fearnley</p> <p><u>Spring</u> Are you Spring? by Caroline Pitcher</p> <p>When will it be Spring? by Catherine Walters</p>	<p>Oliver's Fruit Salad by Vivian French & Alison Bartlett</p>	
<p>Supporting Texts</p> <p>Fiction Non-fiction Poetry & Rhyme Traditional tales</p>	<p>When I'm Feeling Kind by Trace Moroney</p> <p>We're all Wonders by RJ Palacio</p> <p>The Dot by Peter H Reynolds</p> <p>Hansel and Gretel</p> <p>Cinderella</p> <p>Goldilocks</p> <p>The Three Little Pigs</p> <p>Jack and the Beanstalk</p> <p>Little Red by Bethan Woollvin</p> <p>When We Were Very Young by AA Milne & EH Shepard</p>	<p>You Choose by Nick Sharratt & Pippa Goodhart</p> <p>A selection of books about celebrations and animals (habitats and nocturnal)</p> <p>Duck in the Truck by Jez Alborough</p> <p>Goodnight Moon by Margaret Wise Brown</p> <p>Gingerbread Man</p> <p>Rapunzel</p> <p>The Elves and the Shoemaker</p> <p>A Great Big Cuddle: Poems for the Very Young by Michael Rosen</p>	<p>Keep Out! Bears About! by Sally Grindley</p> <p>Ramadan Moon by Na'ima B Robert & Shirin Adl</p> <p>A selection of nonfiction books about transport</p> <p>Is the Moon Tired? by Christina Rossetti</p> <p>The Train from Loch Brane - The Usborne Book of Poems for Young Children</p> <p>Sharing Poems from The Usborne Book of Poems for Young Children</p> <p>Rumpelstiltskin</p> <p>The Princess and the Pea</p>	<p>Wizard Bear</p> <p>Revisit: Goldilocks and the Three Bears</p> <p>The Little Red Hen</p> <p>Chanting Ryles by John Foster</p> <p>Honey Bear by Elizabeth Lang - A Great Big Cuddle: Poems for the Very Young selected by Michael Rosen</p>	<p>Revisit: Jack and the Beanstalk Jim and the Beanstalk</p> <p>The Enormous Turnip</p> <p>The Ugly Duckling</p> <p>A selection of nonfiction books about growing (both animals and plants)</p> <p>The Friendly Giant by Charles Thomson – Whizz, Bang Orang-Utan by John Foster</p> <p>Bananas in my Ears(a collection of poems) by Michael Rosen</p>	<p>The Snail and the Whale by Julia Donaldson</p> <p>My Shadow by Robert Louis Stevenson - The Usborne Book of Poems for Young Children</p> <p>A selection of nonfiction books about the beach and ocean (including holidays in the past)</p> <p>The Three Billy Goats Gruff</p>
<p>Possible Writing Outcomes</p>	<p>Big focus on name writing.</p> <p>Recognising name, ordering letters of name, tracing letters.</p> <p>People who help us initial sounds and CVC words</p> <p>Potion writing</p>	<p>Firework night captions</p> <p>Remembrance captions</p> <p>Diva Lamp instructions</p> <p>Party invitations</p> <p>Cake recipe</p>	<p>Naughty Bus missing poster</p> <p>The Train Ride captions</p> <p>Writing train tickets</p> <p>Chinese New Year cards and recipes</p> <p>Story mapping and retelling the story of Chinese New Year (The Great Race)</p> <p>Space Day smoothie instructions</p>	<p>Missing Bear poster</p> <p>We're Going on a Bear Hunt story retelling and story map</p> <p>Writing own version of 'We're Going on a Bear Hunt'</p> <p>Bear's picnic recipes and invitation</p> <p>Captions/labels for bear museum</p> <p>Invitations to bear museum</p> <p>Goldilocks story retelling</p> <p>Goldilocks crime scene</p>	<p>Retelling/recount of Easter break</p> <p>Fruit salad recipe</p> <p>Labeling spring treasures</p> <p>Butterfly life cycle fact books</p> <p>Natural potion recipes</p> <p>Planting a seed instructions</p> <p>Minibeast riddles</p> <p>Chick, tadpole and lamb visit recount and fact books</p> <p>Bean diary</p>	<p>Labelled pirate map</p> <p>Message in a bottle</p> <p>Letter to a pirate</p> <p>Sea creature fact book</p> <p>How to save the planet booklet/information page/letter</p>
<p>Sentence Building</p>	<p>Captions and labels</p> <p>Expressions through simple phrases and sentences which can be read by others</p> <p>Capital letter for name</p> <p>Sentence punctuation modelled by adult</p>					



Whole Text Building	<p>Introduce Laelling people who help us/parts of a fire engine with initial sounds learnt so far</p> <p>Leaf man labels (CVC- man, cat,rat)</p>	<p>Introduce Firework sounds labels (fizz, pop, bang)</p> <p>Owl baby labels</p>					
			<p>Introduce How to make a space smoothie instruction writing</p> <p>(Write an instruction e.g. on a label in the class role play area)</p>		<p>Practise/Develop How to plant a seed instruction</p> <p>Fruit salad recipe</p> <p>Natural potion recipes</p>	<p>Embed How to save the planet booklet/information page/letter</p>	
		<p>Introduce Owl babies captions</p>	<p>Practise Naughty bus caption writing</p> <p>Train ride caption writing</p>	<p>Practise Easter story captions</p> <p>Bear hunt captions</p> <p>Bear fact books</p> <p>Captions for bear museum</p>	<p>Develop Handa's surprise captions</p> <p>Butterfly life stages captions</p>	<p>Embed Sea creature fact book captions</p>	
		<p>Introduce Write a word or phrase to describe our autumn walks</p> <p>(Write a sentence about an experience)</p>	<p>Practise Write a sentence about our 'Train Ride'</p>	<p>Practise Write a sentence about our Teddy Bear's picnic</p>	<p>Develop Writing one or more sentences about our animal visits (chick, lamb, tadpole)</p>	<p>Embed Writing a short recount of our trip to the beach</p>	
		<p>Introduce Invitation writing for our birthday party</p> <p>(Write a sentence to go with an event)</p>	<p>Practise Naughty Bus missing poster</p> <p>Luna new year fact book</p>	<p>Develop Missing bear poster</p> <p>Bear museum posters and invitations</p>		<p>Embed Message in a bottle</p> <p>Letter to a pirate</p>	
		<p>Introduce Verbally describe characters from traditional tales (linked by the Jolly Postman)</p> <p>(Write a sentence to describe a character)</p>	<p>Practise Verbally describe the soldier in Where the poppies now grow</p>	<p>Practise Write a word or phrase to describe Naughty Bus.</p>	<p>Develop Write a phrase to describe the bear in bear hunt</p>	<p>Develop Write several sentence to describe one or more of the animals in Handa's surprise</p>	<p>Embed Write a sentence to describe Rainbow fish at the beginning and end of the story.</p>
		<p>Introduce Verbally join a few ideas together</p> <p>(Sometimes join a few ideas together e.g. two or three phrases/ sentences)</p>	<p>Practise When writing, join two ideas together</p>	<p>Develop When writing, join two ideas together</p>	<p>Embed When writing, join several ideas together</p>	<p>Embed When writing, join several ideas together</p>	
		<p>Introduce (Verbally) retelling Leaf man</p> <p>Traditional tale retellings</p> <p>(Talk for writing)</p>	<p>Practise (Verbally) retelling owl babies</p> <p>(Talk for writing)</p>	<p>Develop (Verbally and captions to match sequenced images) The Train ride</p> <p>(Talk for writing)</p>	<p>Develop (Writing) We're Going in a Bear hunt retelling</p> <p>goldilocks retelling</p> <p>(Talk for writing)</p>	<p>Develop (Writing) retelling Handa's surprise</p> <p>(Talk for writing)</p>	<p>Embed (Writing) retelling Rainbow Fish</p> <p>(Talk for writing)</p> <p><i>(Year 1) sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide</i></p>



Talk for Writing		Introduce Planning Tool – Story map. Used to retell and reinvent owl babies. Lots of scaffolding.	Practise Planning Tool – Story map. Used to develop their own train ride story. Lots of scaffolding for reinvention.	Develop Planning Tool – Story map. Used to map out We're Going on a Bear Hunt and then develop their own changing the setting.	Develop Planning Tool – Story map. Used to map out Handa's Surprise and then develop their own with variations on which part will change.	Embed Planning Tool – Story Map. Used with Rainbow Fish and then to write their own underwater story.
	Introduce Beginning to understand the idea of beginning, middle and end in well-known stories (traditional tales)	Practise Understand the terms beginning, middle and end and begin to talk about these parts of known stories	Practise Understand the terms beginning, middle and end and begin to talk about these parts of known stories	Develop Understand the terms beginning, middle and end and talk about these parts of known stories with increasing confidence and independence	Develop Understand the terms beginning, middle and end and talk about these parts of known stories with increasing confidence and independence	Embed Understand the terms beginning, middle and end and talk about these parts of known stories with confidence and independence
	Introduce Engaging in teacher led retellings of a 5-part story (Once upon a time First/then/next But So Finally/happily ever after) Introduce luckily and unfortunately	Practise Engaging in teacher led retellings of a 5-part story and beginning to add their own ideas to whole class sessions. Some children, beginning to make up their own simple 5-part stories independently. Most children can make up a very simple story with adult scaffolding.	Practise Engaging in teacher led retellings of a 5-part story and adding their own ideas to whole class sessions. Many children, beginning to make up their own simple 5-part stories independently.	Develop Many children able to make up their own simple 5-part stories independently.	Embed Most children able to make up their own 5-part stories independently. Adding an increasing amount of detail and new vocabulary including adjectives.	Embed Children are able to make up their own detailed 5-part stories using new vocabulary independently.
			Introduce Factual writing closely linked to a story: Lunar new year fact book/ transport facts (diagrams and labels focus)	Develop Factual writing closely linked to a story: Bear information book/penguin facts (the emperors egg/ice bear)	Develop Factual writing closely linked to a story: growing themes linked to children's interests/in class experiences - tadpoles, butterfly, ducks	Embed Factual writing closely linked to a story: independent sea creature fact book
				Introduce Similes in context of describing bears	Practise Guild on use of similes to nature/growing	Develop Children to use similes independently
Authorial Effect	Introduce Verbally talking about the fire service visit with lots of scaffolding. (relate orally a real event)	Practise Orally talking about their own birthdays and Sid the squirrel's birthday with some scaffolding	Develop Talking about our bus trip including details with a little scaffolding.	Develop Retelling our own 'We're Going on a Bear hunt' Talking about our bear museum.	Embed Talking about planting. Talking about our animal visits including lots of details. Beginning to use adjectives and connectives.	Embed Orally retelling our visit to the beach using lots of detail, adjectives and connectives.
	Introduce Write their name on their work using their name label as support	Practise Write their name on their work mostly without their name label beginning to form the letters of their name correctly	Embed Write their name on their work mostly without their name label forming the letters of their name correctly			
	Introduce/ Practise Write simple expressions and orally explain what they say General mark making Letter writing opportunities linked to the Jolly Postman (mark making with some known sounds included)	Develop Write simple expressions and orally explain what they say General mark making Letters to Santa/elves in the post box (mark making with an increasing number of known sounds included)				
	Use some of the vocabulary they know to support the context of their writing. Key vocabulary taught weekly through word aware					
	Introduce Discuss what they have written with an adult and other pupils	Practise Say out loud what they are going to write about and beginning to (Year 1)	Practise Say out loud what they are going to write about and beginning to (Year 1)	Develop Say out loud what they are going to write about and to (Year 1)	Embed Say out loud what they are going to write about and to (Year 1)	



			Reread what they have written to check its sense with support Discuss what they have written with an adult and other pupils	Reread what they have written to check its sense with support Discuss what they have written with an adult and other pupils	Reread what they have written to check its sense with some support Discuss what they have written with an adult and other pupils	Reread what they have written to check its sense independently. Discuss what they have written with an adult and other pupils
Grammar and Punctuation Word Classes	Know the names of members of the class. Read and write lower case and upper case letters for proper nouns Label objects in the learning environment Know that the personal pronoun 'I' has a capital letter	Use describing words for objects in the environment; shells, stones, plants, mini-beasts Use describing words for characters in stories	Know that names begin with a capital letter	Talk about actions Know some 'doing' words which describe actions e.g. <i>I am jumping</i> Begin to read and write simple sentences which include 'being' words e.g. He <i>is</i> in the car.	Reinforce oral use of describing words during outings and in the environment Expand range of known verbs during P.E. and other play activities e.g. <i>hopping, skipping, curling, weaving</i>	Orally use adverbs such as carefully, quickly, gently Learn to identify wider groups of common nouns e.g. <i>types of tree, leaf, flower, shell, mini-beast, stationery item, cooking utensil, clothing</i>
Sentence Functions	Listen to a variety of sentence models, which include statement, question, command and explanation – in stories and information texts and in class talk. Point to the question mark when reading big books together; model the word <i>question</i> e.g. <i>I'm going to ask you a question; Who can answer this question?</i>					
Combining Words, Phrases and Clauses	Model simple oral sentences as examples of clear units of meaning	Encourage children to speak in meaningful sentences Expand responses with some detail	Use the word <i>and</i> to join ideas together Model oral use of <i>but, or</i> and <i>because</i> as useful joining words	Read and write sentences together in shared reading and shared writing Count the words in a sentence	Make oral sentence chains, child after child, each making a contribution Read early conjunctions on word cards	With the adult, orally compose meaningful sentences which explain or describe an experience or class activity Shared writing of simple sentences
Verb Tenses	Orally respond to child's error with correct verb form	Read stories to model past tense verb form Talk together about pictures to model present tense verb form	Also model verbs in progressive form e.g. <i>Jack is running; Samir was singing.</i>	When writing a shared sentence, ask child to check verb tense e.g. <i>Should we say Kitty drank her milk?</i> <i>Make deliberate errors and edit together</i>	Continue to respond to child's error with correct verb form Respond to incorrect subject/verb agreement, e.g. 'We was' - 'Were you?'	Make corrections of pupil's oral and written errors, with a focus on oral correction e.g. <i>We come out to play</i> <i>You came out to play did you?</i>
Punctuation	Model capital letters and full stops in classroom environment Read texts to children as often as possible, to reinforce familiarity with <i>hearing</i> the unit of a sentence		During shared sentence writing, emphasise use of capital letters for names, personal pronoun 'I' and sentence beginnings; model full stops	Use big books or shared texts which include an exclamation mark to show surprise	Continue to ask children to help you write sentences together: <i>What do we need to put at the end?</i> <i>What have I left out?</i>	Encourage and praise children for remembering to use a capital letters and full stops when they write their own sentences
Vocabulary	Learn appropriate vocabulary which label nouns in the learning environment; build appropriate vocabulary related to school activities times of day; actions in P.E.; colours; days of week; months of the year Read rhymes and poems to hear rhyming words		Expand vocabulary to also describe mathematical activities; shapes; size words; number words; prepositions e.g. <i>under, next to, behind</i>	Expand vocabulary by offering a wide range of rich texts Read aloud to children Read more rhymes and poems to enjoy new words Clarify misconceptions of word meanings Continue to refine word meanings		Build vocabulary about the wider world through outings and outdoor walks, talks by visitors Expand vocabulary about nature
Spelling	Following Little Wandle Letters & Sounds Revised					
Handwriting Morrells Little Wandle Letters and Sounds formation phrases	Weeks 1-3: gross and fine motor skills to support hand writing Pre-letter shapes Dough disco Pencil grip focus sessions Sitting position focus sessions	Week 1: Review c family letters Week 2: Review c family letters Weeks 3,4,5,6: il,lL,tT,	Week 1: Review c family letters start kK Week 2: kK Weeks 3,4,5,6: jJ. vV. wW. uU, yY	Week 1 review as required Weeks 2,3,4,5,6: fF, rR, nN, mM	Week 1 review as required Week 2,3,4,5,6: hH, Pp, bB, eE, sS	Week 1: review as required Weeks: 2+3 xX, zZ Weeks: 4,5,6: Consolidate as requires and focus on size and position on the line ready for year 1



<p>As per the Morrells Handwriting Scheme and our handwriting policy, progression should be tailored to each child's individual skills and needs.</p> <p>Children in Reception, use the formation phrases set by Little Wandle alongside the Morrells 'alphabet manual' during teaching and practice sessions.</p> <p>In reception, gross and fine motor skills are embedded to everyday provision. Each handwriting session begins with a dough disco or other fine motor activity. Practise is completed on a big scale physically using scarves/ ribbons/chalk/water before children try the formation on paper. Pencil grip and posture is of central importance during these sessions.</p>	<p>Week 4,5,6: introduce alongside capital letters cC, oO, aA, gG, q(u)Q, dD</p>					
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