



### REMAT Early Years Writing Overview

We understand that before children are able to form letters correctly they need to have developed control over their gross and fine motor skills. Within our curriculum children are given opportunities to climb, jump, run, hop, skip, crawl, swing, balance and travel over and under. Children's fine motor skills are also developed by providing fine motor challenges with a variety of resources such as threading, scissors skills, tweezers, nuts and bolts and many more. Mark making and writing enhancements activities are provided for children both indoor and outdoor, with the outdoors giving children the opportunities to mark make on a larger scale.

Resources	chalk boards, chunky chalk, chalk, felt tips pens, coloured pencil, crayons, pastels, paints, thick paint brushes, thin paint brushes, note pads, shopping lists, plain paper, lined paper, coloured paper, card, homemade books- e.g our class, Our trip to the Farm.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p>Begin to show control over larger movements e.g skipping hopping climbing.</p> <p>Begin to show an interest in fine motor activities e.g threading, tweezers.</p> <p>To be able to make</p>	<p>Growing control over larger movements e.g skipping hopping climbing.</p> <p>Growing control over fine motor activities e.g threading, tweezers.</p> <p>Shows an interest in using a range of mark</p>	<p>To begin to develop a comfortable pencil grip.</p> <p>Showing a growing control when using equipment e.g knife and fork, scissors, buttons.</p> <p>Attempts to write</p>	<p>To develop a comfortable pencil grip.</p> <p>Increasing control when using equipment e.g knife and fork, scissors, buttons.</p> <p>Shows a growing</p>	<p>To begin to copy letters in my own name.</p> <p>To begin to use some letters of knowledge to communicate written messages.</p>	<p>To be able to copy my own name.</p> <p>To begin to correctly form some letters of the alphabet.</p>

	marks with mark making equipment and talk about the marks.	making materials.	and explains what it means e.g a list or a letter to a friend.	control when mark making and is beginning to draw shapes that represent intended outcome- <i>e.g oval for a face, triangle for a party hat.</i>		
<b>Reception</b>	<p>To be able to write name independently with the correct lowercase and uppercase letters</p> <p>To begin to correctly form lower case letters for each single letter sound of the alphabet.</p> <p>To begin to use their sound knowledge to write messages- e.g using initial sounds to represent words. E.g d for doctors</p>	<p>To be able to write name independently with the correct lowercase and uppercase letters</p> <p>To be able to correctly form lower case letters for each single letter sound of the alphabet.</p> <p>To be able to use their sound knowledge to write messages- e.g using initial sounds to represent words. E.g d for doctors</p>	<p>To begin to take care when forming letters and control size.</p> <p>To begin to spell and write two and three sound words.</p>	<p>To be able to spell and write two and three sound words.</p> <p>To be able to correctly form the consonant digraphs <i>sh, th, ng, nk, qu, ch, ll, ss, ff, zz, ck</i></p> <p>To begin to spell and write words containing the consonant digraphs <i>sh, th, ng, nk, qu, ch ll, ss, ff, zz, ck</i></p> <p>To begin to spell and write short captions using their sound</p>	<p>To be able to spell and write words containing the consonant digraphs <i>sh, th, ng, nk, qu, ch ll, ss, ff, zz, ck</i></p> <p>To be able to correctly form the vowel digraphs <i>ay, ee, igh, ow, oo, oo</i></p> <p>To begin to spell and write words containing the vowel digraphs <i>ay, ee, igh, ow, oo, oo</i></p> <p>To begin to spell and write four sound words <i>e.g pram, skip, jump</i></p> <p>To begin to spell and write taught common misconception</p>	<p>To be able to spell and write words containing the vowel digraphs <i>ay, ee, igh, ow, oo, oo</i></p> <p>To be able to spell and write four sound words e.g <i>pram, skip, jump</i></p> <p>To begin to able to correctly form the digraphs <i>ar, or, air, ir, ou, oy</i></p> <p>To begin to spell and write words containing the digraphs <i>ar, or, air, ir, ou, oy</i></p> <p>To be able to spell and write some common misconception words</p> <p>To be able to write short</p>

				knowledge <i>e.g</i> <i>red shop, bad</i> <i>dog.</i>	words  To begin to write short sentences using their sound knowledge and capital letters, full stops and finger spaces. <i>e.g</i> <i>I will play with Sam.</i> <i>I can see a bee.</i> <i>I can jump high.</i>	sentences using their sound knowledge and capital letters, full stops and fingers. <i>e.g</i> <i>I will play with Sam.</i> <i>I can see a bee.</i> <i>I can jump high.</i>
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