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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | | | | | |
| Phase 1: 7 aspects of sound discrimination | | | | | |
| Gross motor skills  Mark making | Tripod grip  Use of scissors | Pencil grip and pressure | Meaning to mark making | Name writing  Range of writing opportunities | Simple word writing |
| Reception | | | | | |
| Provide a range of writing opportunities in all AOP | | | | | |
| Phase 2  Letter sounds | | Phase 3  Letter names and sounds | | Phase 4  Letter names and sounds | |
| Name writing  Gross and fine motor skills  Use of correct pencil grip | Handwriting - lower case  Gross and fine motor skills  Write VC words (in, at) | Shared writing  Handwriting – upper case | Finger spaces and capital letters  Shared writing  Write CVC words | Write simple sentences (decodable)  Shared sentence writing.  Use of full stops | Independent sentence writing  (past, present, future)  Write CVCC / CCVC words |

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | | | | | |
| Phase 5 Letters and Sounds | | | | | |
| Spell days of the week  Correct letter formation upper and lower case  Orally rehearse and write sentences.  Accurate use of full stops | | Sequence ideas.  Use of conjunction ‘and’  Check writing makes sense | | Use of question and exclamation marks  Simple editing | |
| Year 2 | | | | | |
| Phase 6 Letters and Sounds | | | | | |
| Edit writing  Letter formation for joining  Sentence types and related punctuation | | Joining letters  Commas  Apostrophes | |  | |