

Writing Spine – EYFS – Y2

EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	We're going on a Leaf Hunt	The Little Red Hen	The Gingerbread Man	The Gingerbread Man 2	Jack and the Beanstalk	Sam Plants a Sunflower From Seed to Sunflower (Non-Fiction)
Text Type	Journey Tale	Traditional Tale (fable)	Wishing Tale	Wishing Tale	Traditional Tale	Non-fiction
Skills	To write their name using correct letter formation. To begin to form lowercase letters following the RWI letter formation. To begin to spell CVC words by identifying the sounds and then writing the sound with the corresponding grapheme.		To write CVC/CVVC words, labels, and captions. To begin to write simple phrases and sentences using their phonic knowledge. To reread what they have written to check that it makes sense.		To write simple sentences with words with known letter sound correspondences using a capital letter and full stop. To reread what they have written to check that it makes sense.	To write recognisable letters, most of which are correctly formed. To spell words by identifying sounds in them and representing the sounds with a letter or letters. To write simple phrases and sentences that can be read by others. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary and using this in their writing.
Toolkit	In Reception, we focus on developing key literacy skills that lay the foundation for future reading and writing success. The Early Learning Goal for Literacy within the EYFS framework seeks to ensure that children demonstrate the ability to read and write independently and with confidence by the end of Reception. To achieve this, we create a dynamic and enriching learning environment where children are encouraged to cultivate their phonics, reading, and writing skills in an engaging and purposeful manner. At Phoenix Infant Academy, we are deeply committed to nurturing our children's early literacy development. Phonics begins as soon as children start Reception, with daily sessions that follow the <i>Read Write Inc</i> phonics programme. This structured approach helps children decode words, recognise letter sounds, and develop both reading and writing fluency. Alongside this, we offer rich opportunities for children to explore high-quality books, listen to stories, and practice their emerging reading and writing skills. Children are encouraged to express themselves through writing in a variety of various ways, including mark-making, letter formation, and writing simple words and sentences. Writing is integrated into everyday learning opportunities, such as writing letters and pictures for their friends, labelling pictures, creating cards, story maps, construction designs and linked to big question learning. Teachers actively support children in using their phonics knowledge to sound out words and spell them accurately leading to successful writers.					

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We use the *Talk for Writing* programme, which fosters the development of oral language, comprehension, and writing skills in a holistic and interactive way. This approach allows children to internalise the structure and language of stories through verbal expression before transitioning to writing. By orally rehearsing stories, sentences, and phrases, children expand their vocabulary, enhance their understanding of narrative structures, and gain confidence in using language expressively. The programme bridges the gap between spoken and written language, deepening children's understanding of how writing works while fostering creativity and self-expression. This integrated process not only supports early literacy but also enhances cognitive development, as children recall, innovate, and apply language in their writing.

We are committed to fostering confident writers in Reception, laying a strong foundation that will ensure a smooth transition into Year 1, where children can continue to expand their literacy skills with greater independence and growing proficiency.

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Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Nursery Rhymes Can I build another me?	Traction Man	The Queen's Hat	The Magic Porridge Pot	The Kindest Red	Who's Our New Teacher
Text Type	Rhymes Labels, lists and caption NC Report (Information)	Adventure Stories Persuasive Writing	Labels, lists and caption Stories with repeating patterns (Finding Tale) List poems Recount - trip	Traditional Tales (Rags to Riches) Instructions	Stories with Familiar Settings Explanation	Stories with Familiar Settings (conquering the monster) Poetry
Skills – transcription and grammar	Listening to and discussing a wide range of poems. Link what they read or hear to their own experiences Appreciate rhymes and poems and to recite some by heart Sit correctly at the table and holds a	Write clearly demarcated sentences. Write sentences in order to create short narrative texts Use adjective to describe Use and to join ideas	Capital letters for names, places, days of the week & personal pronoun 'I'. Write clearly demarcated sentences (inc ! and ?) Use some features of different text types	Read aloud own writing clearly enough to be heard by peers and the teacher Re-read what has been written to check it makes sense Use some features of different text types	Use 'and' to join ideas. To use a range of prefixes and suffixes (-ed, -ing, -un, -er, -est) Re-read what has been written to check it makes sense To demarcate sentence correctly. (inc ! and ?)	Write sentences in order to create short narrative texts Use adjectives to describe Use question marks and exclamation marks. Use un- as a prefix Use some features

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	<p>pencil comfortably and correctly</p> <p>Spaces evident between words</p> <p>Capital letters for names, places, days of the week & personal pronoun 'I'.</p> <p>Use adjectives to describe</p> <p>Write sentences in order to create short non-fiction texts</p>	<p>Use some features of different text types</p> <p>Write clearly demarcated sentences.</p> <p>Add -er and -est to root words correct to compare</p>	<p>Use and to join ideas</p> <p>Listening to and discussing a wide range of poems.</p> <p>Link what they read or hear to their own experiences</p> <p>Appreciate rhymes and poems and to recite some by heart</p> <p>Use some features of different text types</p>	<p>Write clearly demarcated sentences. (inc ! and ?)</p> <p>Use -s and -es on plurals correctly</p>	<p>To use subject specific language</p> <p>Use some features of different text types</p>	<p>of different text types</p> <p>Write similes using adjectives (Angry)</p> <p>Clearly sequenced sentences</p> <p>Use -ed endings on verbs with no changes</p>
Toolkit	<p>Learn and retell simple information texts with a three part structure:</p> <ul style="list-style-type: none"> -opening to introduce the topic - chunks of information - conclusion with an amazing fact 	<p>Write a 5 part story</p> <ul style="list-style-type: none"> -introduce the character and setting - adventure starts - problem occurs (unfortunately) - problem is solved (luckily) -happy ending (finally) 	<p>Use precise nouns to name it</p> <p>Choose adjectives with care</p> <p>Write sentences with 2 adjectives</p> <p>Use powerful verbs</p>	<p>Think about how the character feels/wants at the beginning</p> <p>Use place starters</p> <p>End by stating how the character has changes or what has been learned</p>	<p>Use a three part structure:</p> <ul style="list-style-type: none"> -general statement to introduce the topic - a series of logical steps explaining how or why something occurs 	<p>Choose and decide how a character feels, thinks or behaves</p> <p>Start sentences with -ing verbs</p> <p>Use correctly punctuated question sentences starting with: who,</p>

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	<p>Clear topic sentences in the form of a definition</p> <p>Use generalising and classifying words, e.g. all, most, many always, sometimes, never etc...</p> <p>Well chosen adjectives to denote size, colour, behaviour etc...</p> <p>Use prepositions where appropriate</p> <p>Write in present tense and 3rd person</p>	<p>Use one or two word sentences for dramatic effect</p> <p>Use adjective to describe</p> <p>Use verbs to describe the actions</p>	<p>Organise recount in sequence:</p> <ul style="list-style-type: none"> -opening to describe when, who, what, where -middle section to expand and describe events in details -a conclusion to round it off and include a feeling or the best part <p>Use the first person</p> <p>Use past tense</p> <p>Use a range of time conjunctions</p> <p>Choose adjectives to add detail</p>	<p>Write sentences that begin with time connectives</p> <p>Use a range of conjunctions used: first, second, finally</p> <p>Use a range of prepositions</p> <p>Keep sentences short</p> <p>Use imperative/bossy verbs</p> <p>Use adjective sparingly</p>	<p>- ending with a summary statements or memorable piece of information</p> <p>Interest the reader with:</p> <ul style="list-style-type: none"> -a question title -exclamation sentences - questions to engage - adding extra bits of information 	<p>what, when, where or why.</p>
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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	<p>Hey You – Dapo Adeola</p> <p>The Three Little Wolves and the Big Bad Pig - Eugene Trivizas</p>	<p>The Big Book of Birds – Youval Zomer</p> <p>The Lost Words –Robert Macfarlane and Jackie Morris</p>	<p>Space poem</p> <p>Space High Jinx</p>	<p>Rosa Parks (Little People, Big Dreams)</p> <p>Great and the Giants - Zoe Tucker</p> <p>Malala’s Magic Pencil - Malala Yousafzai</p> <p>Elliot Midnight Superhero – Alex T Smith</p>	<p>The Sea Saw – Tom Percival</p>	<p>The Way to Treasure Island by Lizzy Stewart</p> <p>A River – Max Martin</p>
Text Type	<p>Fact File – Proud to be Me (Hey You)</p> <p>Story Writing – Traditional Tales (The Three Little Wolves and the Big Bad Pig) T4W</p> <p>Poems with repetition.</p>	<p>Recount of Hampton Court Trip</p> <p>Recount/Thank you letter – Birds of Prey</p> <p>Poetry - poem linked to class birds – The Lost Words</p> <p>Non-Chron Owls/Class Birds – The Big Book of Birds (T4W)</p>	<p>Poems with rhyme</p> <p>Story writing – Space High Jinx – space story with setting description (linked to explorers) – T4W</p> <p>Instructions/recipe – How to be a hero</p>	<p>Character/Setting descriptions (NMM)</p> <p>T4W non-fiction – dragons</p> <p>Non-fiction fact files – significant people</p> <p>Poetry – World Poetry Day</p>	<p>Story Writing - The Sea Saw (T4W)</p> <p>Recount of Cultural Diversity Day</p>	<p>Adventure Stories – The Way to Treasure Island (T4W)</p> <p>A River – descriptive writing</p> <p>Poetry</p> <p>Recount of beach trip</p> <p>Year 2 Memories</p> <p>Letter to Year 1</p>
Skills Writing - Transcription	I can write sentences that are sequenced to form a short	I can write sentences that are sequenced to	I can write sentences that are sequenced to	I can write simple, coherent narratives about personal experiences and	I can write simple, coherent narratives about personal experiences and	I can write simple, coherent narratives about personal experiences and

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	<p>narrative (real or fictional).</p> <p>I can write about real events, recording these simply and clearly.</p> <p>I can develop positive attitudes towards and stamina for writing, by writing poetry.</p>	<p>form a short narrative (real or fictional).</p> <p>I can write about real events, recording these simply and clearly.</p> <p>I can develop positive attitudes towards and stamina for writing, by writing poetry.</p>	<p>form a short narrative (real or fictional).</p> <p>I can develop positive attitudes towards and stamina for writing, by writing poetry.</p>	<p>those of others (real or fictional).</p> <p>I can write about real events, recording these simply and clearly.</p> <p>I can write effectively and coherently for different purposes.</p> <p>I can develop positive attitudes towards and stamina for writing, by writing poetry.</p>	<p>those of others (real or fictional).</p> <p>I can write about real events, recording these simply and clearly.</p> <p>I can write effectively and coherently for different purposes.</p>	<p>those of others (real or fictional).</p> <p>I can write about real events, recording these simply and clearly.</p> <p>I can write effectively and coherently for different purposes.</p> <p>I can develop positive attitudes towards and stamina for writing, by writing poetry.</p>
Skills Writing – Grammar and punctuation	I can demarcate some sentences with capital letters and full stops.	I can demarcate most sentences in my writing with capital letters and full stops and use	I can use exclamation marks.	I can use commas in a list.	I can add suffixes to spell most words correctly in my	I can add suffixes to spell most words correctly in my

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	<p>I can use sentences with different forms: statements.</p> <p>I can use adjectives.</p>	<p>question marks correctly when required.</p> <p>I can use sentences with different forms: questions.</p> <p>I can use adjectives, including using the suffixes -er and -est.</p> <p>I can use subordination (using because) and co-ordination (using and).</p>	<p>I can use sentences with different forms: exclamations.</p> <p>I can use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>I can use subordination (using because, when) and co-ordination (using and, but).</p> <p>I can use present and past tense mostly correctly and consistently.</p> <p>I can re-read to check my writing makes sense.</p>	<p>I can use sentences with different forms: commands.</p> <p>I can use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>I can use subordination (using because, when, if, that) and co-ordination (using and, but, or).</p> <p>I can Use the present and past tenses correctly and consistently including the progressive form.</p> <p>I can re-read to check my writing makes sense.</p>	<p>writing (e.g. -ment, -ness, -ful, -less, -ly).</p> <p>I can use the punctuation taught and Key Stage 1 mostly correctly.</p> <p>I can make simple additions, revisions and proof-reading corrections to their own writing.</p>	<p>writing (e.g. -ment, -ness, -ful, -less, -ly).</p> <p>I can use sentences with different forms: statements, questions, exclamations, commands.</p> <p>I can use the punctuation taught and Key Stage 1 mostly correctly.</p> <p>I can make simple additions, revisions and proof-reading corrections to their own writing.</p>
Toolkit		<p>Poetry Toolkit – Invent impossible ideas, e.g. magical wishes; experiment with alliteration to create humorous and</p>	<p>Space High Jinx – Journey Tale</p>	<p>Poetry Toolkit – To create a playful poem, you can:</p> <p>Use a repeated opening line, e.g. In the cave of curiosity, I created...</p>	<p>The Sea Saw - Losing Tale</p>	

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		<p>surprising combinations.</p> <p>Focus on Information Text Toolkit</p>		<p>Use a place + abstract or magical noun</p> <p>Tell the reader what you created, saw, found, noticed, watched, discovered, uncovered, etc.</p> <p>List three ideas for each verse.</p> <p>Play with alliteration, e.g. an angry ant.</p> <p>Use the senses, e.g. the touch of smooth pebbles.</p>		
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