EYFS MTPS: Communication and Language and Writing including Oral Composition and Transcription

Early Learning Goals					
CL: Speaking Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	**CL: Speaking** Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	**EAD: Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and teachers.	**Literacy: Comprehension** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	**PD: Gross Motor:** Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **PD: Fine Motor** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	**Literacy: Writing** 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 ready by others.
Text Range and Writing Inspiration: • Stories (approved by The Book Trust, 5 Plagues of Reading), non-fiction, rhymes, songs and poems • Conversation, story-telling and role play • Talk for Writing and Tales Toolkit strategies					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
CL: Tales Trail (Evidence in Red Literacy Book) Generating oral adjectives and vocabulary – Tier 2 and Tier 3					
Superhero Me: What makes you special? If you could be a superhero. Superhero cereal tasting- generating oral adjectives **Supertato:** Story mountain/TT **Superworm:** Playing 'Superworm Says' ***all with regular opportunities for oral Fred talk which will continue all year for any child that still needs oral blending**	Visitors in (Road Safety, RSPCA) Trip to the post box **Little Red Hen**: Story mountain/TT **Percy the Park-Keeper (After the Storm/A Flying Visit):** Autumn walk. Building hedgehog houses. Map work. **The Little Owl and The Star:** Story mountain/TT	Kings and Queens Day Royal Tea Party **Nursery rhymes:** Reciting and performing (Pussycat, Pussycat, Where Have You Been?; London Bridge is Falling Down; The Queen of Hearts) **This is London:** Google Maps tour of London. **If I Were a King:** Royal Tea Party. Discussion: What would you do if you were King/Queen?	**Rosie's Walk:** Farm visit. Positional language obstacle course. **The Scarecrow's Wedding:** Story mountain/TT Wedding role play **Egg to Chick (non-fiction):** Egg hatching. Acting out life cycle of a hen.	**Poles Apart:**. Story mountain/TT. **The Mixed up Chameleon:** amazing as you are. **Elmer:** Story mountain/TT. Pattern day.	**The Pirate's Next Door:** Partake Theatre Company and Pirate Day **Commotion in the Ocean:** Poetry reciting **The Rainbow Fish:** Hot seating the Rainbow Fish. Story mountain/TT
Physical Development: Squiggle me into a Writer and Dough Disco *(Shonette Basette)* **Assessment per term – portrait and pencil grip**					
Dough Disco: Introduction to Dough Disco: Grip strength, coordination and sensory. **Squiggle me into a writer:** Warm up moves. m, a, s, d t, i n, p, g c, o, k, u	**Dough Disco:** Strengthening hands and fingers. Hand dominance by lateral coordination, finger control, **Squiggle me into a writer:** b, f, e, l h, r, j v, y, w, z, x q, u	**Dough Disco:** Enhancing dexterity and creativity. Precision, pattern, creative **Squiggle me into a writer:** m, a, s, d t, i n, p, g c, o, k, u b, f, e, l	**Dough Disco:** Enhancing dexterity and creativity. Precision, pattern, creative **Squiggle me into a writer:** sh, ch, th, wh b, f, e, l h, r, j v, y, w, z, x q, u	**Dough Disco:** Advanced coordination Refined motor skills, multi-step sequences to music. **Squiggle me into a writer:** m, a, s, d t, i n, p, g c, o, k, u b, f, e, l h, r, j v, y, w, z, x q, u	**Dough Disco:** Mastery and Performance Confidence, fine motor mastery and creative self-expression. **Squiggle me into a writer:** m, a, s, d t, i n, p, g c, o, k, u b, f, e, l h, r, j v, y, w, z, x q, u sh, ch, th, wh
Transcription - Handwriting: Nelson in addition to the daily RWI SSL					
RWI 16 Sounds M,a,s,d,t,i,n,p,g,o,c, k,u,b,f,e	**RWI 25 sounds** L,h,j,r,y,w,z,x,y	**Set 1 Nelson** New: c, a, o, d, g, q, s, f, e	**Set 2 Nelson** New: i, l, t, u, j, y Review: c, a, o, d, g, q, s, f, e	**Set 3 Nelson** New: r, n, m, b, p, h, k Review: c, a, o, d, g, q, s, f, e, i, l, t, u, j, y	**Set 4 Nelson** New: v, w, x, z Review: c, a, o, d, g, q, s, f, e, i, l, t, u, j, y, r, n, m, b, p, h, k
Transcription pre-write (Evidence in Red Literacy Book)					

Oral fred talk games and mark making: **Superhero Me**: Emblem (scribing, mark making) Superhero Cereal Tasting - initial sound/mark making **Supertato**: Where is ST game - mat, pot, bag, cup **Superworm:** Physical outdoor game – hop, sit, run, nap, hug	**Oral fred talk games and mark making/ Magnetic letters CVCs** **Little Red Hen**: Labelling characters (dog, hen, cat) **Percy the Park-Keeper (After the Storm):** Finding and writing CVC objects in a pile of leaves big, bed, tub, rug, pan **The Little Owl and The Star:** Oral retell of the story linked to Nativty perfromance	**Green cards/scribing sounds correctly formed** **Nursery rhymes:** Drawing and labelling map of London (post it's - Ben, box, bus, hat) Red group – big ben, box, shop, king **This is London:** Labelling pictures from the book Man, bus, dog, box, Big man, red bus, bad dog, post box – teacher model Red group add black cab – teacher model **If I Were a King:** writing a list Below 1C: Cvc words 1C and Ditty: a hat, a bag, the jam, the pop, the cloth Red group: the hats, the bags, the jam, the pop, the cloth Making cheese scones and reading a recipe put, the	**Fred fingers and spaces** **Rosie's Walk:** Labelling Rosie's Walk 2-3 words (positional language and location orally) **Green Across the path. Past the pond. Along the haycock. Past the mill. Past the fence. Along the beehive.** **Ditty/Red:** in the pot, in the bag, on the mat, on the hat, in the box **1c:** pot, bag, mat, hat, box **SEN**: initial sounds **The Scarecrow's Wedding:** Writing a list of objects we need for the wedding, using the taught SF's and Red Words. **Green: You will need a …….dress, 2 rings, bell, shell** **Red: need a ….dress, shell, ring, bell** **Ditty: The dress. The ring. The bell. The shell.** **Lower ditty: dress, ring, bell, shell** **1A-1C Digraphs on sheet to introduce - Magnetic letter boards and support will be given where needed to use Fred fingers.** **Hat, cup, wed, bag (stretch with red word: 'the')** **SEN – 2 words – making letter shapes** **Egg to Chick (non-fiction):** Ordering and labelling the life cycle of a hen HA:The hen lays an egg. The egg cracks. The chick hatches. MA: It is a hen. It is an egg. It is hatching. It is a chick. LA: crack, wet, chick, hen, egg the, is	**Modelling sentences with capital letters and full stops** **Poles Apart:** Suitcase sorting – Things need for a trip around the world. List of items to go to the Antarctic e.g hat, mittens, boots, shoes, scarf, sunglasses, t – shirt (top), coat, shorts HA: **The Mixed Up Chameleon:** Word bank – teacher to model the spellings e.g good, like, **Elmer:** TT oral retell.	**Modelling sentences with capital letters and full stops** **The Pirates Are Coming:** Have Pirate day – take photos and describe ourselves and each other in costumes **Commotion in the Ocean:** I see, I hear, I feel… - oral and teacher modelling with their ideas e.g starfish, shell **The Rainbow Fish:**
Transcription Big Write– Spelling Fred Fingers, Hold a sentence (dictation), build a sentence and write about (Evidence in Red Literacy Book)					
Magnetic letters CVCs: **Supertato**: comic book CVC words (sad, hot, pot, mat, cup) **Superworm:** List of verbs- sit, run, hop, nap, hug **2025-26: in response to further CPD around Writing Framework and Best Starts to Life and cohort needs we have adapted the transcription curriculum to look like this:** Daily fine or gross motor activities depending on child need plus targeted teaching of handwriting. Weekly Writing for Pleasure (mark making +) linked to focus texts.	**Magnetic letters and matching to a green card/scribing initial sound correctly formed** **Little Red Hen:** Labelling characters (dog, hen, cat) **Percy the Park-Keeper (After the Storm):** big, bed, tub, rug, pan **The Little Owl and The Star:** Oral retell of the story linked to Nativty performance **2025-26: in response to further CPD around Writing Framework and Best Starts to Life and cohort needs we have adapted the transcription curriculum to look like this:** Daily fine or gross motor activities depending on child need plus targeted teaching of handwriting. Weekly Writing for Pleasure (mark making +) linked to focus texts. Little Red Hen – draw a map of the farm + labelling Draw a character + speech Percy the Park Keeper- draw the house Little Owl and the Star- draw a character + speech Christmas speech	**Fred fingers and spaces** **Nursery Rhyme/This is London: What does the pussy cat see in London?** Writing short 2 word captions LA: cat, cab, red bus (magnet boards) MA: big hat, red bus, red box, Big Ben Red group – the red bus, the king, the shop, the red box The **This is London:** Labelling pictures from the book Man, bus, dog, box, A big man, a red bus, a bad dog, a post box – teacher model Red group; the big man, the red bus, the black cab, the post box – teacher model. **Hold a sentence:** **If I Were a King:** Recipes to make cheese scones e.g. **Tip it, mix it, rub it, get hot, cut it, yum** **Red group – 3 word phrase e.g mix it up, it is hot** put	**Hold a sentence** **Rosie's Walk:** Story retell/ where is Rosie? **HA:** She went across the path. She went past the pond. She went along the haycock. She went past the mill. **MA:** She is in the pot. She is in the bag. She is on the mat. She is on the hat. **LA:** the pot, the bag, the hat, the mat **SEN:** two cvc words using magnet boards – mat, pot **Egg to Chick (non-fiction):** Hold a sentence - It is a egg. It has a crack. It is wet. It is a chick. the, is	**Build a sentence:** **Poles Apart:** Booklet – Tour guide of places to visit England – It is grand and charming. America – It is buzzing. Italy – It is wet. India – It is hot and dazzling. Austrailia – It is fun. **The Mixed Up Chameleon: I can/I am good at/I like** **Elmer:** TT oral retell. like, I,	**Build a sentence/Write About** **The Pirate's Are Coming:** Write about themselves as a pirate e.g I have a cutlass. I have a hat. I have a patch. I have a flag. **Commotion in the Ocean:** I see, I hear, I feel…poetry **The Rainbow Fish:** Write sentences about yourself for your new Y1 teacher 'I am 5.' I like etc. like, I, have
Handwriting					
As part of RWI as sounds taught	a d g o c q u y recap b p h n m r	e s f i l t k j v w x z	Using handwriting tracker	Using handwriting tracker	Using handwriting tracker
Writing opportunities in Independent Play (Evidence of Tapestry)					

Activities including first Set 1 sounds:	Activities including next Set 1 sounds:	Activities including Set 1 sounds:	Activities including Set 1 and Set 2 sounds:	Activities including Set 1 and Set 2 sounds:	Activities including Set 1 and Set 2 sounds:
- sound sorting - initial sound matching - CVC frames - letter sensory play - name writing - message centre	- CVC, CVCC and CCVC frames - sound sorting - letter and word sensory play - name writing - message centre - character speech bubbles and captions	- phonics games - message centre - character speech bubbles and captions - red word spelling - invitations to tea party - Chinese writing (CNY)	- phonics games - message centre - character speech bubbles and captions - list of names for the chicks - signs for incubator - farm trip recounts - wedding invitations	- phonics games - message centre - character speech bubbles and captions - drawing and labelling selves as pirates - drawing and labelling treasure maps - sea creature non-fiction books - phonics games - message centre - character speech bubbles and captions - posters about environmentalism - animal non-fiction books	- phonics games - message centre - character speech bubbles and captions - drawing and labelling selves as pirates - drawing and labelling treasure maps - sea creature non-fiction books - phonics games - message centre - character speech bubbles and captions - posters about environmentalism - animal non-fiction books