



THE LITERACY
COMPANY



Pathways to Write

**EYFS Cycle B Overview:
30-50 and 40-60 months**

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Development Matters:

'Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.'

Texts	Outcomes	Communication and Language	Reading	Writing
Autumn 1 <i>Peace at Last</i> by Jill Murphy	Joining in with key events and phrases in a retelling of the story	30-50 months Listen to others one to one or in small groups, when conversation interests them Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Use vocabulary focused on objects and people that are of particular importance to them	30-50 months Listen to and join in with stories and poems, one-to-one and also in small groups. Show interest in illustrations and print in books and print in the environment Look at books independently	30-50 months Sometimes give meaning to marks as they draw and paint
	Oral retelling of story Draw images and write labels to represent the story	40-60 months Listen and respond to ideas expressed by others in conversation or discussion Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Introduce a storyline or narrative into their play	40-60 months Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Use vocabulary and forms of speech that are increasingly influenced by their experiences of books	40-60 months Give meaning to the marks as they draw, write and paint Hear and say the initial sounds in words Link sounds to letters, naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence Write labels
Autumn 2 <i>The Three Little Pigs</i> by Mara Alperin	A representation of a favourite character in the story. Able to say which character it is and express some information about the character	30-50 months Retell a simple past event in correct order (e.g. went down slide, hurt finger) Build up vocabulary that reflects the breadth of their experiences	30-50 months Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Listen to stories with increasing attention and recall	30-50 months Sometimes give meaning to marks as they draw and paint
	To label a plan and attempt to write a simple caption	40-60 months Listen and respond to ideas expressed by others in conversation or discussion Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into play	40-60 months Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words Enjoy an increasing range of books	40-60 months Begin to break the flow of speech into words Hear and say the initial sound in words Link sounds to letters, naming and sounding the letters of the alphabet Write labels and captions Write CVC words

Texts	Outcomes	Communication and Language	Reading	Writing
Spring 1 <i>Let's all creep through crocodile creek</i> by Jonny Lambert	To draw/make a crocodile and be able to describe some of its features to a familiar adult	30-50 months Begin to use more complex sentences to link thoughts (e.g. using and, because) Use a range of tenses (e.g. play, playing, will play, played)	30-50 months Enjoy rhyming and rhythmic activities Show awareness of rhyme and alliteration Recognise rhythm in spoken words	30-50 months Sometimes give meaning to marks as they draw and paint
	To create a story map of the journey and write labels/captions/ sentences describing the crocodiles	40-60 months and ELGs Maintain attention, concentrate and sit quietly during appropriate activity Listen and respond to ideas expressed by others in conversation or discussion Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into their play Develop narratives by connecting ideas or events	40-60 months and ELGs Continue a rhyming string Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences Enjoy an increasing range of books Read some common irregular words	40-60 months and ELGs Begin to break the flow of speech into words Write labels and captions Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in way which match their spoken sounds Spell some common irregular words Write CVC words
Spring 2 <i>The Pirates are Coming!</i> by John Condon	To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making.	30-50 months Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Use talk in pretending that objects stand for something else in play, e.g, 'This box is my castle'	30-50 months Recognise rhythm in spoken words Handle books carefully Hold books the correct way up and turn pages	30-50 months Sometimes give meaning to marks as they draw and paint
	To write from the point of view of Tom, describing what he has learned about pirate ships.	40-60 months and ELGs Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop narratives and explanations by connecting ideas or events	40-60 months and ELGs Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Demonstrate understanding when talking to others about what they have read	40-60 months and ELGs Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in ways which match spoken sounds Spell some common irregular words <i>Apply taught digraphs into writing</i>

Texts	Outcomes	Communication and Language	Reading	Writing
Summer 1 <i>Gigantosaurus</i> by Jonny Duddle	To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur.	30-50 months Begin to understand 'why' and 'how' questions Listen to stories with increasing attention and recall	30-50 months Begin to be aware of the way stories are structured Suggest how the story might end Know information can be relayed in the form of print	30-50 months Sometimes give meaning to marks as they draw and paint Ascribe meanings to marks that they see in different places
	Retell/rewrite of the story	40-60 months and ELGs Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Answer 'how' and 'why' questions in response to stories Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop narratives and explanations by connecting ideas or events	40-60 months and ELGs Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what they have read	40-60 months and ELGs Use phonic knowledge to write words in ways which match spoken sounds Spell some common irregular words Write simple sentences which can be read by themselves and others <i>Apply taught digraphs and trigraphs into writing</i> <i>Begin to write words with adjacent consonants</i>
Summer 2 <i>The See Saw</i> by Tom Percival	To sequence images depicting key events in the story and use the images to retell the basic storyline	30-50 months Question why things happen and gives explanations. Ask e.g. who, what, when, how Use intonation, rhythm and phrasing to make the meaning clear to others	30-50 months Begin to be aware of the way stories are structured. Describe main story settings, events and principal characters Recognise familiar words and signs such as own name and advertising logos Know that print carries meaning and, in English, is read from left to right and top to bottom	30-50 months Sometimes give meaning to marks as they draw and paint Ascribe meanings to marks that they see in different places
	Retell/rewrite of the story	40-60 months and ELGs Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Answer how and why questions in response to stories Express themselves effectively when speaking Develop narratives and explanations by connecting ideas or events	40-60 months and ELGs Read and understand simple sentences (that include all taught graphemes) Read some common irregular words Demonstrate understanding when talking with others about what they have read <i>Read words with adjacent consonants</i>	40-60 months and ELGs Use phonic knowledge to write words in ways which match spoken sounds Spell some common irregular words Write simple sentences which can be read by themselves and others Write phonetically plausible words Use key features of narrative in own writing (EXC) Have an awareness of a capital letter and full stop when writing a simple sentence (EXC)