



Subject: Spelling

Year Group: EYFS

I should already be able to...

- Recognise my name
- Hold a pencil
- Have experience of mark-making
- Understand that writing has a purpose e.g. writing a shopping list

Vocabulary:

Grapheme	
Phoneme	
Letter	
Sound	
Alphabet	
digraph	

At the end of EYFS I will be able to...

- Write my own name correctly
- Form most of my letters accurately
- Identify sounds in words and represent these with letters
- Write simple phrases and sentences that can be read by others
- Spell most tricky words from Phase 2 and some from Phase 3

Spelling strategies I will learn...

Segmentation, identifying the tricky part of the word, using the working wall to find correct spellings of high frequency and common exception words.

Spelling content to be taught:

<u>Autumn term</u>	<u>Spring term</u>	<u>Summer term</u>
<p>Gross motor skills practise</p> <ul style="list-style-type: none"> - Consolidate the vocabulary of movement by talking about the movements children make, such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements - Show children how to make large movements in the air with their arms, hands and shoulders. For example, fix ribbons on to the end of sticks for the children to swirl in the air. Encourage the use of both sides of the body. - Let the children make different body shapes/actions in response to music to help them to remember the shapes. - Plan for opportunities during continuous provision for children to develop their gross motor skills <p>Fine motor skills practise</p> <ul style="list-style-type: none"> - Use Dough Disco to build up fine motor skills - Always have writing opportunities set up during continuous provision where children use a variety of resources to write <p>Writing my own name</p> <ul style="list-style-type: none"> - Recognising my name around the classroom - Identifying the sound at the beginning of my name - Identifying the sound at the end of my name - Identifying the middle sounds in my name - Knowing what letters to write for the sounds in my name - Copying my name - Writing my name from memory - Writing my name legibly so that others can read it <p>Letter formation</p> <ul style="list-style-type: none"> - Always use the same words and phrases when modelling letter formation - Link letter formation to teaching the sounds in phonics, modelling how to write each one correctly 	<p>Continue with gross and fine motor skill development</p> <p>Phase 2 tricky words <i>To, the, no, go, I, into</i></p> <ul style="list-style-type: none"> - Practise writing the words in phonics - Have tricky word mats to aid with self-initiated writing - Have the words up in the classroom environment - Encourage children to copy captions with these words included - Challenge children to write their own captions with the words in - Send words home for parents to reinforce learning 	<p>Continue with gross and fine motor skill development</p> <p>Phase 3 tricky words <i>He, she, we, me, be, was, you, they, all, are, my, her</i></p> <ul style="list-style-type: none"> - Practise writing the words in phonics - Have tricky word mats to aid with self-initiated writing - Have the words up in the classroom environment - Encourage children to copy captions with these words included - Challenge children to write their own captions with the words in - Send words home for parents to reinforce learning