



## Nursery Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn 1</b> Topic text: Dogger  Favourite 5: Dear Zoo Some Dogs Do How to Catch a Star Aliens Love Underpants Walking through the Jungle	<b>SETTLING WEEK</b>	Uses a comfortable grip with good control when holding pens and pencils (how to hold a pencil, developmental marks)  Use some of their print knowledge in their early writing (self-portraits)	Uses a comfortable grip with good control when holding pens and pencils (how to hold a pencil, developmental marks)  Use some of their print knowledge in their early writing (drawing our family tree)	Uses a comfortable grip with good control when holding pens and pencils (pencil control sheets for the children to access in the writing area)	Uses a comfortable grip with good control when holding pens and pencils (how to hold a pencil, developmental marks)  Use some of their print knowledge in their early writing (drawing emotions)	Uses a comfortable grip with good control when holding pens and pencils (pencil control sheets for the children to access in the writing area)  Use some of their print knowledge in their early writing (drawing what we want to be when we grow up)	Uses a comfortable grip with good control when holding pens and pencils (drawing our favourite toys)



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Autumn 2							
<p>Topic text: What the Lady Bird Heard</p> <p>Favourite 5: Each Peach Pear Plum The Stick Man Shark in the Park We're Going on a Bear Hunt Hairy Mclary</p>	<p>Uses a comfortable grip with good control when holding pens and pencils <b>(how to hold a pencil, developmental marks)</b></p>	<p>Uses a comfortable grip with good control when holding pens and pencils <b>(pencil control sheets for the children to access in the writing area)</b></p>	<p>Uses a comfortable grip with good control when holding pens and pencils <b>(how to hold a pencil, developmental marks)</b></p> <p>Use some of their print knowledge in their early writing <b>(drawing farm animals and tracing their names)</b></p>	<p>Writing some or all of their name <b>(tracing names)</b></p> <p>Use some of their print knowledge in their early writing <b>(creating an interactive display about the lifecycle of a chicken)</b></p>	<p>Writing some or all of their name <b>(tracing names)</b></p> <p>Uses a comfortable grip with good control when holding pens and pencils <b>(pencil control sheets for the children to access in the writing area)</b></p>	<p>Writing some or all of their name <b>(tracing names)</b></p> <p>Uses some of their print and letter knowledge in their writing <b>(for example, writing a letter to Santa)</b></p>	<p>Writing some or all of their name <b>(tracing names, writing names in a Christmas card)</b></p>



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<b>Spring 1</b> Topic text: There Was an Old Lady Who Swallowed a Fly Favourite 5: The Gingerbread Man Owl Babies Duck in the Truck The Tiger Who Came to Tea The Very Busy Spider	Writing some or all of their name (tracing names) Using some of their print and letter knowledge in their early writing (drawing their favourite character from a nursey rhyme)	Writing some or all of their name (tracing names) Uses a comfortable grip with good control when holding pens and pencils (pencil control sheets for the children to access in the writing area)	Writing some or all of their name (tracing names) Using some of their print and letter knowledge in their early writing (drawing key events from There Was an Old Lady who Swallowed a Fly)	Writing some or all of their name (tracing names) Uses a comfortable grip with good control when holding pens and pencils (pencil control sheets for the children to access in the writing area)	Writing some or all of their name (with name card to support) Using some of their print and letter knowledge in their early writing (for example, writing a list of instructions)	Writing some or all of their name (with name card to support) Uses a comfortable grip with good control when holding pens and pencils (pencil control sheets for the children to access in the writing area)	Writing some or all of their name (with name card to support, writing names in a Valentine's Day card)



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<b>Spring 2</b>	Writing some or all of their name (with name card to support)	Writing some or all of their name (with name card to support)	Writing some or all of their name (with name card to support)	Writing some or all of their name (with name card to support)	Writing some or all of their name (with name card to support)	Writing some or all of their name (with name card to support)	Writing some or all of their name (with name card to support)
Topic text: Handa's Surprise							
Favourite 5: The Hungry Caterpillar The Gruffalo Elmer Superworm Peace at Last	Uses a comfortable grip with good control when holding pens and pencils (pencil control sheets for the children to access in the writing area)	Using some of their print knowledge in their early writing (garden design sheets)	Use some of their print knowledge in their early writing (drawing the lifecycle of a frog)	Using some of their print and letter knowledge in their early writing (for example, creating seed plant diaries)	Using some of their print and letter knowledge in their early writing (for example, drawing pictures of mini-beats we have found outside and labelling them)	Using some of their print and letter knowledge in their early writing (for example, drawing pictures of mini-beats we have found outside and labelling them)	Uses a comfortable grip with good control when holding pens and pencils (pencil control sheets for the children to access in the writing area)



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<b>Summer 1</b> Topic text: You Can't Take an Elephant on the Bus  Favourite 5: The Snail and the Whale Funnybones The Lion Who Wanted to Love Supertato Fix it Duck	Writing some or all of their name <b>(independently)</b>  Writing some letters accurately <b>(RWI Set 1)</b>  Uses a comfortable grip with good control when holding pens and pencils <b>(letter sheets            for the            children to            access in the            writing area)</b>	Writing some or all of their name <b>(independently)</b>  Writing some letters accurately <b>(RWI Set 1)</b>  Uses a comfortable grip with good control when holding pens and pencils <b>(letter sheets            for the            children to            access in the            writing area)</b>	Writing some or all of their name <b>(independently)</b>  Writing some letters accurately <b>(RWI Set 1)</b>  Using some of their print and letter knowledge in their early writing <b>(for            example,            designing a            ticket for a            boat ride)</b>	Writing some or all of their name <b>(independently)</b>  Writing some letters accurately <b>(RWI Set 1)</b>  Uses a comfortable grip with good control when holding pens and pencils <b>(letter sheets            for the            children to            access in the            writing area)</b>	Writing some or all of their name <b>(independently)</b>  Writing some letters accurately <b>(RWI Set 1)</b>  Using some of their print knowledge in their early writing <b>(designing a            ticket for a            boat ride)</b>	Writing some or all of their name <b>(independently)</b>  Writing some letters accurately <b>(RWI Set 1)</b>  Uses a comfortable grip with good control when holding pens and pencils <b>(letter sheets            for the            children to            access in the            writing area)</b>	Writing some or all of their name <b>(independently)</b>  Writing some letters accurately <b>(RWI Set 1)</b>  Using some of their print and letter knowledge in their early writing <b>(for            example,            writing initial            sounds for            methods of            transport)</b>



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<b>Summer 2</b>							
<p>Topic text: Commotion in the Ocean</p> <p>Favourite 5: Sharing a Shell The Ugly Duckinling Giraffes Can't Dance One is a Snail Ten is a Crab The Smartest Giant in Town</p>	<p>Writing some or all of their name <b>(and independently, beginning to write some or all of their surname)</b></p> <p>Writing some letters accurately <b>(RWI Set 1)</b></p> <p>Using some of their print and letter knowledge in their early writing <b>(for example, gathering a collection of words about</b></p>	<p>Writing some or all of their name <b>(and independently, beginning to write some or all of their surname)</b></p> <p>Writing some letters accurately <b>(RWI Set 1)</b></p> <p>Using some of their print knowledge in their early writing <b>(drawing sea creatures from the book Commotion in the Ocean)</b></p>	<p>Writing some or all of their name <b>(and independently, beginning to write some or all of their surname)</b></p> <p>Writing some letters accurately <b>(RWI Set 1)</b></p> <p>Uses a comfortable grip with good control when holding pens and pencils <b>(letter sheets for the children to access in the</b></p>	<p>Writing some or all of their name <b>(and independently, beginning to write some or all of their surname)</b></p> <p>Writing some letters accurately <b>(RWI Set 1)</b></p> <p>Uses a comfortable grip with good control when holding pens and pencils <b>(letter sheets for the children to access in the</b></p>	<p>Writing some or all of their name <b>(and independently, beginning to write some or all of their surname)</b></p> <p>Writing some letters accurately <b>(RWI Set 1)</b></p> <p>Using some of their print knowledge in their early writing <b>(drawing water sources in the local area)</b></p>	<p>Writing some or all of their name <b>(and independently, beginning to write some or all of their surname)</b></p> <p>Writing some letters accurately <b>(RWI Set 1)</b></p> <p>Using some of their print knowledge in their early writing <b>(designing on our artic treasure maps)</b></p>	<p>Writing some or all of their name <b>(and independently, beginning to write some or all of their surname)</b></p> <p>Writing some letters accurately <b>(RWI Set 1)</b></p> <p>Using some of their print and letter knowledge in their early writing <b>(for example, drawing and labelling our favourite</b></p>



## Nursery Writing Overview

	water and writing them onto a raindrop)		writing area)	writing area)			memory in nursery)
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