



THE LITERACY  
COMPANY



# Pathways to Write

**EYFS Set 2 Overview:**

**3- and 4-year-olds and children in Reception**

## Pathways to Write Overview: EYFS 3- and 4-year-olds and children in reception

### Development Matters July 2021:

Development Matters sets out the pathways of children’s development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to help you assess each child’s level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next. The document is not a tick list for generating lots of data.

Texts	Outcomes	Communication and Language	Reading	Writing
<b>Autumn 1</b> <i>We’re Going to Find the Monster by Malorie Blackman and Dapo Adeola</i>	To use story images to join in with key events and phrases in a re-telling of the story – some pupils may choose to draw/mark make some of the story	<b>3- and 4-year-olds</b> Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing
	To depict the main events of the story using between 3 and 5 images – pupils to mark make next to each image explaining what is happening	<b>Children in reception</b> Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	<b>Children in reception</b> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	<b>Children in reception</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
<b>Autumn 2</b> <i>Festivals by Jane Bingham</i>	To draw a picture of a snowman and ask them to draw or mark make to represent what they need to decorate their snowman.	<b>3- and 4-year-olds</b> Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing
	To draw and label a plan to build a snowman including things that they will need to decorate the snowman at the end.	<b>Children in reception</b> Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	<b>Children in reception</b> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school’s phonic programme	<b>Children in reception</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
<b>Spring 1</b> <i>A Walk in the Woods</i> by Flora Martyn	To orally retell the story	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some or all of their name
	To retell the story	<b>Children in reception</b> Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	<b>Children in reception</b> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school’s phonic programme	<b>Children in reception</b> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense
<b>Spring 2</b> <i>Something Else</i> by Kathryn Cave	Pupils to orally retell the story using puppets.	<b>3- and 4-year-olds</b> Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)	<b>3- and 4-year-olds</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some or all of their name
	To orally retell the story and retell a shortened version.	<b>Children in reception</b> Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school’s phonic programme	<b>Children in reception</b> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
<b>Summer 1</b> <i>Clem and Crab by Fiona Lumbers</i>	To sequence images from the story and use them to retell the start middle and end	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	<b>3- and 4-year-olds</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately
	To orally retell the story. To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is	<b>Children in reception</b> Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
<b>Summer 2</b> <i>Romeosaurus and Juliet Rex by Mo O'Hara</i>	To sequence images depicting key events in the story and use the images to retell the basic storyline	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	<b>3- and 4-year-olds</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	<b>Children in reception</b> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense