



Links to National Curriculum

	Early Learning Goals <i>Pre-learning for KS1</i>	Links to KS1 Curriculum
Writing	<p>Writing</p> <ul style="list-style-type: none"> • 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 read by others. <p><i>Capital letters and full stops introduced</i></p> <p><i>Spaces between words</i></p> <p><i>Use of phonics to support spelling</i></p> <p><i>Days of the week displayed as classroom routines</i></p> <p><i>Saying words and sentences aloud to support writing</i></p>	<p>Transcription</p> <p>Spelling</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught; • Common exception words; • days of the week. <p>Children should be taught to:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order; • use letter names to distinguish between alternative spellings of the same sound; • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; <p>Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about; • composing a sentence orally before writing it; • sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. • discuss what they have written with the teacher or other pupils; • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, Grammar and Punctuation</p> <p>Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words; • joining words and joining clauses using and; • beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; • using capital letter for names of people, places, the days of the week, and the personal pronoun I.
Handwriting	<p>Physical Development:</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Literacy: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these