

**Reception
Writing Overview**

Term: Autumn 1	Project: Me and My community Copy of Supermarket BIS.pdf Copy of Baking.pdf Copy of CS - Diwali.pdf	Book Links: <i>Harry and the Dinosaurs Go to School – Ian Whybrow</i> I Can Catch a Monster – Beth Woollvin (book plates) Penguin’s Big adventure- Salina Yoon (book plates) Henry’s Map – David Elliot The Proudest Blue -Ibtihaj Muhammad	Visual Literacy: <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=W_IQKxybKA What happens in summer? • https://www.youtube.com/watch?v=w12ZbGBWZ_k The British Summer- BBC teach • https://www.youtube.com/watch?v=7dCdT6tN3WY Kipper the Dog- The Seaside • https://www.youtube.com/watch?v=T7ghJsZug60 George the Sun Safe Superstar (book animation)
Writing opportunities in Continuous Provision:		Development Matters Statements	
<ul style="list-style-type: none"> • Children are drawing and labelling pictures of themselves and friends • Writing their name on their art work and creations • Creating and labelling maps of the school, classroom and local area • Creating and using maps with the Beebots • Writing shopping lists within the role play corner • Writing and creating recipes – using the words first, next, finally. 		3 & 4-year-olds	
		Learning to:	Examples of how to support this:
		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	Draw children’s attention to a wide range of examples of print with different functions
		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name.	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from
		Make marks on their picture to stand for their name	
	Write some letters accurately.		First, they need a wide-ranging programme of physical skills development inside and outdoors. Include large-muscle co-ordination: whole body, head, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’ etc).
Speaking and Listening Skills		Reception Children	
<ul style="list-style-type: none"> • They use the language of time – first, next and finally to create their recipes. • Talk with confidence describing their home, family and new school using adjectives and the conjunction of “and/ because” confidently • Begin to use irregular tenses demonstrating some accuracy • Utilise newly taught vocabulary within the wider provision • Ask questions to find out more • Develop social phrases and common “manners” – using please, thank you etc.. • Utilise non-fiction books and tools to support their development of understanding of new vocabulary and knowledge. 		Learning to:	Examples of how to support this:
		Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using memorable phrase from the SPS within school
		Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.

		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	
		Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.	
Possible Misconceptions	Hook Ideas	Skills		
<ol style="list-style-type: none"> Understanding of capital letters – remind pupils when they should be using capital letters e.g. at the start of a sentence or for a name of a person or place. Sense association – practise listing things we could see, hear, feel etc. so that children begin to build up a growing vocabulary of sense related adjectives. Difficulty with chronology – practise writing instructions in chronological order. During whole class sessions, demonstrate what could happen if your instructions are in the incorrect order. Descriptive language – spend time broadening children’s knowledge of adjectives. Practise pairing nouns and adjectives so that they make sense e.g. the sweet strawberry instead of the high strawberry Children struggle to hear initial sound, medial or final sounds when segmenting and blending for writing. 	<ol style="list-style-type: none"> Share maps sharing stories with maps – e.g. book plates within I can catch a monster – Bethan Woollvin <ul style="list-style-type: none"> Penguin’s Big Adventure by Salina Yoon Exploring their new school/classes meeting school staff Visit to the local shop or store to buy ingredients Inviting the Head teacher to visit Making chapatis using the ingredients brought on visit to the shop Children hold a Diwali party and invite Head and staff met when visiting 	Writing Skills <ol style="list-style-type: none"> Writing names, labels and signs. Letter formation. Phonics application of newly taught sounds where appropriate Writing for different purposes – invitations, maps, recipes and shopping lists Compositional skills of oral rehearsal and expectation of full sentences. Modelled scribing and supportive adults demonstrating skills used when writing. Reading work back checking for sense Finger spaces Capital letters (for beginning of a sentence) and full stops 	Vocabulary/ Word Class <ol style="list-style-type: none"> Nouns for who- (orange in colourful semantics) Verbs- action words - ‘Doing What?’ (yellow in colourful semantics)- link to movement and cooking Nouns for objects- ‘What’ green in colourful semantics) Nouns for places- ‘Where?’ (blue in colourful semantics) 	Other
Weekly Writing Focus (Guided):				
<ul style="list-style-type: none"> Draw and label a picture of themselves – initial assessment Write a simple invitation as a group – write their name as skills begin to improve Create a map of the classroom / local area / route to school etc... 				

- Write a set of instructions for making chapati
- Create a shopping list to use at the local shop

**Reception
Writing Overview**

Term: Autumn 2 7 weeks	Project: Long Ago (Christmas Time)	Book Links: The High Street - Alice Melvin Peepo – Janet & Allan Ahlberg The Elves and the Shoemaker The Christmas Department Store - Maudi Powell-Tuck The Nativity Play - Mick Inkpen Twas the Night Before Christmas- Poem The Tailor of Gloucester – Beatrix Potter	Visual Literacy: https://www.youtube.com/watch?v=gu2pxjo3cl0&list=PLSD4QfyS1DxxVygPKEajjBak1UkPS Wallace and Grommit - Cracking Contraptions https://www.youtube.com/watch?v=8wHJjLMnikU Real Life Robots: quick information video
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Writing opportunities in Continuous Provision:	Development Matters Statements
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<ul style="list-style-type: none"> • Provide artefacts within a curiosity cube for the children to explore- create questions to find out what it does and what it is called? – this could be changed weekly – Literacy link using question language of Who? What? Where? When? Why? • Create a timeline of events of significance for the class which you continue to add to throughout the year to continue developing the children’s understanding of time • Explore and label a picture of a modern kitchen using initial sound and explore the kitchen within the story of Peepo or The Tiger Who Came to Tea • Look at the clothing of characters from Perfectly Norman (initial text or another familiar text) and compare to the outfits worn by the characters in the story. 	3 & 4-year olds	
	Learning to:	Examples of how to support this:
	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	Draw children’s attention to a wide range of examples of print with different functions
	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalkboards for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from
	Write some or all of their name.	
	Write some letters accurately.	First, they need a wide-ranging programme of physical skill development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’ etc).
Reception Children		
Learning to:	Learning to:	

		Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using mnemonic from SPP.
		Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.
		Speaking and Listening Skills	
		<ul style="list-style-type: none"> ● Builds up an awareness of some language of time e.g. yesterday, long ago, before, next, then finally ● Maintains attention, concentrates and sits quietly during appropriate activity. ● Listens and responds to ideas expressed by others in conversation or discussion. ● Articulates and shares their ideas and thoughts in a well-formed sentence. ● Beginning to connect one idea or action to another using a range of connectives – e.g. and, because, but, so ● Introduces a storyline or narrative into their play ● Is able to follow directions 	
Possible Misconceptions		Hook Ideas	
<ol style="list-style-type: none"> 1. Incorrect pencil grip – provide sat mats and alphabet mats to support pupils in forming letters. 2. Understanding of capital letters – remind pupils when they should be using capital letters e.g. for a name of a person or place. 3. Incorrect story sequencing – orally rehearse the story with pupils to allow them to remember the sequence of the story when writing. 4. Missing finger spaces – use finger space supports in both modelled writing and focus groups. 5. Using numbered events and the timeline (chronology) – ensuring that events are in chronological order. 6. Mismatch between the amount of sounds and number of graphemes in a written words. 		<ol style="list-style-type: none"> 1. Share the story of The High Street, Peepo or The Tiger Who Came to Tea – very visually historical 2. Share artefacts from the past for the children to investigate and explore items from within the home – iron, washing tub and dolly etc.. 3. Add historical items/toys to the curiosity cube/exploration area for the children to investigate and explore. 4. Create a class timeline which continues to be added to through the academic year – significant events and memories e.g. Platinum jubilee, first day at school, dinosaurs, castles ready for Spring 1 (once upon a time) 5. Now press play adventure of the Christmas story. 6. Consider Christmas – list writing jobs to do etc.. 7. Writing their family Christmas card 	
		Skills	
		Writing <ol style="list-style-type: none"> 1. Pencil Grip 2. Ascribing meaning to marks. 3. Writing names, labels and signs. 4. Initial letter formation. 5. Phonics application – initial sounds. 6. Capital Letters for names 7. Phonics application – sounds in sequence, CVC words and phrases 8. Finger spaces 	Vocabulary/Word Class <ol style="list-style-type: none"> 1. Nouns for who (orange in colourful semantics) Range depending on book links/content 2. Verbs- action words- 'Doing What?' (yellow in colourful semantics) Appropriate verbs for context 3. Nouns for objects- 'What' (green in colourful semantics)- focus on technology 4. Introduce the concept of time – difficult as abstract concepts etc..
		Other Children begin to verbalise ideas before writing Children can count amount of sounds needed to write a word Children are reminded of simple punctuation expectations when modelling writing etc...	
Weekly Writing Focus (Guided) expectation weekly recording of one piece of writing/mark making using and applying new phonic knowledge:			

- Provide artefacts within a curiosity cube for the children to explore- create questions to find out what it does and what it is called? – this could be changed weekly – Project link using question language of Who? what? where? When? Why? - adult scribes the children’s questions
- Consider when the children were babies, what can they now do which they couldn’t before – simple recording using phonic knowledge.
- Look at the story of The High Street and label historical items that you can see in the toy shop, bakery, florist e.g. doll, rocking horse, aprons, brooms etc.
- Look at the clothing of characters from Perfectly Norman (initial text or another familiar text) and compare to the outfits worn by the characters in the stories of The High Street, Peepo and The Tiger Who Came to Tea. Oracy link to discuss how they have changed and to utilise the language of time – long ago, before, now etc..
- Using the NOW PRESS PLAY – Christmas story adventure – the children are able to confidently re-tell the story of the birth of Jesus using language of time, connectives etc..
- Writing for a purpose – a list modelled, shared, independent route

Reception Writing Overview

Term: Spring 1	Project: Once Upon a Time https://www.integratedtreatmentservices.co.uk/wp-content/uploads/2018/02/Colourful-Semantics-Jack-and-the-Beanstalk.pdf Full set of colourful semantics for ‘Jack and the Beanstalk’	Book Links: <ul style="list-style-type: none"> ● <i>Jack and the Beanstalk</i> ● <i>Goldilocks and the Three Bears</i> ● <i>The Enormous Turnip</i>- Aleksey Nikolayevich Tolstoy ● <i>The Gingerbread Man</i> ● <i>Oliver’s Vegetables</i> – Alison Bartlett and Vivian French 	Visual Literacy: <ul style="list-style-type: none"> ● Tuesday – David Wiesner ● FX Guru – Gingerbread Man ● My Talking Pet ● Wanted Poster - Goldilocks
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Writing opportunities in Continuous Provision:

- Fine motor activities: flour writing, planting beans, measuring ingredients using spoons, using tweezers to gather seeds.
- Label writing – create labels warning Goldilocks not to take anything from the classroom.
- Create rules for how to behave in the classroom for any characters who might come to visit.
- Design and make a trap to catch the Giant and label its features.
- Create food recipes using a range of ingredients.
- Create a story of your own by designing a mini-book.
- Provide blank mini-books with traditional tale/fairy-tale covers to promote independent mark-making/writing
- Provide laminated speech bubbles, whiteboard pens and images of fairy-tale characters for children to independently write what the characters may say

Development Matters Statements

3 & 4 year olds

Learning to:

Examples of how to support this:

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

Draw children’s attention to a wide range of examples of print with different functions

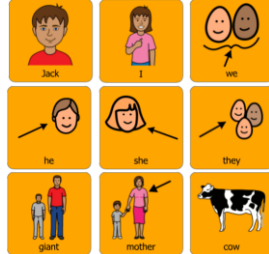


Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.

Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from

Write some or all of their name.

Write some letters accurately.

First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small muscle co-ordination hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes painting and pencils for drawing. Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’ etc).

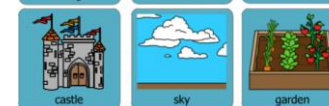
		Reception Children		
		Learning to:	Examples of how to support this:	
		Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase.	
		Speaking and Listening Skills		
		<ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts e.g. He is kind because he shares. Uses a range of tenses e.g. He plays with me. We were playing together. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences and is beginning to extend vocabulary exploring the meaning and sounds of new words. Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. 		
Possible Misconceptions	Hook Ideas	Skills		
<ol style="list-style-type: none"> Incorrect pencil grip – provide sound mats and alphabet mats to support pupils in forming letters. Understanding of capital letters – remind pupils when they should be using capital letters e.g. for the name of a person or place Incorrect story sequencing – orally rehearse the story with pupils to allow them to remember the sequence of the story when writing. Missing finger spaces – use finger space supports in both modelled writing and focus groups. Using numbered instructions (chronology) – ensuring that instructions are in chronological order. 	<ol style="list-style-type: none"> Represent the story of Jack and The Beanstalk by using muddy footprints on the classroom floor, leaving a hen, a golden egg and a bag of gold coins along the way. Receive a letter from Jack asking you to look for the items he dropped when running away from the giant. Share the story of Jack and the Beanstalk with the children. Receive a wanted poster for Goldilocks which has been written by the three bears explaining her crimes. Look around the setting for clues that she may have visited e.g. porridge in three bowls, three different chairs and three pillows. Share the story of Goldilocks with the children. Create flour footprints on the floor. Ask the children what they think might have happened. Show FXGuru video (or related app) of the Gingerbread man in the classroom. Share the story to find out more about him. 	Writing: <ol style="list-style-type: none"> Pencil Grip Mark making. Distinguishing between different marks. Ascribing meaning to marks. Writing names, labels and signs. Initial letter formation. Phonics application – initial sounds. Capital Letters for names Phonics application – sounds in sequence, CVC words and phrases 	Vocabulary/Word Class- narrative <ol style="list-style-type: none"> Nouns for who- story characters (orange in colourful semantics)  Verbs- action words- 'What doing?' (yellow in colourful semantics)  Nouns- objects- 'What?' (green in colourful semantics)  	Vocabulary/Word Class- instruction <ol style="list-style-type: none"> Verbs- action words- 'What doing?' (yellow in colourful semantics) Plant, water, grow, rake, scoop, pat, cut, chop, select etc. Nouns- objects- 'What?' (green in colourful semantics)



4. Adjectives-describe 'What like?'
(purple/clouds in colourful semantics)



5. Nouns- places- 'Where?' (blue in colourful semantics)



Weekly Writing Focus (Guided):

- Retell the story of Jack and The Beanstalk/The Gingerbread Man/The Enormous Turnip using some story language.
- Ask the children to create their own wanted poster to describe a character from a familiar story (Giant from Jack and the beanstalk; Goldilocks from The Three Bears). Write a list of their features e.g. big feet, long hair etc.
- Sequence the story of Jack and The Beanstalk/The Gingerbread Man/The Enormous Turnip. Ask pupils to draw/stick sections of the story and write captions to form a narrative e.g. Jack, cow, beans, hen.
- Create a scene within the classroom where a villain has taken something belonging to the class. Model creating your own villain who may have committed this crime. Pupils to design and describe their own villain.
- Writing instructions – plant seeds as a class to grow your own cress. Pupils to draw each stage and write down their own numbered instructions to help others to grow their own cress.
- Writing instructions – spend time considering how we can be healthy. Pupils to taste different fruits and create their own fruit salad. Write down simple instructions for others to follow.

Reception Writing Overview

Term: Spring 2	Project: Ready, Steady, Grow	Book Links: <ul style="list-style-type: none"> ● <i>A Squash and a Squeeze/What the Ladybird Heard</i> – Julia Donaldson ● <i>Farmyard Hullabaloo</i> – Giles Andreae ● <i>Mrs Wishy Washy's Tub</i> – Joy Cowley ● <i>The Cow that Laid an Egg</i> – Andy Cutbill ● <i>My First Book of Farm Animals</i> – Miranda Smith 	Visual Literacy: <ul style="list-style-type: none"> ● Blippi Farm Tour: https://www.youtube.com/watch?v=Dqq4H6JsP5A ● The Windmill Farmer: https://www.youtube.com/watch?v=Ond9OuX7Bd4 ● Gopher Broke: https://www.youtube.com/watch?v=KsG329WLiOM
Writing opportunities in Continuous Provision:		Development Matters Statements	
<ul style="list-style-type: none"> ● Fine motor activities: Feed the farm animals (using grass and tweezers), create a fluffy sheep (using cotton wool), oat writing, vegetable printing, playdough animal models, matching animals and their young. ● Plant bulbs and seeds outdoors. Create signs and labels for them. ● Labelling an animal e.g. tail, ear, hoof, udder. ● Fruit and vegetable labelling. ● Pen building – with signs and labels. ● Dot-to-dot pictures of farm animals ● Animals pictures and wooden letters- children identify initial sounds for animals /form words using letters based on current phonic knowledge- trace letters and write ● Images of farm scenes to prompt interactive writing 		3 & 4-year-olds	
		Learning to:	Examples of how to support this:
		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	Draw children's attention to a wide range of examples of print with different functions
		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from
Speaking and Listening Skills		Reception Children	
<ul style="list-style-type: none"> ● Builds up vocabulary that reflects the breadth of their experiences e.g. use of farm animal names and features, use of vocabulary specific to farms. ● Uses talk to organise, sequence and clarify thinking, ideas, feelings and events e.g. recounting a trip in correct sequence. ● Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ● Listens and responds to ideas expressed by others in conversation or discussion. 		Learning to:	Examples of how to support this:
		Write some letters accurately.	First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).
		Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using memorable phrase.

Spell words by identifying the sounds and then writing the sound with letter/s.

Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Possible Misconceptions

1. Incorrect pencil grip – provide sat mats and alphabet mats to support pupils in forming letters.
2. Understanding of capital letters – remind pupils when they should be using capital letters e.g. for a name of a person or place.
3. Difficulty in recounting – use pictures when recounting what we did first, next, after that and finally.
4. Missing finger spaces – use finger space supports in both modelled writing and focus groups.
5. Mismatch between the amount of sounds and number of graphemes in a written word
6. Attempts at using phonics to spell high frequency (tricky) words

Hook Ideas








1. Go on a trip to the farm. Take photographs of the animals and share these when you come back to school. Discuss what the animals look like, where they live and their diets.
2. Arrange for animals to come into school for the day. Spend time discussing the different types of animals and their features.
3. Arrange an interview with a farmer. Compile questions that the class would like to find out the answers to. (could be teacher in role)

Skills

Writing

1. Ascribing meaning to marks.
2. Writing names, labels and signs.
3. Letter formation.
4. Phonics application – initial sounds.
5. Phonics application – sounds in sequence, CVC words and phrases
6. Finger spaces

Vocabulary/ Word Class

1. Nouns for who- **animals/ farm workers** (orange in colourful semantics)
 -  farmer
 -  sheep
 -  horse
 -  chicken
 -  goat
 -  duck
 -  rabbit
2. Verbs- action words appropriate to context- 'Doing What?' (yellow in colourful semantics)
3. Nouns for objects- 'What' (green in colourful semantics)



4. Simple adjectives- description (purple in colourful semantics)



5. Nouns for places- 'Where?' (blue in colourful semantics)





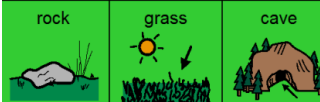

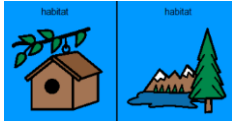
Other
 Children begin verbal ideas before writing.
 Children can count amount of sound needed to write a word.

- Create a map of the farm with appropriate labels- book link to ‘What the Ladybird Heard’
- Use photographs from the trip to recount your day at the farm. Discuss what you did first, next, after that and finally.
- Share fact file text type. Create farm animal fact file – choose a farm animal and write captions, labels, phrases to give factual information about them e.g. four legs. Cluck, sharp beak.
- Choose a favourite farm animal – find out some key facts about the animal and create a poster to share your knowledge.
- Create a vegetable soup. Write a recount of how you made it e.g. We made a yummy soup. First we... Then we...
- Narrative- retell a farm story with sequencing, pictorial clues and key words/phrases (see book links)

Reception Writing Overview

Term: Summer 1	Project: Creep, Crawl and Wiggle	Book Links: <ul style="list-style-type: none"> ● <i>The Bad-Tempered Ladybird</i>- Eric Carle ● <i>What the Ladybird Heard</i> - Eric Carle ● <i>Superworm</i> - Julia Donaldson ● <i>The Very Hungry Caterpillar</i>- Eric Carle ● <i>Mad About Minibeasts!</i> – Giles Andreae ● <i>RSPB First Book of Minibeasts</i> 	Visual Literacy: <ul style="list-style-type: none"> ● Miniscule: The Annoying Neighbour: https://www.youtube.com/watch?v=OBbdTLoYlis ● Ladybird Time Lapse: https://www.youtube.com/watch?v=ws_D5nXOAJg
Writing opportunities in Continuous Provision:		Development Matters Statements	
<ul style="list-style-type: none"> ● Fine motor activities: using pooters to collect minibeasts, creating minibeast models, tweezing minibeasts from a ‘web’, minibeast tally charts. ● Designing a mini-beast house. ● Creating a mini-beast fact-file. (Taught in previous project). ● Cover a dice with images of minibeasts. Children to roll the dice and write the name of the creature, an adjective to describe it or a fact about it ● Trays of sand with project vocabulary available. Provide pencils for children to write topical words in the sand ● Write flower names and topical vocabulary on flat, white pebbles. Children to arrange pebbles and form their own sentences 		3 & 4-year-olds	
		Learning to:	Examples of how to support this:
		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	Draw children’s attention to a wide range of examples of print with different functions
		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. Write some or all of their name.	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for pavement stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from
Speaking and Listening Skills		Reception Children	
<ul style="list-style-type: none"> ● They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. ● They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 		Learning to:	Examples of how to support this:
		Make marks on their picture to stand for their name	Write some letters accurately.

	Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase.
	Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.
	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Support children to form the complete sentence before writing it. Help children memorise the sentence before writing by saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

Possible Misconceptions	Hook Ideas	Skills		
<ol style="list-style-type: none"> Confusion between past/present tense- Practise saying sentences aloud before writing. Check that this sounds correct to the children beforehand e.g. He can fly/ He is flying vs He was flying. Understanding of capital letters – remind pupils when they should be using capital letters e.g. at the start of a sentence or for a name of a person or place. Understanding of full stops – spend time modelling the use of full stops with pupils. Missing finger spaces – use finger space supports in both modelled writing and focus groups. Incorrect story structure (inclusion of an opening, complication and resolution.) As a class, spend time thinking of/drawing introductions, complications and resolutions. Show them a range of possibilities for each to build different stories. Understanding of rhyming strings – when sharing Superworm – draw attention to rhyming words. Play games to practise rhyming strings before creating poetry. 	<ol style="list-style-type: none"> Order caterpillars to be grown in the classroom. Spend time discussing lifecycles and consider what might happen to the caterpillars. Go through rules for their care Go on a bug hunt in the playground/local area. Share findings and discuss minibeasts as a class. Hide small-world minibeasts around the classroom. Ask the children to try and find as many as possible. Bring them together and sort them into different categories. Receive a letter from Birmingham Wildlife Conversation centre asking the children to become 'bug experts' to help their studies of different minibeasts in Birmingham. 	Writing <ol style="list-style-type: none"> Writing names, labels and signs. Letter formation. Phonics application – sounds in sequence, CVC words and phrases Finger spaces Capital letters (for beginning of a sentence) and full stops Basic Story structure Descriptive language/ Describing words (children do not need to know the term 'adjective' at this stage) 	Vocabulary/ Word Class <ol style="list-style-type: none"> Nouns for who- (orange in colourful semantics)  Verbs- action words - 'Doing What?' (yellow in colourful semantics)- link to movement- crawl, creep, slither etc.  Nouns for objects- 'What' green in colourful semantics)  Simple adjectives- description (purple in colourful semantics)  Nouns for places- 'Where?' (blue in colourful semantics)  	Other <ol style="list-style-type: none"> Rhyming strings (verbal)

Weekly Writing Focus (Guided):

- Create your own 'super' bug. Draw a picture of your bug and write descriptive sentences about him/her e.g. He can fly quickly. He is super strong. She has a pointy stinger.
- Create your own comic strip for 'The Very Hungry Caterpillar', choosing your own foods that the caterpillar has eaten. Introduce narrative genre as: an opening, a complication and a resolution. Move to children thinking of their own character who encounters a complication and has to find a resolution.
- Design your own bad-tempered bug. Write your own story about the adventures of the bad-tempered bug (introduction, complication, resolution) – introduce adjectives/describing words.
- Rhyming couplets- poetry. Model creating rhyming couplets using a sentence starter with the children: Ladybird, Ladybird what do you see? I see a _____ crawling towards me e.g. Ladybird, Ladybird, what do you see? I see an amazing ant crawling towards me. Ladybird, Ladybird, what do you see? I see a beautiful, buzzy bee flying towards me. Give children the opportunity to hear the rhyme and understand (through knowledge of phonics) why some words sound the same (same sounds). Children can explore adding descriptive language to the line.

Reception
Writing Overview

Term: Summer 2

Project: Are We There Yet?

Book Links:

- *Mr Gumpy's Outing*- John Burningham
- *Emma Jane's Aeroplane* – Katie Haworth
- *The Quest* – Aaron Becker
- *Return* – Aaron Becker
- *Whatever Next* – Jill Murphy
- *My First Things that Go* – DK
- *The Hundred Decker Bus*- Mike Smith

Visual Literacy:

- Transport photographs (from trip).
- Once Upon a Picture
- Above the Sky:

https://www.onceuponapicture.co.uk/portfolio_page/above-the-sky/

Writing opportunities in Continuous Provision:

- Fine motor: car wash (using shaving foam), draw tracks and roads for a vehicle to travel on, vehicle threading, chalk road markings (outdoors).
- Design a treasure map to find a secret location within the classroom/playground.
- Label different forms of transport.
- Create a tally chart for the types of vehicles you can find within the classroom e.g. cars, bikes, vans etc.
- Design and describe your own vehicle.
- Create a passport and tickets for a journey that you would like to take.
- Lay out blank postcards, photos and topical words- children to write a postcard linked to a place
- Label buckets with an image of a particular vehicle. Ask children to collect objects starting with the same initial sound and place them in the buckets
- Label cars with letters/phonemes- children 'park' the cars to create words- supply topic word mats for support

Development Matters Statements

Reception Children

Learning to:

Examples of how to support this:

Form lower-case and capital letters correctly.

Teach formation as they learn the sounds for each letter using a memorable phrase.

Spell words by identifying the sounds and then writing the sound with letter/s.

Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

Re-read what they have written to check that it makes sense.

Model how you read and re-read your own writing to check it makes sense.













- Children label items in a suitcase needed for a long journey
- Children list items (shopping list) that they need for a long journey- picture prompts to support

- Speaking and Listening Skills**
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
 - They answer 'how' and 'why' questions about their experiences and in response to stories or events.
 - They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
 - They develop their own narratives and explanations by connecting ideas or events.

Possible Misconceptions

Hook Ideas

Skills

<ol style="list-style-type: none"> 1. Difficulty with chronology – practise writing instructions in chronological order. During whole class sessions, demonstrate what could happen if your instructions are in the incorrect order. 2. Descriptive language – spend time broadening children’s knowledge of adjectives. Practise pairing nouns and adjectives so that they make sense e.g. the sweet strawberry instead of the high strawberry 3. Children struggle to read back work due to poor letter formation 4. Understanding of planning for own adventure narratives – spend time modelling how to plan for your own narrative. Draw a pictorial plan of the story (story map) and practise what happens at each stage. Model transcribing this information and referring back to the planning sheet to ensure consistency. 5. Difficulty with oral retelling – in both text types, spend time retelling before writing. Use talking tins to support. 	<ol style="list-style-type: none"> 1. Arrange a trip to spend time watching incoming and departing flights from Birmingham airport. Take photographs and discuss what you saw. 2. Arrange for a train driver/bus driver/air hostess or pilot to visit the school. Compile a list of questions to ask them about their job- could also be teacher in role. 3. Ask children to bring in photographs of a journey that they have taken. Share these experiences with one another, explaining how you got there. 4. Simulate a journey with the children- set up an airport, children create passports and ‘check in’ baggage. Play a flight safety video and a simulation of flying 5. Children may pack some luggage- consider the most important things to take on a journey 	<p>Writing Skills</p> <ol style="list-style-type: none"> 1. Writing names, labels and signs. 2. Letter formation. 3. Phonics application – inclusion of Phase 2 and 3 sounds. Writing phonetically plausible attempts at unfamiliar words. 4. Finger spaces 5. Capital letters (for beginning of a sentence) and full stops 6. Basic Story structure 7. Descriptive language/ Describing words (children do not need to know the term ‘adjective’ at this stage) 8. Reading work back checking for sense 9. Oral rehearsal (planning a narrative) 	<p>Vocabulary/Word Class</p> <ol style="list-style-type: none"> 1. Nouns for who- (orange in colourful semantics) <ul style="list-style-type: none">  The man  The child  The woman  The adult 2. Verbs- action words- ‘Doing What?’ (yellow in colourful semantics) <ul style="list-style-type: none">  is driving  is riding 3. Nouns for objects- ‘What’ (green in colourful semantics) <ul style="list-style-type: none">  a car.  a bike. 4. Simple adjectives- description (purple in colourful semantics) <ul style="list-style-type: none">  hot  to 5. Nouns for places- ‘Where?’ (blue in colourful semantics) <ul style="list-style-type: none">  in the park.  on the path. 	<p>Other</p> <ol style="list-style-type: none"> 1. Orally rehearse plan ideas 2. Create pictorial story maps (planning)
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Weekly Writing Focus (Guided):

- Recap recount genre features (previously taught). Recount the journey within your local area. Use photographs to sequence in chronological order.
- Create a recount of a journey that you have taken with your family. Use photographs to prompt this.
- Re-cap features of a narrative – Opening, complication, resolution. Explain that we are writing an adventure narrative, which means that the characters should be going on an adventure when they come across complication. Share Mr Gumpy’s Outing. Create your own adventure narrative where a character tries to go on an adventure, something goes wrong and they have to resolve this.
- Write your own adventure narrative about a time where you have tried to go on an adventure, something has gone wrong and you have had to overcome this e.g. One day my family decided to go to the beach. Along the way the car got very hot and stopped working. There was lots of smoke. My mum called a kind man who came to fix the car. The car got started and we went off to have a great day.
- Look at the image for ‘Above the Sky’ – create your own opening, problem and resolution for the character. Where are they going? What might happen to them? What will the resolution be?

By the end of Reception:

Children at the expected level of development will: -

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading (linked to the school's chosen synthetic phonics program)

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- 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.