

WRITING						
3 & 4-year-olds will be learning to:						
<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. Forexample: writing a pretend shopping list that starts at the top of thepage; writing ‘m’ for mummy. Write some or all of their name. Write some letters accurately. 						
Children in reception will be learning to:						
<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the soundwith letter/s. Write short sentences with words with known letter-soundcorrespondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 						
Early Learning Goal						
<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. 						
Aut 1	Skills:					
	<ul style="list-style-type: none"> Able to attend to simple stories and display an increasing ability to listen. Able to engage in rhyming activities. Use mark making and some recognisable letters in play and teacher led activities 					
	Rationale:					
In Autumn 1 the children focus on developing physical, communication and language and personal, social and emotional skills. Texts covered allow the children to cover these skills through discussions around themselves, family, friends and the things that are important to them. With support the children will construct sentences verbally for an adult to scribe. As the children are taught Phase 2 phonics they will begin to use some of these sounds in their writing. The children also use this half term to settle in to the rules and routines of Reception.						
Settling in Rules and Routines Getting to know the children	Dan and Diesel Me and My Family Draw and talk about family	Paper Dolls My Friends Make paper chain of friends and talk about them	Grandad’s Island Special Places Draw picture of special place and talk about it.	Whiffy Wilson Keeping Healthy Draw and discuss ways to keep healthy	Oliver’s Vegetables Keeping Healthy Order and discuss instructions for making vegetable soup	The Gingerbread Man Traditional Tale Sequencing Retell
Aut 2	Skills:					
	<ul style="list-style-type: none"> Speak in a full sentence using the correct tense and word order, e.g., describe an object and compare it to another – when prompted or supported Begin to form lower-case letters correctly as they learn the sounds Hears and says the initial sound in words Use mark making and some recognisable letters in play and teacher led activities Use word mats to support writing tricky words 					
	Rationale:					
In Autumn 2 the children continue to developing physical, communication and language and personal, social and emotional skills. The texts covered link to our ‘Aliens’ topic of and to events such as Remembrance Day, Autumn and Christmas. With support the children construct sentences and begin to write captions/sentences including finger spaces.						

	Autumn Walk Natural World Description of senses on walk	Lest We Forgot Remembrance Day Description of poppies	Beegu Aliens Description of Beegu – Lost Poster	Beegu Aliens Feelings related to Beegu.	Beegu Aliens Description of Beegu’s home planet	Christmas Christmas Story	Christmas Letter to Santa
Spr 1	Skills: <ul style="list-style-type: none"> • Uses new taught vocabulary in context • Compose a simple sentence orally and hold it with support • Write taught digraphs and tri-graphs by copying a model • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words • Begin to use a capital letter at the start of a sentence and full stop at the end with support 						
	Rationale: In Spring 1 the children focus on texts linked to our ‘Pirates’ topic. They will cover a range of genres including a letter, descriptions, a recount and a fact file. The children will construct their own sentence and be more independent in writing the sentence down.						
	The Night Pirates Pirates Description of Tom’s feelings	The Night Pirates Pirates Letter to the Night Pirates	The Troll Pirates *Description of Troll	Pirates love Underpants Pirates *Description of pants *Description of what you would do in your pants eg dance, jump etc	Flinn and the Dinosaur Pirates Pirates	Trip to Trincomalee Pirates Recount of favourite part of the trip	Sea monsters Pirates Description of their sea monster looks like
Spr 2	Skills: <ul style="list-style-type: none"> • Write CVC words by segmenting the sounds • Compose a sentence orally and have a go at writing it down • Begin to use a capital letter at the start of a sentence and full stop at the end with increasing independence. • Forms most lower-case letters accurately by copying a model • Use simple conjunctions with support • Begin to include adjectives with support. 						
	Rationale: In Spring 2 the texts will focus on our ‘Dinosaur’ topic. They will cover different genres such as poetry, sequencing and retelling a story and labelling. The children will continue to build on previous skills and will be able to write a sentence using finger spaces, a full and a capital with increasing independence.						
	The Dinosaur that pooped the Pirate Dinosaur Sequence and retell story	Bumpus Jumpus Dinosaurumpus Dinosaur Write a poem based on book	Bumpus Jumpus Dinosaurumpus Dinosaur Perform poem	Mother’s Day Cards Write Mother’s Day Card	Label Dinosaur Dinosaur Labels Dinosaur Review – favourite dinosaurs		
Sum 1	Skills: <ul style="list-style-type: none"> • Write full name accurately including capital letters • Include adjectives with some support • Form recognisable letters, most of which are correctly formed. • Write some cvc, ccvc or cvcc (linked to phonics) • Write short sentences with words with known sound-letter correspondences, sometimes using a capital letter and full stop. • Write phase 2 and some Phase 3 tricky words • Use simple conjunctions with some support 						

	<p>HA:</p> <ul style="list-style-type: none"> Begin to include adjectives with increasing independence Use simple conjunctions with increasing independence. 						
	<p>Rationale:</p> <p>In Summer 1 the texts link to the topic of 'What's in My Garden'. The children will be building on previous skills and including features such as adjectives and conjunctions with increasing independence. The children will now be working more independently to write sentences using finger spaces, full stops and capital letters. The children will continue to put their knowledge about different genres in to practise.</p>						
	We're Going on a Bear Hunt	We're Going on a Bear Hunt UTW	The Tiny Seed - Lifecycle of a Sunflower	Lifecycle of a Butterfly	Handa's Surprise	Handa's Surprise	Minibeast Experience
	What's in my Garden?	What's in my Garden?	Lifecycle	Lifecycle	What's in my Garden?	What's in my Garden?	Recount of visit from Giant Minibeasts
	Description of different natural items ch encounter along their journey.	Description of different natural items ch encounter along their journey.	Sequencing and label, write about lifecycle of a plant.	Sequencing and label, write about lifecycle of a butterfly	Description of fruit	Description of animals	
Sum 2	<p>Skills:</p> <ul style="list-style-type: none"> Form recognisable letters, most of which are correctly formed. Be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write cvc, ccvc or cvcc (linked to phonics) Compose a sentence orally and hold it, remembering what they are going to write. Write short sentences using known sound-letter correspondences, using a capital letter and full stop. Write phase 2 and some Phase 3 tricky words Write some high frequency words from memory Use simple conjunctions independently - and 						
	<p>HA:</p> <ul style="list-style-type: none"> Include simple adjectives independently Demonstrate an awareness of phase 3 and 4 in their writing Write a short narrative Writing for a purpose – eg describe mini beasts Show awareness of the different audience for writing. Re-read writing to check that it makes sense 						
	<p>Rationale:</p> <p>In Summer 2 the texts link to the topic of 'What's in My Garden'. The children will be building on previous skills and consolidating the skills they have been taught. The children will now be working independently to write sentences using finger spaces, full stops and capital letters. The children will be able to put knowledge about different genres in to practise.</p>						
	Jack and the Jelly Beanstalk	Jack and the Jelly Beanstalk	Gruffalo	Recount of school trip - Gruffalo	Instructions for making flap jacks	Review of Reception/ Looking forward to Year 1	Family portrait
	What's in my garden	What's in my garden	Sequencing and retell story	Recount of trip to Danby Woods	Recipe	Advise	Create picture of family and look back at picture from September.
	Sequence and retell story	Sequence and retell story					
		Father's Day Cards					