



Reception
Writing
Curriculum

- Daily phonics and spelling within phonics
- Regular handwriting instruction
- Daily shared reading of quality texts
- Regular opportunities to practise composition through oral activities
- Weekly transcription opportunities, practising letter formation and segmenting using sounds they have learnt recently
- Weekly oral and written composition opportunities linked to quality texts, focusing on writing using sounds they know
- Regular vocabulary instruction linked to shared texts and topics

Children access transcription and composition sessions each week. These focus on:

Transcription	Composition
Write initial sounds, words, captions or sentences linked to sounds taught in previous weeks.	Compose sentences linked to quality texts and experiences.
Copy-write or write tricky words	Write initial sounds, words, captions or sentences using their secure phonic knowledge.
Practise letter formation within words	Begin to write these for different simple purposes (e.g. sentences to inform, instruct, describe).
	Practise letter formation within words.

EARLY LEARNING GOALS

Fine Motor Skills	Literacy - Writing
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing. 	<p>Children at the expected level of development will:</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

GRAMMAR KNOWLEDGE

New Learning

Prior Learning

Spelling

compound	Two words joined together to make a new word.
digraph	Two letters making one sound.
trigraph	Three letters making one sound.

Sentence Structure

sentence	A sentence can be made up of clauses and phrases and expresses a complete thought or idea.
caption	A phrase (group of words without a verb).
word	Letters put together to form a unit of language.

Punctuation

finger space	A space left to separate words
full stop	A mark used to show the end of a sentence.
capital letter	An upper case letter used at the start of a sentence and for proper nouns.

Irregular Verbs

say, make, go, see, get, drink, run, build, eat, do

GPCs – learn to read and write words containing:

Teach Phase 2 Au1	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l
Teach Phase 2 Au2	ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)
Teach Phase 3 Sp1	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters longer words
Review Phase 3 Sp1	words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end
Teach Phase 4 Su1	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed, /t/, –ed, /id/, /ed/, –est
Teach Phase 4 Su2	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words

Tricky Words – learn to read and begin to write

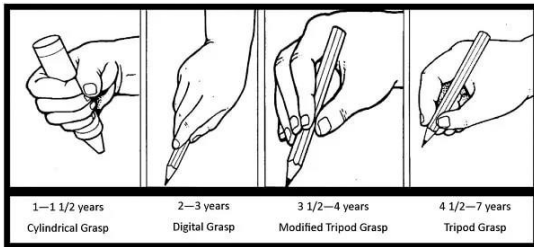
Teach Phase 2 Au1	is, I, the
Teach Phase 2 Au2	as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
Teach Phase 3 Sp1	was, you, they, my, by, all, are, sure, pure
Review Phase 3 Sp1	Review all taught so far.
Teach Phase 4 Su1	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
Teach Phase 4 Su2	Review all taught so far.

HANDWRITING AND SENTENCE STRUCTURE KNOWLEDGE

Early Writing Skills: Letter Formation

Children are taught to:

- Sit correctly at a table, holding a suitable mark-making tool comfortably and correctly-using a tripod grip in most cases.



- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Recognise how letters sit on a line.
- Begin to form upper-case (capital) letters correctly so that they can be distinguish from a lower-case letter.
- Form digits 0-9.
- Write own name using correct letter formation including a capital letter.

Early Writing Skills: Spelling

Children are taught to:

- Segment with the taught phonemes and link to graphemes to spell words.
- Orally segment and spell:
 - CVC- map, sit etc.
 - VCC and CVCC- ant, bump etc.
 - CCVC- crab, dress etc.
 - CCVCC and CCCVC- drank, scrap etc.
 - attempt longer polysyllabic words.
- Spell tricky words they have been taught correctly.

Early Writing Skills: Sentence Writing

Children are taught to:

- Write words, captions and sentences accurately through regular dictation exercises.
- Think of their own ideas for writing and compose their own sentences.
- Write their own words, captions and sentences by sharing ideas aloud, breaking this into words and writing independently.
- Use appropriately spacing between words.
- Begin sentences and their own name with a capital letter.
- End a sentence with a full stop.
- Re-read own words, captions or sentences to make sure sounds or words have been correctly represented and not been missed out.

ENDPOINTS

The teaching of writing by the end of each term in Reception should enable children to:

Autumn		Spring		Summer	
Transcription	Write some letters from their name from memory.	Transcription	Write first name accurately and from memory.	Transcription	Write some taught digraphs and trigraphs from memory.
	Copy write their first name correctly and begin to write it from memory.		Form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation).		Write CVC words by segmenting the sounds and then writing each grapheme with more accuracy.
	Be aware of the language up, down, round, back, under, flick.		Begin to write taught digraphs and trigraphs.		Write some common exception words matched to Little Wandle as they are taught and copy write others from a display or word mat.
	Be aware that writing goes from left to right and from top to bottom – adult to model.		Write from left to right (a dot can be given to remind them where to start)		Write recognisable letters, most of which are correctly formed (correct starting point, sequence of movement and orientation).
	Begin to form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation), including through use of over-writing (Little Wandle: Phase 2)		Begin to write CVC words by segmenting the sounds and then writing each grapheme		Use finger spaces between two or more words
	Copy write CVC words by segmenting the sounds and then writing each grapheme.		Use finger spaces between two or more words.		Re-read words to check that they contain all the sounds.
	Represent some sounds correctly in their writing e.g. initial sounds.		Begin to re-read their words to check that they have all the sounds and make sense.		Write full name (first and surname) accurately, including capital letters.
Sentence Structure	Copy write common exception words matched to Little Wandle as they are taught.	Sentence Structure	Copy write common exception words matched to Little Wandle as they are taught and begin to write some dictated common exception words.	Sentence Structure	Rehearse a simple sentence orally and retain it (with support), ready to write
	Understand that a sentence is a complete thought and it must make sense.		Copy write full name (first and surname) and begin to write it from memory (forming letters correctly including capitals).		Routinely write a short sentence containing words with known letter-sound correspondences, beginning to use a capital letter, full stop and finger spaces (with adult prompts).
	Compose a sentence orally, making sure they have every word in a sentence.		Compose a sentence orally to share their own ideas.		Re-read sentences to check that they make sense.

SUPPORT FOR CHILDREN NOT WORKING AT ARE

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:



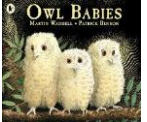


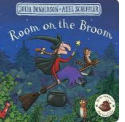
- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

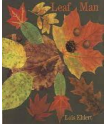


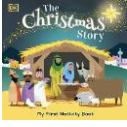
Hand over hand letter formation, overwriting letters written with a yellow pen	Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds, using the taught phonic code	Segmenting dictated words and writing independently, using the taught phonic code
Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	

These can be tracked back further to meet the needs of the individual child.





AUTUMN 1

Stimulus								
CAP	<p>Context: Label for a photograph Audience: Teacher Purpose: To say who is in the photograph</p>	<p>Context: Named self-portrait Audience: Reception Purpose: To show what I look like</p>	<p>Context: Labelled picture of something that makes them happy Audience: Year 1 Purpose: To show what makes me happy</p>	<p>Context: Labelled picture of their family Audience: Parents Purpose: To show who is in my family</p>	<p>Context: Labelled picture of their house Audience: Teacher Purpose: To show what my house is like.</p>	<p>Context: Labelled photograph of a home I have made Audience: Parents Purpose: To show the features of a home.</p>	<p>Context: List of ingredients Audience: Witch Purpose: To show what to put in a potion</p>	<p>Context: Labelled characters/items Audience: Teacher Purpose: To show which characters /items are in the story</p>
Oral Composition	<ul style="list-style-type: none"> Composing a sentence about themselves. Understanding that a sentence is a complete thought and must make sense. 	<ul style="list-style-type: none"> Composing a sentence to describe what they look like. Understanding that a sentence is a complete thought and must make sense. 	<ul style="list-style-type: none"> Composing a sentence to describe what makes them happy. Understanding that a sentence is a complete thought and must make sense. 	<ul style="list-style-type: none"> Composing a sentence to explain who is in their family. Understanding that a sentence is a complete thought and must make sense. 	<ul style="list-style-type: none"> Composing a sentence about what their house is like. Understanding that a sentence is a complete thought and must make sense. 	<ul style="list-style-type: none"> Composing a sentence to explain what they have built. Understanding that a sentence is a complete thought and must make sense. 	<ul style="list-style-type: none"> Composing an instruction sentence for making a potion. Understanding that a sentence is a complete thought and must make sense. 	<ul style="list-style-type: none"> Composing a sentence about one or more character from the story. Understanding that a sentence is a complete thought and must make sense.
Written Composition Focus	<ul style="list-style-type: none"> Writing some letters from their name from memory. Copy writing their first name correctly. 	<ul style="list-style-type: none"> Writing some letters from their name from memory. Copy writing their first name correctly. 	<ul style="list-style-type: none"> Copy writing their first name correctly. Representing some sounds correctly in their writing e.g. initial sounds. 	<ul style="list-style-type: none"> Copy writing their first name correctly. Representing some sounds correctly in their writing e.g. initial sounds. 	<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Representing some sounds correctly in their writing e.g. initial sounds. 	<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Representing some sounds correctly in their writing e.g. initial sounds. 	<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Copy writing CVC words by segmenting the sounds then writing each grapheme. Writing from left to right. 	<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Copy writing CVC words by segmenting the sounds then writing each grapheme. Writing from left to right.
Transcription	<ul style="list-style-type: none"> Developing gross and fine motor skills. 	<ul style="list-style-type: none"> Beginning to form lower-case letters correctly as they learn the sounds: s a t p Developing gross and fine motor skills. 	<ul style="list-style-type: none"> Beginning to form lower-case letters correctly as they learn the sounds: i n m d Developing gross and fine motor skills. 	<ul style="list-style-type: none"> Beginning to form lower-case letters correctly as they learn the sounds: g o c k Developing gross and fine motor skills. 	<ul style="list-style-type: none"> Beginning to form lower-case letters correctly as they learn the sounds: c k e u r Developing gross and fine motor skills. 	<ul style="list-style-type: none"> Beginning to form lower-case letters correctly as they learn the sounds: h b f l Forming curls and spirals 	<ul style="list-style-type: none"> Recapping formation of lower-case letters that children are less secure with. Stretch: Write CVC words using the key grapheme of the day Forming curls and spirals 	<ul style="list-style-type: none"> Recapping formation of lower-case letters that children are less secure with. Stretch: Write CVC words using the key grapheme of the day Forming lines and diagonals

AUTUMN 2

Stimulus														
CAP	<p>Context: Labelled character made from leaves Audience: Year 1 Purpose: To describe the character</p>	<p>Context: Labels to inform Audience: Reception Purpose: To give information about a season</p>	<p>Context: Labelled or captioned illustration Audience: Year 1 Purpose: To show what has happened in a part of the story</p>	<p>Context: Labelled or captioned illustration/object Audience: Teacher Purpose: To describe a character's house</p>	<p>Context: A line for a class/group poem Audience: Parents Purpose: To describe what a stick can be</p>	<p>Context: A card with words or a caption Audience: Parents Purpose: To give Christmas wishes</p>	<p>Context: List of wishes Audience: Father Christmas Purpose: To let Father Christmas know what we want for Christmas</p>							
Oral Composition	<ul style="list-style-type: none"> Composing a sentence to describe the character. Understanding that a sentence is a complete thought and must make sense. 		<ul style="list-style-type: none"> Composing a sentence to give information about a season. Understanding that a sentence is a complete thought and must make sense. 		<ul style="list-style-type: none"> Composing a sentence to explain what happened in a part of the story. Understanding that a sentence is a complete thought and must make sense. 		<ul style="list-style-type: none"> Composing a sentence to describe a character's house. Understanding that a sentence is a complete thought and must make sense. 		<ul style="list-style-type: none"> Composing a sentence to explain what the stick could be instead of a stick Understanding that a sentence is a complete thought and must make sense. 		<ul style="list-style-type: none"> Composing a sentence to explain what they have built. Understanding that a sentence is a complete thought and must make sense. 		<ul style="list-style-type: none"> Composing an sentence listing the things they would like. Understanding that a sentence is a complete thought and must make sense. 	
Written Composition Focus	<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Copy writing CVC words by segmenting the sounds then writing each grapheme. Writing from left to right. 		<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Copy writing CVC words by segmenting the sounds then writing each grapheme. Writing from left to right. 		<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Copy writing CVC words by segmenting the sounds then writing each grapheme. Writing from left to right. 		<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Copy writing CVC words by segmenting the sounds then writing each grapheme. Writing from left to right. 		<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Copy writing CVC words by segmenting the sounds then writing each grapheme. Writing from left to right. 		<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Copy writing CVC words by segmenting the sounds then writing each grapheme. Writing from left to right. 		<ul style="list-style-type: none"> Copy writing their first name correctly and beginning to write it from memory. Copy writing CVC words by segmenting the sounds then writing each grapheme. Writing from left to right. 	
Transcription	<ul style="list-style-type: none"> Beginning to form lower-case letters correctly as they learn the sounds: ff ll ss j Forming lines and diagonals 		<ul style="list-style-type: none"> Beginning to form lower-case letters correctly as they learn the sounds: v w x y Forming jellies and zig zags . 		<ul style="list-style-type: none"> Beginning to form lower-case letters correctly as they learn the sounds: z zz qu Forming jellies and zig zags 		<ul style="list-style-type: none"> Writing CVC words (Phase 2) by segmenting the sounds then writing the sound with the letter/s: can, back, run, sun Copy writing common tricky words from Phase 2: go, to Forming loopies, waves and stars. 		<ul style="list-style-type: none"> Writing CVC words (Phase 2) by segmenting the sounds then writing the sound with the letter/s: fill, jam, dad, bag Copy writing common tricky words from Phase 2: no, into Forming loopies, waves and stars. 		<ul style="list-style-type: none"> Writing CVC words (Phase 2) by segmenting the sounds then writing the sound with the letter/s: cup, pot, ship, bags Copy writing common tricky words from Phase 2: we, me Consolidating line formation 		<ul style="list-style-type: none"> Writing CVC words (Phase 2) by segmenting the sounds then writing the sound with the letter/s: ring, dogs, cat, fish Copy writing common tricky words from Phase 2: she, be Consolidating line formation 	

SPRING 1

Stimulus														
CAP	<p>Context: Labelled or captioned illustration Audience: Year 1 Purpose: To retell one part of the story</p>	<p>Context: Labelled or captioned postcard Audience: Friend Purpose: To recount a trip to the Arctic</p>	<p>Context: Labelled or captioned picture Audience: Reception Purpose: To explain a Chinese New Year tradition</p>	<p>Context: Labelled or captioned picture Audience: Parents Purpose: To recount how someone has helped me</p>	<p>Context: Labelled or captioned picture Audience: Visitor Purpose: To explain the job of someone who helps us</p>	<p>Context: Caption or sentence for a picture Audience: Parents Purpose: To explain what I want to be when I grow up</p>	<p>Context: Caption or sentence for a photograph Audience: Parents Purpose: To explain what my parent's job is</p>							
Oral Composition	<ul style="list-style-type: none"> Composing sentences to retell part of the story. 		<ul style="list-style-type: none"> Composing sentences to recount an imagined trip. 		<ul style="list-style-type: none"> Composing sentences to inform about tradition linked to Chinese New Year. 		<ul style="list-style-type: none"> Composing sentences to recount when someone has helped us. 		<ul style="list-style-type: none"> Composing sentences to explain the job of someone who helps us. 		<ul style="list-style-type: none"> Composing sentences to explain what I want to be when I grow up and why. 		<ul style="list-style-type: none"> Composing sentences to explain what my parent's job is. 	
Written Composition Focus	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words. Writing from left to right. 		<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words. Writing from left to right. 		<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 		<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 		<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 		<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 		<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	
Transcription	<ul style="list-style-type: none"> Writing CVC words (Phase 2) by segmenting the sounds then writing the sound with the letter/s: buzz, mum, zip, chick Copy writing common tricky words from Phase 2: he, of Stretch: Writing a caption for one or more word: a buzz, mum on the bus, zip up, hen and chick C and c, A and a 		<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: rain, feet, night, coat Copy writing common tricky words from Phase 3: the, as Stretch: Writing a caption for one or more word: wet rain, big feet, long night, the thick coat O and o, Q and q 		<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: food, book, park, born Copy writing common tricky words from Phase 3: was, you Stretch: Writing a caption for one or more word: good food, fun book, at the park, born in the wood G and g, D and d 		<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: hurt, down, boil, hear Copy writing common tricky words from Phase 3: my, all Stretch: Writing a caption for one or more word: hurt leg, go down, boil up, hear the rain E and e, S and s 		<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: chair, letter, rabbit, hidden Copy writing common tricky words from Phase 3: are, sure Stretch: Writing a caption for one or more word: high chair, a pet rabbit, a hidden letter F and f, consolidation 		<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: laptop, rocket, carpet, bedroom Copy writing common tricky words from Phase 3: pure, by Stretch: Writing a caption for one or more word: a red laptop, the long rocket, wet carpet, my bedroom Consolidation 		<ul style="list-style-type: none"> Writing CVC words (Phase) by segmenting the sounds then writing the sound with the letter/s: lemon, chicken, market, carpark Copy writing common tricky words from Phase 2: has, his Stretch: Writing a caption for one or more word: his lemon, a chicken, go to market, the carpark with a tree F and f, consolidation 	



SPRING 2







Stimulus						
CAP	<p>Context: Caption or sentence for an instruction Audience: Teacher Purpose: To tell someone how to make a pancake</p>	<p>Context: Information caption or sentence Audience: Reception Purpose: To give information about an animal</p>	<p>Context: Instruction caption or sentence in the form of directions Audience: Hefty Hugh and Lanky Len Purpose: To direct them to the fine prize cow</p>	<p>Context: Information caption or sentence Audience: Parents Purpose: To recount a trip to the farm</p>	<p>Context: Clue caption or sentence Audience: Parents Purpose: To help someone find a hidden egg</p>	<p>Context: Information caption or sentence Audience: Reception Purpose: To give information about a season</p>
Oral Composition	<ul style="list-style-type: none"> Composing sentences to give instructions. 	<ul style="list-style-type: none"> Composing sentences to give information about an animal. 	<ul style="list-style-type: none"> Composing sentences to direct Hefty Hugh and Lanky Len to the fine prize cow. 	<ul style="list-style-type: none"> Composing sentences to orally recount a trip. 	<ul style="list-style-type: none"> Composing sentences to describe the hiding place in more detail 	<ul style="list-style-type: none"> Composing sentences to give information about spring.
Written Composition Focus	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense.
Transcription	<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: deep, hard, sort, join Copy writing common tricky words from Phase 2: is, I Stretch: Writing a caption for one or more word: his deep cut, the hard road, a sort of boat, join in with me J and j, T and t 	<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: bigger, buzzer, dinner, seven Copy writing common tricky words from Phase 2: of, and Stretch: Writing a caption for one or more word: a bigger digger, hit the buzzer, pork for dinner U and u, Y and y 	<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: sharp, tooth, short, corner Copy writing common tricky words from Phase 2: into, she Stretch: Writing a caption for one or more word: her sharp tooth, a short book, on the corner Consolidation 	<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: river, finger, looking, singing Copy writing common tricky words from Phase 3: was, you Stretch: Writing a caption for one or more word: near the river, a hurt finger, looking at you, singing a song R and r, M and m 	<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: laptop, rocket, carpet, bedroom Copy writing common tricky words from Phase 3: pure, by Stretch: Writing a caption for one or more word: a red laptop, the long rocket, wet carpet, my bedroom Consolidation 	<ul style="list-style-type: none"> Writing CVC words (Phase 3) by segmenting the sounds then writing the sound with the letter/s: lemon, chicken, market, carpark Copy writing common tricky words from Phase 2: has, his Stretch: Writing a caption for one or more word: his lemon, a chicken, go to market, the carpark with a tree F and f, consolidation

SUMMER 1



Stimulus				
CAP	<p>Context: Caption or sentence for an illustration Audience: Teacher Purpose: To explain something that the Hungry Caterpillar ate</p>	<p>Context: Information caption or sentence Audience: Gardening club Purpose: To give information about a minibeast</p>	<p>Context: Descriptive caption or sentence for a picture Audience: Parents Purpose: To describe an enormous turnip</p>	<p>Context: Instruction caption or sentence Audience: Gardening club Purpose: To tell someone how to plant a seed</p>
Oral Composition	<ul style="list-style-type: none"> Composing sentences to explain things that the Hungry Caterpillar ate 	<ul style="list-style-type: none"> Composing sentences to give information about a minibeast. 	<ul style="list-style-type: none"> Composing sentences to describe what the enormous turnip is like 	<ul style="list-style-type: none"> Composing sentences to give instructions about planning a seed.
Written Composition Focus	<ul style="list-style-type: none"> Writing full name (first and surname) accurately, including capital letters. Writing CVC words by segmenting the sounds and then writing each grapheme with more accuracy. Rehearsing a simple sentence orally and retaining it (with support), ready to write Routinely writing a short sentence containing words with known letter-sound correspondences, beginning to use a capital letter, full stop and finger spaces (with adult prompts). Re-reading words to check that they contain all the sounds. Re-reading sentences to check that they make sense. 	<ul style="list-style-type: none"> Writing full name (first and surname) accurately, including capital letters. Writing CVC words by segmenting the sounds and then writing each grapheme with more accuracy. Rehearsing a simple sentence orally and retaining it (with support), ready to write Routinely writing a short sentence containing words with known letter-sound correspondences, beginning to use a capital letter, full stop and finger spaces (with adult prompts). Re-reading words to check that they contain all the sounds. Re-reading sentences to check that they make sense. 	<ul style="list-style-type: none"> Writing full name (first and surname) accurately, including capital letters. Writing CVC words by segmenting the sounds and then writing each grapheme with more accuracy. Rehearsing a simple sentence orally and retaining it (with support), ready to write Routinely writing a short sentence containing words with known letter-sound correspondences, beginning to use a capital letter, full stop and finger spaces (with adult prompts). Re-reading words to check that they contain all the sounds. Re-reading sentences to check that they make sense. 	<ul style="list-style-type: none"> Writing full name (first and surname) accurately, including capital letters. Writing CVC words by segmenting the sounds and then writing each grapheme with more accuracy. Rehearsing a simple sentence orally and retaining it (with support), ready to write Routinely writing a short sentence containing words with known letter-sound correspondences, beginning to use a capital letter, full stop and finger spaces (with adult prompts). Re-reading words to check that they contain all the sounds. Re-reading sentences to check that they make sense.
Transcription	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: went, jump, soft, pond Copy writing common tricky words from Phase 4: said, so Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> She went to the park. I jump up. The chick is soft. My pond is deep. B and b, K and k 	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: chest, milk, crack, dress Copy writing common tricky words from Phase 4: like, some Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> Pick up the chest. The cup is full of milk. The egg went crack. My dress is pink. P and p, Consolidation 	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: stamp, blend, string, sprint Copy writing common tricky words from Phase 4: were, says Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> Stamp the card. Blend the drink. Cut the string. I can sprint fast. Consolidation 	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: stamp, blend, string, sprint Copy writing common tricky words from Phase 4: were, says Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> The forest is dark. The children sit on the carpet. We were second. I like my lunchbox R and r, M and m

SUMMER 2

Stimulus						
CAP	<p>Context: Sentence or sentences to describe a setting Audience: Year 2 Purpose: To describe what it is like in one of the places the family went</p>	<p>Context: Sentence or sentences to retell Audience: Reception Purpose: To retell one part of the story.</p>	<p>Context: Sentence or sentences to recount Audience: Year 1 Purpose: To recount a 'trip around the world'</p>	<p>Context: Information caption or sentence Audience: Parents Purpose: To recount a trip to the farm</p>	<p>Context: Clue caption or sentence Audience: Parents Purpose: To help someone find a hidden egg</p>	<p>Whole School Write To link to whole school context</p>
Oral Composition	<ul style="list-style-type: none"> Composing to describe a setting following a physical experience. 	<ul style="list-style-type: none"> Composing sentences to retell the story. 	<ul style="list-style-type: none"> Composing sentences to recount parts of the trip. 	<ul style="list-style-type: none"> Composing sentences to orally recount a trip. 	<ul style="list-style-type: none"> Composing sentences to describe the hiding place in more detail 	
Written Composition Focus	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	<ul style="list-style-type: none"> Writing first name accurately and from memory. Copy writing full name. Segmenting CVC words with taught digraphs. Using finger spaces between two or more words. Beginning to re-read their words to check that they have all the sounds and make sense. 	
Transcription	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: jumping, helped, melted, softest Copy writing common tricky words from Phase 4: out, today Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> The ant is jumping. I helped my mum today. It melted on my hand. The cat has the softest fur. V and v, W and w 	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: toast, bright, train, green Copy writing common tricky words from Phase 4: what, there Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> I got the toast out. The sun is bright. There is the train. The grass is green. X and x, Z and z 	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: crown, screen, clear, three Copy writing common tricky words from Phase 4: what, there Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> The king has a crown. I can see the screen. I clear my food. Three pigs are here Numbers 0, 1 	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: floats, spears, splashes, perfect Copy writing common tricky words from Phase 4: like, love Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> The boat floats. There are three spears. The duck splashes. It is a perfect day. Numbers 2, 3 	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: sleeping, croaked, painted, groaned Copy writing common tricky words from Phase 4: come, do Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> My cat is sleeping. The frog croaked. I painted a tree. The little man groaned. Numbers 4, 5 	<ul style="list-style-type: none"> Writing Phase 4 words by segmenting the sounds then writing the sound with the letter/s: brighter, smartest, appear, free Copy writing common tricky words from Phase 4: they, today Stretch: Writing a sentence for one or more word: <ul style="list-style-type: none"> The moon is brighter today. I have my smartest dress. You appear to be sad. You can have the book for free. Week 6: Numbers 6, 7 Week 7: Numbers 8, 9