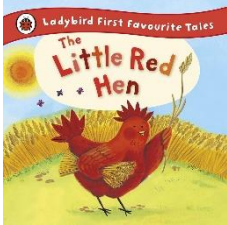
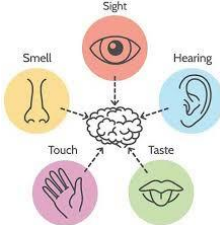


## Reception Writing Overview

# Autumn 1

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| <ul style="list-style-type: none"> <li>• All new vocabulary will be displayed on Working Walls in the classroom environment.</li> <li>• WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.</li> <li>• There will always be writing opportunities within provision areas e.g. writing books and pencils, themed paper, list writing, variety of leaflets, booklets and items that follow the children's current interests.</li> <li>• Writing opportunities can be found in the; malleable area, home corner, construction area, literacy area, small world area, phonics area, topic roleplay, mark making.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning is progressive and therefore texts and skills need to be taught in chronological order.</li> <li>• New ambitious vocabulary will be introduced and pre-taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.</li> </ul> |
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<b>Text and EYFS Writing Opportunities (Linked to text)</b>	Baseline	Baseline	Little Red Hen – narrative (4 weeks) 	Senses – NF – list (2 weeks) 
<b>Language Development</b>			Clucked, spy, ear of corn, sleek, plump, weeded, preening, mumbled, mill, windmill, gleeful, eager, greedy, oodles.	See, hear, taste, smell, feel
<b>Continuous Provision Writing Opportunities</b>			List/recipe writing; ingredients to bake bread. CVC words, animals on the farm Speech bubbles; what are the characters saying / thinking?	Senses hunt, write what I can see/hear/touch/taste/smell  List writing – senses

**Phonics** – Read Write Inc - *masdtlnpgockubfelhrjvvywzx*  
 Word time-- 1.1 – 1.4 at, tip, cup, hen

### Handwriting –

*Use recognisable letters, some of which are correctly formed in words.*

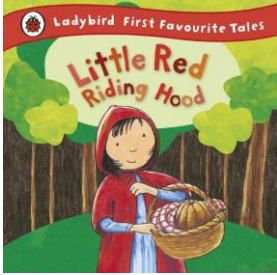

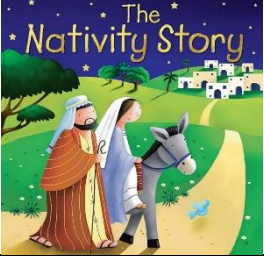
<b>I am a Clever Writer</b>	Spell words by identifying the sounds and then writing the sound with letter/s. <b>CVC words</b>
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## Reception Writing Overview

### Autumn 2

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.
- There will always be writing opportunities within provision areas e.g. writing books and pencils, themed paper, list writing, variety of leaflets, booklets and items that follow the children's current interests.
- Writing opportunities can be found in the; malleable area, home corner, construction area, literacy area, small world area, phonics area, topic roleplay, mark making.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre-taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

<b>Text and EYFS Writing opportunities Specific to the text.</b>	<p>Little Red Riding Hood – narrative (4 weeks)</p> 	<p>Christmas List – NF – list (2 weeks)</p> 	<p>Nativity – retell (1 week)</p> 
<b>Language Development</b>	<p>Deep, cottage, growled, bunch, crept, grumbled, pretended, snarled, gobble, nighcap, woodcutter, howling, dashed</p>	<p>Christmas, santa, elf</p>	<p>Shepherds, jesus, god, bethlehem, christ, manger, crib, wise.</p>
<b>Continuous Provision Writing Opportunities</b>	<p>List writing – list to take to grandmas house What is in the basket for grandmas house? Wanted poster to the wolf Write a letter to grandma</p>	<p>Write a letter to santa Write a christmas list To do list for christmas eve Letter to elf on the shelf</p>	<p>Retell the nativity story (cut and stick/label)</p>
<p><b>Phonics</b> – Read Write Inc - <i>masdtlnpgockubfelhrjvywzx</i> <i>Word time-- 1.1 – 1.4 at, tip, cup, hen</i></p>			
<p><b>Handwriting</b> – <i>Use recognisable letters, some of which are correctly formed in words.</i></p>			
<b>I am a Clever Writer</b>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. <i>CVC words</i></p>		

## Reception Writing Overview

### Spring 1

<ul style="list-style-type: none"> <li>All new vocabulary will be displayed on Working Walls in the classroom environment.</li> <li>WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.</li> <li>There will always be writing opportunities within provision areas e.g. writing books and pencils, themed paper, list writing, variety of leaflets, booklets and items that follow the children's current interests.</li> <li>Writing opportunities can be found in the; malleable area, home corner, construction area, literacy area, small world area, phonics area, topic roleplay, mark making.</li> </ul>	<ul style="list-style-type: none"> <li>Learning is progressive and therefore texts and skills need to be taught in chronological order.</li> <li>New ambitious vocabulary will be introduced and pre-taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.</li> </ul>
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Text and EYFS Writing Opportunities	<p style="text-align: center;">Nature Trail Peppa Pig – NF list – How to make a bird feeder (2 weeks)</p> 	<p style="text-align: center;">Cold Winters Day – Peppa Pig – narrative (4 weeks)</p> 
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Language Development	<p>Nature trail, map, footprints, binoculars, feeder, pattern.</p>	<p style="text-align: center;">Wrapped up, slips, frozen, balancing, soild.</p>
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Continuous Provision Writing Opportunities	<p style="text-align: center;">Bird fact files Instructions to make a bird feeder Wlidlife speech bubbles List of items for bird feeders</p>	<p style="text-align: center;">Ice experiment – why does water freeze? Why does ice melt? Seasons writing – weather in each season “in winter I can see” 4 seasons tree – draw the leaves and write a caption for each season. Hot chocolate stand orders/recipes</p>
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**Phonics** – *Sounds - m a s d t l n p g o c k u b f e l h r j v y w z x s h c h t h n g n k q u c k*  
*Word time-- 1.1 – 1.5 at, tip, cup, hen, kick, fish, wet*

#### Handwriting –

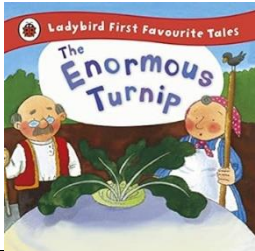
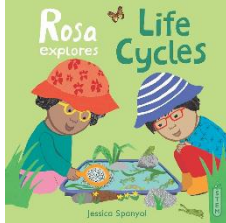
*Use recognizable letters, most of which are correctly formed in captions.*

I am a Clever Writer	<p>Spell words by identifying the sounds and then writing the sound with letter/s. <b>CVC words</b></p>	<p>Write short captions containing words with known sound- letter correspondence.</p>
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## Reception Writing Overview

### Spring 2

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Text and EYFS Writing Opportunities	<p>The Enormous Turnip – 3 weeks – narrative</p> 	<p>Rosa's Life Cycles – Tadpoles – 2 weeks (NF) - list</p> 
Language Development	<p>Turnip, delved, swell, hoes, supper, plot, enormous, vast, heave, budge, thud,</p>	<p>Frogspawn, hatch, tadpole, froglet, amphibians, embryo, gills, webbed feet, metamorphosis.</p>
Continuous Provision Writing Opportunities	<p>Ordering the story (cut and stick with captions)            Recipes to use the turnip e.g. turnip soup            Character speech/thought bubbles</p>	<p>Ordering the lifecycle with captions (cut and stick)            Labelling the frogs/froglet/tadpole            Exploring/labelling/ordering other lifecycles (ducks)</p>

**Phonics** – Sounds - m a s d t l n p g o c k u b f e l h r j v y w z x s h c h t h n g n k q u c k  
 Word time-- 1.1 – 1.5 at, tip, cup, hen, kick, fish, wet



**Handwriting** –  
 Use recognizable letters, most of which are correctly formed in captions.

I am a Clever Writer	<p>Spell words by identifying the sounds and then writing the sound with letter/s.  <b>CVC words</b></p>	<p>Write short captions containing words with known sound- letter correspondence.</p>
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## Reception Writing Overview

# Summer 1

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<b>Text and EYFS Writing Opportunities</b>	<p>Bluey at the Beach – 3 weeks - narrative</p> 	<p>Seaside List – NF – 2 weeks – list</p> 
<b>Language Development</b>	<p>Mermaid, strange, footsteps, cartwheels, flock, pipi, skuttle, skid, jellyfish, sting, pelican, beats, gasps,</p>	<p>Build, soft, fluffy, dry, safe</p>
<b>Continuous Provision Writing</b>	<p>List of items for the beach Letter to Bluey about our visit to Cleethorpes Ice cream shop orders</p>	<p>Cleethorpes fact file/leaflet Send a postcard from the beach</p>

**Phonics** – Sounds – ay ee igh ow oo ooo ar or air ir ou  
Word time – 1.6 1.7 – grin, dress, best, thick, sing

**Handwriting** - Develop the foundations of a handwriting style which is fast, accurate and efficient.


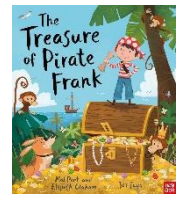
<b>I am a Clever Writer</b>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p style="text-align: center;"><b>CVC words</b></p>	<p>Write short captions containing words with known sound- letter correspondence.</p>	<p>Write a series of 3 or more short sentences with words with known sound- letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense Form lower- and upper-case letters correctly. <i>To use finger space correctly.</i></p>
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## Reception Writing Overview

# Summer 2

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<b>Text and EYFS Writing Opportunities</b>	How to be a Pirate – NF – 2 weeks – list 	Treasure of Pirate Frank – 4 weeks - narrative 	Transition Week
<b>Language Development</b>	Pirate, crew, treasure, canon, flag, jolly rodger, cutlass.	Sailed, beyond, swamp, bullfrog, volcano, dream.	
<b>Continuous Provision Writing</b>	List of items to become a pirate Instructions on how to make an eye patch Design a pirate map and label	Write a letter to pirate frank List of items to become a pirate Wanted poster for pirate frank	

**Phonics** – Sounds – ay ee igh ow oo ooo ar or air ir ou  
 Word time – 1.6 1.7 – grin, dress, best, thick, sing

**Handwriting** - Develop the foundations of a handwriting style which is fast, accurate and efficient.

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