



# Reception

## Writing

### Breadth of Study



**Children should be taught to:**

***Plan their writing by***

Discussing composition ideas.

***Draft and write by***

Composing and rehearsing sentences orally (including dialogue), roleplaying ideas, teacher modelling

#### Autumn

#### Spring

#### Summer

### Mark Making, Spelling and Phonics For Writing

Sometimes gives meaning to marks as they draw and paint.

Gives meaning to marks they make as they draw, write and paint.

Ascribes meanings to marks that they see in different places.

Begins to break the flow of speech into words.

Continues a rhyming string.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

Links sounds to letters, naming and sounding the letters of the alphabet

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writes own name and other things such as labels, captions.

Attempts to write short sentences in meaningful contexts.

Children use their phonic knowledge to write words in ways which match their spoken sounds.

Write some irregular common words.

Write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Write sentences that are sequenced to form a short narrative (real or fictional)

### Punctuation

leaving spaces between words

To punctuate sentences using a capital letter and a full stop

leaving spaces between words

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### Handwriting

Pupils should be taught to:

Form lower-case letters in the correct direction, starting and finishing in the right place

Form lower-case letters of the correct size relative to one another in their writing

Use finger spaces between words

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### Composition

Children should be taught to:

Write sentences that are sequenced to form a short narrative (real or fictional)

Demarcate some sentences with

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<p>capital letters and full stops</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others.</p> <p>Spell some common exception words (core words)</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use finger spaces between words</p>	<p>capital letters and full stops</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others.</p> <p>Spell some common exception words (core words)</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use finger spaces between words</p>	<p>capital letters and full stops</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others.</p> <p>Spell some common exception words (core words)</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use finger spaces between words</p> <p><b><i>Perform</i></b>  <i>Read their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i></p>
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<b>Vocabulary</b>		
<p>Teachers should expose children to new, challenging words daily, ensuring meaning is clear and put into context.</p>	<p>Teachers should expose children to new, challenging words daily, ensuring meaning is clear and put into context.</p>	<p>Teachers should expose children to new, challenging words daily, ensuring meaning is clear and put into context.</p> <p><b><i>Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.</i></b></p>

<b>Consolidate Learning End Of Half Term Quiz/Presentation.</b>		
<p>Chn to be tested on all the tricky words which have been sent home for homework so far.</p> <p><b>Key Vocab - finger spaces, full stop, capital letter, sentence.</b></p>	<p>Chn to be tested on all the tricky words which have been sent home for homework so far.</p> <p>Chn to be given the opportunity to present their writing to peers.</p> <p><b>Key Vocab - finger spaces, full stop, capital letter, sentence.</b></p>	<p>Chn to be tested on all the tricky words which have been sent home for homework so far.</p> <p>Chn to be given the opportunity to present their writing to peers.</p> <p><b>Key Vocab - finger spaces, full stop, capital letter, sentence.</b></p>

**Percentage Value** - Children must be able to use and understand all highlighted terminology accurately and appropriately when discussing their writing and reading.

**More Able**

<b>Unicef Articles</b>	
<b>Article 31</b>	Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 29**

Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.