Studfall Infant Academy Reception Long Term Writing Plan

**ELGs:**

* 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.
* Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

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| **Term** | **Focus** | **Texts** | **Talk for Writing** | **Kinetic Letters** | **Objectives** |
| **Autumn 1**  **Magical Me**  **Old stories v New stories**  **All About Me**  **PSED** | Mark-making (Writing Station)  Name writing  Whiteboards  Labels  Writing for a purpose | The Enormous Turnip (Re-tell)  (Harvest)  Rapunzel  The Elves and the shoemaker  The Princess and the Pea  Squirrel’s Autumn search  Familiar texts e.g We’re going on a bear hunt, Rosie’s Walk (linked with Maths)  Super Duper You  The great big book of families  Love makes a family | Whole class re-tell of story maps  Introduce beginning, middle, end;  Story language: Once upon a time/happily ever after  Adjectives. | (Formation taught when teaching sounds in Phonics lessons also.)  Focus on Making Bodies Stronger/  Six Letter Parts.  Numerals | Give meanings to marks.  Form lower case letters correctly:  *encourage an effective pen grip; starting point and direction; on lines.*  Spell words by identifying the sounds and then writing the sounds with letters. |
| **Autumn 2**  **Celebrations**  **UTW (RE)** | Writing mascot  Captions  Lists | Room on the Broom (Re-tell)  Bonfire Night  Diwali story  The Christmas Story | Introduce simple sentence terminology: letter, word, sentence, full stop, capital letter, finger spaces.  Whole class story maps using labels and pictures. | Letter family:  Jumper (h n m r)  Abracadabra (c o a d) | *Complete sentence orally*  *Dictated sentences using taught sound-letter correspondences.* |
| **Spring 1**  **Hot and Cold**  **UTW (Geography)** | Factual writing  Diagrams | Handa’s Surprise (Re-tell)  Handa’s Hen  Monkey Puzzle  Rumble in the Jungle  Winter story  Polar animals (non-fiction)  Julia Donaldson (Book Week)  Chinese New Year  Ernest Shackleton | Retell story using pictures and captions  Non-fiction writing | Abracadabra and Squirter  (s q e)  Window cleaner (l t i u)  Fisher (g j y f) | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. |
| **Spring 2**  **Growth and Change**  **UTW (Science)** | Diagrams  Dictated sentence (mascot writing) | Once there were giants  Titch (Maths)  Rabbit’s Spring Adventure  Science Week – The Very Hungry Caterpillar (Re-tell)  Mad about Minibeasts  The Easter Story | Re-tell: developing story-telling skills; use pictures and sentences; developing vocabulary; sequencing. | Jumper ( b p)  Slider (v w x z k) |  |
| **Summer 1**  **People who help us**  **UTW (Science/History)** | Messages  Factual writing | Supertato (Re-tell)  A Superhero like you  Doctor (non-fiction)  You can’t call an elephant in an emergency  Mog and the VET  Police (non-fiction)  When I grow up | Re-tell story using own story maps – beginning/middle /end;  Label a picture with a sentence... ‘When I grow up....’ (in speech bubble)  Thank you letter to firefighters/police  Telephone messages  Police report  Captions  Labelling a keyworker | Upper Case:  The Straight Line Group  The Curved Line Group  The Lines with Curves Group  The Sliding Lines Group | Re-read what they have written to check that it makes sense; *model how to read and re-read.* |
| **Summer 2**  **Fantasy Stories**  **UTW/PSED** | Re-read sentences to check it makes sense.  Poetry  Dictated sentence (mascot writing) | Under the sea  Pirates/Mermaids  Dinosaurs  Fairies/dragons/ unicorns  Outer space | Retell a story including adjectives, focusing on conjunctions and time connectives. | Enabling flow |  |

\*Writing aids – sound/word banks; sentence support (finger spaces etc)

\*Scaffolding

\*Resources: notebooks, clipboards, post-its

\*Writing opportunities in different areas of the classroom, particularly role play.

\*Sensory experiences

\*Marking

\*Writing for assessment (dictated sentences)

*Create texts to communicate meaning for a wide range of purposes – cards, tickets, lists, invitations, stories, spells, maps, jokes, books with images.*

*Give meanings to marks.*

*Labels – captions – sentences*

*Initial sounds – spelling – word - sentence*