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 writingWhiteboardsLabelsWriting for a purpose | The Enormous Turnip (Re-tell) (Harvest)RapunzelThe Elves and the shoemakerThe Princess and the PeaSquirrel’s Autumn searchFamiliar texts e.g We’re going on a bear hunt, Rosie’s Walk (linked with Maths)Super Duper YouThe great big book of familiesLove makes a family | Whole class re-tell of story mapsIntroduce beginning, middle, end;Story language: Once upon a time/happily ever afterAdjectives. | (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 mascotCaptionsLists | Room on the Broom (Re-tell)Bonfire NightDiwali storyThe 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 writingDiagrams | Handa’s Surprise (Re-tell)Handa’s HenMonkey PuzzleRumble in the JungleWinter storyPolar animals (non-fiction)Julia Donaldson (Book Week)Chinese New YearErnest Shackleton | Retell story using pictures and captionsNon-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)** | DiagramsDictated sentence (mascot writing) | Once there were giants Titch (Maths)Rabbit’s Spring AdventureScience Week – The Very Hungry Caterpillar (Re-tell)Mad about MinibeastsThe 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)** | MessagesFactual writing | Supertato (Re-tell)A Superhero like youDoctor (non-fiction)You can’t call an elephant in an emergencyMog and the VETPolice (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/policeTelephone messagesPolice reportCaptionsLabelling a keyworker | Upper Case:The Straight Line GroupThe Curved Line GroupThe Lines with Curves GroupThe 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.PoetryDictated sentence (mascot writing) | Under the seaPirates/MermaidsDinosaursFairies/dragons/ unicornsOuter 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*