

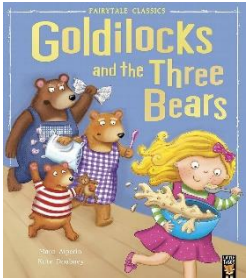
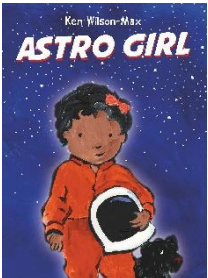


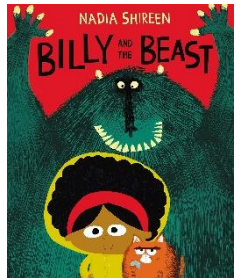


Reception Writing Progression of Skills/ Coverage

At DCS, we follow a layered learning approach whereby objectives are covered multiple times throughout the course of the year/ phase, and children revisit the objectives within a wide range of diverse contexts. This layering and revisiting engenders depth and supports children to develop a sense of concrete understanding of how skills for writing can be applied across a range of audience and purposes.

Non-statutory guidance from the 'Development Matters' document, which is adapted to meet the needs of our children and linked to Distington Community School's school improvement plan & Early Years action plan to enhance communication and language skills throughout all topics.					
<u>Three and four years</u>		<u>Reception</u>		<u>ELG</u>	
<ul style="list-style-type: none"> - Write some or all of their name. - Write some letters accurately. - To use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list or writing sounds/ forming letters whilst in the area of provisions. <p>Physical development linked to writing:</p> <ul style="list-style-type: none"> - To use a comfortable grip with good control when holding pens and pencils. - To show a preference for a dominant hand. 		<ul style="list-style-type: none"> - To form lower-case and capital letters correctly. - To spell words by identifying the sounds and then writing the sound with letter/s. - To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - To re-read what they have written to check that it makes sense. <p>Physical development linked to writing:</p> <ul style="list-style-type: none"> - To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - To develop the foundations of a handwriting style which is fast, accurate and efficient. 		<ul style="list-style-type: none"> - To write recognisable letters, most of which are correctly formed. - To spell words by identifying sounds in them and representing the sounds with a letter or letters. - To write simple phrases and sentences that can be read by others. <p>Physical development linked to writing:</p> <ul style="list-style-type: none"> - To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; 	
<u>Autumn 1 and 2</u> Why should Goldilocks say sorry?		<u>Spring 1</u> What makes an astronaut so brave?	<u>Spring 2</u> What is an egg?	<u>Summer 1</u> Where do I belong?	<u>Summer 2</u> What makes the beast so terrible?



<p>High Quality Text</p>					
<p>Outcomes</p>	<p>Retelling/ sequencing, labels, descriptions of characters and settings, comparisons</p>	<p>Descriptions, comparisons, labels,</p>	<p>Descriptions, comparisons, labelling of common animals, basic sentences</p>	<p>Setting descriptions, comparisons of places, basic sentences</p>	<p>Character descriptions, wanted posters, recipes, simple sentences</p>
<p>Style of text</p>	<p>Traditional Tale. Simple, repetitive narrative.</p>	<p>Astro girl blends fiction and non-fiction whilst promoting a positive family dynamic and girls' interest in STEM.</p>	<p>Humorous book with a surprising ending.</p>	<p>Friendship, loneliness and the importance of communication are explored in this picture book.</p>	<p>Fantasy, humour and fairy tale with repetition throughout.</p>
<p>Vocabulary (from text), Grammar and Punctuation Coverage</p>	<p>Repetitive vocabulary and phrases. Examples of vocabulary based on text: character, setting, crept, explore, slurped, delicious, magnificent</p>	<p>Examples of vocabulary based on text: astronaut, spaceship, gravity, experiment</p>	<p>Examples of vocabulary based on text: species, hatching, feathered</p>	<p>Examples of vocabulary based on text: ignored, floated, disappointment, discovered, delighted Full stops, capital letters, finger spaces</p>	<p>Examples of vocabulary based on text: rummaged, adorable, terrible, unusual, ingredients Full stops, capital letters, finger spaces</p>
<p>Writing Transcription (Spelling and Handwriting) - Read, Write, Inc. spellings</p>	<p>RWI daily phonics sessions. Use of RWI rhymes to support letter formation.</p>	<p>RWI daily phonics sessions. RWI sound activities incorporated in to Literacy Tree planning. Use of RWI rhymes to support letter formation.</p>	<p>RWI daily phonics sessions. RWI sound activities incorporated in to Literacy Tree planning. Use of RWI rhymes to support letter formation.</p>	<p>RWI daily phonics sessions. RWI sound activities incorporated in to Literacy Tree planning. Use of RWI rhymes to support letter formation.</p>	<p>RWI daily phonics sessions. RWI sound activities incorporated in to Literacy Tree planning. Use of RWI rhymes to support letter formation.</p>



Developing Writing Words	Beginning to recognise initial sounds and attempt to write matching sounds.	Hearing initial sounds and writing the letters to match the sounds.	Writing short strings of letters to represent words. Two or three letters in sequence. Hearing/ writing first sound, last sound and medial. Left to write.	To spell and write CVC words by matching letters and sounds	To write high frequency, decodable and tricky words.	To write more challenging words with sound knowledge.
Composition	<p>Plan writing by:</p> <ul style="list-style-type: none"> - Discussing ideas as a whole class (as a pre-teaching activity) and reminding the class of what they can use around the room to support them in their writing. <p>Articulating ideas and structuring them in speech, before writing.</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> - Discussing ideas as a whole class (as a pre-teaching activity) and reminding the class of what they can use around the room to support them in their writing. <p>Articulating ideas and structuring them in speech, before writing.</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> - Discussing ideas as a whole class (as a pre-teaching activity) and reminding the class of what they can use around the room to support them in their writing. <p>Articulating ideas and structuring them in speech, before writing.</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> - Discussing ideas as a whole class (as a pre-teaching activity) and reminding the class of what they can use around the room to support them in their writing. <p>Articulating ideas and structuring them in speech, before writing.</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> - Discussing ideas as a whole class (as a pre-teaching activity). <p>Articulating ideas and structuring them in speech, before writing.</p> <p>Re reading their work, to ensure it makes sense and the words are sequenced in the correct order.</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> - Discussing ideas as a whole class (as a pre-teaching activity). <p>Articulating ideas and structuring them in speech, before writing.</p> <p>Re reading their work, to ensure it makes sense and the words are sequenced in the correct order.</p>
Oracy focus	<p>Poetry Slam - Dingle Dangle Scarecrow (Autumn Rhyme)</p> <p>Understanding the World: To make comparisons between old and new bears.</p> <p><i>The Language of comparison.</i></p>	<p>Expressive arts & design: To evaluate textiles skills and techniques.</p> <p><i>The Language of Evaluation.</i></p>	<p>Understanding the World: Do you think Mae Jemison (First African-American woman in space) was a brave person?</p> <p><i>The Language of Opinion.</i> <i>The Language of Argument.</i></p>	<p>Maths: To explain their mathematical understanding.</p> <p><i>The Language of Mathematical Explanation.</i></p>	<p>Expressive Arts and Design: To describe how they created their boats and why they chose the materials they did.</p> <p><i>The Language of Description.</i></p>	<p>Understanding the World: To give details of the area in which they live and describe the route they would take on their own maps.</p> <p><i>The Language of Explanation.</i></p>



	<p><i>The language of description.</i></p> <p>Literacy (Talk4Writing): <i>The language of sequencing/retelling</i></p>					
Enrichment	<p>Road Dahl day Andy Tooze Poet Rock Star day (linking to Timestable Rockstars & Numbots) Pet Encounters Halloween focus The La'al Collective Arts Project</p>	<p>Bonfire Night focus Remembrance Day focus Christmas focus Christingle Nursery Rhyme week Nativity performance Planet Play (Christmas trip) The La'al Collective Arts Project</p>	<p>Cooking and Nutrition activities, linked to DT focus Lunar New Year</p>	<p>Easter activities Earth Day (Wednesday 22nd April) STEM experiences The La'al Collective Arts Project</p>	<p>The La'al Collective Arts Project</p>	<p>End of year trip The La'al Collective Arts Project</p>
High Quality Poetry Texts	<p>Dingle Dangle Scarecrow (Poetry Slam)</p> <p>Crackle! Spit! By Marie Thorn (Bonfire Night link)</p> <p>Nursery Rhyme week (When I Was One, Sing a Song of Sixpence, Humpty Dumpty, Two Little Dickie Birds, I Hear Thunder)</p>		<p>Poetry Slam - If You Were A Carrot by B. Doherty</p> <p>The Chinese Dragon from Let's Celebrate! Festival Poems from Around the World by D. Chatterjee.</p>		<p>Poetry Slam - Song of the Train by D. McCord</p>	
Readiness for Year 1	<ul style="list-style-type: none"> - To hold pencils, pens and other mark making tools in the correct way so that they can make marks in an increasingly controlled manner. - To write simple sentences that can be read by themselves and others. - To have a basic understanding of capital letters and full stops. - To use some familiar diagraphs when spelling. - To spell some red words accurately. 					