



## 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.

<b>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 &amp; Early Years action plan to enhance communication and language skills throughout all topics.</b>		
<u>Three and four years</u>	<u>Reception</u>	<u>ELG</u>
<ul style="list-style-type: none"> <li>- Write some or all of their name.</li> <li>- Write some letters accurately.</li> <li>- 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.</li> </ul> <p><b>Physical development</b> linked to writing:</p> <ul style="list-style-type: none"> <li>- To use a comfortable grip with good control when holding pens and pencils.</li> <li>- To show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>- To form lower-case and capital letters correctly.</li> <li>- To spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>- To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>- To re-read what they have written to check that it makes sense.</li> </ul> <p><b>Physical development</b> linked to writing:</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- To write recognisable letters, most of which are correctly formed.</li> <li>- To spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- To write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Physical development</b> linked to writing:</p> <ul style="list-style-type: none"> <li>- To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> </ul>



			- To develop the foundations of a handwriting style which is fast, accurate and efficient.			
	<p><b>Autumn 1</b> Where is the Gingerbread Man running to?</p>	<p><b>Autumn 2</b> How do polar bears keep warm?</p>	<p><b>Spring 1</b> How do people celebrate in other countries?</p>	<p><b>Spring 2</b> Who are the people that help us?</p>	<p><b>Summer 1</b> What would it be like to live with a dinosaur?</p>	<p><b>Summer 2</b> What makes a good pirate?</p>
High Quality Text						
Outcomes	Retelling/ sequencing, labels, descriptions	Descriptive writing, comparisons. labels	Posters, letters of advice, party invitations	Letters of encouragement; a retelling; song lyrics and job applications	Sentence structure (Capital letters, finger spaces, full stops)	Writing in role, letters, a 'how to' guide
Style of text	Traditional Tale. Repetitive narrative	Humour. Simple text and cartoon style images.	PSHE links, relating to confronting fears and gaining confidence.	Humorous book which associates a fun character with PSHE links relating to being kind.	Lyrical rhyming text. The use of rich language.	A rhythmic and repetitive text.



<b>Vocabulary (from text), Grammar and Punctuation Coverage</b>	<p>Repetitive vocabulary and phrases.</p> <p>Examples of vocabulary based on text: character, scurrying, frolicked, scampered.</p>	<p>Example of vocabulary based on text: drifting, enormous, charming, dazzling,</p>	<p>Examples of vocabulary based on text: curious, nestled, valley, townspeople, parade, celebrate</p>	<p>Examples of vocabulary based on text: emergency, supersonic, arachnophobia,</p>	<p>Examples of vocabulary based on text: prehistoric, carnivore, herbivore, paleontologist.</p> <p>Full stops, capital letters, finger spaces</p>	<p>Examples of vocabulary based on text: stealthy, adventure, shadows, shipmate, leapt,</p>
<b>Writing Transcription</b> (Spelling and Handwriting)  - Read, Write, Inc. spellings	<p>RWI daily phonics sessions.</p> <p>Use of RWI rhymes to support letter formation.</p>	<p>RWI daily phonics sessions.</p> <p>Use of RWI rhymes to support letter formation.</p>	<p>RWI daily phonics sessions.</p> <p>RWI sound activities incorporated in to Literacy Tree planning.</p> <p>Use of RWI rhymes to support letter formation.</p>	<p>RWI daily phonics sessions.</p> <p>RWI sound activities incorporated in to Literacy Tree planning.</p> <p>Use of RWI rhymes to support letter formation.</p>	<p>RWI daily phonics sessions.</p> <p>Use of RWI rhymes to support letter formation.</p>	<p>RWI daily phonics sessions.</p> <p>RWI sound activities incorporated in to Literacy Tree planning.</p> <p>Use of RWI rhymes to support letter formation.</p>
<b>Developing Writing Words</b>	<p>Beginning to recognise initial sounds and attempt to write matching sounds.</p>	<p>Hearing initial sounds and writing the letters to match the sounds.</p>	<p>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.</p>	<p>To spell and write VC CVC words by matching letters and sounds</p>	<p>To write high frequency, decodable and tricky words.</p>	<p>To write more challenging words with sound knowledge.</p>



<b>Composition</b>	<p><b>Plan writing by:</b></p> <p>- 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> <p>Articulating ideas and structuring them in speech, before writing.</p>	<p><b>Plan writing by:</b></p> <p>- 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> <p>Articulating ideas and structuring them in speech, before writing.</p>	<p><b>Plan writing by:</b></p> <p>- 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> <p>Articulating ideas and structuring them in speech, before writing.</p>	<p><b>Plan writing by:</b></p> <p>- 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> <p>Articulating ideas and structuring them in speech, before writing.</p>	<p><b>Plan writing by:</b></p> <p>- Discussing ideas as a whole class (as a pre-teaching activity).</p> <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><b>Plan writing by:</b></p> <p>- Discussing ideas as a whole class (as a pre-teaching activity).</p> <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>
<b>Oracy focus</b>	<p>Literacy - Sequencing and retelling the story of The Gingerbread Man</p> <p><i>(The Language of Retelling)</i></p>	<p>Understanding the World - Comparing two countries.</p> <p><i>(The Language of Comparison)</i></p>	<p>Mathematical Development - Explaining of answers.</p> <p><i>(The Language of Explanation)</i></p>	<p>Understanding the World - Describing the role of different professionals and how they help us.</p> <p><i>(The Language of Description)</i></p>	<p>Literacy – Making assumptions about why a dinosaur would not make a good pet, using prior knowledge.</p> <p><i>(The Language of Deduction)</i></p>	<p>Expressive arts &amp; design – Evaluating the materials and designs of their boats.</p> <p><i>(The Language of Evaluation)</i></p>



<b>Enrichment</b>	Roald Dahl Week Andy Tooze Poet Sophie Martin Illustrator  Halloween focus	Bonfire Night focus Remembrance day focus Children in Need day  Christmas Trip	Lunar New Year  Chinese guest speaker	Earth Day (Tuesday 22 <sup>nd</sup> April)  Visits from professionals (fire fighters, police, vets)	Dinosaur day (Dinosaur encounters)	
<b>High Quality Poetry Texts</b>		Nursery Rhyme week (Incy Wincy Spider, Five Currant Buns, Old MacDonald, Twinkle Twinkle & The Big Ship Sails)		Pirate Pete from Zim Zam Zoom by J. Carter		
<b>Readiness for Year 1</b>	<ul style="list-style-type: none"> <li>- Hold pencils, pens and other mark making tools appropriately so that they can make marks in an increasingly controlled manner.</li> <li>- Write simple sentences that can be read by others.</li> <li>- Start to develop an understanding of capital letters and full stops.</li> <li>- Begin to use diagraphs when spelling.</li> <li>- Begin to spell some red words accurately.</li> </ul>					