



South Gosforth First School - English
Reception – Writing Long Term Plan



Term Autumn 1	Autumn 1 (First Unit)	Autumn 1 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Traditional Stories – T4W)
<u>Suggested Texts</u>	Little Wandle – Phase 2 Graphemes The Gingerbread Man, The Family Book by Todd Parr	The Three Little Pigs
<u>Word Reading & Comprehension Learning Outcomes</u>	• Show preference for a book, song or rhyme. • Handle books correctly and follow print from left to right, top to bottom. • Locate the title of the book. • Segment and blend words orally. • Recognise words that rhyme.	• Talk about events and characters in a story read to them. • Join in with familiar stories and rhymes. • Link most sounds to letters. • Begin to blend and segment in order to read vc and cvc words. • Begin to match spoken word to written word. • Read some Phase 2 words (including Tricky Words).
<u>Writing Learning Outcomes</u>	• Developing fine motor skills – threading, cutting, weaving, playdough, pegs and pegboards. • Daily Squiggle While You Wiggle/Dough Disco sessions. • Practise name writing. • Introduce letter formation for Phase 2 graphemes taught this half term. • Mark making during continuous provision – give meaning to marks. • Writing for a purpose – role play.	• Write initial sounds to label characters/images. • Create story maps. • Continue daily Squiggle While You Wiggle/Dough Disco sessions. • Introduce weekly Scribble Matters sessions. • Continue learning letter formation for Phase 2 graphemes taught.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Choose characters from imitation stories and wider reading to develop talk and discussion using questioning to expand children's notion of character. <i>What do you think is feeling? How is feeling? What do you think would say? Why do you think behaved like that?</i> • Use adjectives to describe the character. • Plan your story on a story map. • Tell your story using <i>Once upon a time, First, Next, Then, Happily ever after.</i>



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Term Autumn 2	Autumn 2 (First Unit)	Autumn 2 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Traditional Stories – T4W)
<u>Suggested Texts</u>	Little Wandle – Phase 2 Graphemes Funnybones, Stickman by Julia Donaldson	The Little Red Hen
<u>Word Reading & Comprehension Learning Outcomes</u>	• Link most sounds to letters. • Begin to blend and segment in order to read vc and cvc words. • Begin to match spoken word to written word. • Read some Phase 2 words (including Tricky Words). • Talk about events and characters in stories read to them.	• Link most sounds to letters. • Begin to blend and segment in order to read vc and cvc words. • Begin to match spoken word to written word. • Read some Phase 2 words (including Tricky Words). • Talk about events and characters in stories read to them. • Join in with familiar stories and rhymes.
<u>Writing Learning Outcomes</u>	• Developing fine motor skills – threading, cutting, weaving, playdough, pegs and pegboards. • Daily Squiggle While You Wiggle/Dough Disco sessions. • Practise name writing. • Teach and model the correct letter formation for Phase 2 graphemes taught this half term. • Mark making during continuous provision – give meaning to marks. • Writing for a purpose – role play. • Children to show preference for a dominant hand. • Dictation and writing of tricky words. • Dictation and writing of cvc words.	• Create story maps. • Write cvc words and labels linked to the story – characters’ names. • Write tricky words. • Continue practising name writing. • Continue to teach and model the correct letter formation for Phase 2 graphemes taught this half term.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Plan a story on a story map. • Choose a main character; who are they? What is he/she doing? What is going to go wrong? How will it be sorted out? • Tell their story using: <i>Once upon a time, First, Next, Then, ...happily ever after.</i> • Use adjectives to describe the characters. • Explain what happens to the characters at the end. • Use language from traditional tales e.g. <i>Once upon a time, Long, long ago...</i>



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Term Spring 1	Spring 1 (First Unit)	Spring 1 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Conquering the Monster Tale – T4W)
<u>Suggested Texts</u>	Little Wandle Phase 3 Graphemes Texts linked to Chinese New Year & Superworm by Julia Donaldson	Supertato by Sue Hendra
<u>Word Reading & Comprehension Learning Outcomes</u>	• Show interest and answer simple questions about texts. • Use words they know to check their reading makes sense. • Locate and recall the title. • Read with 1:1 correspondence. • Read some common irregular words (Phase 2/3). • Link all sounds to letters. • Read simple words by blending.	• Show interest and answer simple questions about texts. • Use words they know to check their reading makes sense. • Locate and recall the title. • Read with 1:1 correspondence. • Read some common irregular words (Phase 2/3). • Link all sounds to letters. • Read simple words by blending.
<u>Writing Learning Outcomes</u>	• Handwriting sessions - practising letter formation and correct position when sitting at a table to write. • Teach and model the correct formation for Phase 3 graphemes taught this half term. • Begin to form letters correctly. • Handle tools, objects, construction and malleable materials with increasing control. • Write rhyming words from Superworm. • Label a superhero. • Begin to use phonetically plausible attempts at words.	• Write 'Who am I?' clues to describe characters from the story Supertato. • Write captions from the story. • Plan a story map of the story. • Label pictures of characters from the story. • Begin to use phonetically plausible attempts at words.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Imagine you are the character in the story – what can you see? What can you hear? etc. • Use adjectives to describe characters. • Use simple noun phrases to describe the characters e.g. <i>the evil green pea</i>. • Use emotions images to explore a character's feelings. • In shared writing, always emphasise capital letters for characters' names. • Introduce speech bubbles and thinking bubbles as visual aids to help focus talk on what a character is saying and thinking. • Use time connectives e.g. <i>Yesterday...</i>



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Term Spring 2	Spring 2 (First Unit)	Spring 2 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Finding Tale – T4W)
<u>Suggested Texts</u>	Little Wandle Phase 3 Graphemes Non-fiction texts on plants, Information text about Beatrix Potter	Oliver's Vegetables by Vivian French
<u>Word Reading & Comprehension Learning Outcomes</u>	• Demonstrate understanding when talking about what they have read. • Repeat words or phrases to check their reading. • Read and understand simple sentences. • Use phonic knowledge to read and decode regular words. • Read all Phase 2 words. • Read some Phase 3 words.	• Demonstrate understanding when talking about what they have read. • Repeat words or phrases to check their reading. • Read and understand simple sentences. • Use phonic knowledge to read and decode regular words. • Read all Phase 2 words. • Read some Phase 3 words.
<u>Writing Learning Outcomes</u>	• Write dictated sentences linked to plants. • Write dictated sentences to describe Beatrix Potter. • Children to hold pencil effectively with a comfortable grip. • Form recognisable letters - most of which are correctly formed. • Continue handwriting sessions - practising letter formation and correct position when sitting at a table to write. • Continue to teach and model the correct formation for Phase 3 graphemes taught this half term.	• Create own story maps. • Write simple sentences to accompany story maps. • Continue handwriting sessions - practising letter formation and correct position when sitting at a table to write. • Continue to teach and model the correct formation for Phase 3 graphemes taught this half term.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Use a list of three to build a picture e.g. orange carrots, green cabbage and purple beetroot. • Use adjectives to describe. • Develop talk and discussion using questioning to expand children's notion of character: What do you think Oliver is thinking? How do you think Oliver feels? What do you think Oliver would say? Why do you think Oliver behaved like that? • Begin to collect and explore synonyms and antonyms for key areas of vocabulary: -moving verbs: went / saw / walked -powerful verbs: gobbled, nibbled, gulped, -feelings: happy/sad, good/wicked...



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Term Summer 1	Summer 1 (First Unit)	Summer 1 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Information Texts (T4W)
<u>Suggested Texts</u>	Little Wandle Phase 4 Sentences based on The Teeny-Weeny Tadpole and the life cycle of a frog	Mad about Minibeasts by Giles Andreae
<u>Word Reading & Comprehension Learning Outcomes</u>	• Begin to notice if their reading makes sense. • Say rhymes by heart. • Sometimes notice errors. • Know that illustrations can help to make sense of reading. • Read Phase 3 words (including Tricky Words). • Say a sound for each letter in the alphabet and know at least 10 digraphs. • Read words consistent with phonic knowledge by sound-blending.	• Begin to notice if their reading makes sense. • Say rhymes by heart. • Sometimes notice errors. • Know that illustrations can help to make sense of reading. • Read Phase 3 words (including Tricky Words). • Say a sound for each letter in the alphabet and know at least 10 digraphs. • Read words consistent with phonic knowledge by sound-blending.
<u>Writing Learning Outcomes</u>	• Continue to develop pencil grip and correct letter formation through regular handwriting sessions. • Write labels to describe the stages of the life cycle of a frog. • Write dictated sentences to describe the life cycle of a frog/minibeasts. • Write dictated sentences based on school visit/visit from animals. • Begin to use capital letters, full stops and finger spaces between words in a sentence.	• Continue to develop pencil grip and correct letter formation through regular handwriting sessions. • Develop use of capital letters, full stops and finger spaces between words in a sentence. • Write 'What am I?' clues to describe minibeasts based on the style of descriptions in Mad about Minibeasts. • Create their own story maps and write simple sentences.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Use adjectives to describe. • Use similes (verbally). • Use simple noun phrases to describe characters. • Begin to collect and explore synonyms and -moving verbs: antonyms for key areas of vocabulary: went / saw / walked -powerful verbs: gobbled, nibbled, gulped,,, -feelings: happy/sad, good/wicked... • Use simple adverbs of manner to describe a character's actions and movement e.g. <i>happily, angrily etc.</i>



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Term Summer 2	Summer 2 (First Unit)	Summer 2 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Character Flaw Story - T4W)
<u>Suggested Texts</u>	Little Wandle Phase 4 Sentences based on Sharing a Shell by Julia Donaldson, Big People Little Dreams David Attenborough & visit to the beach	Pirate Pete and his Smelly Feet by Lucy Rowland
<u>Word Reading & Comprehension Learning Outcomes</u>	• Demonstrate an understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Re-read books showing increased accuracy and fluency.	• Demonstrate an understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Re-read books showing increased accuracy and fluency.
<u>Writing Learning Outcomes</u>	• Use capital letters, full stops and finger spaces more consistently. • Form lower case and capital letters correctly. • Write simple sentences. • Continue daily handwriting sessions and ensure children have the correct pencil grip.	• Use capital letters, full stops and finger spaces more consistently. • Form lower case and capital letters correctly. • Create own story maps and write simple sentences from their story map. • Write simple innovated sentences from their own innovated story map. • Continue daily handwriting sessions and ensure children have the correct pencil grip.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Choose their own main character....<i>who are they? What are they doing? What is going to go wrong? How will it be sorted out?</i> • Use emotions to explore a character's feelings. • Use simple adverbs of manner to describe a character's actions and movement e.g. <i>slowly, happily, angrily etc.</i> • Use drama and role play to begin to explore character's speech in stories. • Introduce speech bubbles and thinking bubbles as visual aids to help focus talk on what a character is saying and thinking.